



Dev Sangha Institute of Professional Studies and Educational Research

Programme: Bachelor in Education (B. Ed.)

PO -PSO - CO ASSESSMENT AND ATTAINMENT: A REPORT

Introduction:

Dev Sangha Institute of Professional Studies and Educational Research (DIPSER) is a well-known institution for teachers' education, located in Deoghar district in Jharkhand State of India. The Institution was established in 2001 with the view to nurture committed women teachers who would be fully dedicated to the cause of learning and be ever conscious of their role as responsible guardians of human resource developed society. DIPSER is an initiative of Dev Sangha Seva Pratisthan, a Spiritual Organization established by the seer Shrimat Narendra Nath Brahmachary Ji in 1950. DIPSER was founded by his enlightened disciple and chosen successor Shrimat Acharya Saumyendra Nath Brahmachary Ji, a Gold Medalist from the Indian Institute of Technology, Kharagpur (batch of 1968). DIPSER is a self-financing institution affiliated to Sido Kanhu Murmu University, Dumka. Our Institution offers three courses – B.Ed., M.Ed. and D.El.Ed.. The Bachelor of Education (B.Ed.) course is a two-year full-time undergraduate professional program approved by the National Council for Teacher Education (NCTE). DIPSER is a NAAC certified Institution and received the linguistic minority status in December, 2010 from the Government of Jharkhand. DIPSER is the only professional college exclusively for women under the University. The Institution is grounded on strong ethical values and beliefs of Acharya ji and his great predecessors and the same is reflected in its Vision and Mission. DIPSER is led by intellect and steered by values. It is managed by leading academicians from premier Institutions, top level corporate executives, industrialists and management professionals who are committed to enhance educational excellence of its students through continual improvement in the Quality of Academic and related support services. Over the years, DIPSER has underlined its achievement in all its activities; its students, most of whom come from under-privileged segment of the Society (Santhal Pargana Region of Jharkhand), have exhibited good academic results as well as have been actively involved in various social service and national developmental activities.

Outcome-Based Education:

Outcome-Based Education (OBE) forms the foundation of modern teaching, shifting the instructional focus from what is taught to what student-teachers can demonstrate upon completion. In the context of the Bachelor of Education (B.Ed.), this framework ensures that candidate teachers develop the specific pedagogical, psychological, and reflective competencies required to foster secondary and senior secondary learning, subject mastery, and holistic development in learners. This report outlines the structural framework of learning outcomes—categorized into Program Outcomes (POs), Program Specific Outcomes (PSOs), and Course Outcomes (COs)—designed to align classroom teaching with national educational standards and learner-centered

pedagogical practices. A reporting framework relates individual teaching units to broad teacher-training goals, ensuring student-teachers acquire required pedagogical skills, classroom management abilities, and foundational educational theory. In the Bachelor of Education (B.Ed.) curriculum, Outcome-Based Education (OBE) operates through a three-tiered hierarchy. Each level shifts the focus from traditional syllabus completion to measurable teacher competencies, ensuring student-teachers develop specific pedagogical skills, psychological insights, and ethical standards required for secondary and senior secondary classrooms.

Conceptual Framework:

In alignment with Outcome-Based Education (OBE) principles, this report evaluates the attainment of Program Outcomes (POs), Program Specific Outcomes (PSOs), and Course Outcomes (COs) for the B.Ed. program. The evaluation serves as a key mechanism for continuous quality improvement and institutional accreditation.

Definitions of Outcome Levels:

Program Outcomes (POs): POs represent the overarching professional attributes, attitudes, and skills that every B.Ed. graduate must demonstrate. They apply broadly to the entire teacher education program regardless of specific subjects. They are broad in scope and have program-wide attributes.

Program Specific Outcomes (PSOs): PSOs narrow the focus to the specific domain of secondary and senior secondary school teaching and define what a B.Ed. pass-out can specifically do in a classroom setting. They relate to specialized competencies unique to secondary teacher preparation and are achieved progressively across the full curriculum.

Course Outcomes (COs): COs are granular, action-oriented statements defining what student-teachers will know and be able to perform after completing a specific subject or module within the B.Ed. syllabus. COs are subject- or unit-specific learning deliverables and are evaluated at the end of a specific course/semester. Every assessment item -whether a written exam, lesson plan demonstration, micro-teaching session, or internship journal evaluates specific COs, which collectively demonstrate achievement of the PSOs and ultimate fulfillment of the overall POs.

PO, PSO and CO establish constructive alignment between macro-level institutional goals and micro-level classroom instruction. In academic quality assurance (NAAC accreditation processes), DIPSER maps each PO, PSO and CO, and through this matrix, evaluates whether a student's performance in individual course assessments directly measures whether the overarching program outcomes are being successfully achieved.

B.Ed. Programme:

The Bachelor of Education (B.Ed.) is a 2-year professional degree programme designed to train teachers for the secondary and upper secondary levels (Classes VI to XII). Governed and regulated by the National Council for Teacher Education (NCTE) in India and affiliated with Sido Kanhu Murmu University, Dumka, it equips prospective educators with advanced pedagogical skills, educational psychology insights, and effective classroom management techniques. The POs, PSOs, COs and

their attainment with respect to the B.Ed. programme are given hereunder. POs, PSOs, COs:

In the context of the B.Ed. Programme run at Dev Sangha Institute of Professional Studies and Educational Research (DIPSER), the POs, PSOs and COs are enumerated as below.

Programme Outcomes (POs)

Upon successful completion of the programme, the students will be able to:

- **PO1:** Be fully dedicated to the cause of learning and serve the nation with a deep sense of duty and commitment.
- **PO2:** Develop new perspectives in education and professional competencies necessary for teaching in a systematic manner.
- **PO3:** Enhance pedagogical skills and apply these skills for dealing with classroom issues most effectively.
- **PO4:** Identify methods and approaches that can help in dealing with the academic and personal issues of learners.
- **PO5:** Apply critical thinking in all facets of teaching-learning, contributing to effective assessment for learning.
- **PO6:** Apply interpersonal effectiveness as members or leaders of diverse teams in multidisciplinary settings by following the principles of collaborative learning, cooperative learning and team teaching.
- **PO7:** Undertake self-directed learning that helps students continually enhance their knowledge and skills in all teaching endeavours.
- **PO8:** Avail opportunities to enhance competence and knowledge-construction abilities for creating a positive learning atmosphere in educational institutions.
- **PO9:** Appreciate the role of the teacher in prevailing socio-cultural and political systems in general, and the educational system in particular.
- **PO10:** Apply value-orientation in understanding fundamental beliefs and responsibilities towards society.

Program Outcome (PO) Attainment Summary

The accompanying frequency distribution tables present the quantitative responses collected from a sample of N = 97 participants across a standard 5-point rating scale. The Programme Outcome Analysis is based on evaluation on a 5-point scale, where 5 represents 'Maximum Attainment' and 1 represents 'Minimum Attainment'. Accordingly, the level of attainment of students has been measured vis-à-vis the expected Programme Outcomes (POs) enumerated above.

Analysis of the Consolidated PO Attainment Distribution is summarized in the table below.

Table-1: Consolidated PO Attainment Distribution

POs	5	4	3	2	1
PO1	26.80%	52.58%	13.40%	5.15%	2.06%
PO2	21.65%	55.67%	14.43%	3.09%	5.15%
PO3	24.74%	51.55%	17.53%	3.09%	3.09%
PO4	20.62%	54.64%	19.59%	3.09%	2.06%
PO5	15.46%	55.67%	21.65%	5.15%	2.06%
PO6	28.87%	44.33%	21.65%	3.09%	2.06%
PO7	24.74%	52.58%	15.46%	4.12%	3.09%
PO8	21.65%	56.70%	15.46%	3.09%	3.09%
PO9	19.59%	47.42%	23.71%	6.19%	3.09%
PO10	27.84%	54.64%	13.40%	2.06%	2.06%
Avg.	23.20%	52.58%	17.63%	3.81%	2.78%

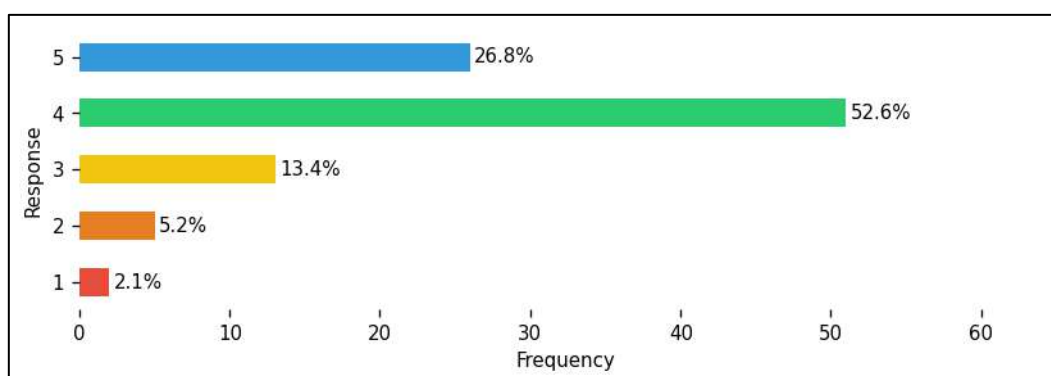
Detailed Analysis of Programme Outcomes

A detailed analysis of the individual Programme Outcomes is illustrated below -

PO1. Fully dedicated to the cause of learning and serve the nation with a deep sense of duty and commitment

Attainment Profile: A high level of attainment was observed, with **79.38%** of respondents rating the outcome at Levels 4 or 5. More than half of the respondents (**52.58%**) selected Rating 4, while **26.80%** reported maximum attainment at Rating 5.

A graphical representation is given below -

Graph-1: Attainment Profile - PO1**Table-2: Attainment Profile - PO1**

Response	Frequency	Percentage
1	2	2.06%
2	5	5.15%
3	13	13.4%
4	51	52.58%
5	26	26.8%
Total	97	100%

PO2. Developed new perspectives in education and professional competencies necessary for teaching in a systematic manner

Attainment Profile: 77.32% of respondents demonstrated high attainment at Ratings 4 or 5. Rating 4 accounted for the largest proportion at **55.67%**, while **21.65%** achieved maximum attainment. However, **5.15%** recorded minimum attainment at Rating 1, indicating some scope for further professional competency development.

Table-3: Attainment Profile - PO2

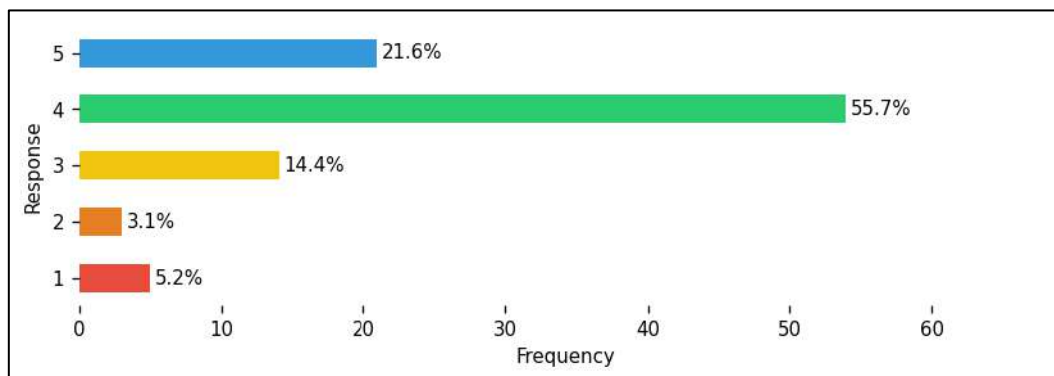


Table-3: Attainment Profile - PO2

Response	Frequency	Percentage
1	5	5.15%
2	3	3.09%
3	14	14.43%
4	54	55.67%
5	21	21.65%
Total	97	100%

PO3. Enhanced pedagogical skills and ability to apply these skills for dealing with classroom issues most effectively

Attainment Profile: 76.29% of respondents rated this outcome favourably at Levels 4 or 5. Rating 4 accounted for **51.55%**, while **24.74%** reported maximum attainment. A further **17.53%** selected Rating 3, suggesting opportunities for strengthening the practical application of pedagogical skills.

Graph-3: Attainment Profile - PO3

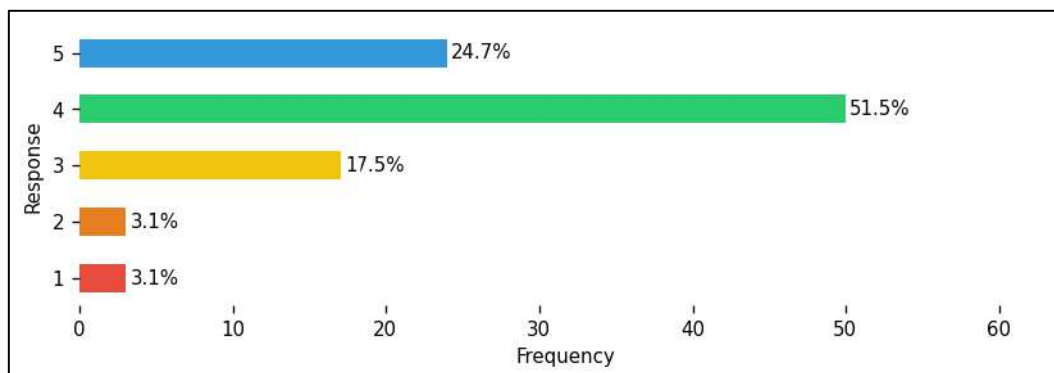
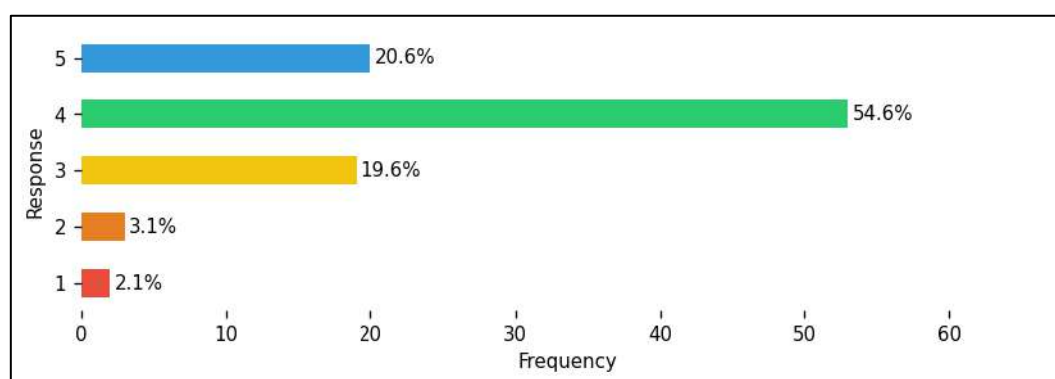


Table-4: Attainment Profile - PO3

Response	Frequency	Percentage
1	3	3.09%
2	3	3.09%
3	17	17.53%
4	50	51.55%
5	24	24.74%
Total	97	100%

PO4. Able to identify methods and approaches that can help in dealing with the academic and personal issues of learners

Attainment Profile: 76.29% of respondents rated this outcome favourably at Levels 4 or 5. Rating 4 accounted for 51.55%, while 24.74% reported maximum attainment. A further 17.53% selected Rating 3, suggesting opportunities for strengthening the practical application of pedagogical skills.

Graph-4: Attainment Profile - PO4**Table-5: Attainment Profile - PO4**

Response	Frequency	Percentage
1	2	2.06%
2	3	3.09%
3	19	19.59%
4	53	54.64%
5	20	20.62%
Total	97	100%

PO5. Apply critical thinking in all facets of teaching-learning that helps in effective assessment for learning

Attainment Profile: 71.13% of respondents recorded high attainment at Levels 4 or 5. A substantial 55.67% selected Rating 4, although only 15.46% reported maximum attainment. The 21.65% response at Rating 3 highlights the need for further emphasis on critical thinking and assessment-for-learning practices.

Graph-5: Attainment Profile - PO5

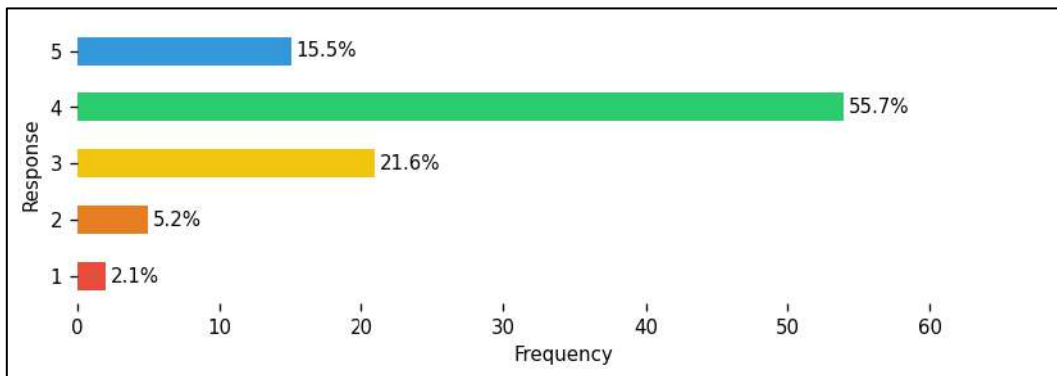


Table-6: Attainment Profile - PO5

Response	Frequency	Percentage
1	2	2.06%
2	5	5.15%
3	21	21.65%
4	54	55.67%
5	15	15.46%
Total	97	100%

PO6. Apply inter-personal effectiveness as a members or leaders of diverse teams in multi-disciplinary settings by following the principles of collaborative learning, cooperative learning and team teaching

Attainment Profile: 73.20% of respondents demonstrated high attainment at Ratings 4 or 5. Maximum attainment was recorded by 28.87%, while 44.33% selected Rating 4. The 21.65% response at Rating 3 indicates potential for further enhancement of teamwork, leadership and collaborative learning skills.

Graph-6: Attainment Profile - PO6

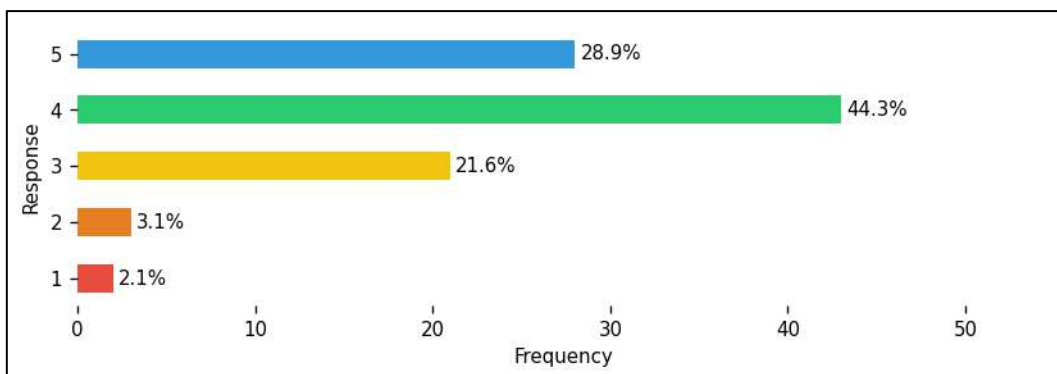


Table-7: Attainment Profile - PO6

Response	Frequency	Percentage
1	2	2.06%
2	3	3.09%
3	21	21.65%
4	43	44.33%
5	28	28.87%
Total	97	100%

PO7. Able to 'self-directed learning that helps students continually to enhance their knowledge and skills in all teaching endeavors

Attainment Profile: 77.32% demonstrated high attainment at Ratings 4 and 5, comprising 52.58% at Rating 4 and 24.74% at Rating 5. Only 7.21% of responses were recorded in the lower attainment categories of Ratings 1 and 2.

Graph-7: Attainment Profile - PO7

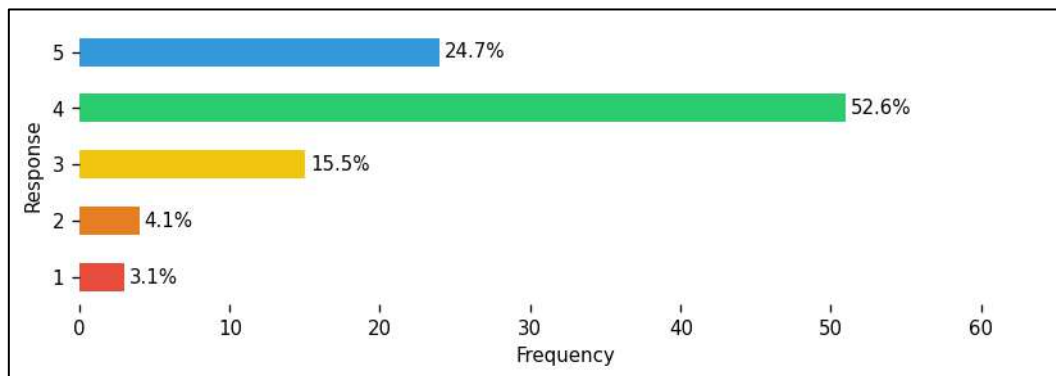


Table-8: Attainment Profile - PO7

Response	Frequency	Percentage
1	3	3.09%
2	4	4.12%
3	15	15.46%
4	51	52.58%
5	24	24.74%
Total	97	100%

PO8. Availed opportunities to enhance competence and knowledge construction abilities in creating positive learning atmosphere in educational institutions

Attainment Profile: A strong attainment level of 78.35% was recorded at Ratings 4 or 5. Rating 4 constituted the largest proportion at 56.70%, while 21.65% of respondents achieved maximum attainment. This reflects favorable competence in knowledge construction and creation of positive learning environments.

Graph-8: Attainment Profile - PO8

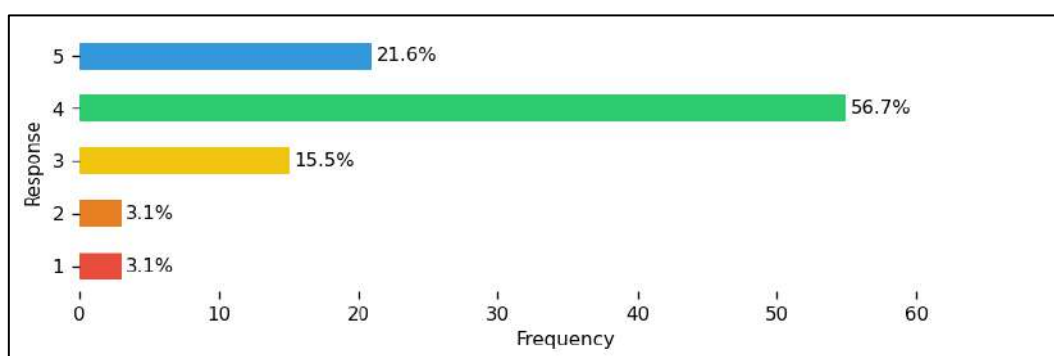


Table-9: Attainment Profile - PO8

Response	Frequency	Percentage
1	3	3.09%
2	3	3.09%
3	15	15.46%
4	55	56.7%
5	21	21.65%
Total	97	100%

PO9. Able to appreciate the role of teacher in prevalling socio-cultural and political systems in general, and the educational system in particular

Attainment Profile: 67.01% of respondents demonstrated high attainment at Ratings 4 or 5. While 47.42% selected Rating 4 and 19.59% selected Rating 5, 23.71% were positioned at Rating 3. This represents the comparatively lowest high-attainment level among the ten Programme Outcomes.

Graph-9: Attainment Profile - PO9

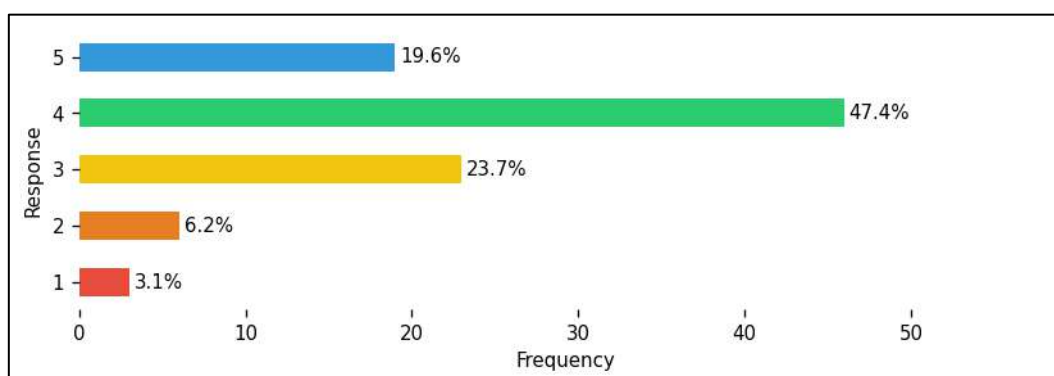


Table-10: Attainment Profile - PO9

Response	Frequency	Percentage
1	3	3.09%
2	6	6.19%
3	23	23.71%
4	46	47.42%
5	19	19.59%
Total	97	100%

PO10. Able to apply value-orientation in understanding fundamental beliefs and responsibility towards society

Attainment Profile: 82.48% demonstrated high attainment at Ratings 4 or 5, representing the **highest attainment among all ten Programme Outcomes**. More than half of the respondents (54.64%) selected Rating 4, while 27.84% achieved maximum attainment at Rating 5.

Graph-10: Attainment Profile - PO10

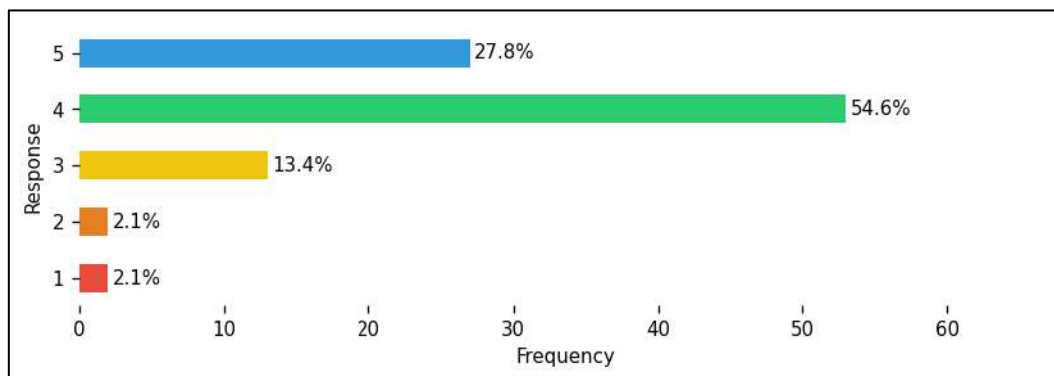


Table-11: Attainment Profile - PO10

Response	Frequency	Percentage
1	2	2.06%
2	2	2.06%
3	13	13.4%
4	53	54.64%
5	27	27.84%
Total	97	100%

Key Conclusions

1. **High Overall Attainment:** An average of 75.77% of responses across all ten Programme Outcomes fall within the upper performance tiers of Ratings 4 and 5. This indicates a generally strong attainment of the intended programme outcomes among respondents.
2. **Core Strengths:** PO10 (Value Orientation & Social Responsibility - 82.48%) recorded the highest level of attainment, followed by PO1 (Commitment to Learning & National Service - 79.38%) and PO8 (Competence & Knowledge Construction - 78.35%). These results indicate particularly strong development of professional values, commitment, and positive learning competencies.
3. **Action Items:** PO9 (Teacher's Role in Socio-Cultural and Political Systems - 67.01%) showed the comparatively lowest high-attainment level, with 23.71% of respondents at Rating 3. PO5 (Critical Thinking & Assessment for Learning - 71.13%) and PO6 (Inter-personal Effectiveness & Collaborative Learning - 73.20%) also provide scope for improvement. Greater emphasis may therefore be placed on socio-cultural awareness, critical thinking, assessment practices, teamwork, and collaborative learning experiences.

Programme Specific Outcomes (PSOs)

As explained earlier, Programme Specific Outcomes (PSOs) are focused statements that describe the specific knowledge, competencies, professional skills and abilities that students are expected to acquire by the completion of a particular academic programme. While Programme Outcomes (POs) reflect the broader educational achievements of the programme, PSOs represent the specialised competencies and professional attributes associated with the discipline of teacher education.

PSOs are domain-specific, action-oriented, measurable and outcome-based and can be assessed through coursework, classroom activities, practical experiences, assignments, internships, teaching practice and comprehensive evaluation.

The following Programme Specific Outcomes have been identified for implementation in the programme:

- **PSO1:** Develop understanding about teaching, pedagogy and related areas.
- **PSO2:** Apply knowledge of effective verbal, non-verbal and media communication techniques to foster active inquiry, collaboration and supportive interaction in the classroom.
- **PSO3:** Understand classroom diversities and deal effectively with diverse learners in inclusive classroom settings, subject education, women empowerment, environmental education and content development.
- **PSO4:** Comprehend the process of development in physical, cognitive, social and emotional areas, contemporary issues and educational policies of the education system in India.
- **PSO5:** Learn teaching methods, strategies, epistemological foundations of education, school management, professional ethics and school activities through school internship.
- **PSO6:** Avail learning experiences to understand and appreciate knowledge structures and paradigms of education.
- **PSO7:** Understand individual differences among students, measure attainment, evaluate progress, assess learning abilities, implement guidance programmes, administer psychological tools and use ICT-based communication, teaching and lesson planning.
- **PSO8:** Apply skills and abilities related to communication, reflection, art, aesthetics, theatre, self-expression and ICT.
- **PSO9:** Develop self-identity as a teacher through school-based experiences and reflective practices that continually evaluate the effects of one's choices and actions.
- **PSO10:** Understand perspectives related to the nature of the learner, diversity and learning.
- **PSO11:** Plan learning experiences based on learners' proficiency, interests and experiences.
- **PSO12:** Use formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social and physical development of learners.

- **PSO13:** Comprehend the role of systems of governance and structural-functional provisions that support school education.
- **PSO14:** Practise teaching in schools and gain real classroom and online teaching experiences, including teaching students in remote areas through ICT tools and software.
- **PSO15:** Understand how children learn and develop, recognise differences in approaches to learning and create learning opportunities adapted to diverse learners and learning contexts.
- **PSO16:** Understand individual differences among students, measure attainment, evaluate progress, assess learning abilities, implement guidance programmes, administer psychological tools and use ICT-based communication, teaching and lesson planning.

Program Specific Outcome (PSO) Attainment Summary

The accompanying frequency distribution tables present the quantitative responses collected from a sample of **N = 97 participants** across a standard 5-point rating scale. The Programme Specific Outcome Analysis is based on evaluation on a **5-point scale**, where **5** represents 'Maximum Attainment' and **1** represents 'Minimum Attainment'.

Accordingly, the level of attainment of students has been measured with reference to the expected Programme Specific Outcomes enumerated above.

Table-12: Consolidated PSO Attainment Distribution

PSOs	5	4	3	2	1
PSO1	23.71%	50.52%	19.59%	3.09%	3.09%
PSO2	26.80%	48.45%	17.53%	5.15%	2.06%
PSO3	23.71%	49.48%	20.62%	2.06%	4.12%
PSO4	20.62%	58.76%	16.49%	2.06%	2.06%
PSO5	23.71%	56.70%	16.49%	2.06%	1.03%
PSO6	26.80%	50.52%	16.49%	4.12%	2.06%
PSO7	24.74%	52.58%	16.49%	3.09%	3.09%
PSO8	27.84%	47.42%	18.56%	5.15%	1.03%
PSO9	25.77%	50.52%	19.59%	1.03%	3.09%
PSO10	23.71%	55.67%	15.46%	4.12%	1.03%
PSO11	23.71%	53.61%	17.53%	2.06%	3.09%
PSO12	27.84%	48.45%	21.65%	1.03%	1.03%
PSO13	23.71%	53.61%	19.59%	1.03%	2.06%
PSO14	24.74%	54.64%	18.56%	1.03%	1.03%
PSO15	25.77%	47.42%	21.65%	4.12%	1.03%
PSO16	26.80%	47.42%	20.62%	2.06%	3.09%
Avg.	25.00%	51.61%	18.56%	2.70%	2.12%

Detailed Analysis of Programme Specific Outcomes

A detailed analysis of individual Programme Specific Outcomes is illustrated below.

PSO1. Developed understanding about teaching, pedagogy and related areas

Graph-11: Attainment Profile - PSO1

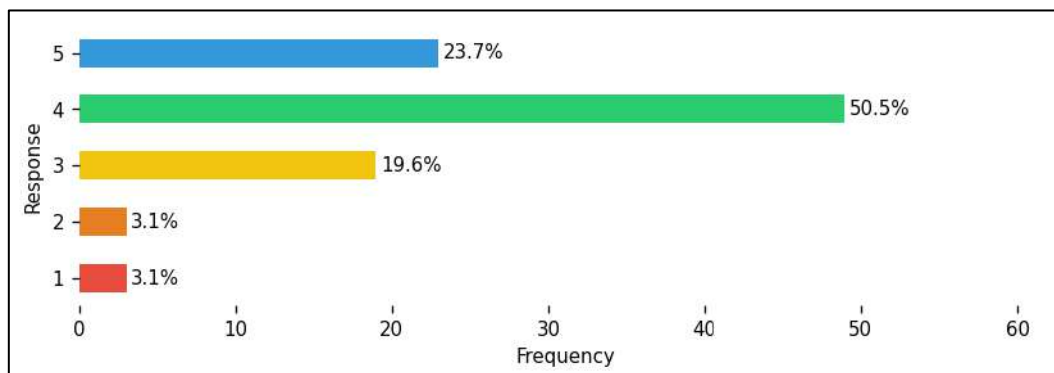


Table-13: Attainment Profile - PSO1

Response	Frequency	Percentage
1	3	3.09%
2	3	3.09%
3	19	19.59%
4	49	50.52%
5	23	23.71%
Total	97	100%

Analysis: 74.23% of respondents demonstrated high attainment at Ratings 4 or 5. More than half (50.52%) rated themselves at Level 4, indicating a generally sound understanding of teaching, pedagogy and related educational areas. The 19.59% response at Level 3 indicates scope for further consolidation of pedagogical foundations.

PSO2. Able to apply knowledge of effective verbal, non-verbal and media communication techniques to foster active inquiry, collaboration and supportive interaction in the class

Graph-12: Attainment Profile - PSO2

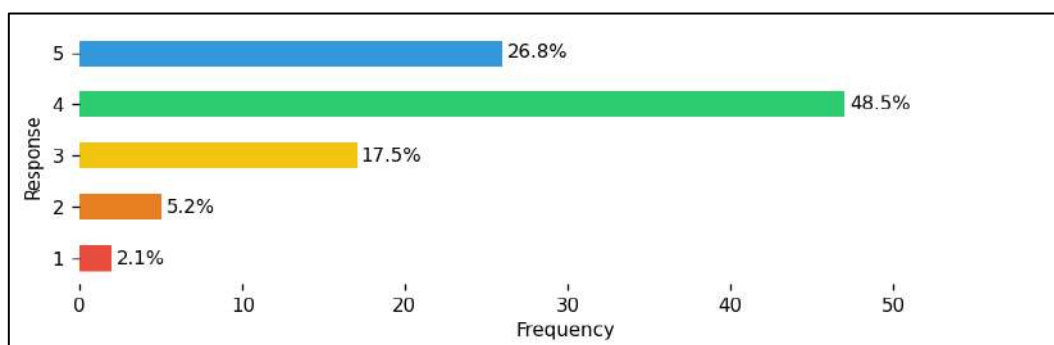
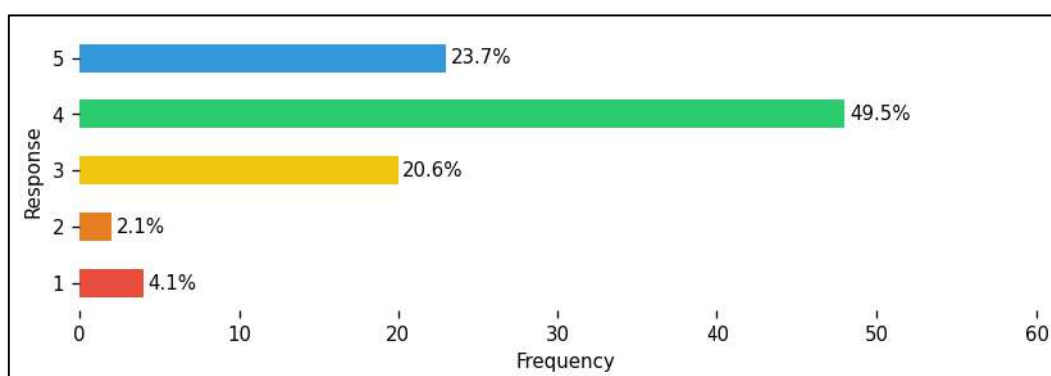


Table-14: Attainment Profile - PSO2

Response	Frequency	Percentage
1	2	2.06%
2	5	5.15%
3	17	17.53%
4	47	48.45%
5	26	26.8%
Total	97	100%

Analysis: Combined high attainment stands at **75.26%**, with **48.45%** at Rating 4 and **26.80%** at Rating 5. The results reflect good competence in classroom communication and interaction, although **7.21%** of respondents at Ratings 1 and 2 may require additional opportunities to practise verbal, non-verbal and media-based communication.

PSO3. Understand classroom diversities and enable them to deal with diverse learners in inclusive classroom setup, education in subject areas, women empowerment, environmental education and content development

Graph-13: Attainment Profile - PSO3**Table-15: Attainment Profile - PSO3**

Response	Frequency	Percentage
1	4	4.12%
2	2	2.06%
3	20	20.62%
4	48	49.48%
5	23	23.71%
Total	97	100%

Analysis: **73.20%** of respondents attained Ratings 4 or 5, indicating a favourable understanding of classroom diversity and inclusive education. However, **20.62%** were positioned at Rating 3 and **4.12%** at Rating 1, suggesting that more practical exposure to inclusive classroom situations and diverse learner needs could strengthen attainment.

PSO4. Comprehend the process of development in physical, cognitive, social and emotional areas, contemporary issues and educational policies of education system in India

Graph-14: Attainment Profile - PSO4

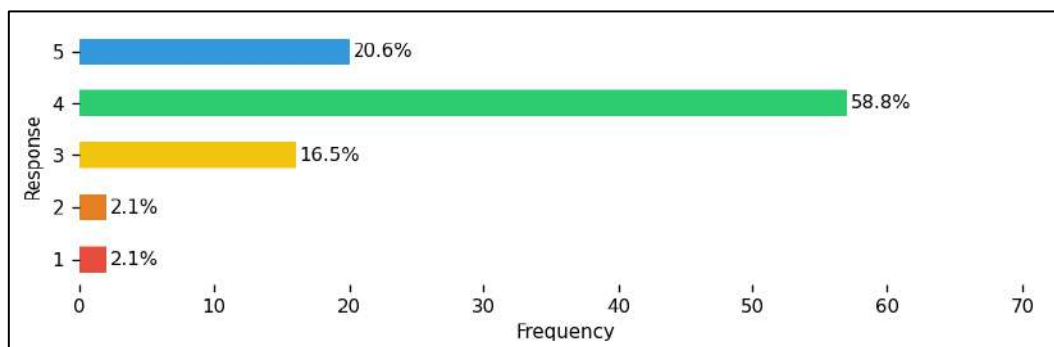


Table-16: Attainment Profile - PSO4

Response	Frequency	Percentage
1	2	2.06%
2	2	2.06%
3	16	16.49%
4	57	58.76%
5	20	20.62%
Total	97	100%

Analysis: High attainment was recorded by **79.38%** of respondents. The particularly strong concentration at Rating 4 (**58.76%**) indicates substantial understanding of learner development, contemporary educational issues and policies. Only **4.12%** of responses were recorded in the lower attainment categories.

PSO5. Learned teaching methods, strategies, epistemological basis of education, school management, professional ethics and observation of school activities by school internship

Graph-15: Attainment Profile - PSO5

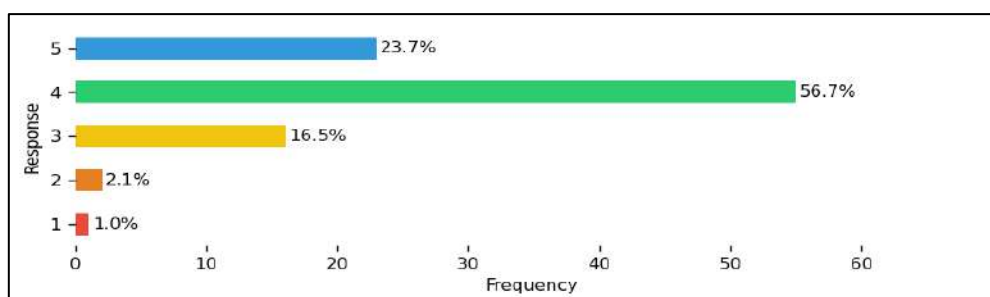
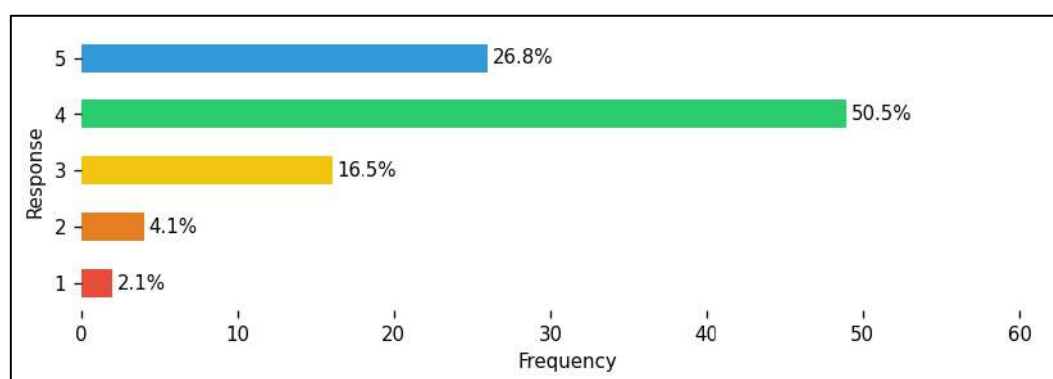


Table-17: Attainment Profile - PSO5

Response	Frequency	Percentage
1	1	1.03%
2	2	2.06%
3	16	16.49%
4	55	56.7%
5	23	23.71%
Total	97	100%

Analysis: 80.41% of respondents reported high attainment, representing the **highest high-attainment level among all sixteen PSOs**. This indicates strong development of teaching methods, professional ethics, school management competencies and practical understanding gained through school internship.

PSO6. Aailed learning experiences, to understand and appreciate knowledge structures and paradigms of education

Graph-16: Attainment Profile - PSO6**Table-18: Attainment Profile - PSO6**

Response	Frequency	Percentage
1	2	2.06%
2	4	4.12%
3	16	16.49%
4	49	50.52%
5	26	26.8%
Total	97	100%

Analysis: A combined 77.32% of respondents attained Ratings 4 or 5. The distribution indicates that learning experiences have effectively supported students in understanding educational knowledge structures and paradigms, although a small proportion may benefit from further conceptual engagement.

PSO7. Understand individual differences among students, measuring the attainment, evaluating progress, and assessing learning abilities, guidance programmes and administering psychological tools, ICT based Communication and teaching and lesson planning

Graph-17: Attainment Profile - PSO7

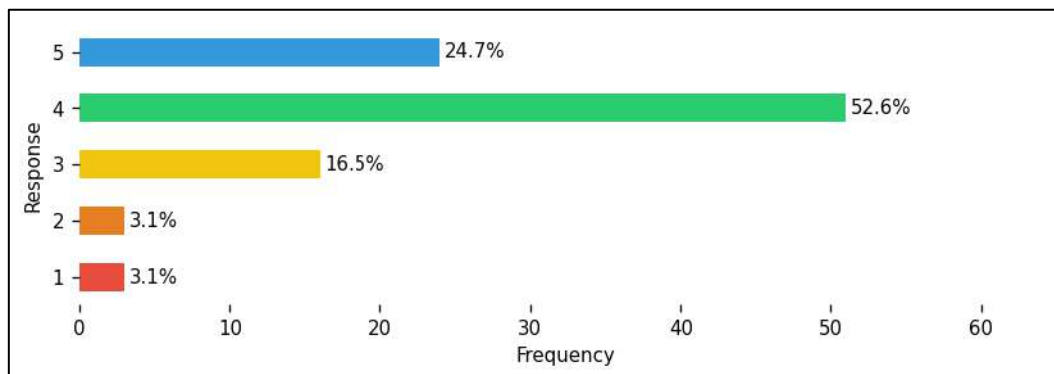


Table-19: Attainment Profile - PSO7

Response	Frequency	Percentage
1	3	3.09%
2	3	3.09%
3	16	16.49%
4	51	52.58%
5	24	24.74%
Total	97	100%

Analysis: 77.32% of respondents reported high attainment. More than half (52.58%) rated attainment at Level 4, reflecting strong competence in assessment, guidance, ICT integration and lesson planning. Continued practical training in psychological tools and individualized assessment may further improve outcomes.

PSO8. Able to apply skills and abilities of communication, reflection, art, aesthetics, theatre, self-expression and ICT

Graph-18: Attainment Profile - PSO8

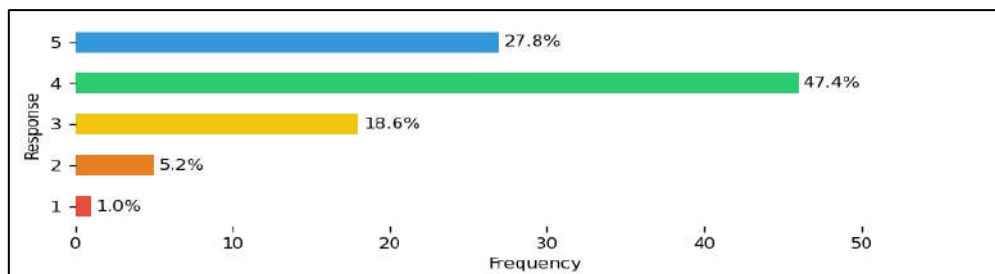
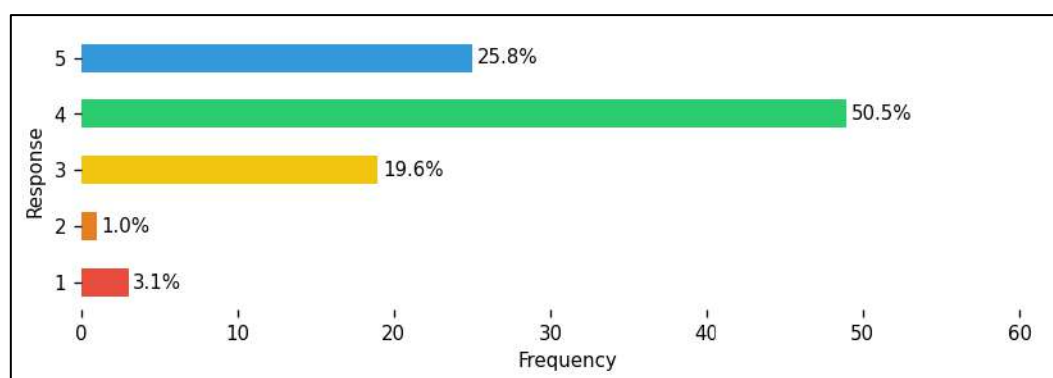


Table-20: Attainment Profile - PSO8

Response	Frequency	Percentage
1	1	1.03%
2	5	5.15%
3	18	18.56%
4	46	47.42%
5	27	27.84%
Total	97	100%

Analysis: 75.26% of respondents demonstrated high attainment. The relatively high Rating 5 response of 27.84% indicates strong confidence in applying communication, creative expression, reflection and ICT skills. Additional activity-based opportunities could further improve attainment among respondents at Ratings 2 and 3.

PSO9. Developed self-identity as a teacher through school based experiences and reflective practices that continually evaluate the effects of his her choices and actions

Graph-19: Attainment Profile - PSO9**Table-21: Attainment Profile - PSO9**

Response	Frequency	Percentage
1	3	3.09%
2	1	1.03%
3	19	19.59%
4	49	50.52%
5	25	25.77%
Total	97	100%

Analysis: 76.29% demonstrated high attainment in developing professional teacher identity and reflective practices. The results suggest that school-based experiences contribute positively to professional self-awareness, although 19.59% at Rating 3 indicates scope for more structured reflective exercises.

PSO10. Able to understand the perspective on the nature of the learner, diversity and learning

Graph-20: Attainment Profile - PSO10

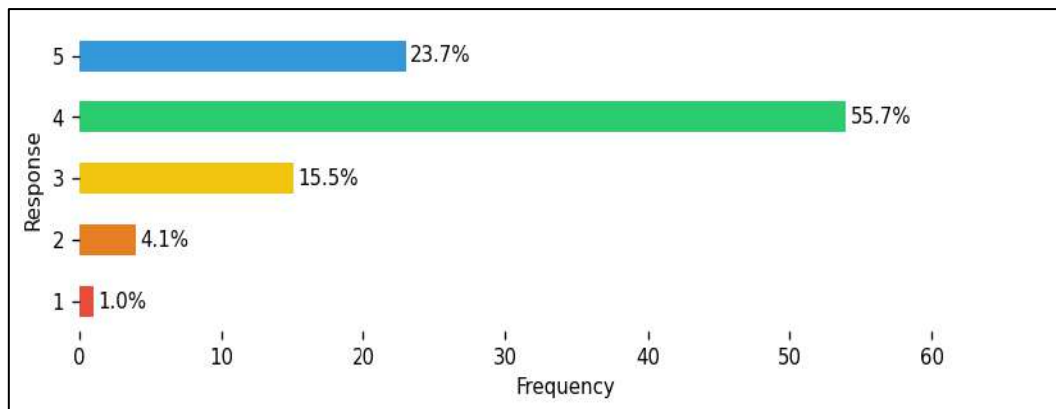


Table-22: Attainment Profile - PSO10

Response	Frequency	Percentage
1	1	1.03%
2	4	4.12%
3	15	15.46%
4	54	55.67%
5	23	23.71%
Total	97	100%

Analysis: 79.38% of respondents rated attainment at Levels 4 or 5. The concentration of 55.67% at Rating 4 reflects strong understanding of learner characteristics, diversity and learning processes. Lower-tier responses were limited to 5.15%.

PSO11. Able to plan learning experiences that are based on learner' proficiency, interests and experiences

Graph-21: Attainment Profile - PSO11

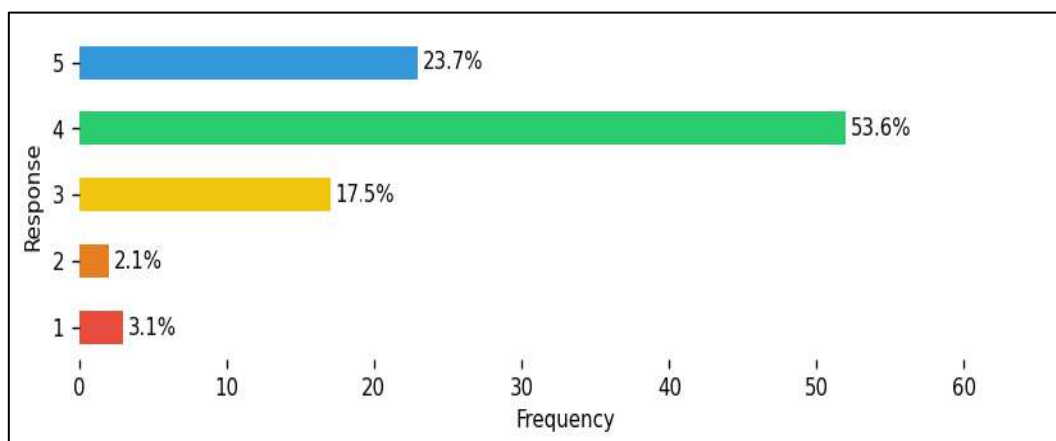
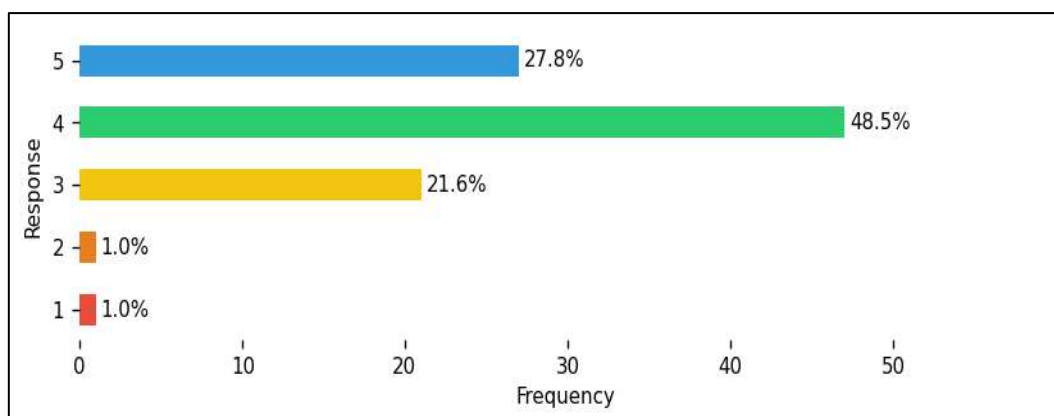


Table-23: Attainment Profile - PSO11

Response	Frequency	Percentage
1	3	3.09%
2	2	2.06%
3	17	17.53%
4	52	53.61%
5	23	23.71%
Total	97	100%

Analysis: High attainment was reported by **77.32%** of respondents. The results indicate substantial ability to plan learner-centred experiences based on proficiency, interests and prior experiences. More differentiated lesson-planning exercises could support students in the middle and lower attainment categories.

PSO12. Able to use formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social and physical development of the learners

Graph-22: Attainment Profile - PSO12**Table-24: Attainment Profile - PSO12**

Response	Frequency	Percentage
1	1	1.03%
2	1	1.03%
3	21	21.65%
4	47	48.45%
5	27	27.84%
Total	97	100%

Analysis: **76.29%** reported high attainment, including **27.84%** at the maximum attainment level. Only **2.06%** were recorded at Ratings 1 and 2. However, the **21.65%** response at Rating 3 indicates that further practical exercises in formal and informal assessment strategies may strengthen competency.

PSO13. Comprehend the role of the systems of governance and structural - functional provisions that support school education

Graph-23: Attainment Profile - PSO13

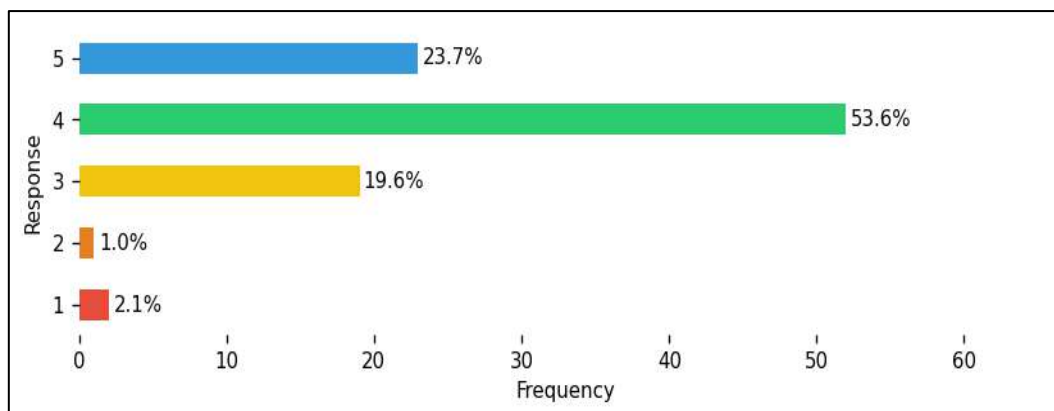


Table-25: Attainment Profile - PSO13

Response	Frequency	Percentage
1	2	2.06%
2	1	1.03%
3	19	19.59%
4	52	53.61%
5	23	23.71%
Total	97	100%

Analysis: 77.32% of respondents attained Ratings 4 or 5, demonstrating a favourable understanding of educational governance and structural-functional provisions supporting school education. Lower-level attainment was limited, although the Rating 3 group may benefit from greater exposure to educational administration and policy frameworks.

PSO14. Practice teaching in Schools, inculcated real experiences of classroom teaching and online teaching for remote areas students by using ICT and its different tools and software

Graph-24: Attainment Profile - PSO14

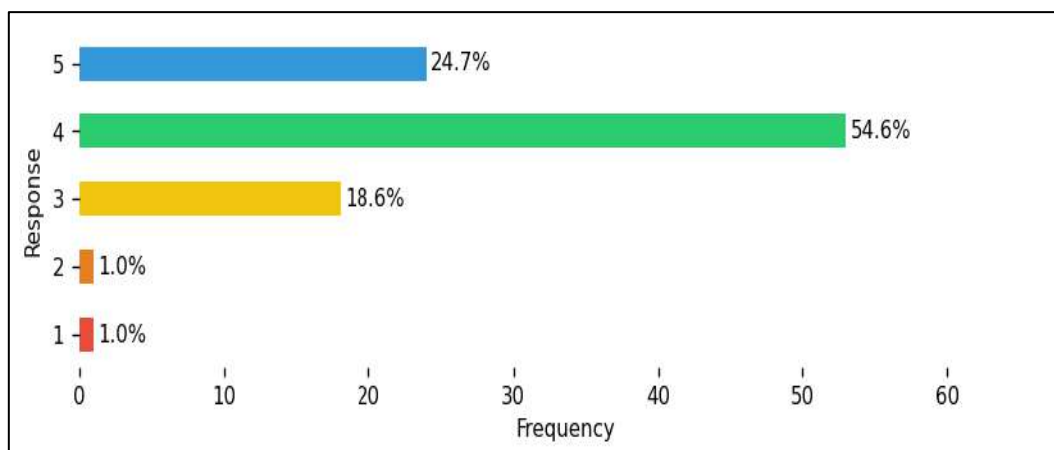
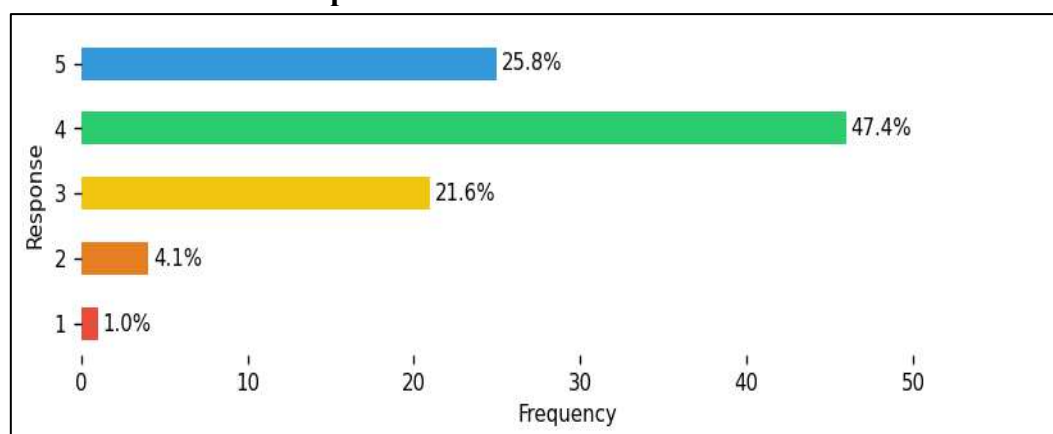


Table-26: Attainment Profile - PSO14

Response	Frequency	Percentage
1	1	1.03%
2	1	1.03%
3	18	18.56%
4	53	54.64%
5	24	24.74%
Total	97	100%

Analysis: High attainment stands at **79.38%**, while only **2.06%** of responses fall within Ratings 1 and 2. This indicates strong benefits from practical teaching experiences and the use of ICT tools for classroom and online teaching, including remote learning contexts.

PSO15. Able to understand how children learn and develop how they differ in their approaches to learning and create learning opportunities that are adapted to diverse learners and learning contexts

Graph-25: Attainment Profile - PSO15**Table-27: Attainment Profile - PSO15**

Response	Frequency	Percentage
1	1	1.03%
2	4	4.12%
3	21	21.65%
4	46	47.42%
5	25	25.77%
Total	97	100%

Analysis: **73.20%** of respondents recorded high attainment. Although nearly three-fourths demonstrated strong achievement, **21.65%** selected Rating 3. This indicates an opportunity to provide additional practical exposure to differentiated instruction, learner diversity and child-centred approaches.

PSO16. Able to understand the individual differences among students, measure their attainment, evaluate progress, assess learning abilities, guide programmes and administer psychological tools, ICT based Communication and teaching and lesson planning

Graph-26: Attainment Profile - PSO16

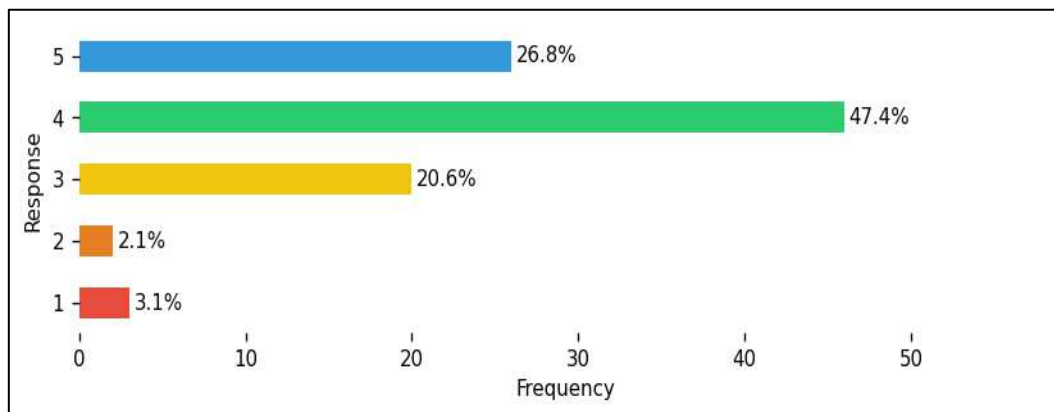


Table-28: Attainment Profile - PSO16

Response	Frequency	Percentage
1	3	3.09%
2	2	2.06%
3	20	20.62%
4	46	47.42%
5	26	26.8%
Total	97	100%

Analysis: 74.23% of respondents demonstrated high attainment, with 47.42% at Rating 4 and 26.80% at Rating 5. The result indicates satisfactory competence in assessment, learner guidance, psychological tools, ICT integration and lesson planning, while 20.62% at Rating 3 suggests scope for greater hands-on practice.

Course Outcomes (COs):

Course C-101: Childhood and Growing Up

- **CO1:** Understood the meaning, nature, and characteristics of growth and development.
- **CO2:** Able to recognize the principles and theories of growth and development.
- **CO3:** Acquired knowledge on different stages of development and its varied aspects.
- **CO4:** Able to analyse the characteristics of development of children from different socio-economic and political backgrounds.
- **CO5:** Comprehend childhood, child development and adolescence.
- **CO6:** Able to examine the impact of urbanisation and economic change on the development of adolescents.
- **CO7:** Able to critically analyse the impact of different agencies on child development.
- **CO8:** Able to appreciate the significance of gender, caste, social class, and their influence on children.

Course TC-102: Contemporary India and Education

- **CO1:** Developed an understanding of education as an agenda for the nation state and its policy visions and efforts in evolving a national system of education.
- **CO2:** Able to engage with the discourses on contemporary Indian society and education.
- **CO3:** Acquired conceptual tools of critical analysis and the experience of engaging with diverse communities.
- **CO4:** Developed an understanding of development, learning and uniqueness of the growing child in diverse socio-cultural contexts.
- **CO5:** Able to critically examine key universal constructs in developmental psychology and educational psychology.
- **CO6:** Able to describe the potential for perspective building located in Indian socio-cultural context.
- **CO7:** Able to analyse the structure of knowledge as reflected in disciplinary streams and subjects.
- **CO8:** Acquired knowledge, understanding and sensitivity of different perspectives in the area of education of children with disabilities.
- **CO9:** Developed an understanding of the concept of assessment and its practices.

Course TC-103: Language across the Curriculum

- **CO1:** Understood the concept of language and its different forms, learned and acquired language.
- **CO2:** Understood different psychological theories, principles and approaches of learning language.
- **CO3:** Able to describe different forms and varieties of language and the use of language in different contexts.
- **CO4:** Acquired knowledge of the constitutional provisions of languages in India.
- **CO5:** Understood the role of language as subject, as medium and the place of mother tongue.

Course TC-104: Understanding Discipline and Subjects

- **CO1:** Understood the nature of children and the ways/approaches the children learn in the school/classroom situations.
- **CO2:** Developed capacities of prospective teachers to reflect, reason and make conceptual understanding of pedagogic practices and learning process.
- **CO3:** Able to prepare and use appropriate teaching-learning materials for improving learning of the children.
- **CO4:** Acquired experience in different modes of assessment of learning and enable them to use effectively to promote classroom learning.

Course P-105: Reading and Reflecting on Text (EPC-1: Practicum)

- **CO1:** Able to use language as the medium for comprehending ideas, reflecting and thinking as well as for expression and communication.
- **CO2:** Able to read, think, discuss and communicate as well as to write in the language of instruction.
- **CO3:** Developed abilities in reading and meaning of different kinds of texts.
- **CO4:** Able to engage with ideas and appreciate that different kinds of writing are used to communicate these ideas in different contexts.

Course TC-201: Learning and Teaching

- **CO1:** Able to describe multiple dimensions of learner's development and its implications on learning.
- **CO2:** Able to reflect on the process of learning from the point of view of different theoretical perspectives and the need to adopt appropriate approach.
- **CO3:** Able to understand the learner in terms of diversities and its implications on learning.
- **CO4:** Able to describe the factors affecting learner's environment and assessment.
- **CO5:** Able to discuss the strategies for effective management of learning.
- **CO6:** Able to conceptualize a framework for understanding and evaluating teaching-learning situation as well as the method of analysing and reflecting upon learning episodes.

- **CO7:** Able to conceptualize the needs of the learners and the process of learning.
- **CO8:** Able to understand group dynamics and use it for learning management.
- **CO9:** Acquired conceptual tools of critical analysis and the experience of engaging with diverse communities.
- **CO10:** Understood development, learning and uniqueness of the growing child in diverse socio-cultural contexts.
- **CO11:** Able to apply assessment, evaluation, tests, examination, appraisal, grading, measurement and their relationships.
- **CO12:** Able to critically analyse the major perspectives of assessment.
- **CO13:** Understood the role of elementary statistics in assessment.
- **CO14:** Understood the role of a teacher in learning, teaching and assessment.

Course TC-202: Knowledge and Curriculum (Part-1)

- **CO1:** Understood interplay of language and society.
- **CO2:** Understood the development process of language acquisition.
- **CO3:** Understood function of language and how children use them as a tool at different developmental stages.
- **CO4:** Able to understand language diversity in classrooms.
- **CO5:** Able to apply classroom discourse, tools of learning and reading in context areas.

Course TC-203 & TC-301: Pedagogy of School Subject - Hindi

- **CO1:** Able to objectives and goal of teaching Hindi at secondary level.
- **CO2:** Acquired the skills Hindi language: listening, speaking, reading and writing.
- **CO3:** Acquired the skills of applying methods, approaches and techniques in teaching Hindi as a language through literature.
- **CO4:** Acquired the skills of teaching different genre of Hindi literature Poetry, prose, drama, novel etc.
- **CO5:** Acquired the skills of applying the knowledge of pedagogy to prepare plan to deliver a lesson using different methods and approaches.
- **CO6:** Acquire the skills of applying the knowledge of assessment and evaluation to achieve the objectives and goals of teaching Hindi at secondary level.

Course TC-203 & TC-301: Pedagogy of School Subject - English

- **CO1:** Acquired understanding the need and status of teaching English in India.
- **CO2:** Able to describe the aims and objectives of teaching English as second language.
- **CO3:** Understood the approaches, methods and techniques of teaching English.

- **CO4:** Understood the importance of lesson plan and its role in teaching English.
- **CO5:** Able to apply techniques and skills of teaching English.

Course TC-203 & TC-301: Pedagogy of School Subject - Bengali

- **CO1:** Understood the importance of mother tongue and the aims of teaching Bengali language and literature.
- **CO2:** Acquired the knowledge and understanding of approaches, methods and techniques of teaching Bengali language and literature.
- **CO3:** Mastered the skills and techniques of teaching Bengali.
- **CO4:** Mastered the skills of preparing lesson plan, teaching aids, presentation and devise assessment.

Course TC-203 & TC-301: Pedagogy of School Subject - Sanskrit

- **CO1:** Understood the aims, objectives and status of Sanskrit as a classical language.
- **CO2:** Acquired the knowledge of Ancient Indian method of teaching Sanskrit language, literature & grammar.
- **CO3:** Mastered the skills of pronunciation and recitation in Sanskrit chunks and verse.
- **CO4:** Able to appreciate Sanskrit literature and understand the role and importance of Sanskrit as classical language and worth preserving.
- **CO5:** Mastered the skills and techniques of teaching Sanskrit language and literature.

Course TC-203 & TC-301: Pedagogy of School Subject - Mathematics

- **CO1:** Understood the nature, scope and historical perspective of Mathematics.
- **CO2:** Understood the aims and objectives of teaching Mathematics.
- **CO3:** Mastered the skills, methods, approaches and techniques of teaching mathematics.
- **CO4:** Mastered the process of evaluation to assess the achievement of learners in Mathematics.

Course TC-203 & TC-301: Pedagogy of School Subject - Physical Science

- **CO1:** Understood the nature and scope of Physical Science.
- **CO2:** Acquired the skills of teaching Physical Science.
- **CO3:** Acquired the mastery in laboratory management of Physical Science laboratory.
- **CO4:** Able to devise pedagogical strategies for teaching Physical Science.

Course TC-203 & TC-301: Pedagogy of School Subject - Biological Science

- **CO1:** Understood the concept, aims and objectives of teaching Biological Science.
- **CO2:** Understood the role of Biological Science in the development of skills & attitude for social living.

- **CO3:** Mastered the skills, approaches, methods and techniques of teaching Biological Science.
- **CO4:** Acquired the qualities of effective Biological Science teacher.

Course TC-203 & TC-301: Pedagogy of School Subject - Geography

- **CO1:** Understood the nature and scope of teaching Geography.
- **CO2:** Understood the importance of teaching Geography.
- **CO3:** Understood the relationships of Geography with other social sciences.
- **CO4:** Acquired skills, approaches, methods and techniques of teaching Geography.

Course TC-203 & TC-301: Pedagogy of School Subject - History

- **CO1:** Understood the nature and scope of teaching History.
- **CO2:** Understood the role and importance of teaching History.
- **CO3:** Understood the relationships of History with other social sciences.
- **CO4:** Acquired skills, approaches, methods and techniques of teaching History.

Course TC-203 & TC-301: Pedagogy of School Subject - Civics

- **CO1:** Understood the nature and scope of teaching Civics.
- **CO2:** Understood the role and importance of teaching Civics.
- **CO3:** Understood the relationships of Civics with other social sciences.
- **CO4:** Acquired skills, approaches, methods and techniques of teaching Civics.

Course TC-203 & TC-301: Pedagogy of School Subject - Economics

- **CO1:** Understood the nature and scope of teaching Economics.
- **CO2:** Understood the role and importance of teaching Economics.
- **CO3:** Understood the relationships of Economics with other social sciences.
- **CO4:** Acquired skills, approaches, methods and techniques of teaching Economics.

Course TC-203 & TC-301: Pedagogy of School Subject - Commerce

- **CO1:** Understood the nature and scope of teaching Commerce at the higher secondary level.
- **CO2:** Understood the role and importance of teaching Commerce at higher secondary level.
- **CO3:** Understood the relationships of Commerce with other social sciences at higher secondary level.
- **CO4:** Acquired skills, approaches, methods and techniques of teaching Commerce at higher secondary level.

Course TC-203 & TC-301: Pedagogy of School Subject - Social Science

- **CO1:** Developed an understanding of nature of social sciences, both individual disciplines comprising social sciences, and also of social sciences as an integrated/interdisciplinary area of study.

- **CO2:** Acquired conceptual understanding of the processes of teaching and learning social sciences.
- **CO3:** Able to examine the prevailing pedagogical practices in classrooms critically and to reflect on the desired changes.
- **CO4:** Acquired basic knowledge and skills to analyze and transact the social sciences curriculum effectively following wide-ranging teaching learning.
- **CO5:** Able to handle social issues and concern in a responsible manner that is preservation of the environment, disaster management, promoting inclusive education, preventing social exclusion or children coming from socially and economically deprived background and saving first delegating natural resources (water, fossils, fuel etc.).

Course TC-204: Assessment of Learning

- **CO1:** Acquired critical understanding of issues in assessment and evaluation (from constructivist paradigm).
- **CO2:** Acquainted with key concept, such as formative and summative assessment evaluation and measurement, test and examination.
- **CO3:** Exposed to different kinds and forms of assessment that aid student learning.
- **CO4:** Able to the use of wide range of assessment tools and learn to select and construct this appropriately.
- **CO5:** Developed realistic comprehensive and dynamic assessment procedure that are able to keep the whole student in view.

Course P-205: Drama and Art in Education (EPC-2: Practicum)

- **CO1:** Understood the concept of drama in Education and as pedagogy.
- **CO2:** Able to organize drama as an activity on the stage: solo, group etc.
- **CO3:** Able to appreciate Indian and regional drama traditions.
- **CO4:** Able to review and assess drama as a performing art.
- **CO5:** Understood the concept of Visual Art and Craft in the propagation of Education.
- **CO6:** Able to apply Visual Art and Craft as pedagogy.
- **CO7:** Acquired knowledge of visual art and craft, its different forms, basic resources and their use.
- **CO8:** Acquired knowledge of Indian Contemporary Art and artists and appreciate their work of art.
- **CO9:** Able to review and assess Visual Art and Craft.

Course P-302: School Internship Report (Practice of Teaching: Practicum)

- **CO1:** Experienced the actual teaching-learning situation in school.
- **CO2:** Prepared a lesson plan and apply it during her teaching in actual classroom situation.
- **CO3:** Used the teaching skills useful to teach a particular topic of the given subject.

- **CO4:** Prepared teaching aids to make teaching more effective, interesting and easy for students to understand the concept of the content taught.
- **CO5:** Played the role of a facilitator, classroom manager and an able observer to facilitate, manage and identify learning situations.
- **CO6:** Prepared tests and applied to achieve the objectives of learning.
- **CO7:** Able to Identify, Study and find viable solutions of a classroom issues through action research.
- **CO8:** Able to detect and solve students' problems through case studies.
- **CO9:** Prepared timetable, blueprint, maintain register and manage class.

Course P-303: Assessment of Practice Teaching in Selected Subject (Practicum)

- **CO1:** Performed teaching skills, professional attitude, aptitude, gesture, posture, body language, facial expression, classroom management, social skills, teaching ability, knowledge and control over the subject content.

Course TC-401: Gender, School and Society

- **CO1:** Understood the psychological and sociological perspective of gender.
- **CO2:** Acquired knowledge of women education and law.
- **CO3:** Understood the importance of gender sensitization for the healthy growth of society.
- **CO4:** Understood the relationship between gender, school and society.
- **CO5:** Understood the role of education in minimizing gender disparity.

Course TC-402: Knowledge and Curriculum (Part-2)

- **CO1:** Understood the interplay of language and society.
- **CO2:** Understood the development process of language acquisition.
- **CO3:** Understood function of language and how children use them as a tool at different developmental stages.
- **CO4:** Understood the language diversity in classrooms.
- **CO5:** Understood classroom discourse, tools of learning and reading in context areas.

Course TC-403: Creating and Inclusive School

- **CO1:** Able to demonstrate knowledge of different perspective in the area of education of children with disabilities.
- **CO2:** Able to reformulate attitudes towards children with special needs.
- **CO3:** Able to identify needs of children with diversities.
- **CO4:** Able to plan need-based programmes for all children with varied abilities in the classroom.
- **CO5:** Able to use human and material resource in the classroom.
- **CO6:** Able to use specific strategies involving skills in teaching special needs children in inclusive classrooms.
- **CO7:** Able to modify appropriate learner-friendly evaluation procedures.

- **CO8:** Able to incorporate innovative practices to respond to education of children with special needs.
- **CO9:** Able to contribute to the formulation of policy.
- **CO10:** Able to implement education of children with special needs.

Course TC-404 A: Vocational/Work Education

- **CO1:** Developed sufficient knowledge of the course.
- **CO2:** Able to select teaching strategies, teaching aids with notes.
- **CO3:** Understood the nature of the work, scope or area.
- **CO4:** Able to perform socially useful productive work.
- **CO5:** Developed the concept of work education in general education suitable for India.
- **CO6:** Understood relationship with other subject in the school curriculum.
- **CO7:** Developed qualities and functions of a good teacher.
- **CO8:** Able to difference work education with work experience.
- **CO9:** Able to implement evaluation in work education.
- **CO10:** Understood the need of social service project.

Course TC-404 B: Health and Physical Education

- **CO1:** Understood the concept of Health and Physical Education.
- **CO2:** Acquired knowledge and understanding for different systems of human body.
- **CO3:** Acquired knowledge and understanding of food, food habits and nutrients in food for maintaining good health.
- **CO4:** Acquired knowledge of safety and security outside the school, first aid and other safety measures to protect health and prevent unhealthy conditions.
- **CO5:** Acquired knowledge of physical fitness, strength, endurance and flexibility.
- **CO6:** Acquired knowledge and skills of Yogic Practices, Sports and games, exercises and other related activities.

Course TC-404 C: Peace Education

- **CO1:** Understood peace as a dynamic social reality.
- **CO2:** Understood conflicts, underlying personal-social processes and mediation and transformation of conflict.
- **CO3:** Able to empower self through critical self-reflection.
- **CO4:** Able to orient education for peace building.

Course TC-404 D: Guidance and Counseling

- **CO1:** Able to apply the knowledge of guidance and counseling in the life of Individuals.
- **CO2:** Apply the concept of guidance and its role in finding the solutions of individual problems.

Course TC-404 E: Issue of Conservation and Environmental Regeneration

- **CO1:** Understood the concept of Environmental Education.
- **CO2:** Developed the sense of awareness about the environmental pollution and possible hazards as well as its causes and remedies.
- **CO3:** Developed the sense of responsibility towards conservation of environment, biodiversity and sustainable development.
- **CO4:** Developed reasonable understanding of the role of the school education in fostering the idea of learning to live in harmony with nature.
- **CO5:** Able to apply the measures available to conserve the environment for sustainable development.

Course TC-404 F: Yoga Education

- **CO1:** Develop understanding on philosophy, psychology and kinds of yoga.
- **CO2:** Understood physiology of socio-moral based kinds of dhyana.
- **CO3:** Understood socio-moral base of yoga.
- **CO4:** Able to classify yoga.
- **CO5:** Understood yoga diet and its application in modern context.

Course TC-404 G: Value Education and Human Rights

- **CO1:** Understood the concept meaning, types, and methods of teaching value education.
- **CO2:** Understood human rights in education such as UNESCO, role of school, human rights.
- **CO3:** Understood judicial activism and human rights in education.
- **CO4:** Understood custodial justice such as standard rules for treatment of prisoners, UN principles for protection of prisoners.

Course P-405: Critical Understanding of ICT (EPC-3: Practicum)

- **CO1:** Understood the concept of ICT and its uses in Education.
- **CO2:** Acquired knowledge and skills to use ICT as teaching-learning resources.
- **CO3:** Acquired functional knowledge to operate and use LCD projector, radio, and audio-visual presentation via computer as media.
- **CO4:** Acquired knowledge and skill prepare teaching-learning content by using MS-WORD, EXCEL, POWER POINT, graphs, pictures, tables etc.
- **CO5:** Acquired knowledge and skill to use internet as teaching-learning resource.

Course P-406: Understanding the Self (EPC-4: Practicum)

- **CO1:** Able to explore the aim of the life.
- **CO2:** Able to discover one's true potential.
- **CO3:** Developed sensitivity.
- **CO4:** Able to work towards peace, progress and harmony.
- **CO5:** Able to facilitate personal growth as an application in teaching.

Individual Course-wise Outcomes

Course C-101: Childhood and Growing Up

The expected Course Outcomes (COs) of **Course C-101: Childhood and Growing Up** are as follows:

- **CO1:** Understood the meaning, nature, and characteristics of growth and development.
- **CO2:** Able to recognize the principles and theories of growth and development.
- **CO3:** Acquired knowledge on different stages of development and its varied aspects.
- **CO4:** Able to analyse the characteristics of development of children from different socio-economic and political backgrounds.
- **CO5:** Comprehend childhood, child development and adolescence.
- **CO6:** Able to examine the impact of urbanisation and economic change on the development of adolescents.
- **CO7:** Able to critically analyse the impact of different agencies on child development.
- **CO8:** Able to appreciate the significance of gender, caste, social class, and their influence on children.

Table-29: Consolidated C-101 Course Outcome Attainment Distribution

COs	5	4	3	2	1
CO1	34.02%	44.33%	17.53%	1.03%	3.09%
CO2	27.84%	53.61%	13.40%	3.09%	2.06%
CO3	28.87%	50.52%	13.40%	4.12%	3.09%
CO4	21.65%	62.89%	10.31%	2.06%	3.09%
CO5	27.84%	54.64%	13.40%	1.03%	3.09%
CO6	26.80%	51.55%	17.53%	3.09%	1.03%
CO7	26.80%	45.36%	22.68%	3.09%	2.06%
CO8	34.02%	46.39%	12.37%	6.19%	1.03%
Avg.	28.48%	51.16%	15.08%	2.96%	2.32%

An analysis of the **Consolidated Course Outcome (CO) Attainment Distribution** data is given hereunder:

- **Strong overall attainment** is evident, with an average of **79.64%** of responses falling within the two upper performance bands, i.e., Ratings 4 and 5. This indicates that a substantial majority of students successfully attained the expected learning outcomes of Course C-101.
- **Rating 4 constitutes the dominant performance category**, accounting for an average of **51.16%** of all responses, while **28.48%** of responses fall under the maximum attainment category of Rating 5.

- Only **15.08%** of responses fall within the middle performance category of Rating 3. This indicates that comparatively few students remained at a moderate level of attainment.
- The combined lower performance categories of Ratings 1 and 2 account for only **5.28%** of responses on average, demonstrating that serious learning difficulties are restricted to a relatively small proportion of students.
- **CO4 recorded the highest overall positive attainment**, with **84.54%** of responses falling under Ratings 4 and 5. This indicates strong student competence in analysing children's development across different socio-economic and political backgrounds.
- **CO5 recorded the second-highest positive attainment at 82.48%**, demonstrating strong understanding of childhood, child development and adolescence.
- **CO2 also demonstrated strong attainment at 81.45%**, indicating effective understanding of the principles and theories of growth and development.
- **CO1 and CO8 recorded the highest proportion of maximum-attainment responses**, with **34.02%** of respondents selecting Rating 5 for each outcome.
- **CO7 recorded the comparatively lowest high attainment at 72.16%** and the highest concentration at Rating 3 (**22.68%**). This suggests that critical analysis of the influence of different agencies on child development requires additional instructional attention.
- **CO8 recorded the highest Rating 2 response at 6.19%**. Although its overall positive attainment remains strong at **80.41%**, a small subset of students may require additional support in understanding the influence of gender, caste and social class on children.
- It is therefore suggested that **case studies, field-based observations, reflective assignments and analytical classroom activities** be strengthened particularly for CO7 and CO8.
- The instructional approaches used for **CO2, CO4 and CO5** may be considered good-practice benchmarks, as these outcomes demonstrate comparatively strong and consistent student attainment.

Detailed Analysis of Course Outcomes

Course C-101: Childhood and Growing Up

- **CO1:** Understood the meaning, nature, and characteristics of growth and development.
- **CO2:** Able to recognize the principles and theories of growth and development.
- **CO3:** Acquired knowledge on different stages of development and its varied aspects.
- **CO4:** Able to analyse the characteristics of development of children from different socio-economic and political backgrounds.

- **CO5:** Comprehend childhood, child development and adolescence.
- **CO6:** Able to examine the impact of urbanisation and economic change on the development of adolescents.
- **CO7:** Able to critically analyse the impact of different agencies on child development.
- **CO8:** Able to appreciate the significance of gender, caste, social class, and their influence on children.

A detailed analysis for each expected course outcome is given below -

CO1. Understood the meaning, nature, and characteristics of growth and development

Graph-27: Attainment Profile - CO1

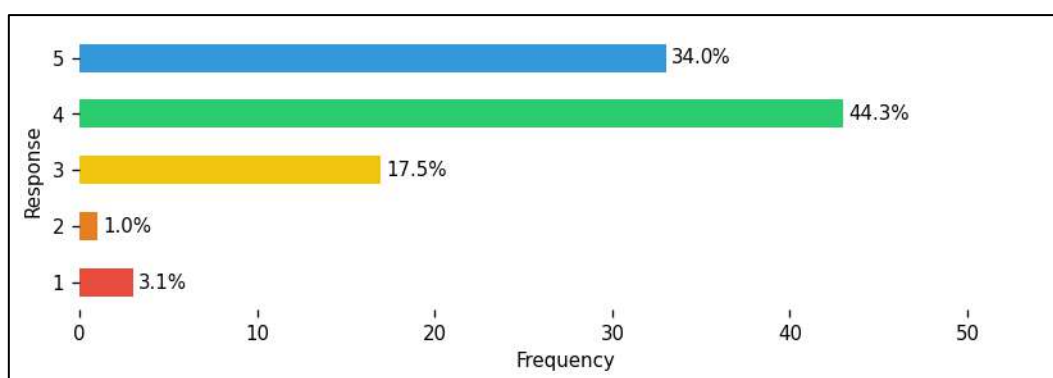


Table-30: Attainment Profile - CO1

Response	Frequency	Percentage
1	3	3.09%
2	1	1.03%
3	17	17.53%
4	43	44.33%
5	33	34.02%
Total	97	100%

Analysis: A strong overall attainment level is evident, with **78.35%** of respondents falling within Ratings 4 and 5. A substantial **34.02%** achieved maximum attainment, while **44.33%** attained Rating 4. Only **4.12%** of responses were recorded in the two lower performance categories. The results indicate that students have developed a sound conceptual foundation regarding the meaning, nature and characteristics of growth and development. However, the **17.53%** at Rating 3 indicates scope for additional conceptual reinforcement.

CO2. Able to recognize the principles and theories of growth and development

Graph-28: Attainment Profile - CO2

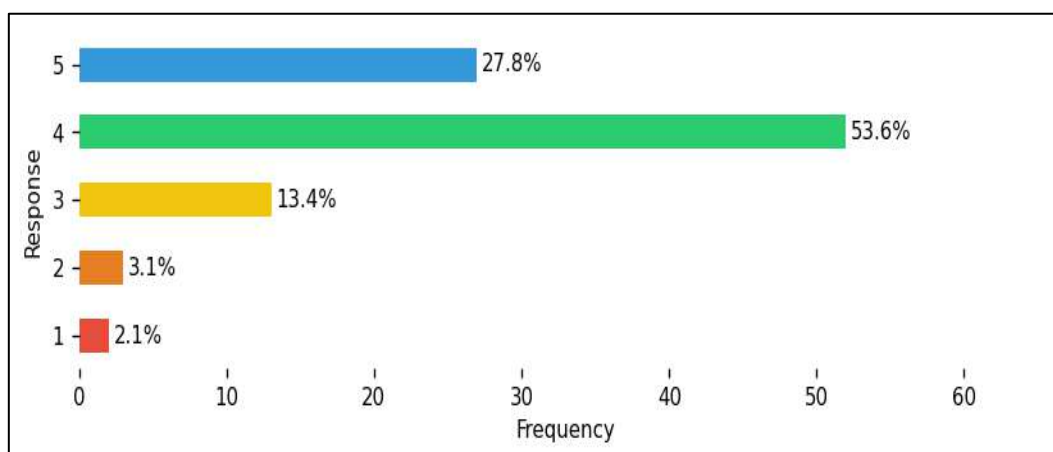


Table-31: Attainment Profile - CO2

Response	Frequency	Percentage
1	2	2.06%
2	3	3.09%
3	13	13.4%
4	52	53.61%
5	27	27.84%
Total	97	100%

Analysis: Combined positive attainment stands at **81.45%**, with **53.61%** of respondents at Rating 4 and **27.84%** at Rating 5. Only **5.15%** of responses fall within Ratings 1 and 2. The distribution reflects strong student understanding of the principles and major theoretical perspectives associated with growth and development. Continued application of developmental theories to practical classroom situations may further strengthen this outcome.

CO3. Acquired knowledge on different stages of developments and its varied aspects

Graph-29: Attainment Profile - CO3

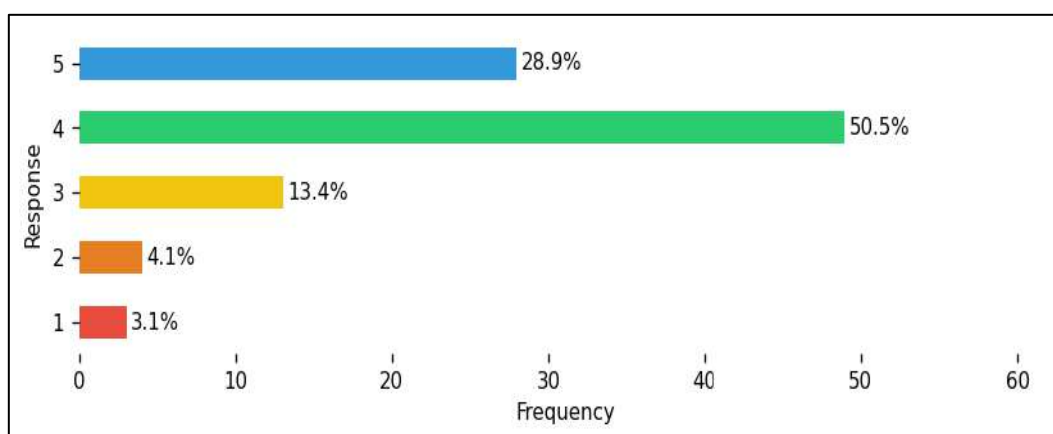
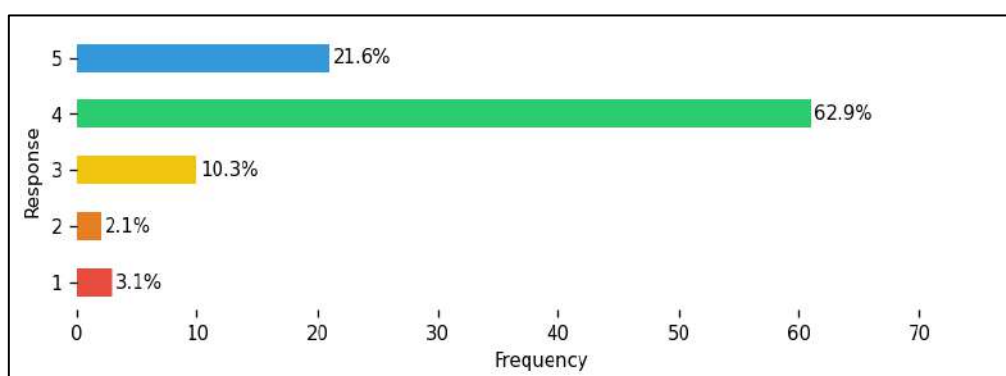


Table-32: Attainment Profile - CO3

Response	Frequency	Percentage
1	3	3.09%
2	4	4.12%
3	13	13.4%
4	49	50.52%
5	28	28.87%
Total	97	100%

Analysis: 79.39% of respondents demonstrated high attainment at Ratings 4 and 5. More than half (50.52%) attained Rating 4, while 28.87% achieved maximum attainment. The results indicate strong understanding of the different stages and dimensions of human development. However, the combined 7.21% at Ratings 1 and 2 suggests that some students may benefit from developmental-stage comparison exercises and illustrative case-based learning.

CO4. Able to analyse the characteristics of development of children from different socio-economic and political backgrounds

Graph-30: Attainment Profile - CO4**Table-33: Attainment Profile - CO4**

Response	Frequency	Percentage
1	3	3.09%
2	2	2.06%
3	10	10.31%
4	61	62.89%
5	21	21.65%
Total	97	100%

Analysis: CO4 represents the strongest overall Course Outcome, with 84.54% of respondents attaining Ratings 4 or 5. A particularly high 62.89% of respondents were positioned at Rating 4, the highest Rating 4 concentration among all eight COs. The comparatively low Rating 3 response of 10.31% further indicates consistent achievement. Students therefore demonstrate strong ability to relate child development to socio-economic and political contexts.

CO5. Comprehend childhood, child development and adolescence

Graph-31: Attainment Profile - CO5

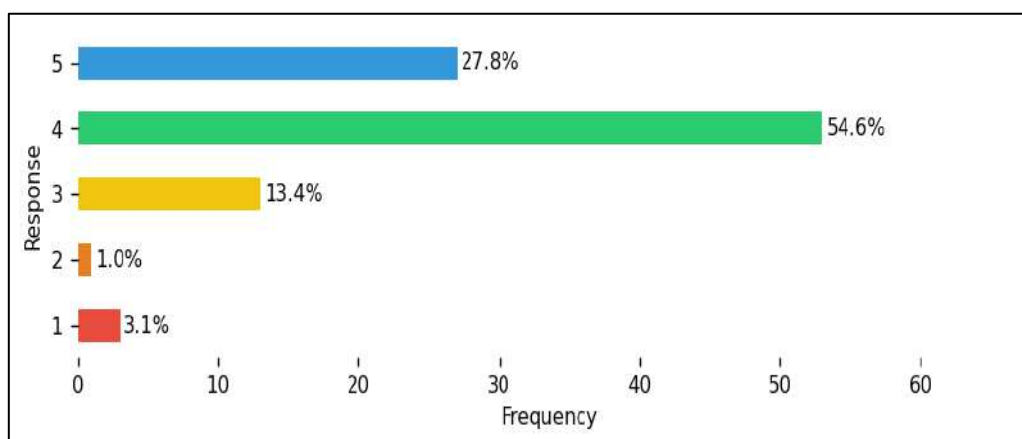


Table-34: Attainment Profile - CO5

Response	Frequency	Percentage
1	3	3.09%
2	1	1.03%
3	13	13.4%
4	53	54.64%
5	27	27.84%
Total	97	100%

Analysis: High attainment stands at **82.48%**, with **54.64%** of respondents attaining Rating 4 and **27.84%** attaining Rating 5. Only **4.12%** fall within the lower performance bands. These findings demonstrate a strong comprehension of childhood, developmental processes and adolescence and establish CO5 as one of the strongest outcomes of the course.

CO6. Able to examine the impact of urbanisation and economic change on the development of adolescents

Graph-32: Attainment Profile - CO6

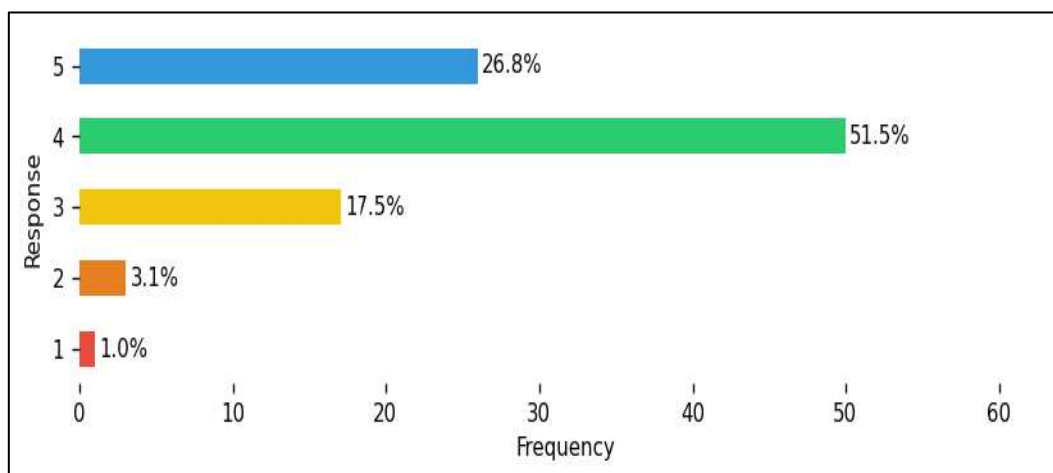
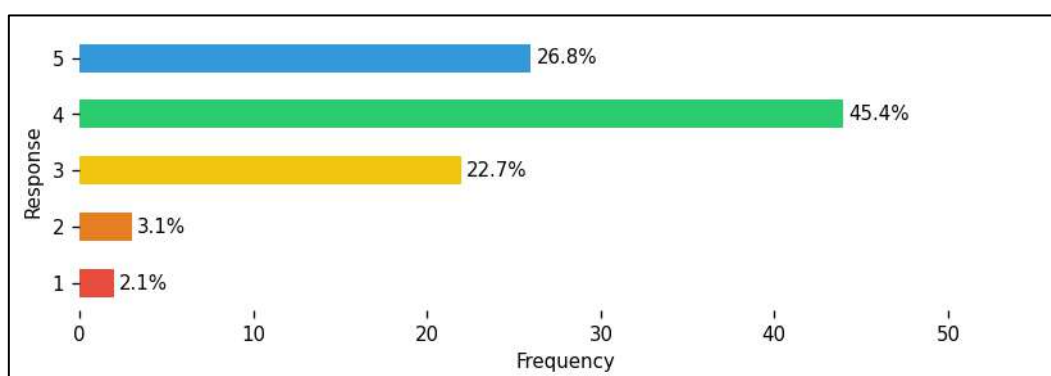


Table-35: Attainment Profile - CO6

Response	Frequency	Percentage
1	1	1.03%
2	3	3.09%
3	17	17.53%
4	50	51.55%
5	26	26.8%
Total	97	100%

Analysis: 78.35% of respondents demonstrated high attainment, comprising 51.55% at Rating 4 and 26.80% at Rating 5. Only 4.12% were recorded at Ratings 1 and 2. The findings indicate that students are generally able to relate urbanisation and changing economic conditions to adolescent development. The 17.53% at Rating 3 suggests that additional real-life examples and socio-economic case studies may improve analytical depth.

CO7. Able to critically analyze the impact of different agencies on the child development

Graph-33: Attainment Profile - CO7**Table-36: Attainment Profile - CO7**

Response	Frequency	Percentage
1	2	2.06%
2	3	3.09%
3	22	22.68%
4	44	45.36%
5	26	26.8%
Total	97	100%

Analysis: Combined positive attainment is 72.16%, which is the lowest among the eight Course Outcomes, although it still represents a clear majority of students. The comparatively high 22.68% response at Rating 3 suggests that a substantial group has developed moderate rather than advanced competence in critically analysing the role of family, school, peers, media and other agencies in child development. Greater use of case analysis, group discussions and comparative exercises is recommended to strengthen critical analytical ability.

CO8. Able to appreciate the significance of gender, caste, social class, and their influence on children

Graph-34: Attainment Profile - CO8

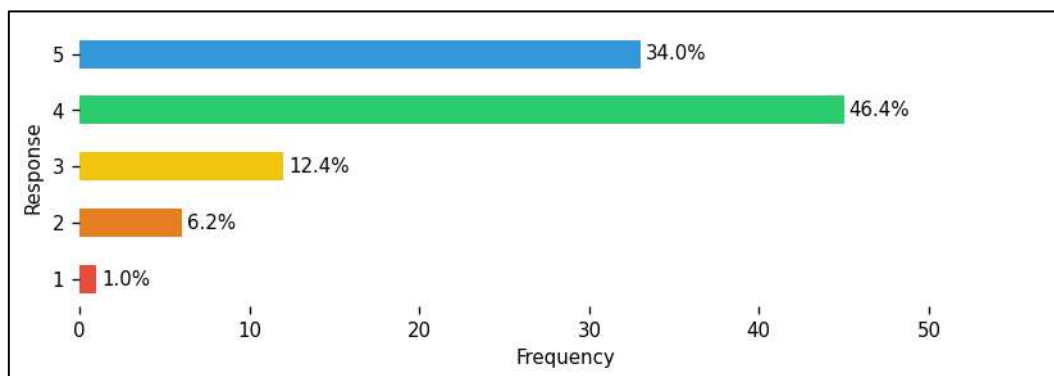


Table-37: Attainment Profile - CO8

Response	Frequency	Percentage
1	1	1.03%
2	6	6.19%
3	12	12.37%
4	45	46.39%
5	33	34.02%
Total	97	100%

Analysis: 80.41% of respondents demonstrated high attainment, including 34.02% at Rating 5, which is jointly the highest maximum-attainment percentage among the eight COs. This reflects strong awareness of the influence of gender, caste and social class on children's development and educational experiences. However, 6.19% at Rating 2, the highest Level 2 response among the eight outcomes, indicates that a small group requires further support in understanding the intersection between social structures, inequality and child development.

Key Course-Level Conclusions and Actionable Takeaways

1. **Strong Overall Course Attainment:** An average of 79.64% of responses falls within Ratings 4 and 5, indicating a high level of overall attainment of the expected learning outcomes of **Course C-101: Childhood and Growing Up**.
2. **Core Strength - Socio-Contextual Analysis (CO4):** CO4 recorded the highest high-attainment level at 84.54%, demonstrating strong ability among students to understand child development in relation to different socio-economic and political contexts.
3. **Strong Understanding of Childhood and Development (CO5 and CO2):** CO5 recorded 82.48% high attainment, followed by CO2 at 81.45%, indicating effective understanding of childhood, adolescence, developmental principles and theories.

4. **Maximum-Attainment Strengths (CO1 and CO8):** CO1 and CO8 each recorded **34.02% at Rating 5**, demonstrating particularly strong achievement among a substantial group of students in foundational developmental concepts and understanding the influence of social categories on children.
5. **Targeted Improvement in Critical Analysis (CO7):** CO7 recorded the lowest combined high attainment at **72.16%** and the highest Rating 3 response at **22.68%**. Additional analytical exercises focusing on family, school, peer groups, media and other social agencies are therefore recommended.
6. **Strengthen Social Diversity Analysis (CO8):** Although CO8 achieved a strong **80.41% high attainment**, its **6.19% Rating 2 response** indicates the need for targeted support through case studies, discussions and practical examples related to gender, caste, social class and educational inequality.
7. **Pedagogical Recommendation:** The teaching-learning approaches associated with **CO2, CO4 and CO5** may be used as benchmarks, while case-based pedagogy, reflective discussion, observation exercises and field-linked activities should be strengthened for **CO6, CO7 and CO8**.

Course TC-102: Contemporary India and Education

The expected Course Outcomes (COs) of Course TC-102: Contemporary India and Education are as follows:

- **CO1:** Developed an understanding of education as an agenda for the nation state and its policy visions and efforts in evolving a national system of education.
- **CO2:** Able to engage with the discourses on contemporary Indian society and education.
- **CO3:** Acquired conceptual tools of critical analysis and the experience of engaging with diverse communities.
- **CO4:** Developed an understanding of development, learning and uniqueness of the growing child in diverse socio-cultural contexts.
- **CO5:** Able to critically examine key universal constructs in developmental psychology and educational psychology.
- **CO6:** Able to describe the potential for perspective building located in Indian socio-cultural context.
- **CO7:** Able to analyse the structure of knowledge as reflected in disciplinary streams and subjects.
- **CO8:** Acquired knowledge, understanding and sensitivity of different perspectives in the area of education of children with disabilities.
- **CO9:** Developed an understanding of the concept of assessment and its practices.

Table-38: Consolidated TC-102 Course Outcome Attainment Distribution

COs	5	4	3	2	1
CO1	22.68%	58.76%	14.43%	2.06%	2.06%
CO2	25.77%	52.58%	16.49%	3.09%	2.06%
CO3	17.53%	58.76%	18.56%	4.12%	1.03%
CO4	28.87%	50.52%	14.43%	5.15%	1.03%
CO5	27.84%	51.55%	14.43%	2.06%	4.12%
CO6	26.80%	47.42%	20.62%	3.09%	2.06%
CO7	31.96%	45.36%	17.53%	3.09%	2.06%
CO8	29.90%	49.48%	18.56%	1.03%	1.03%
CO9	30.93%	50.52%	12.37%	5.15%	1.03%
Avg.	26.92%	51.66%	16.38%	3.21%	1.83%

An analysis of the **Consolidated Course Outcome (CO) Attainment Distribution** data is given hereunder:

- **Strong overall attainment** is reflected across Course TC-102, with an average of **78.58%** of responses falling in the upper performance bands of Ratings 4 and 5.
- Rating 4 is the dominant attainment category, accounting for an average of **51.66%** of responses, while **26.92%** of students demonstrated maximum attainment at Rating 5.
- Only **16.38%** of responses fall in the middle performance band of Rating 3, indicating that most students demonstrate either strong or very strong attainment of the course outcomes.
- The combined lower performance categories of Ratings 1 and 2 account for only **5.04%** of responses, indicating that serious difficulty with the course outcomes is restricted to a relatively small section of students.
- **CO1 and CO9 recorded the highest overall positive attainment at 81.44% each.** CO1 demonstrates strong understanding of education as a national agenda and policy framework, whereas CO9 reflects strong competence in understanding assessment concepts and practices.
- **CO4, CO5 and CO8 each recorded 79.38% high attainment,** indicating consistently strong performance in understanding child development in socio-cultural contexts, educational psychology, and inclusive education.
- **CO7 recorded the highest proportion of Rating 5 responses at 31.96%,** demonstrating particularly strong mastery among a substantial group of students in analysing the structure of knowledge across disciplinary streams and subjects.
- **CO6 recorded the comparatively lowest high-attainment level at 74.23%** and the highest Rating 3 concentration at **20.62%.** This suggests that perspective building in the Indian socio-cultural context requires further analytical and contextual reinforcement.

- **CO4 and CO9 each recorded the highest Rating 2 response at 5.15%**, indicating that a small subset of students may require additional support in understanding socio-cultural dimensions of child development and assessment practices.
- **CO5 recorded the highest Rating 1 response at 4.12%**, suggesting that the critical examination of constructs in developmental and educational psychology may present conceptual difficulty for a small group of learners.
- It is therefore suggested that **case studies, policy analysis, inclusive education scenarios, reflective discussions, assessment-design exercises and community-based learning activities** be strengthened to support deeper understanding and application.
- The pedagogical approaches adopted for **CO1, CO4, CO8 and CO9** may be used as benchmarks for future course delivery because of their comparatively strong and consistent attainment profiles.

A detailed analysis for each expected course outcome is given below -

CO1. Developed an understanding of education as an agenda for the nation state and its policy visions and efforts in evolving a national system of education

Graph-35: Attainment Profile - CO1

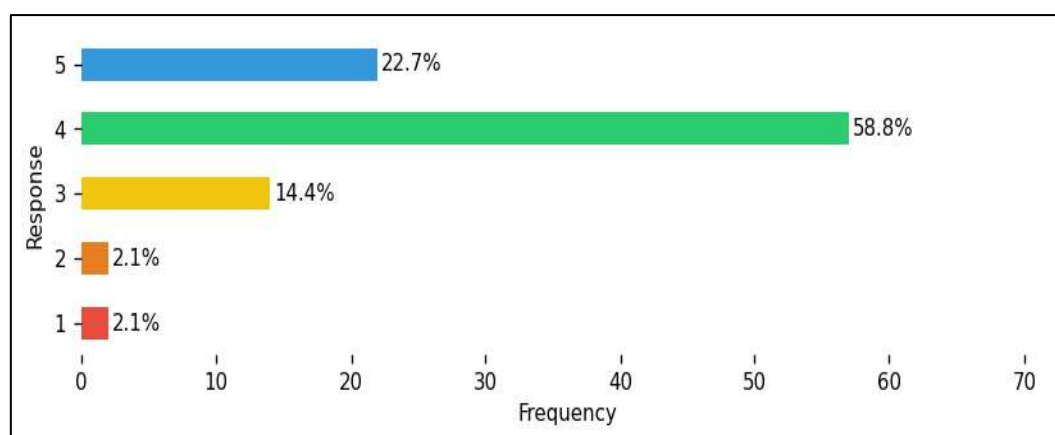


Table-39: Attainment Profile - CO1

Response	Frequency	Percentage
1	2	2.06%
2	2	2.06%
3	14	14.43%
4	57	58.76%
5	22	22.68%
Total	97	100%

Analysis: A strong overall attainment level of **81.44%** was recorded at Ratings 4 and 5. The majority of respondents (**58.76%**) selected Rating 4, while **22.68%** demonstrated maximum attainment. Only **4.12%** fell within Ratings 1 and 2. The findings indicate that students have developed a sound understanding of education as a national agenda and of policy efforts directed towards building a national system of education.

CO2. Able to engage with the discourses on contemporary Indian society and education

Graph-36: Attainment Profile - CO2

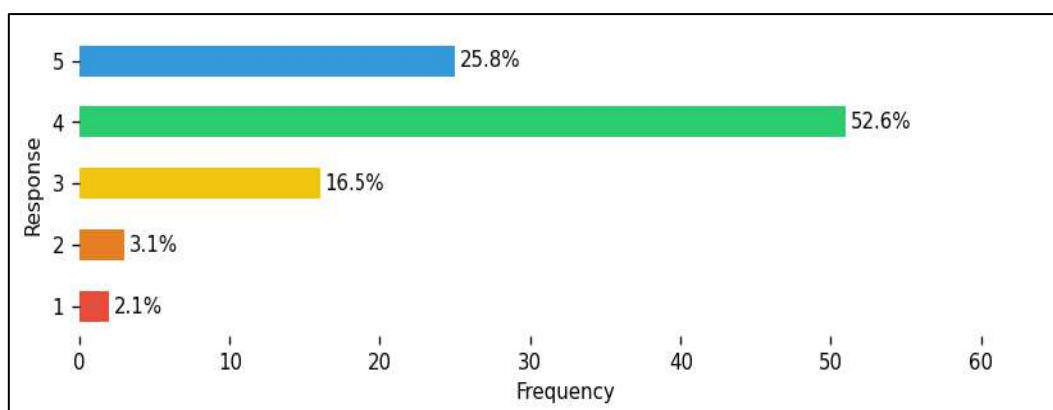


Table-40: Attainment Profile - CO2

Response	Frequency	Percentage
1	2	2.06%
2	3	3.09%
3	16	16.49%
4	51	52.58%
5	25	25.77%
Total	97	100%

Analysis: 78.35% of respondents demonstrated high attainment, comprising 52.58% at Rating 4 and 25.77% at Rating 5. The findings indicate that students are generally capable of engaging meaningfully with contemporary educational and social discourses. The 16.49% response at Rating 3 suggests that further classroom debates, discussion of current educational issues and critical reading exercises may deepen students' engagement.

CO3. Acquired conceptual tools of critical analysis and the experience of engaging with diverse communities

Graph-37: Attainment Profile - CO3

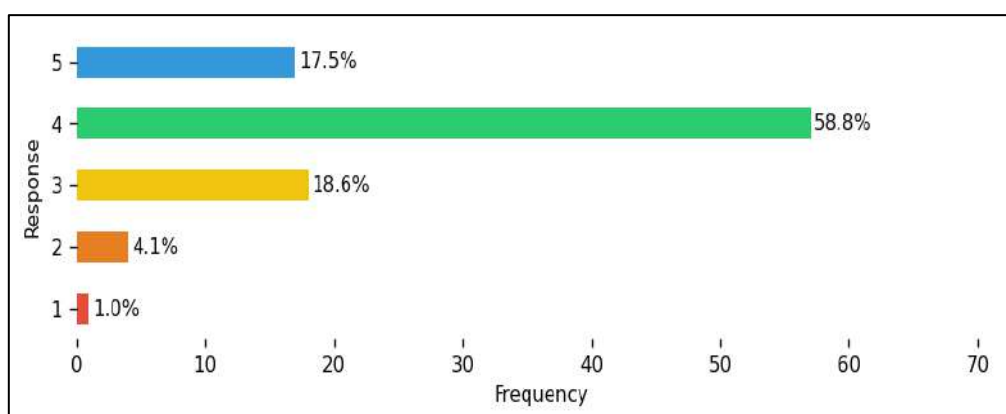
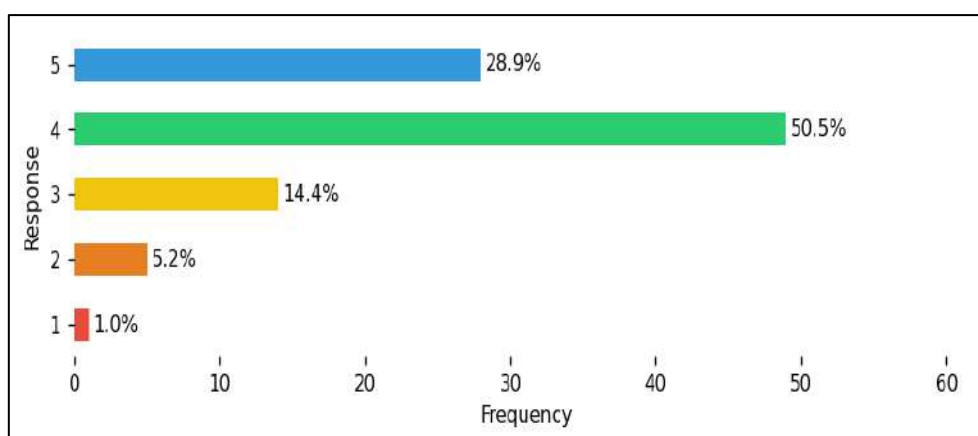


Table-41: Attainment Profile - CO3

Response	Frequency	Percentage
1	1	1.03%
2	4	4.12%
3	18	18.56%
4	57	58.76%
5	17	17.53%
Total	97	100%

Analysis: Combined positive attainment stands at **76.29%**. A substantial **58.76%** of students achieved Rating 4, demonstrating a good level of competence in critical analysis and community engagement. However, **18.56%** remained at Rating 3. Greater use of field-based activities, community interaction, reflective journals and issue-based analysis may help students move towards higher attainment levels.

CO4. Developed an understanding of development, learning and uniqueness of the growing child in diverse socio-cultural contexts

Graph-38: Attainment Profile - CO4**Table-42: Attainment Profile - CO4**

Response	Frequency	Percentage
1	1	1.03%
2	5	5.15%
3	14	14.43%
4	49	50.52%
5	28	28.87%
Total	97	100%

Analysis: **79.38%** of respondents demonstrated high attainment. More than half (**50.52%**) attained Rating 4, while **28.87%** attained Rating 5. The outcome reflects strong understanding of child development and learning within diverse socio-cultural environments. However, the **5.15%** Rating 2 response indicates that a small group may benefit from additional case-based and contextual learning experiences.

CO5. Able to critically examine key universal constructs in developmental psychology and educational psychology

Graph-39: Attainment Profile - CO5

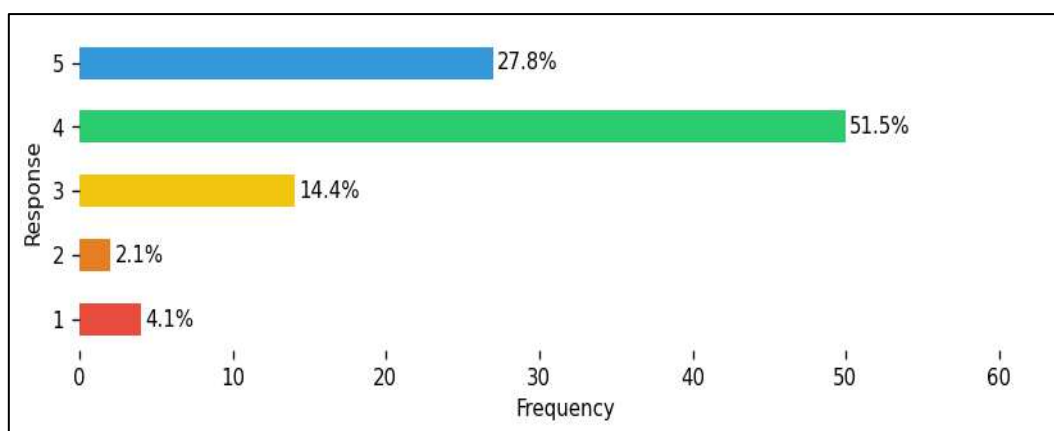


Table-43: Attainment Profile - CO5

Response	Frequency	Percentage
1	4	4.12%
2	2	2.06%
3	14	14.43%
4	50	51.55%
5	27	27.84%
Total	97	100%

Analysis: A combined **79.38%** of respondents attained Ratings 4 or 5, indicating strong understanding of major concepts in developmental and educational psychology. However, CO5 recorded the **highest Rating 1 response at 4.12%** among the nine outcomes. This suggests that a small group faces difficulty in critically examining abstract psychological constructs and may benefit from concept-mapping, examples and application-oriented tutorials.

CO6. Able to describe the potential for perspective building located in Indian socio-cultural context

Graph-40: Attainment Profile - CO6

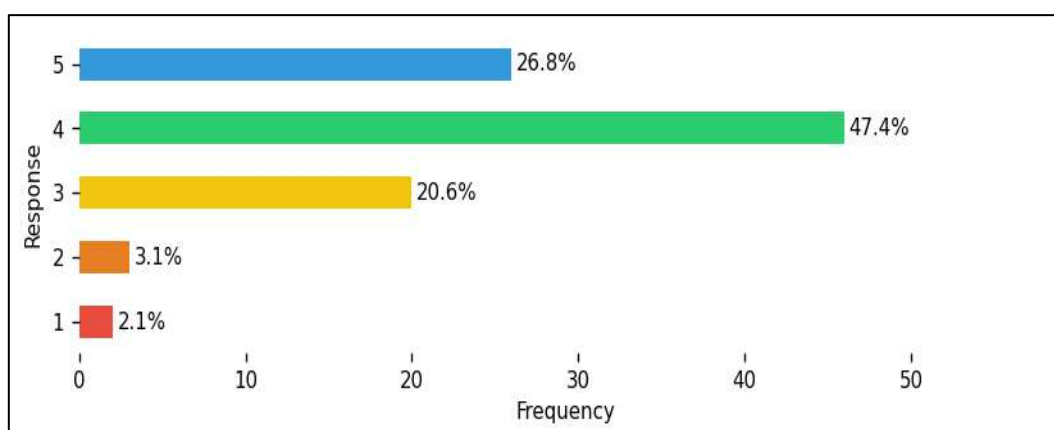
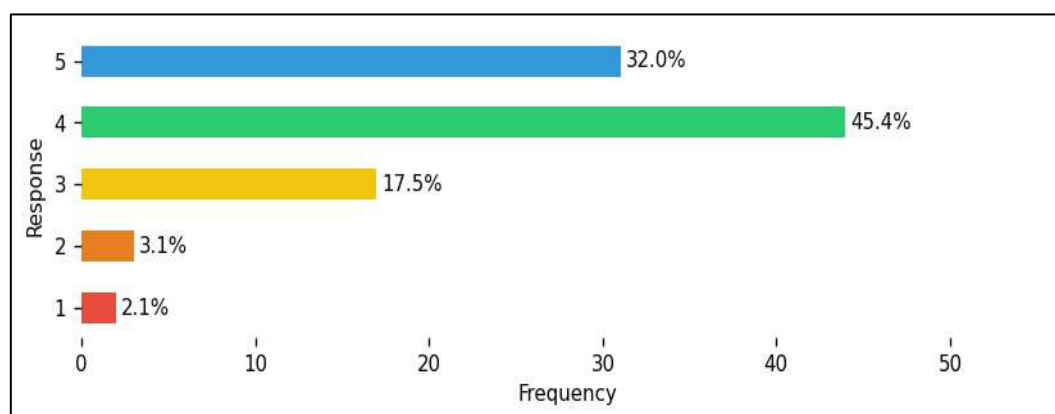


Table-44: Attainment Profile - CO6

Response	Frequency	Percentage
1	2	2.06%
2	3	3.09%
3	20	20.62%
4	46	47.42%
5	26	26.8%
Total	97	100%

Analysis: High attainment stands at **74.23%**, representing the **comparatively lowest positive attainment among the nine outcomes**. While the majority demonstrated satisfactory mastery, **20.62%** remained at Rating 3. The findings suggest a need for greater engagement with Indian socio-cultural contexts through local case studies, community observations, reflective discussions and comparative analysis.

CO7. Able to analyze the structure of knowledge as reflected in disciplinary streams and subjects

Graph-41: Attainment Profile - CO7**Table-45: Attainment Profile - CO7**

Response	Frequency	Percentage
1	2	2.06%
2	3	3.09%
3	17	17.53%
4	44	45.36%
5	31	31.96%
Total	97	100%

Analysis: **77.32%** of respondents demonstrated high attainment. Notably, **31.96%** achieved Rating 5, which represents the **highest maximum-attainment percentage among all nine Course Outcomes**. The result indicates strong competence in understanding disciplinary structures and relationships among different domains of knowledge. The remaining middle-tier responses may be addressed through interdisciplinary mapping and comparative subject analysis.

CO8. Acquired knowledge understanding and sensitivity of different perspectives in the area of education of children with disabilities

Graph-42: Attainment Profile - CO8

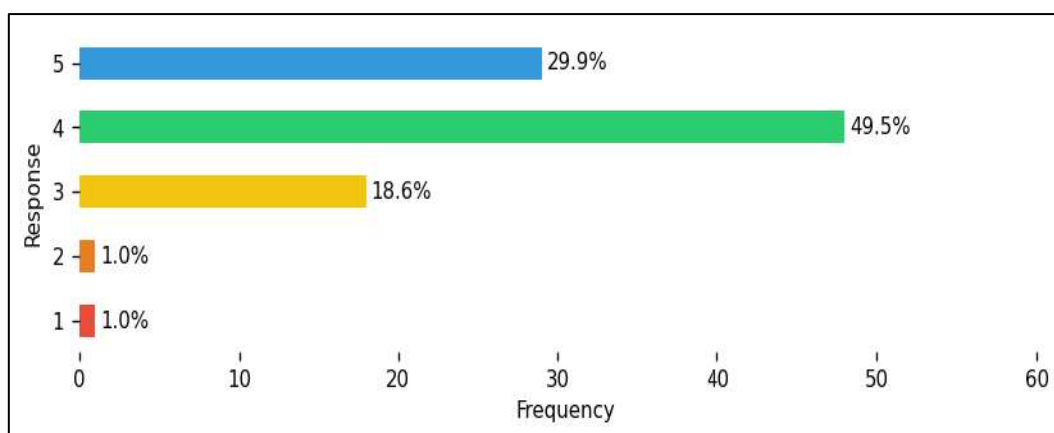


Table-46: Attainment Profile - CO8

Response	Frequency	Percentage
1	1	1.03%
2	1	1.03%
3	18	18.56%
4	48	49.48%
5	29	29.9%
Total	97	100%

Analysis: 79.38% of students demonstrated high attainment, including 29.90% at the maximum attainment level. Only 2.06% of responses were recorded at Ratings 1 and 2, indicating minimal difficulty. The results demonstrate strong awareness and sensitivity regarding the education of children with disabilities and inclusive educational perspectives.

CO9. Developed an understanding of the concept of assessment and its practices

Graph-43: Attainment Profile - CO9

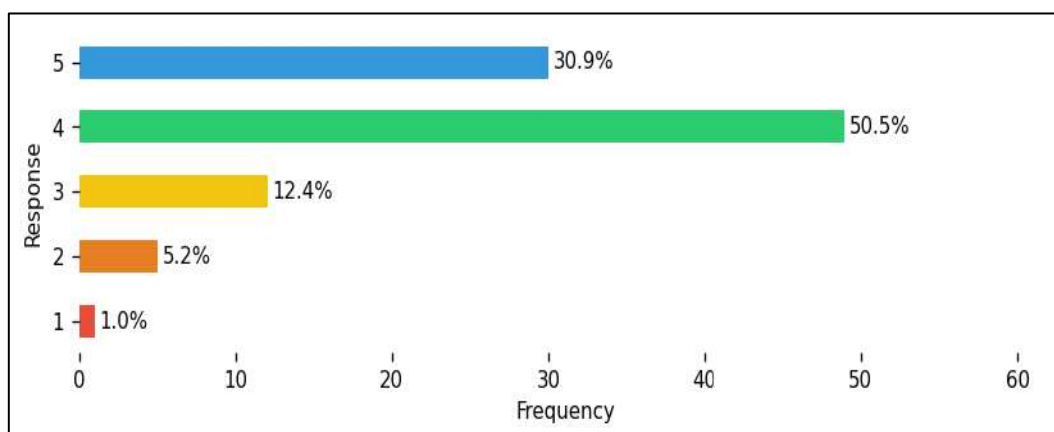


Table-47: Attainment Profile - CO9

Response	Frequency	Percentage
1	1	1.03%
2	5	5.15%
3	12	12.37%
4	49	50.52%
5	30	30.93%
Total	97	100%

Analysis: CO9 recorded one of the **highest overall positive attainment levels at 81.44%**, with **50.52%** of respondents at Rating 4 and **30.93%** at Rating 5. The relatively low **12.37%** concentration at Rating 3 further indicates strong understanding of assessment concepts and practices. However, the **5.15%** Rating 2 response suggests that a small group requires additional practical training in assessment design, implementation and interpretation.

Key Course-Level Conclusions and Actionable Takeaways

1. **Strong Overall Course Attainment:** An average of **78.58%** of responses across all nine Course Outcomes falls within Ratings 4 and 5, demonstrating a strong overall level of achievement in **Course TC-102: Contemporary India and Education**.
2. **Core Strengths - CO1 and CO9:** CO1 and CO9 recorded the highest combined positive attainment at **81.44% each**, reflecting strong understanding of national educational policy frameworks and assessment practices.
3. **Strong Performance in Child Development and Inclusive Education:** CO4, CO5 and CO8 each recorded **79.38% high attainment**, indicating effective learning in socio-cultural dimensions of child development, educational psychology and education of children with disabilities.
4. **Highest Maximum Attainment - CO7:** CO7 recorded the highest proportion of students at Rating 5 (**31.96%**), indicating particularly strong mastery of the structure of knowledge across disciplinary streams and subjects.
5. **Targeted Support for Socio-Cultural Perspective Building - CO6:** CO6 recorded the lowest high-attainment level at **74.23%** and the highest concentration at Rating 3 (**20.62%**). Greater use of Indian socio-cultural case studies, local community engagement and reflective analysis is therefore recommended.
6. **Address Conceptual Difficulty in Educational Psychology - CO5:** Although CO5 recorded a strong overall attainment of **79.38%**, it also contained the highest Rating 1 response (**4.12%**). Concept reinforcement, application-based exercises and tutorial support should be provided to students experiencing difficulty.
7. **Strengthen Practical Assessment Competence - CO9:** Despite strong overall attainment, the **5.15% Rating 2 response** indicates the need for

additional hands-on exercises in test construction, assessment tools, rubrics, feedback practices and interpretation of assessment results.

8. **Pedagogical Recommendation:** Policy analysis, community-based activities, inclusive education case studies, interdisciplinary knowledge mapping and practical assessment exercises should be incorporated more systematically. Teaching strategies associated with **CO1, CO4, CO8 and CO9** may be used as internal benchmarks for future course delivery.

Course TC-103: Language across the Curriculum

The expected Course Outcomes (COs) of Course TC-103: Language across the Curriculum are as follows:

- **CO1:** Understood the concept of language and its different forms, learned and acquired language.
- **CO2:** Understood different psychological theories, principles and approaches of learning language.
- **CO3:** Able to describe different forms and varieties of language and the use of language in different contexts.
- **CO4:** Acquired knowledge of the constitutional provisions of languages in India.
- **CO5:** Understood the role of language as subject, as medium and the place of mother tongue.

Table-48: Consolidated TC-103 Course Outcome Attainment Distribution

COs	5	4	3	2	1
CO1	30.93%	45.36%	13.40%	8.25%	2.06%
CO2	36.08%	46.39%	13.40%	3.09%	1.03%
CO3	32.99%	47.42%	14.43%	4.12%	1.03%
CO4	19.59%	63.92%	13.40%	2.06%	1.03%
CO5	36.08%	43.30%	15.46%	2.06%	3.09%
Avg.	31.13%	49.28%	14.02%	3.92%	1.65%

An analysis of the **Consolidated Course Outcome (CO) Attainment Distribution** data is given hereunder:

- The course demonstrates **strong overall attainment**, with an average of **80.41%** of responses falling within the upper performance bands of Ratings 4 and 5.
- Rating 4 represents the dominant attainment category, accounting for an average of **49.28%** of responses, while **31.13%** of responses fall within the maximum attainment category of Rating 5.
- Only **14.02%** of responses are concentrated at Rating 3, indicating that a relatively small proportion of students remain at the moderate attainment level.
- The combined lower performance categories of Ratings 1 and 2 account for only **5.57%** of responses, demonstrating that serious learning difficulties are limited to a relatively small proportion of students.

- **C04 recorded the highest overall positive attainment at 83.51%**, indicating strong knowledge of the constitutional provisions relating to languages in India.
- **C02 recorded the second-highest high attainment at 82.47%**, demonstrating strong understanding of psychological theories, principles and approaches associated with language learning.
- **C03 also demonstrated strong attainment at 80.41%**, reflecting sound understanding of different language forms, varieties and contextual uses.
- **C02 and C05 recorded the highest Rating 5 attainment at 36.08% each**, indicating particularly strong mastery among a substantial proportion of students in language-learning theories and the educational role of language and mother tongue.
- **C01 recorded the comparatively lowest high attainment at 76.29%** and the highest Rating 2 response at **8.25%**. This suggests that some students require additional conceptual support in distinguishing the forms of language and understanding acquired and learned language.
- Although **C05 achieved 79.38% positive attainment**, it recorded the highest Rating 1 response at **3.09%**, suggesting a small group may require further clarification regarding language as a subject, medium of instruction and the role of mother tongue.
- It is therefore suggested that **multilingual classroom activities, language-acquisition examples, comparative language exercises, constitutional provision discussions and mother-tongue-based pedagogical activities** be strengthened.
- The instructional strategies associated with **C02 and C04** may be used as benchmarks for future course delivery, given their particularly strong attainment profiles.

A detailed analysis for each expected course outcome is given below -

CO1. Understood the concept of Language and its different forms learned languages. acquired & learned language

Graph-44: Attainment Profile - CO1

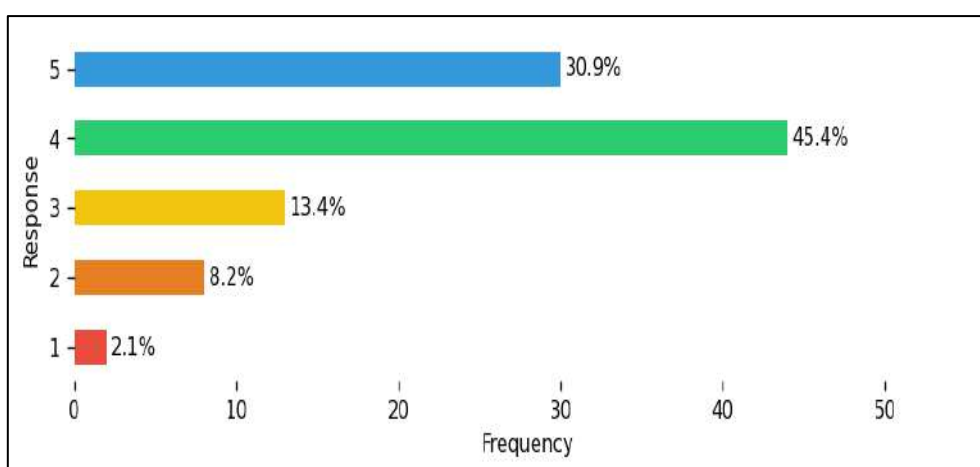
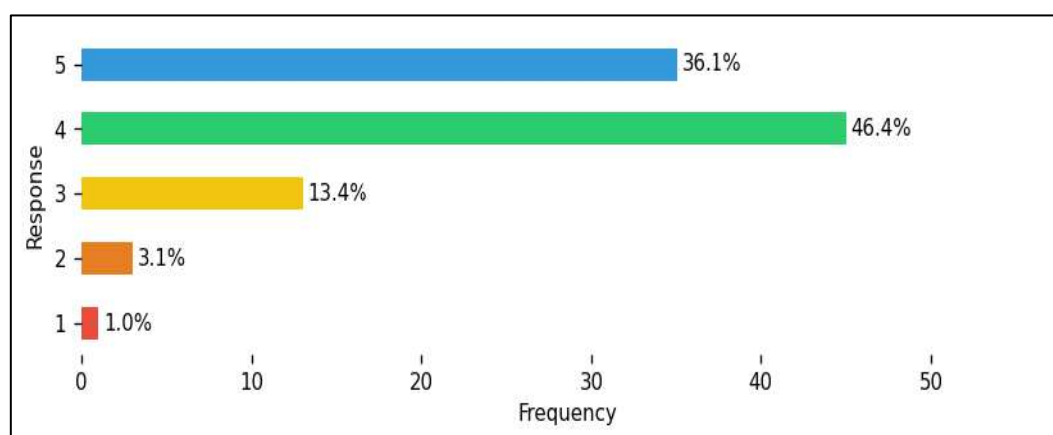


Table-49: Attainment Profile - CO1

Response	Frequency	Percentage
1	2	2.06%
2	8	8.25%
3	13	13.4%
4	44	45.36%
5	30	30.93%
Total	97	100%

Analysis: 76.29% of respondents demonstrated high attainment at Ratings 4 and 5, comprising 45.36% at Rating 4 and 30.93% at Rating 5. Although the majority demonstrated a sound understanding of language and its forms, 8.25% recorded Rating 2, the highest Level 2 response among the five outcomes. This suggests that additional conceptual clarification may be required regarding acquired language, learned language and different forms of language.

CO2. Understood different psychological theories, principles and approaches of learning language

Graph-45: Attainment Profile - CO2**Table-50: Attainment Profile - CO2**

Response	Frequency	Percentage
1	1	1.03%
2	3	3.09%
3	13	13.4%
4	45	46.39%
5	35	36.08%
Total	97	100%

Analysis: CO2 recorded 82.47% high attainment, with 46.39% at Rating 4 and 36.08% at Rating 5. Only 4.12% of responses fall within Ratings 1 and 2. The findings indicate strong understanding of psychological theories, principles and approaches related to language learning. The comparatively high Rating 5 response further suggests that a substantial section of students has developed advanced conceptual understanding in this area.

CO3. Able to describe different forms and varieties of language and the use of language in different contexts

Graph-46: Attainment Profile - CO3

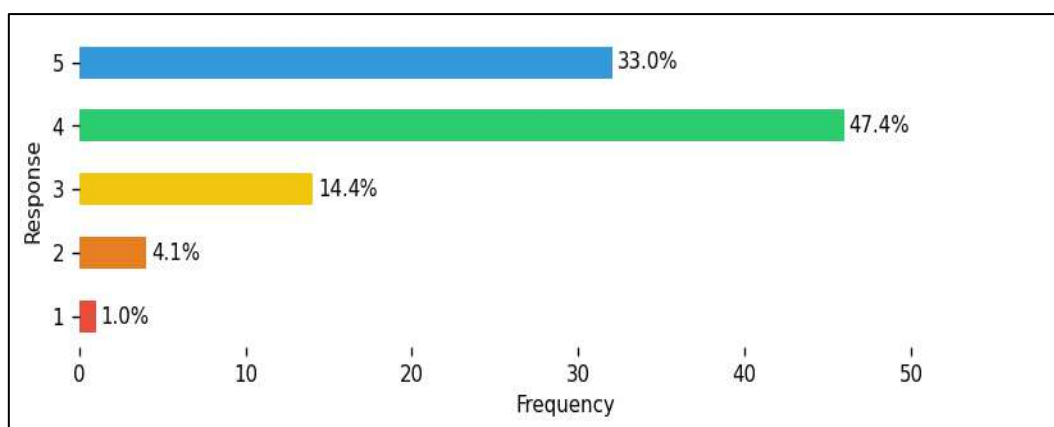


Table-51: Attainment Profile - CO3

Response	Frequency	Percentage
1	1	1.03%
2	4	4.12%
3	14	14.43%
4	46	47.42%
5	32	32.99%
Total	97	100%

Analysis: 80.41% of respondents attained Ratings 4 or 5, including 32.99% at the maximum attainment level. This demonstrates strong competence in identifying language varieties and understanding how language changes according to context. Only 5.15% of responses fall within the lower attainment categories, indicating limited difficulty. Context-based language analysis and multilingual classroom examples may further strengthen this outcome.

CO4. Acquired knowledge of the constitutional provisions of languages in India

Graph-47: Attainment Profile - CO4

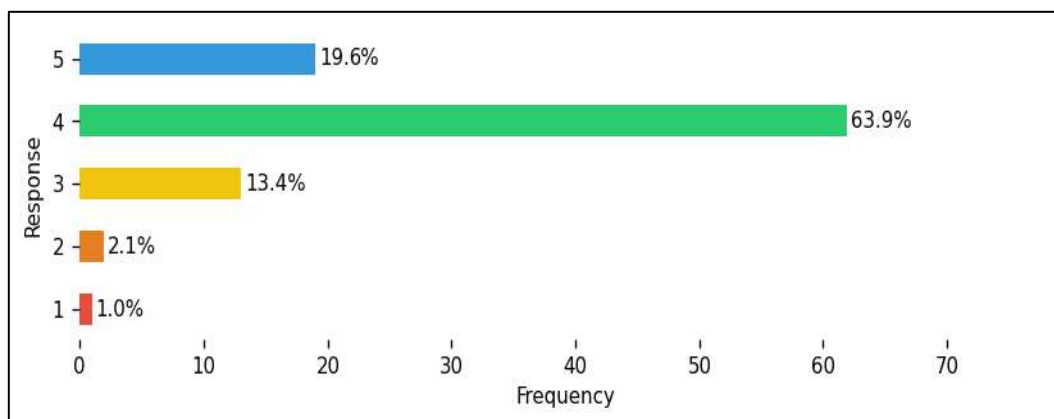
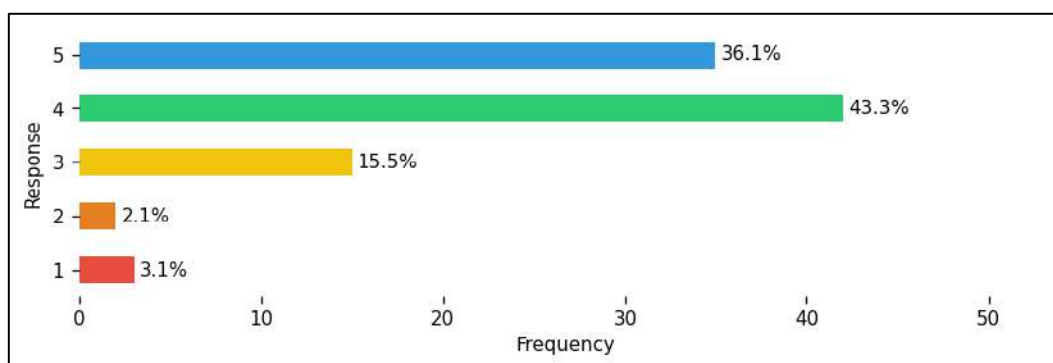


Table-52: Attainment Profile - CO4

Response	Frequency	Percentage
1	1	1.03%
2	2	2.06%
3	13	13.4%
4	62	63.92%
5	19	19.59%
Total	97	100%

CO5. Understood the role of language as subject, as medium and the place of mother tongue

Graph-48: Attainment Profile - CO5**Table-53: Attainment Profile - CO5**

Response	Frequency	Percentage
1	3	3.09%
2	2	2.06%
3	15	15.46%
4	42	43.3%
5	35	36.08%
Total	97	100%

Analysis: 79.38% of respondents demonstrated high attainment, with 36.08% achieving maximum attainment and 43.30% attaining Rating 4. The findings indicate that most students understand the role of language as a subject, a medium of instruction and the significance of the mother tongue. However, 15.46% at Rating 3 and 3.09% at Rating 1 suggest that a small group requires additional support in understanding multilingual education and mother-tongue-based instructional practices.

Key Course-Level Conclusions and Actionable Takeaways

1. **Strong Overall Course Attainment:** An average of 80.41% of responses across the five Course Outcomes falls within Ratings 4 and 5, demonstrating strong overall attainment in **Course TC-103: Language across the Curriculum**.

2. **Core Strength - Constitutional Understanding (CO4):** CO4 recorded the highest positive attainment at **83.51%**, with **63.92%** of students at Rating 4. This indicates strong understanding of constitutional provisions relating to languages in India.
3. **Strength in Language-Learning Theory (CO2):** CO2 achieved **82.47% high attainment**, including **36.08% at Rating 5**, demonstrating effective understanding of psychological theories, principles and approaches of language learning.
4. **Strong Contextual Language Competence (CO3):** CO3 recorded **80.41% high attainment**, reflecting students' ability to recognise language varieties and understand the use of language across different contexts.
5. **Targeted Improvement in Foundational Language Concepts (CO1):** CO1 recorded the lowest overall high attainment at **76.29%** and the highest Rating 2 response at **8.25%**. Additional explanation and activity-based practice related to acquired language, learned language and different forms of language are recommended.
6. **Strengthen Mother-Tongue and Medium-of-Instruction Concepts (CO5):** Although CO5 recorded **79.38% high attainment**, **15.46%** of responses remained at Rating 3. Classroom examples involving multilingual education, mother-tongue instruction and language across subjects may help move these students towards higher attainment levels.
7. **Pedagogical Recommendation:** Greater use of **multilingual classroom simulations, language-acquisition case studies, sociolinguistic examples, constitutional-policy discussions and comparative language activities** is recommended. Teaching strategies used for **CO2 and CO4** may serve as benchmarks for strengthening attainment across the remaining Course Outcomes.

Course TC-104: Understanding Discipline and Subjects

The expected Course Outcomes (COs) of Course TC-104: Understanding Discipline and Subjects are as follows:

- **CO1:** Understood the nature of children and the ways/approaches the children learn in the school/classroom situations.
- **CO2:** Developed capacities of prospective teachers to reflect, reason and make conceptual understanding of pedagogic practices and learning process.
- **CO3:** Able to prepare and use appropriate teaching-learning materials for improving learning of the children.
- **CO4:** Acquired experience in different modes of assessment of learning and enable them to use effectively to promote classroom learning.

Table-54: Consolidated TC-104 Course Outcome Attainment Distribution

COs	5	4	3	2	1
C01	25.77%	52.58%	15.46%	4.12%	2.06%
C02	26.80%	55.67%	13.40%	3.09%	1.03%
C03	24.74%	56.70%	13.40%	4.12%	1.03%
C04	30.93%	46.39%	17.53%	4.12%	1.03%
Avg.	27.06%	52.84%	14.95%	3.86%	1.29%

An analysis of the **Consolidated Course Outcome (CO) Attainment Distribution** data is given hereunder:

- The course demonstrates **strong overall attainment**, with an average of **79.90%** of responses falling within the upper performance bands of Ratings 4 and 5.
- Rating 4 represents the dominant performance category, accounting for an average of **52.84%** of all responses, while **27.06%** fall within the maximum attainment category of Rating 5.
- Only **14.95%** of responses are concentrated in the middle attainment category of Rating 3, indicating that the majority of students have progressed beyond a moderate level of course achievement.
- The combined lower performance categories of Ratings 1 and 2 account for only **5.15%** of responses, indicating that significant difficulty in attaining the expected Course Outcomes is restricted to a relatively small proportion of students.
- **C02 recorded the highest overall positive attainment at 82.47%**, demonstrating strong development of reflective thinking, reasoning and conceptual understanding of pedagogic practices and learning processes.
- **C03 recorded the second-highest positive attainment at 81.44%**, indicating substantial competence in preparing and using appropriate teaching-learning materials.
- **C01 achieved 78.35% high attainment**, reflecting a generally strong understanding of children's nature and the ways in which children learn in school and classroom settings.
- **C04 recorded the highest Rating 5 response at 30.93%**, suggesting particularly strong mastery among a substantial group of students in the use of different modes of assessment.
- At the same time, **C04 recorded the comparatively lowest combined positive attainment at 77.32%** and the highest Rating 3 concentration at **17.53%**. This indicates that some students may require additional practical exposure to assessment strategies and their effective use in classroom learning.
- **C01, C03 and C04 each recorded 4.12% at Rating 2**, suggesting small pockets of students who would benefit from additional application-oriented exercises.
- It is therefore suggested that the course place greater emphasis on **reflective teaching activities, preparation of teaching-learning materials, classroom observations, assessment-design exercises and practical demonstrations**.

- The instructional strategies associated with **CO2 and CO3** may be used as benchmarks for strengthening the attainment of the remaining Course Outcomes.

A detailed analysis for each expected course outcome is given below -

CO1. Understood the nature of children and the ways / approaches the children learn in the school/classroom situations

Graph-49: Attainment Profile - CO1

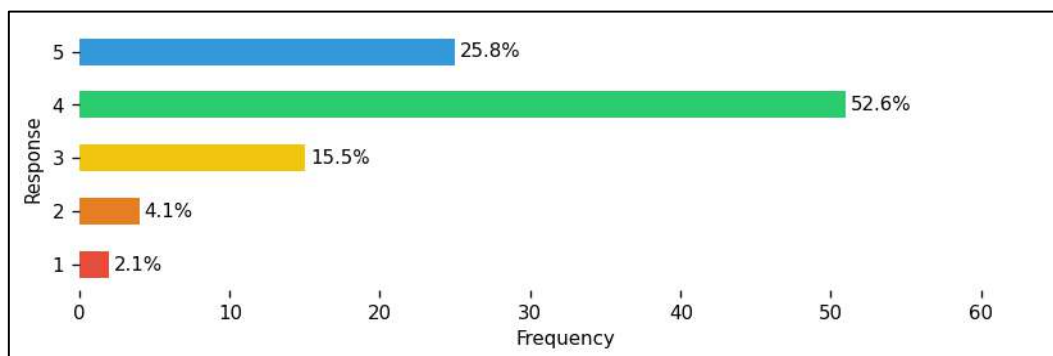


Table-55: Attainment Profile - CO1

Response	Frequency	Percentage
1	2	2.06%
2	4	4.12%
3	15	15.46%
4	51	52.58%
5	25	25.77%
Total	97	100%

Analysis: 78.35% of respondents demonstrated high attainment at Ratings 4 and 5, comprising 52.58% at Rating 4 and 25.77% at Rating 5. The findings indicate that most students have developed a sound understanding of children's nature and the different ways through which children learn in classroom situations. However, 15.46% remained at Rating 3, while 6.18% fell within Ratings 1 and 2. Greater use of child-observation exercises, classroom case studies and learner-centred activities may further strengthen this outcome.

CO2. Developed capacities of prospective teachers to reflect, reason and make conceptual understanding of pedagogic practices and learning process

Graph-50: Attainment Profile - CO2

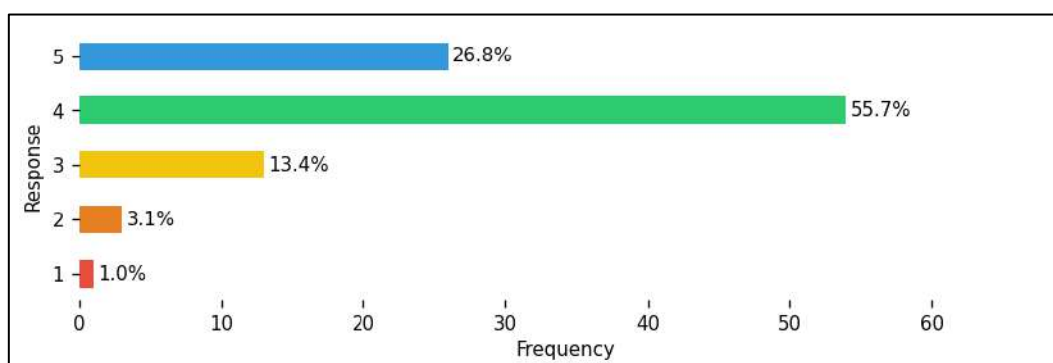
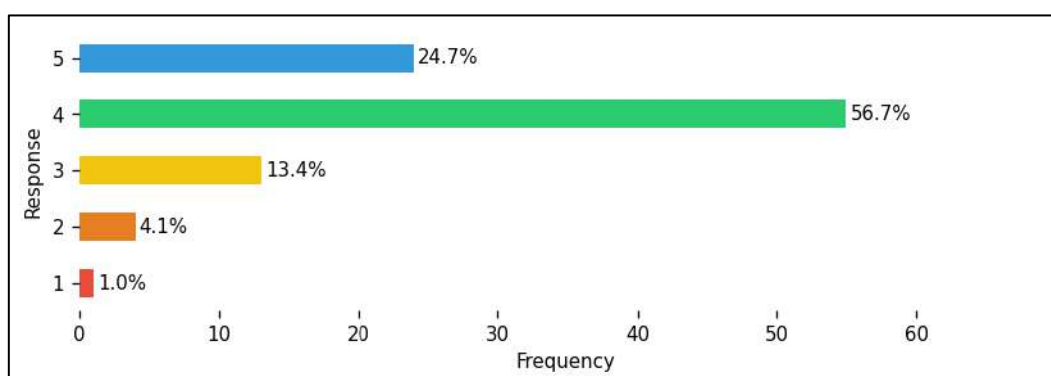


Table-56: Attainment Profile - CO2

Response	Frequency	Percentage
1	1	1.03%
2	3	3.09%
3	13	13.4%
4	54	55.67%
5	26	26.8%
Total	97	100%

Analysis: CO2 recorded the **highest combined positive attainment at 82.47%**. More than half of the respondents (**55.67%**) attained Rating 4, while **26.80%** achieved maximum attainment. Only **4.12%** of responses were recorded in the lower attainment categories. The results indicate strong development of reflective thinking, reasoning and conceptual understanding of pedagogic practices and learning processes among prospective teachers.

CO3. Able to prepare and use appropriate teaching learning materials for improving learning of the children

Graph-51: Attainment Profile - CO3**Table-57: Attainment Profile - CO3**

Response	Frequency	Percentage
1	1	1.03%
2	4	4.12%
3	13	13.4%
4	55	56.7%
5	24	24.74%
Total	97	100%

Analysis: A strong high-attainment level of **81.44%** was recorded for CO3, with **56.70%** of respondents at Rating 4 and **24.74%** at Rating 5. The Rating 4 percentage is the **highest among all four Course Outcomes**, indicating consistent student competence in preparing and using teaching-learning materials. Only **5.15%** of responses were recorded at Ratings 1 and 2. Further hands-on workshops on low-cost, digital and subject-specific teaching-learning materials may help move more students towards maximum attainment.

CO4. Acquired experienced in different modes of assessment of learning and enable them to uses effectively to pro/note classroom learning

Graph-52: Attainment Profile - CO4

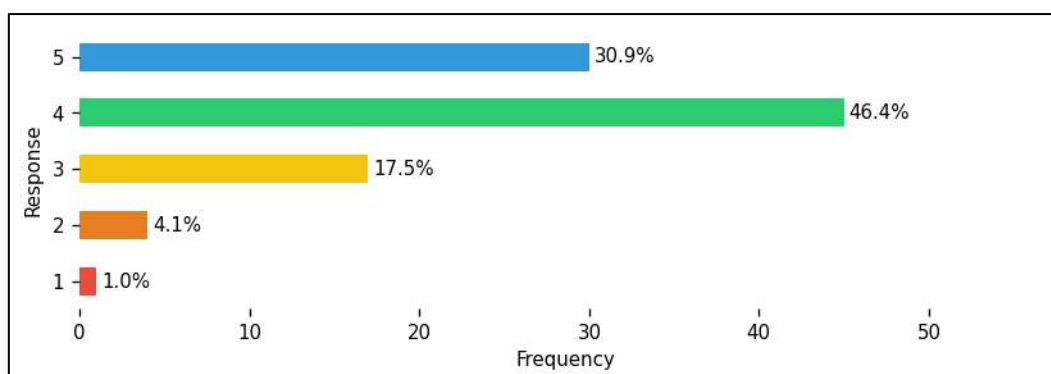


Table-58: Attainment Profile - CO4

Response	Frequency	Percentage
1	1	1.03%
2	4	4.12%
3	17	17.53%
4	45	46.39%
5	30	30.93%
Total	97	100%

Analysis: 77.32% of respondents demonstrated high attainment at Ratings 4 and 5. Notably, 30.93% achieved Rating 5, representing the **highest maximum-attainment percentage among all four Course Outcomes**. However, CO4 also recorded the highest Rating 3 response at 17.53%, indicating that a segment of students possesses moderate rather than advanced competence in assessment practices. Additional practical work involving formative and summative assessment, rubric development, diagnostic assessment, feedback strategies and classroom-based evaluation is therefore recommended.

Key Course-Level Conclusions and Actionable Takeaways

1. **Strong Overall Course Attainment:** An average of 79.90% of responses across the four Course Outcomes falls within Ratings 4 and 5, indicating strong achievement of the expected learning outcomes of **Course TC-104: Understanding Discipline and Subjects**.
2. **Core Strength - Reflective Pedagogic Understanding (CO2):** CO2 recorded the highest combined positive attainment at 82.47%, demonstrating strong competence in reflection, reasoning and conceptual understanding of pedagogic practices and learning processes.
3. **Strength in Teaching-Learning Material Preparation (CO3):** CO3 achieved 81.44% high attainment, with 56.70% at Rating 4. This indicates that students have developed substantial competence in preparing and effectively using teaching-learning materials.

4. **Strong Maximum Attainment in Assessment (CO4):** CO4 recorded the highest Rating 5 percentage at **30.93%**, demonstrating advanced competence in assessment practices among a considerable proportion of students.
5. **Targeted Improvement in Assessment Application (CO4):** Despite its high maximum-attainment percentage, CO4 recorded the lowest overall high attainment at **77.32%** and the highest Rating 3 concentration at **17.53%**. Additional hands-on assessment exercises should therefore be provided to improve consistency across the student group.
6. **Strengthen Understanding of Child Learning Processes (CO1):** CO1 recorded **78.35% high attainment**, but **15.46%** of students remained at Rating 3. Classroom observations, learner profiles, case studies and child-centred teaching demonstrations may help strengthen practical understanding of how children learn.
7. **Pedagogical Recommendation:** The course should continue to emphasise **reflective practice, preparation of teaching-learning materials, classroom observation and assessment-based activities**. The strategies used for **CO2 and CO3** may serve as internal benchmarks, while additional practical support should be directed towards CO1 and CO4.

Course P-105: Reading and Reflecting on Text (EPC-1: Practicum)

The expected Course Outcomes (COs) of Course P-105: Reading and Reflecting on Text (EPC-1: Practicum) are as follows:

- **CO1:** Able to use language as the medium for comprehending ideas, reflecting and thinking as well as for expression and communication.
- **CO2:** Able to read, think, discuss and communicate as well as to write in the language of instruction.
- **CO3:** Developed abilities in reading and meaning of different kinds of texts.
- **CO4:** Able to engage with ideas and appreciate that different kinds of writing are used to communicate these ideas in different contexts.

Table-59: Consolidated P-105 Course Outcome Attainment Distribution

COs	5	4	3	2	1
CO1	25.77%	48.45%	19.59%	5.15%	1.03%
CO2	30.93%	46.39%	17.53%	4.12%	1.03%
CO3	29.90%	44.33%	22.68%	1.03%	2.06%
CO4	23.71%	60.82%	13.40%	1.03%	1.03%
Avg.	27.58%	50.00%	18.30%	2.83%	1.29%

An analysis of the **Consolidated Course Outcome (CO) Attainment Distribution** data is given hereunder:

- The course demonstrates a **strong overall attainment profile**, with an average of approximately **77.58%** of responses falling within the upper performance bands of Ratings 4 and 5.
- Rating 4 represents the dominant performance category, accounting for an average of **50.00%** of responses, while **27.58%** of responses fall within the maximum attainment category of Rating 5.

- An average of **18.30%** of responses falls within Rating 3, indicating that a moderate proportion of students have attained an intermediate level of competence that can be strengthened through further practice.
- The combined lower performance categories of Ratings 1 and 2 account for only **4.12%** of responses on average, suggesting that serious difficulty in achieving the expected outcomes is limited to a small section of students.
- **C04 recorded the highest overall positive attainment at 84.53%**, demonstrating strong ability among students to engage with ideas and understand how different forms of writing communicate meaning in different contexts.
- **C02 recorded the second-highest high attainment at 77.32%**, indicating strong competence in reading, thinking, discussing, communicating and writing in the language of instruction.
- **C03 and C01 recorded comparable positive attainment levels of approximately 74.23% and 74.22%, respectively**, indicating satisfactory competence but comparatively greater scope for improvement.
- **C02 recorded the highest Rating 5 response at 30.93%**, followed closely by C03 at **29.90%**, suggesting that a substantial group of students has developed advanced competence in reading, communication and comprehension of varied texts.
- **C04 recorded the highest Rating 4 concentration at 60.82%**, demonstrating highly consistent achievement in engaging with ideas and recognising contextual forms of writing.
- **C03 recorded the highest Rating 3 response at 22.68%**, indicating that a sizeable group demonstrates moderate rather than high mastery in interpreting different kinds of texts.
- **C01 recorded the highest Rating 2 response at 5.15%**, suggesting that some students require additional support in using language effectively for comprehension, reflection, expression and communication.
- It is therefore suggested that **guided reading, reflective writing, text interpretation, peer discussion, summarisation, critical response exercises and exposure to multiple genres of writing** be further strengthened.
- The pedagogical strategies associated with **C04 and C02** may be used as benchmarks for improving attainment in C01 and C03.

A detailed analysis for each expected course outcome is given below -

CO1. Able to use language as the medium for comprehending ideas, reflecting and thinking as well as for expression and communication

Graph-53: Attainment Profile - CO1

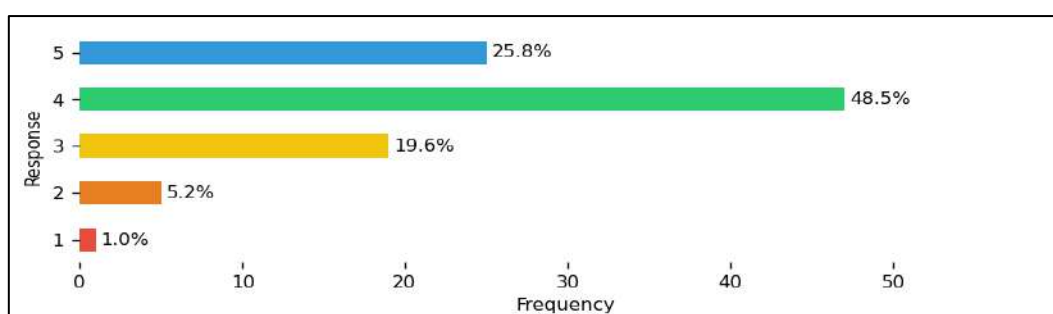
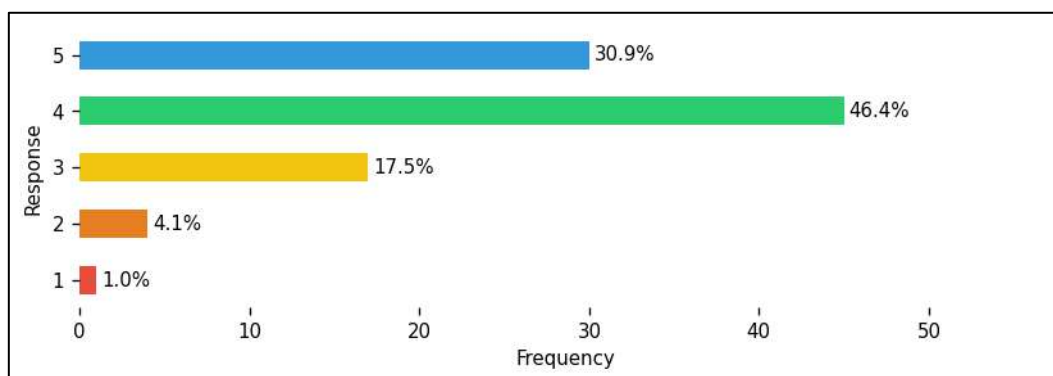


Table-60: Attainment Profile - CO1

Response	Frequency	Percentage
1	1	1.03%
2	5	5.15%
3	19	19.59%
4	47	48.45%
5	25	25.77%
Total	97	100%

Analysis: A combined **74.22%** of respondents demonstrated high attainment at Ratings 4 and 5, comprising **48.45%** at Rating 4 and **25.77%** at Rating 5. The findings indicate that most students are able to use language effectively for comprehension, reflection, thinking, expression and communication. However, **19.59%** of respondents remained at Rating 3 and **5.15%** at Rating 2. Additional reflective writing, comprehension and oral-expression activities may therefore help strengthen this outcome.

CO2. Able to read, think, discuss and communicate as well as to write in the language of instruction

Graph-54: Attainment Profile - CO2**Table-61: Attainment Profile - CO2**

Response	Frequency	Percentage
1	1	1.03%
2	4	4.12%
3	17	17.53%
4	45	46.39%
5	30	30.93%
Total	97	100%

Analysis: **77.32%** of respondents recorded high attainment, with **46.39%** at Rating 4 and **30.93%** at Rating 5. CO2 also recorded the **highest proportion of Rating 5 responses among the four outcomes**, reflecting advanced competence among a substantial group of students in reading, thinking, discussing, communicating and writing. Only **5.15%** of responses fall within Ratings 1 and 2. Continued use of

discussions, presentations and structured writing exercises can further improve performance.

CO3. Developed abilities in reading and meaning of different kinds of texts

Graph-55: Attainment Profile - CO3

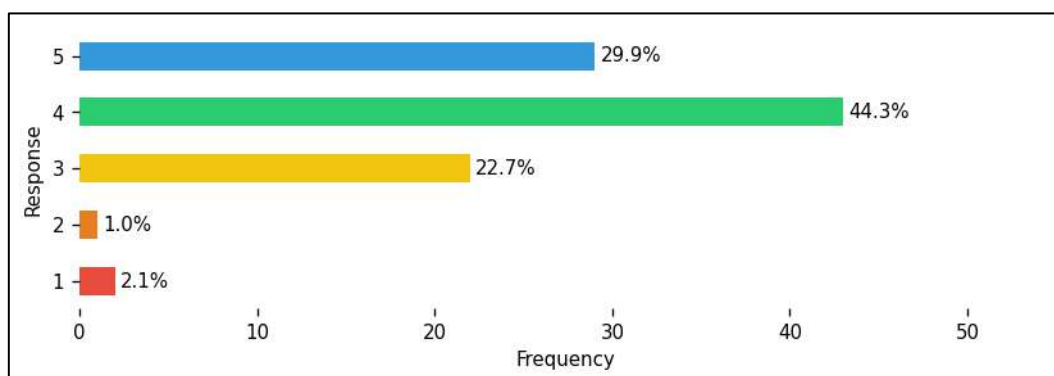


Table-62: Attainment Profile - CO3

Response	Frequency	Percentage
1	2	2.06%
2	1	1.03%
3	22	22.68%
4	43	44.33%
5	29	29.9%
Total	97	100%

Analysis: 74.23% of respondents demonstrated high attainment at Ratings 4 and 5. A strong 29.90% achieved maximum attainment, while 44.33% attained Rating 4. However, CO3 recorded the **highest Rating 3 concentration at 22.68%**, suggesting that a relatively large group has moderate competence in interpreting and deriving meaning from varied texts. More structured practice with literary, informational, academic and reflective texts may help move these students towards higher attainment levels.

CO4. Able to engage with ideas and appreciate that different kinds of writing are used to communicate these ideas in different contexts

Graph-56: Attainment Profile - CO4

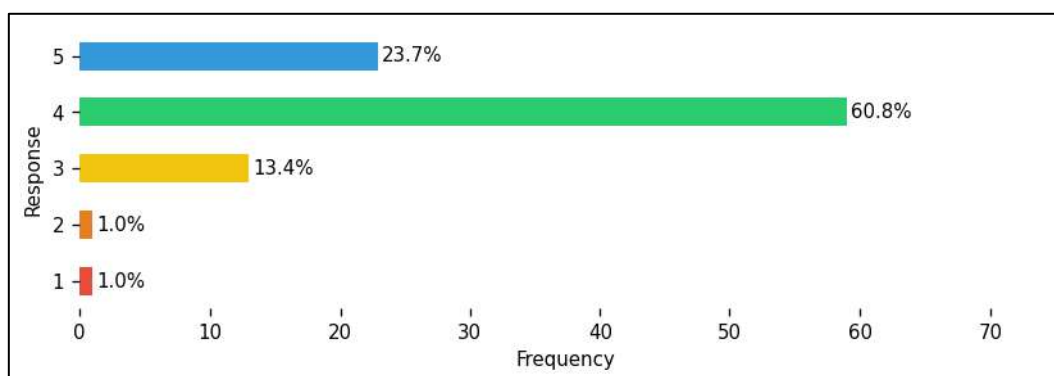


Table-63: Attainment Profile - CO4

Response	Frequency	Percentage
1	1	1.03%
2	1	1.03%
3	13	13.4%
4	59	60.82%
5	23	23.71%
Total	97	100%

Analysis: CO4 represents the **strongest Course Outcome**, with **84.53%** of respondents demonstrating high attainment at Ratings 4 and 5. A particularly high **60.82%** attained Rating 4, the highest Rating 4 concentration among the four outcomes, while **23.71%** achieved maximum attainment. Only **2.06%** of responses were recorded in the lower performance bands. The results indicate that students have developed strong competence in engaging with ideas and recognising how different forms of writing serve different communicative purposes and contexts.

Key Course-Level Conclusions and Actionable Takeaways

1. **Strong Overall Course Attainment:** An average of approximately **77.58%** of responses across all four Course Outcomes falls within Ratings 4 and 5, demonstrating a strong overall attainment profile for **Course P-105: Reading and Reflecting on Text (EPC-1: Practicum)**.
2. **Core Strength - Engagement with Text and Ideas (CO4):** CO4 recorded the highest overall positive attainment at **84.53%**, with **60.82%** of respondents at Rating 4. This indicates particularly strong competence in understanding different forms of writing and their contextual purposes.
3. **Strong Communication and Writing Skills (CO2):** CO2 recorded **77.32% high attainment** and the highest maximum-attainment percentage at **30.93%**, demonstrating good proficiency in reading, thinking, discussion, communication and written expression.
4. **Need to Strengthen Interpretation of Diverse Texts (CO3):** Although CO3 recorded **74.23% high attainment**, **22.68%** of responses were concentrated at Rating 3. Greater exposure to varied text genres, guided interpretation and analytical reading exercises is recommended.
5. **Targeted Support for Reflective Language Use (CO1):** CO1 recorded **74.22% high attainment** and the highest Rating 2 response at **5.15%**. Additional activities focusing on comprehension, reflective thinking, articulation and written expression may help address this gap.
6. **Low Overall Lower-Tier Attainment:** Ratings 1 and 2 together account for only about **4.12%** of responses on average, indicating that serious learning difficulties are limited and can be addressed through targeted support rather than broad remedial intervention.
7. **Pedagogical Recommendation:** The practicum should continue to emphasise **guided and independent reading, reflective journals, critical response**

writing, group discussions, peer review, summarisation and interpretation of multiple text genres. Strategies associated with CO4 may be used as internal benchmarks to strengthen attainment in CO1 and CO3.

Course TC-201: Learning and Teaching

The expected Course Outcomes (COs) of Course TC-201: Learning and Teaching are as follows:

- **CO1:** Able to describe multiple dimensions of learner's development and its implications on learning.
- **CO2:** Able to reflect on the process of learning from the point of view of different theoretical perspectives and the need to adopt appropriate approach.
- **CO3:** Able to understand the learner in terms of diversities and its implications on learning.
- **CO4:** Able to describe the factors affecting learner's environment and assessment.
- **CO5:** Able to discuss the strategies for effective management of learning.
- **CO6:** Able to conceptualize a framework for understanding and evaluating teaching-learning situation as well as the method of analysing and reflecting upon learning episodes.
- **CO7:** Able to conceptualize the needs of the learners and the process of learning.
- **CO8:** Able to understand group dynamics and use it for learning management.
- **CO9:** Acquired conceptual tools of critical analysis and the experience of engaging with diverse communities.
- **CO10:** Understood development, learning and uniqueness of the growing child in diverse socio-cultural contexts.
- **CO11:** Able to apply assessment, evaluation, tests, examination, appraisal, grading, measurement and their relationships.
- **CO12:** Able to critically analyse the major perspectives of assessment.
- **CO13:** Understood the role of elementary statistics in assessment.
- **CO14:** Understood the role of a teacher in learning, teaching and assessment.

Table-64: Consolidated TC-201 Course Outcome Attainment Distribution

COs	5	4	3	2	1
CO1	20.62%	57.73%	17.53%	2.06%	2.06%
CO2	26.80%	54.64%	14.43%	3.09%	1.03%
CO3	28.87%	55.67%	10.31%	4.12%	1.03%
CO4	22.68%	60.82%	13.40%	2.06%	1.03%
CO5	19.59%	56.70%	18.56%	4.12%	1.03%
CO6	19.59%	61.86%	15.46%	2.06%	1.03%
CO7	32.99%	49.48%	14.43%	2.06%	1.03%
CO8	25.77%	56.70%	12.37%	4.12%	1.03%

C09	23.71%	54.64%	18.56%	2.06%	1.03%
C010	31.96%	45.36%	18.56%	2.06%	2.06%
C011	28.87%	48.45%	20.62%	1.03%	1.03%
C012	28.87%	44.33%	22.68%	3.09%	1.03%
C013	24.74%	54.64%	15.46%	3.09%	2.06%
C014	27.84%	52.58%	15.46%	2.06%	2.06%
Avg.	25.92%	53.83%	16.27%	2.65%	1.32%

An analysis of the **Consolidated Course Outcome (CO) Attainment Distribution** data is given hereunder:

- The overall attainment profile of **Course TC-201** is strong, with an average of approximately **79.75%** of responses falling within the upper performance bands of Ratings 4 and 5.
- Rating 4 is the dominant attainment category, accounting for an average of **53.83%** of responses, while **25.92%** fall within the maximum attainment category of Rating 5.
- An average of **16.27%** of responses falls at Rating 3, indicating that a moderate proportion of students have achieved satisfactory but not yet advanced levels of mastery.
- The combined lower performance categories of Ratings 1 and 2 account for only about **3.97%** of responses, indicating that serious attainment difficulties are limited to a relatively small proportion of students.
- **C03 recorded the highest combined positive attainment at 84.54%**, demonstrating particularly strong understanding of learner diversity and its implications for learning.
- **C04 recorded the second-highest positive attainment at 83.50%**, reflecting strong understanding of factors affecting learners' environment and assessment.
- **C07 and C08 each recorded 82.47% high attainment**, demonstrating strong competence in understanding learners' needs, the learning process and group dynamics for learning management.
- **C07 recorded the highest Rating 5 response at 32.99%**, followed by C010 at **31.96%**, indicating substantial maximum-level attainment in understanding learners' needs and socio-cultural dimensions of child development.
- **C06 recorded the highest Rating 4 concentration at 61.86%**, suggesting highly consistent attainment in conceptualizing and evaluating teaching-learning situations.
- **C012 recorded the comparatively lowest high attainment at 73.20%** and the highest Rating 3 concentration at **22.68%**. This suggests that critical analysis of different perspectives of assessment requires additional instructional attention.
- **C05 recorded relatively lower high attainment at 76.29%**, with **18.56%** at Rating 3, indicating scope for strengthening students' ability to apply strategies for effective management of learning.
- It is therefore suggested that practical exercises in **assessment analysis, classroom management, reflective teaching, learning episodes, statistical interpretation and learner-centred planning** be strengthened.

- The instructional strategies associated with **CO3, CO4, CO6, CO7 and CO8** may be used as benchmarks for strengthening attainment across other outcomes.

A detailed analysis for each expected course outcome is given below -

CO1. Able to describe multiple dimensions of learner's development and its implications on learning

Graph-57: Attainment Profile - CO1

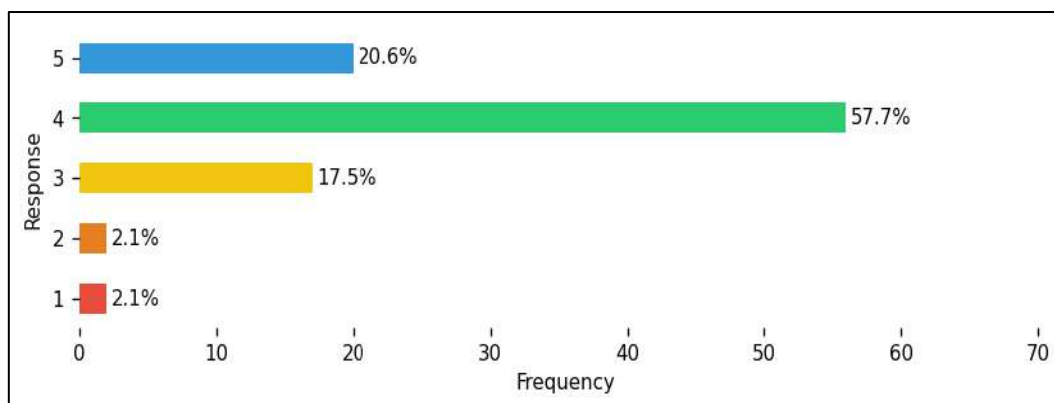


Table-65: Attainment Profile - CO1

Response	Frequency	Percentage
1	2	2.06%
2	2	2.06%
3	17	17.53%
4	56	57.73%
5	20	20.62%
Total	97	100%

Analysis: 78.35% of respondents demonstrated high attainment at Ratings 4 and 5, with 57.73% attaining Rating 4 and 20.62% attaining Rating 5. The findings indicate a sound understanding of different dimensions of learner development and their implications for learning. However, 17.53% remained at Rating 3, suggesting scope for additional application-oriented activities relating developmental dimensions to classroom learning.

CO2. Able to reflect on the process of learning from the point of view of different theoretical, perspectives and the need to adopt appropriate approach

Graph-58: Attainment Profile - CO2

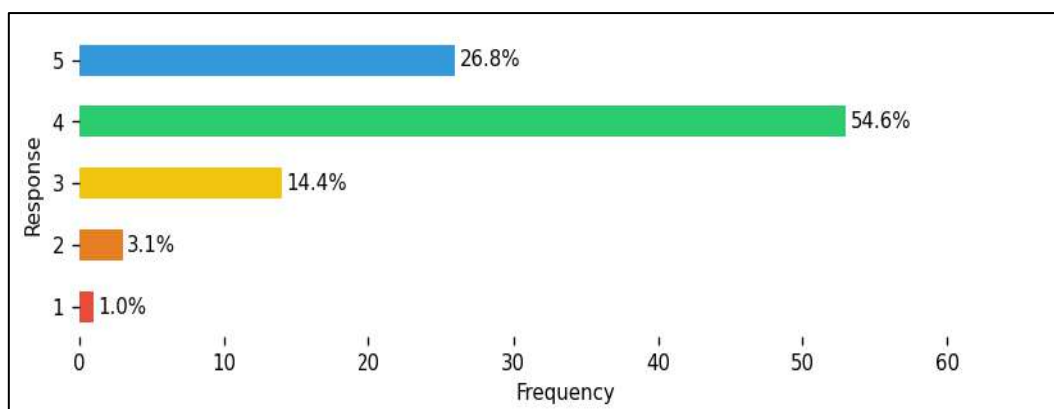
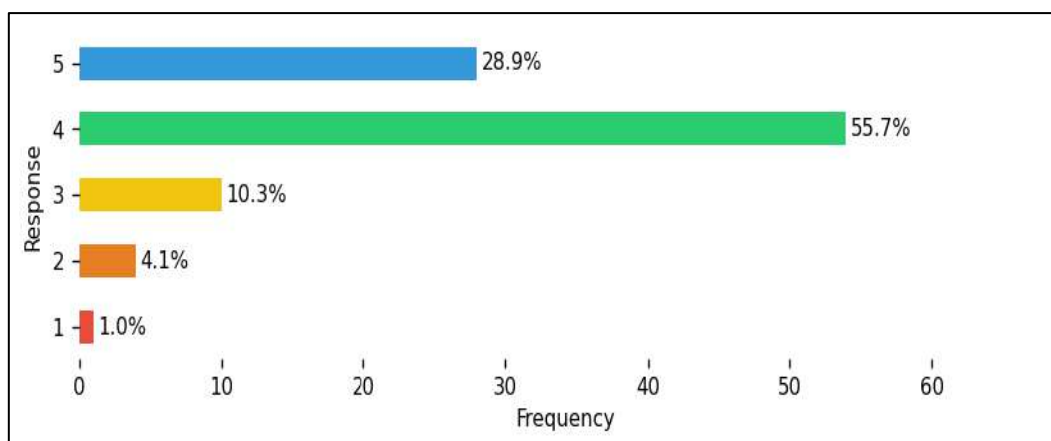


Table-66: Attainment Profile - CO2

Response	Frequency	Percentage
1	1	1.03%
2	3	3.09%
3	14	14.43%
4	53	54.64%
5	26	26.8%
Total	97	100%

Analysis: A combined **81.44%** of respondents attained Ratings 4 or 5. More than half (**54.64%**) attained Rating 4, while **26.80%** demonstrated maximum attainment. Only **4.12%** were located in the lower performance categories. The outcome therefore reflects strong understanding of learning theories and the ability to reflect on the selection of appropriate learning approaches.

CO3. Able to understand the learner in terms of diversities and its implications on learning

Graph-59: Attainment Profile - CO3**Table-67: Attainment Profile - CO3**

Response	Frequency	Percentage
1	1	1.03%
2	4	4.12%
3	10	10.31%
4	54	55.67%
5	28	28.87%
Total	97	100%

Analysis: CO3 recorded the **highest overall positive attainment at 84.54%**, comprising **55.67%** at Rating 4 and **28.87%** at Rating 5. Only **10.31%** of students remained at Rating 3. The findings demonstrate strong understanding of learner diversity and its implications for teaching and learning, making this one of the strongest areas of course attainment.

CO4. Able to describe the factors affecting learner's environment and assessment

Graph-60: Attainment Profile - CO4

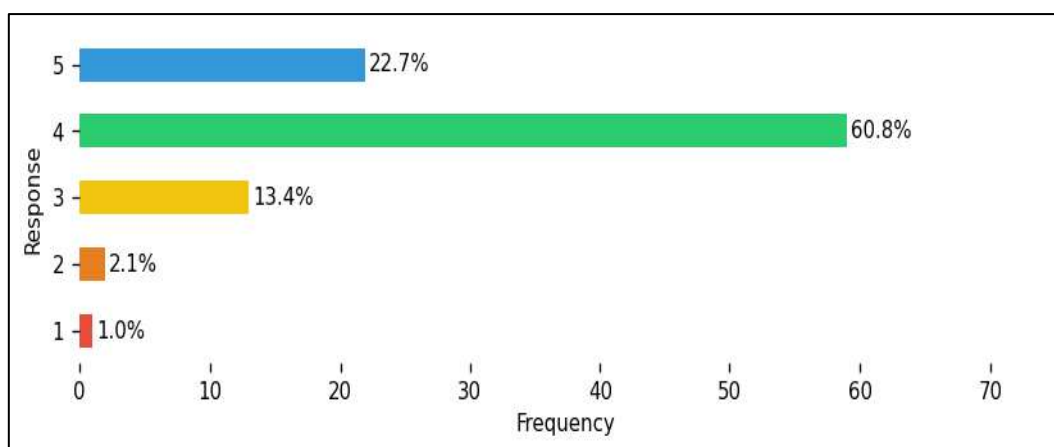


Table-68: Attainment Profile - CO4

Response	Frequency	Percentage
1	1	1.03%
2	2	2.06%
3	13	13.4%
4	59	60.82%
5	22	22.68%
Total	97	100%

Analysis: CO4 recorded **83.50% high attainment**, with a particularly strong **60.82%** response at Rating 4. Only **3.09%** of responses were recorded in Ratings 1 and 2. The findings indicate that students have developed substantial understanding of environmental and contextual factors influencing learners and assessment practices.

CO5. Able to discuss the strategies for effective management of learning

Graph-61: Attainment Profile - CO5

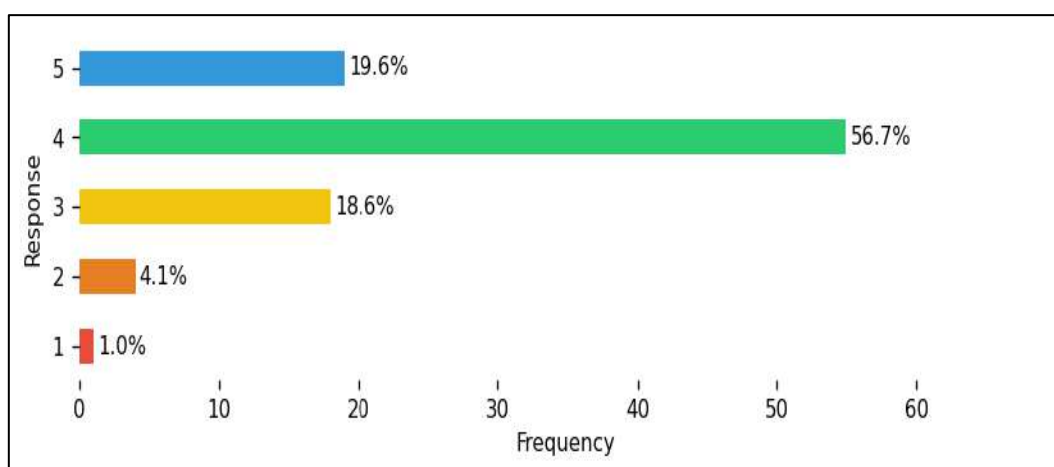
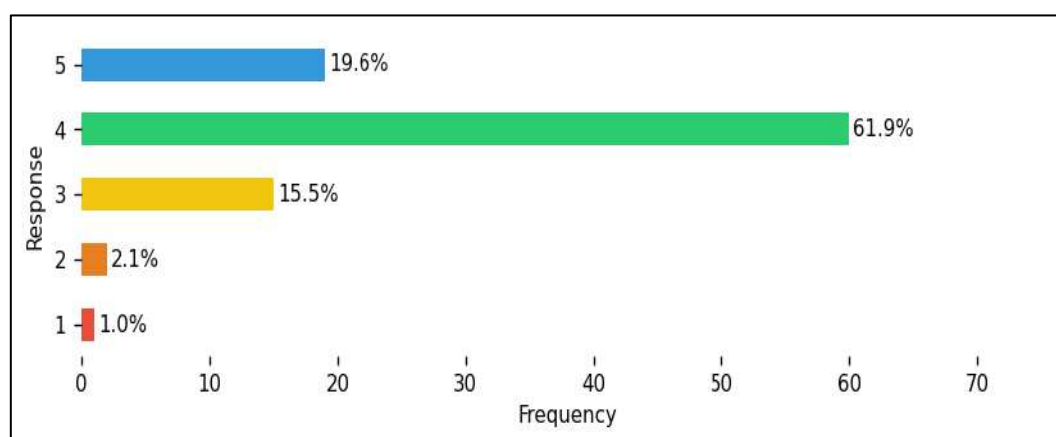


Table-69: Attainment Profile - CO5

Response	Frequency	Percentage
1	1	1.03%
2	4	4.12%
3	18	18.56%
4	55	56.7%
5	19	19.59%
Total	97	100%

Analysis: 76.29% of respondents demonstrated high attainment at Ratings 4 and 5. Although the majority demonstrated strong competence, 18.56% remained at Rating 3. This indicates a need for additional opportunities to apply classroom management and learning-management strategies through simulations, case studies and teaching practice.

CO6. Able to conceptualize a framework for understanding and evaluating teaching-learning situation as well as the method of analyzing and reflecting upon learning episodes

Graph-62: Attainment Profile - CO6**Table-70: Attainment Profile - CO6**

Response	Frequency	Percentage
1	1	1.03%
2	2	2.06%
3	15	15.46%
4	60	61.86%
5	19	19.59%
Total	97	100%

Analysis: CO6 achieved 81.45% high attainment, with 61.86% of respondents at Rating 4, the highest Rating 4 concentration among all fourteen outcomes. The findings indicate a consistent ability among students to understand, evaluate and reflect upon teaching-learning situations. Reflective journals and lesson-analysis activities may further strengthen maximum-level attainment.

CO7. Able to conceptualize the needs of the learners and the process of learning

Graph-63: Attainment Profile - CO7

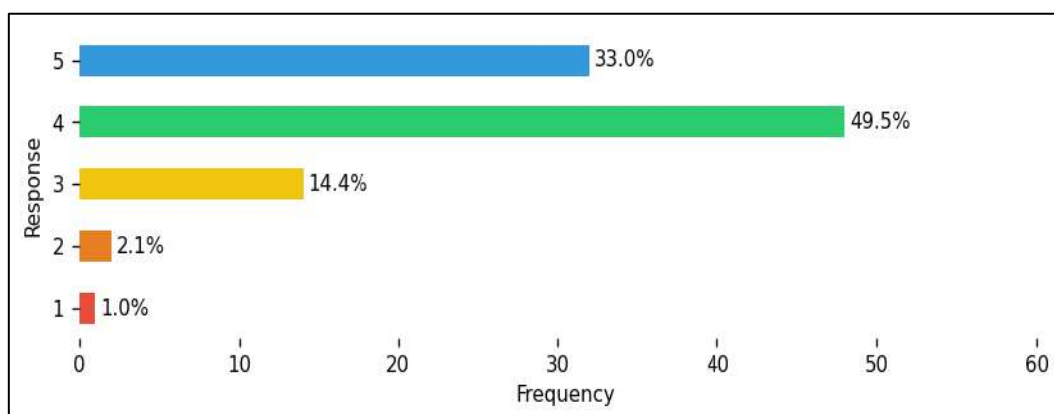


Table-71: Attainment Profile - CO7

Response	Frequency	Percentage
1	1	1.03%
2	2	2.06%
3	14	14.43%
4	48	49.48%
5	32	32.99%
Total	97	100%

Analysis: 82.47% of respondents demonstrated high attainment. Importantly, 32.99% achieved Rating 5, the **highest maximum-attainment level among all fourteen Course Outcomes**. This demonstrates strong competence in understanding learner needs and learning processes. Only 3.09% of respondents were positioned in Ratings 1 and 2.

CO8. Able to understand group dynamics and use it for learning management

Graph-64: Attainment Profile - CO8

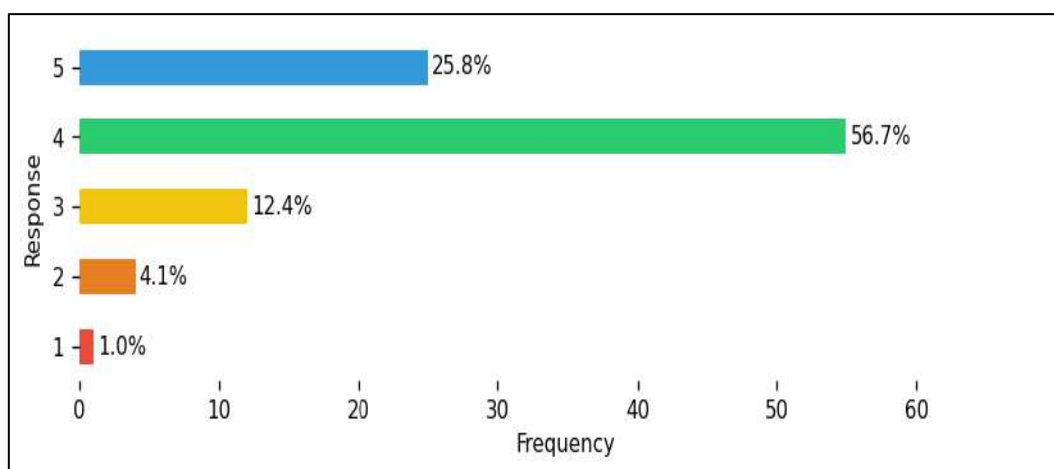
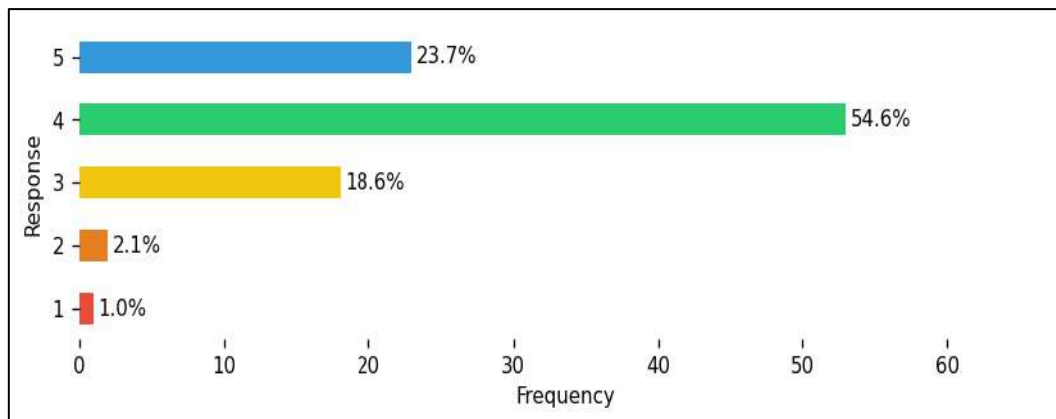


Table-72: Attainment Profile - CO8

Response	Frequency	Percentage
1	1	1.03%
2	4	4.12%
3	12	12.37%
4	55	56.7%
5	25	25.77%
Total	97	100%

Analysis: CO8 recorded **82.47% high attainment**, with **56.70%** at Rating 4 and **25.77%** at Rating 5. The relatively low Rating 3 response of **12.37%** indicates consistent understanding of group dynamics and their application to learning management. Collaborative tasks and group-based teaching exercises may further reinforce this competence.

CO9 Acquired conceptual tools of critical analysis and the experience of engaging with diverse communities

Graph-65: Attainment Profile - CO9**Table-73: Attainment Profile - CO9**

Response	Frequency	Percentage
1	1	1.03%
2	2	2.06%
3	18	18.56%
4	53	54.64%
5	23	23.71%
Total	97	100%

Analysis: **78.35%** of respondents recorded high attainment at Ratings 4 and 5. The results indicate generally strong competence in critical analysis and engagement with diverse communities. However, **18.56%** remained at Rating 3, highlighting an opportunity to expand community-based learning, reflective field experiences and problem-based discussions.

CO10. Understood development, learning and uniqueness of the growing child in diverse socio-cultural context texts

Graph-66: Attainment Profile - CO10

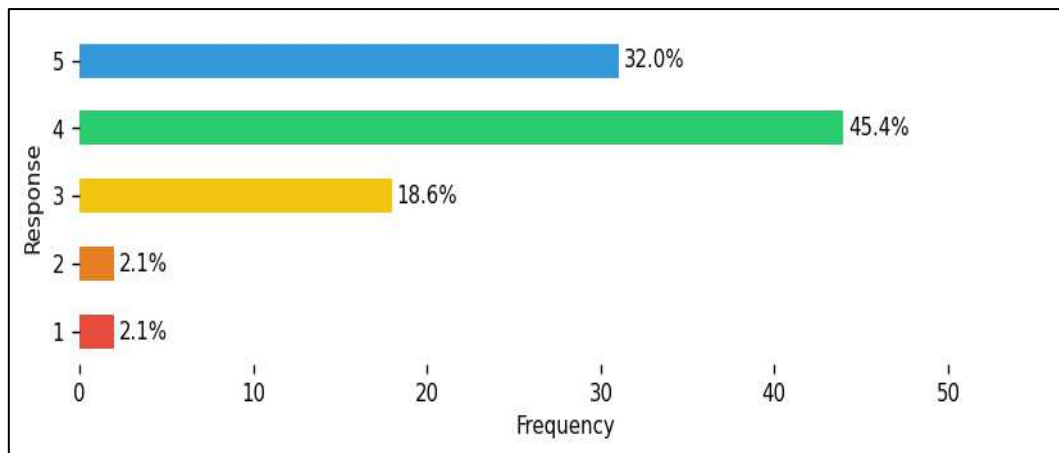


Table-74: Attainment Profile - CO10

Response	Frequency	Percentage
1	2	2.06%
2	2	2.06%
3	18	18.56%
4	44	45.36%
5	31	31.96%
Total	97	100%

Analysis: 77.32% of respondents demonstrated high attainment. A particularly strong 31.96% attained Rating 5, the second-highest maximum-attainment percentage among the fourteen COs. The outcome demonstrates substantial understanding of child development within diverse socio-cultural contexts, although the 18.56% at Rating 3 indicates scope for further contextual and case-based learning.

CO11. Able to apply assessment, evaluation, tests, examination, appraisal, grading, measurement and their relationships

Graph-67: Attainment Profile - CO11

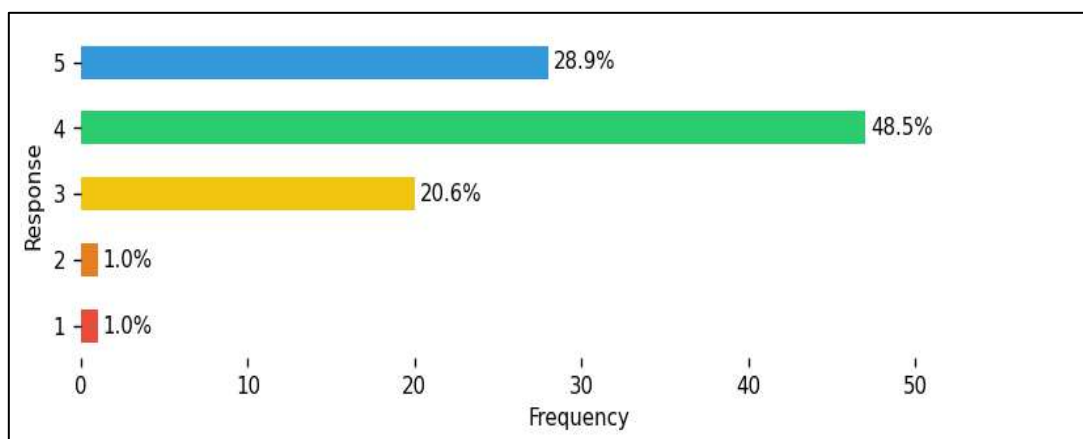
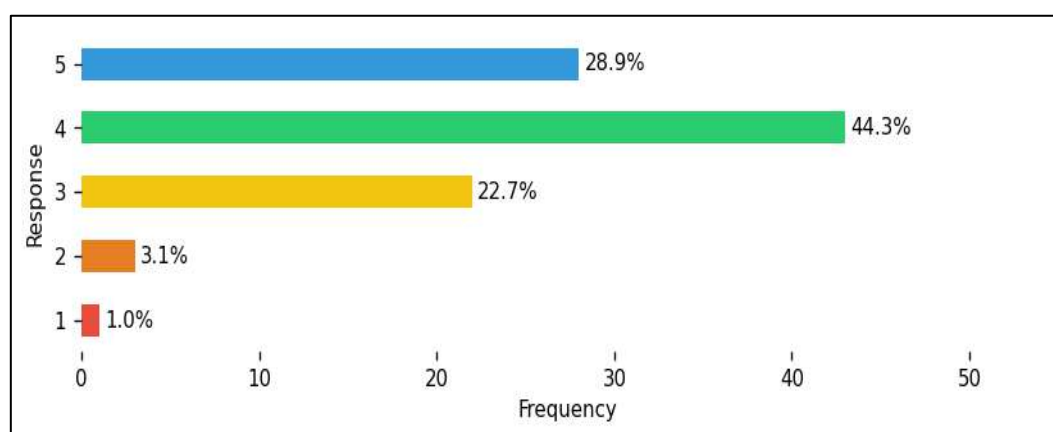


Table-75: Attainment Profile - CO11

Response	Frequency	Percentage
1	1	1.03%
2	1	1.03%
3	20	20.62%
4	47	48.45%
5	28	28.87%
Total	97	100%

Analysis: A combined **77.32%** of respondents attained Ratings 4 and 5. Only **2.06%** of responses were in the lower performance bands, demonstrating limited serious difficulty. However, **20.62%** were positioned at Rating 3, indicating that students may benefit from additional practical exercises differentiating and applying assessment, evaluation, measurement, grading and related concepts.

CO12. Able to critically analyze the major perspectives of assessment

Graph-68: Attainment Profile - CO12**Table-76: Attainment Profile - CO12**

Response	Frequency	Percentage
1	1	1.03%
2	3	3.09%
3	22	22.68%
4	43	44.33%
5	28	28.87%
Total	97	100%

Analysis: CO12 recorded **73.20%** high attainment, the **lowest combined positive attainment among the fourteen Course Outcomes**. Furthermore, **22.68%** of respondents were positioned at Rating 3, the highest middle-tier concentration in the course. Although only **4.12%** fell into Ratings 1 and 2, the results suggest a clear need for additional critical analysis of assessment perspectives through case studies, comparative frameworks, assessment scenarios and reflective discussion.

CO13. Understood the role of elementary statistics in assessment

Graph-69: Attainment Profile - CO13

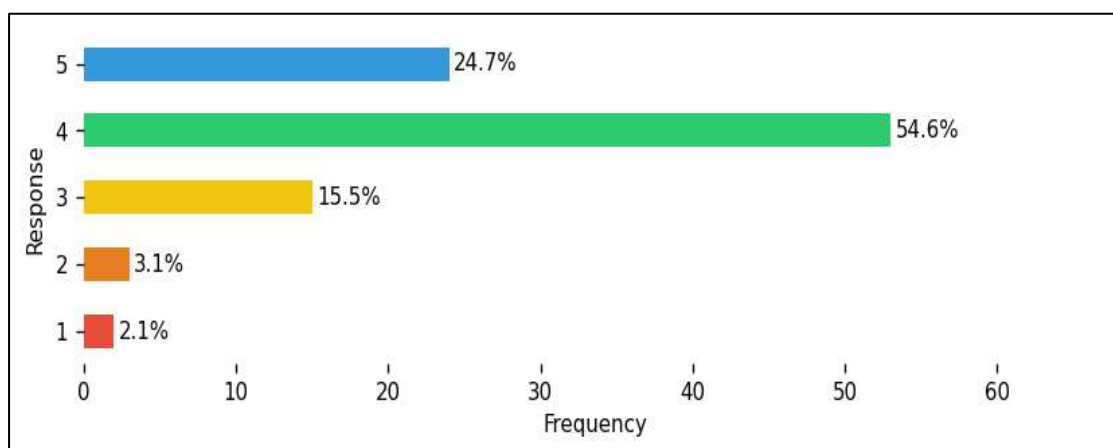


Table-77: Attainment Profile - CO13

Response	Frequency	Percentage
1	2	2.06%
2	3	3.09%
3	15	15.46%
4	53	54.64%
5	24	24.74%
Total	97	100%

Analysis: 79.38% of respondents demonstrated high attainment, including 54.64% at Rating 4 and 24.74% at Rating 5. The findings indicate a generally sound understanding of the role of elementary statistics in assessment. Nevertheless, practical exercises involving measures of central tendency, variability, score interpretation and graphical presentation may further improve students' confidence in applying statistical concepts.

CO14. Understood the role of a teacher in learning, teaching and assessment

Graph-70: Attainment Profile - CO14

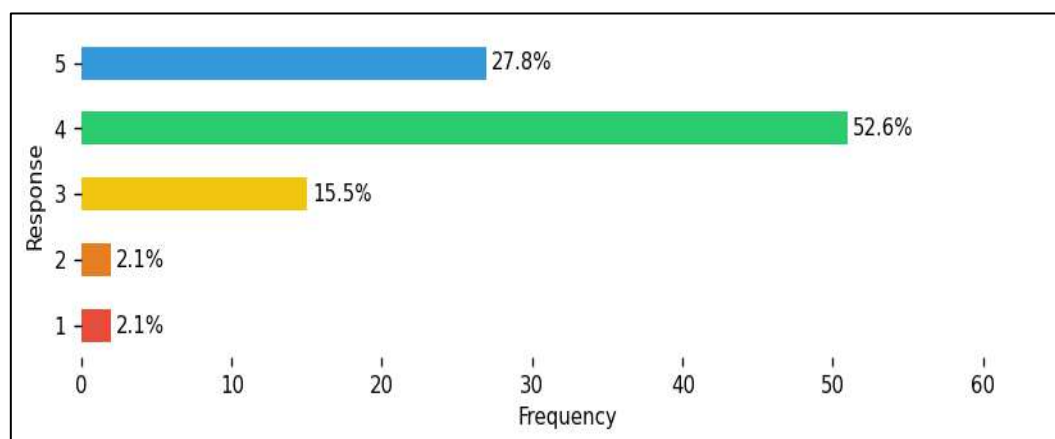


Table -78: Attainment Profile - CO14

Response	Frequency	Percentage
1	2	2.06%
2	2	2.06%
3	15	15.46%
4	51	52.58%
5	27	27.84%
Total	97	100%

Analysis: 80.42% of respondents demonstrated high attainment at Ratings 4 and 5, indicating a strong understanding of the teacher's role in facilitating learning, organizing teaching and conducting assessment. More than half (52.58%) attained Rating 4, while 27.84% reached maximum attainment. The findings reflect a strong professional orientation towards integrated teaching-learning-assessment practices.

Key Course-Level Conclusions and Actionable Takeaways

1. **Strong Overall Attainment:** Across all fourteen Course Outcomes, an average of approximately 79.75% of responses falls within Ratings 4 and 5, demonstrating a strong overall attainment profile for **Course TC-201: Learning and Teaching**.
2. **Core Strength - Understanding Learner Diversity (CO3):** CO3 recorded the highest combined positive attainment at **84.54%**, indicating particularly strong competence in understanding learner diversity and its implications for learning.
3. **Strong Performance in Learner Environment and Assessment (CO4):** CO4 achieved **83.50% high attainment**, with **60.82%** of respondents at Rating 4, demonstrating consistent understanding of factors influencing learners' environments and assessment.
4. **Strong Learner-Centred Competence (CO7 and CO8):** Both CO7 and CO8 recorded **82.47% high attainment**. CO7 additionally achieved the highest Rating 5 percentage at **32.99%**, showing strong mastery of learner needs and learning processes.
5. **Consistent Reflective Teaching Competence (CO6):** CO6 recorded **81.45% high attainment** and the highest Rating 4 response at **61.86%**, indicating highly consistent competence in analysing and reflecting upon teaching-learning situations.
6. **Priority Area - Critical Perspectives of Assessment (CO12):** CO12 recorded the lowest positive attainment at **73.20%** and the highest Rating 3 concentration at **22.68%**. Focused workshops on assessment philosophy, formative and summative perspectives, alternative assessment and authentic assessment are recommended.
7. **Strengthen Practical Assessment Concepts (CO11 and CO13):** Although both outcomes show generally strong attainment, practical exercises should be

increased to reinforce distinctions among assessment, evaluation, measurement, testing, grading and the application of elementary statistics.

8. **Improve Learning Management Application (CO5):** With **76.29% high attainment** and **18.56% at Rating 3**, CO5 would benefit from classroom-management simulations, micro-teaching exercises and case-based problem solving.
9. **Pedagogical Recommendation:** The course should place greater emphasis on **reflective practice, learner-diversity case studies, group-learning activities, assessment-design workshops, elementary statistical exercises, classroom simulations and community engagement**. Strategies used in CO3, CO4, CO6, CO7 and CO8 may serve as benchmarks for strengthening comparatively lower-performing outcomes.

Course TC-202: Knowledge and Curriculum (Part-1)

The expected Course Outcomes (COs) of Course TC-202: Knowledge and Curriculum (Part-1) are as follows:

- **CO1:** Understood interplay of language and society.
- **CO2:** Understood the development process of language acquisition.
- **CO3:** Understood function of language and how children use them as a tool at different developmental stages.
- **CO4:** Able to understand language diversity in classrooms.
- **CO5:** Able to apply classroom discourse, tools of learning and reading in context areas.

Table-79: Consolidated TC-202 Course Outcome Attainment Distribution

COs	5	4	3	2	1
CO1	24.74%	49.48%	21.65%	2.06%	2.06%
CO2	30.93%	49.48%	15.46%	3.09%	1.03%
CO3	25.77%	52.58%	15.46%	4.12%	2.06%
CO4	25.77%	52.58%	16.49%	2.06%	3.09%
CO5	28.87%	48.45%	18.56%	3.09%	1.03%
Avg.	27.22%	50.51%	17.52%	2.88%	1.85%

An analysis of the **Consolidated Course Outcome (CO) Attainment Distribution** data is given hereunder:

- The overall attainment profile of **Course TC-202: Knowledge and Curriculum (Part-1)** is strong, with an average of **77.73%** of responses falling within the upper performance bands of Ratings 4 and 5.
- Rating 4 constitutes the dominant attainment category, accounting for an average of **50.51%** of responses, while **27.22%** fall within the maximum attainment category of Rating 5.
- An average of **17.52%** of responses falls within Rating 3, indicating that a moderate proportion of students demonstrate satisfactory attainment but may require further conceptual or application-based reinforcement.

- The combined lower performance categories of Ratings 1 and 2 account for only **4.73%** of responses on average, indicating that serious difficulty in attaining the expected learning outcomes is limited.
- **CO2 recorded the highest overall positive attainment at 80.41%**, demonstrating strong understanding of the developmental process of language acquisition.
- **CO3 and CO4 each recorded 78.35% high attainment**, indicating consistently strong understanding of the developmental functions of language and language diversity in classroom contexts.
- **CO5 recorded 77.32% high attainment**, reflecting satisfactory competence in applying classroom discourse, tools of learning and reading in contextual areas.
- **CO2 recorded the highest Rating 5 response at 30.93%**, indicating that a substantial proportion of students achieved maximum attainment in understanding language acquisition.
- **CO3 and CO4 jointly recorded the highest Rating 4 response at 52.58%**, demonstrating consistent attainment in understanding language use across developmental stages and classroom language diversity.
- **CO1 recorded the comparatively lowest high attainment at 74.22%** and the highest Rating 3 concentration at **21.65%**. This suggests that the interplay between language and society requires further conceptual and contextual reinforcement.
- **CO3 recorded the highest combined lower-tier response at 6.18%**, indicating that a small group may require additional support in understanding how children use language as a developmental and learning tool.
- It is therefore suggested that the course strengthen **sociolinguistic case studies, language-acquisition observations, multilingual classroom examples, discourse analysis and contextual reading activities**.
- Pedagogical strategies associated with **CO2, CO3 and CO4** may be used as internal benchmarks for improving attainment across the remaining outcomes.

A detailed analysis for each expected course outcome is given below -

CO1. Understood interplay of language and society

Graph-71: Attainment Profile - CO1

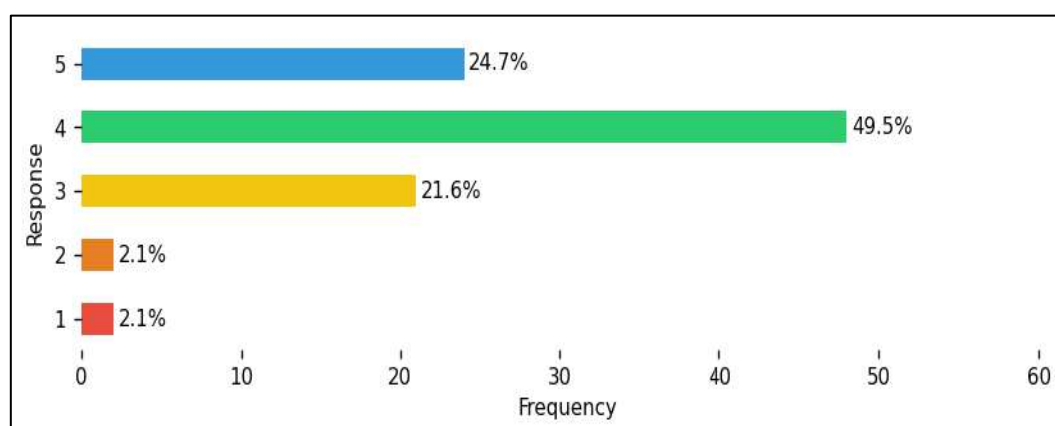
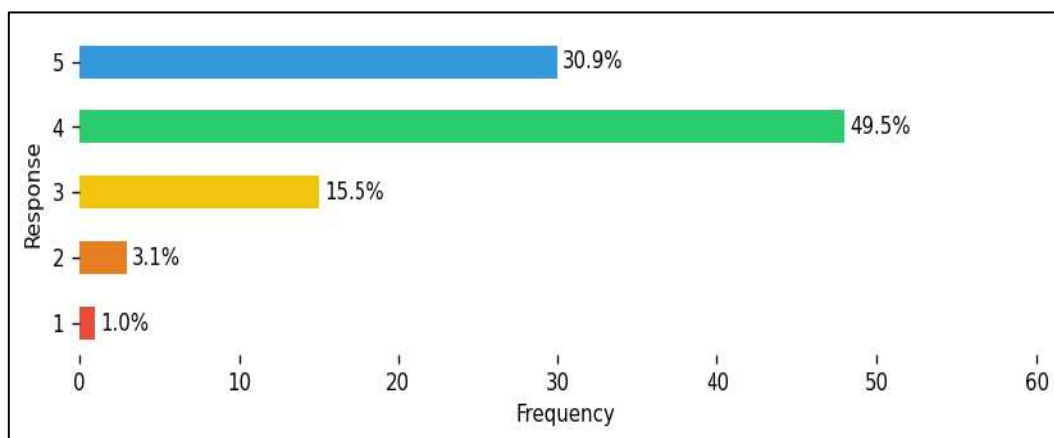


Table-80: Attainment Profile - CO1

Response	Frequency	Percentage
1	2	2.06%
2	2	2.06%
3	21	21.65%
4	48	49.48%
5	24	24.74%
Total	97	100%

Analysis: 74.22% of respondents demonstrated high attainment at Ratings 4 and 5, comprising 49.48% at Rating 4 and 24.74% at Rating 5. Although the majority demonstrated a satisfactory understanding of the relationship between language and society, 21.65% were positioned at Rating 3, the highest middle-tier concentration among the five outcomes. This indicates a need for greater use of sociolinguistic examples, community language practices and contextual discussions to deepen understanding.

CO2. Understood the development process of language acquisition

Graph-72: Attainment Profile - CO2**Table-81: Attainment Profile - CO2**

Response	Frequency	Percentage
1	1	1.03%
2	3	3.09%
3	15	15.46%
4	48	49.48%
5	30	30.93%
Total	97	100%

Analysis: CO2 recorded the highest overall positive attainment at 80.41%, with 49.48% of respondents at Rating 4 and 30.93% at Rating 5. The Rating 5 percentage is also the highest among the five Course Outcomes. Only 4.12% of respondents were located in Ratings 1 and 2. The findings therefore indicate strong understanding of the developmental process of language acquisition.

CO3. Understood function of language and how children use them as a tool at different developmental stages

Graph-73: Attainment Profile - CO3

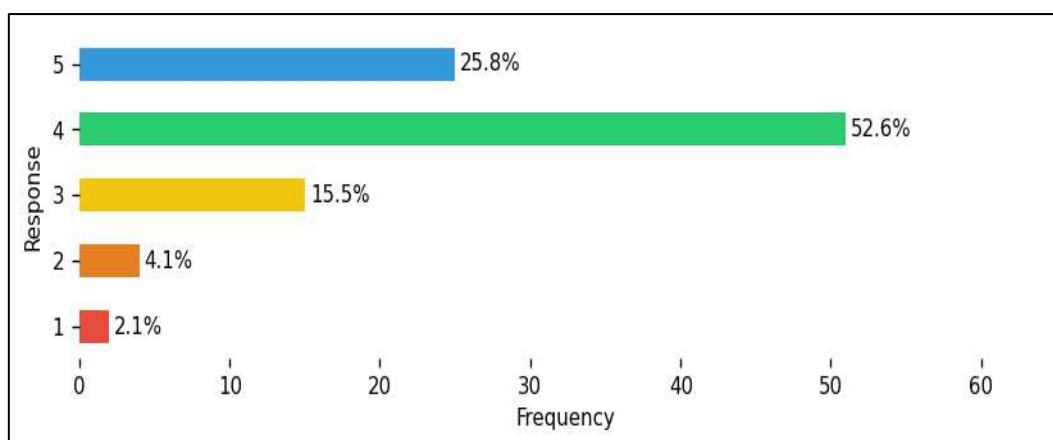


Table-82: Attainment Profile - CO3

Response	Frequency	Percentage
1	2	2.06%
2	4	4.12%
3	15	15.46%
4	51	52.58%
5	25	25.77%
Total	97	100%

Analysis: A combined **78.35%** of respondents achieved Ratings 4 and 5. More than half (**52.58%**) attained Rating 4, while **25.77%** reached maximum attainment. The results demonstrate strong understanding of the functions of language and its developmental use by children. However, the combined lower-tier response of **6.18%** is the highest among the five outcomes, indicating that a small group may require additional examples and developmental language-learning activities.

CO4. Able to understand Language diversity in classrooms

Graph-74: Attainment Profile - CO4

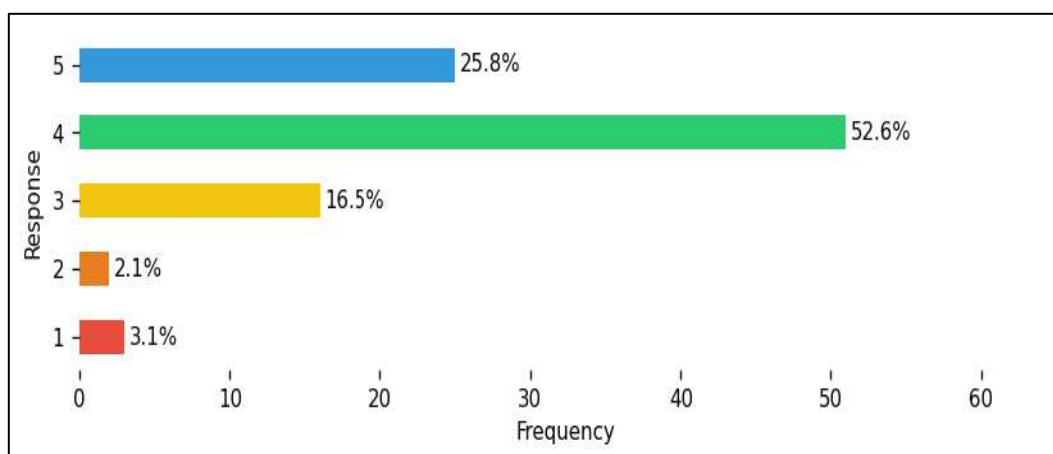
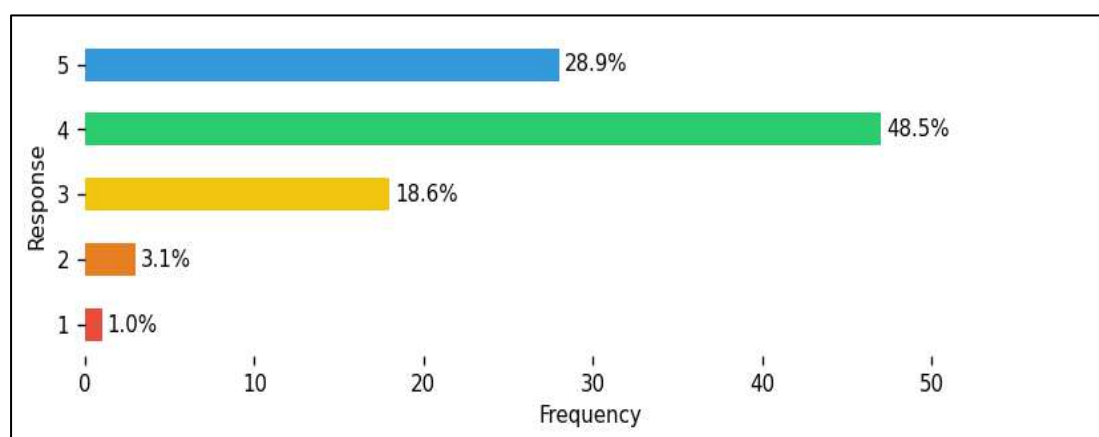


Table-83: Attainment Profile - CO4

Response	Frequency	Percentage
1	3	3.09%
2	2	2.06%
3	16	16.49%
4	51	52.58%
5	25	25.77%
Total	97	100%

Analysis: 78.35% of respondents demonstrated high attainment, comprising 52.58% at Rating 4 and 25.77% at Rating 5. The findings indicate good understanding of linguistic diversity and its relevance to classroom teaching and learning. However, 16.49% remained at Rating 3 and 3.09% were positioned at Rating 1, suggesting that additional exposure to multilingual classroom situations and inclusive language practices may be beneficial.

CO5. Able apply classroom discourse, tools of learning and reading in context areas

Graph-75: Attainment Profile - CO5**Table-84: Attainment Profile - CO5**

Response	Frequency	Percentage
1	1	1.03%
2	3	3.09%
3	18	18.56%
4	47	48.45%
5	28	28.87%
Total	97	100%

Analysis: 77.32% of respondents demonstrated high attainment at Ratings 4 and 5. A substantial 28.87% achieved maximum attainment, while 48.45% attained Rating 4. The 18.56% response at Rating 3 indicates that some students require further opportunities to apply classroom discourse, reading strategies and learning tools in authentic subject and classroom contexts.

Key Course-Level Conclusions and Actionable Takeaways

1. **Strong Overall Course Attainment:** An average of **77.73%** of responses across the five Course Outcomes falls within Ratings 4 and 5, demonstrating a strong overall attainment profile for **Course TC-202: Knowledge and Curriculum (Part-1)**.
2. **Core Strength - Language Acquisition (CO2):** CO2 recorded the highest combined positive attainment at **80.41%** and the highest Rating 5 percentage at **30.93%**, demonstrating strong understanding of the developmental process of language acquisition.
3. **Strong Understanding of Language Development and Diversity (CO3 and CO4):** Both CO3 and CO4 recorded **78.35% high attainment**, with **52.58%** of respondents at Rating 4 in each outcome. This reflects consistent competence in understanding language as a developmental tool and recognising classroom language diversity.
4. **Application of Classroom Discourse (CO5):** CO5 achieved **77.32% high attainment**, indicating generally strong ability to use classroom discourse, reading and learning tools. However, **18.56%** of respondents remained at Rating 3, suggesting the need for more application-based practice.
5. **Priority Area - Language and Society (CO1):** CO1 recorded the lowest high attainment at **74.22%** and the highest Rating 3 response at **21.65%**. Sociolinguistic case studies, examples from local language communities and discussions of language, identity, culture and society should therefore receive greater emphasis.
6. **Targeted Support for Developmental Language Use (CO3):** Although CO3 achieved strong overall attainment, its combined lower-tier percentage of **6.18%** was the highest among the five outcomes. Additional developmental examples, child-language observations and practical classroom demonstrations are recommended.
7. **Pedagogical Recommendation:** Greater use of **sociolinguistic analysis, multilingual classroom observations, child-language case studies, discourse-analysis activities, contextual reading exercises and reflective discussion** is recommended. Teaching strategies associated with CO2, CO3 and CO4 may serve as benchmarks for strengthening comparatively lower-performing outcomes.

Course TC-203 & TC-301: Pedagogy of Hindi

The expected Course Outcomes (COs) of Course TC-203 & TC-301: Pedagogy of Hindi are as follows:

- **CO1:** Able to objectives and goal of teaching Hindi at secondary level.
- **CO2:** Acquired the skills Hindi language: listening, speaking, reading and writing.
- **CO3:** Acquired the skills of applying methods, approaches and techniques in teaching Hindi as a language through literature.

- **CO4:** Acquired the skills of teaching different genre of Hindi literature Poetry, prose, drama, novel etc.
- **CO5:** Acquired the skills of applying the knowledge of pedagogy to prepare plan to deliver a lesson using different methods and approaches.
- **CO6:** Acquire the skills of applying the knowledge of assessment and evaluation **to achieve the objectives and goals of teaching Hindi at secondary level.**

Table-85: Consolidated TC-203 & TC-301 Course Outcome Attainment Distribution

COs	5	4	3	2	1
CO1	26.25%	47.50%	16.25%	7.50%	2.50%
CO2	28.75%	43.75%	23.75%	0.00%	3.75%
CO3	20.99%	49.38%	25.93%	1.23%	2.47%
CO4	25.93%	46.91%	19.75%	2.47%	4.94%
CO5	25.61%	53.66%	17.07%	2.44%	1.22%
CO6	21.95%	53.66%	20.73%	2.44%	1.22%
Avg.	24.91%	49.14%	20.58%	2.68%	2.68%

An analysis of the **Consolidated Course Outcome (CO) Attainment Distribution** data is given hereunder:

- The overall attainment profile of **Course TC-203 & TC-301: Pedagogy of Hindi** is satisfactory to strong, with an average of approximately **74.06%** of responses falling within the upper performance bands of Ratings 4 and 5.
- Rating 4 constitutes the dominant attainment category, accounting for an average of **49.14%** of responses, while **24.91%** of responses fall within the maximum attainment category of Rating 5.
- An average of **20.58%** of responses falls within Rating 3. This is comparatively higher than in several preceding courses and indicates that a noticeable group of students has achieved moderate rather than high mastery of the expected outcomes.
- Ratings 1 and 2 together account for approximately **5.36%** of responses on average, indicating that serious difficulty is restricted to a relatively small proportion of students.
- **CO5 recorded the highest combined positive attainment at 79.27%**, indicating strong ability to apply pedagogical knowledge in lesson planning and lesson delivery through different methods and approaches.
- **CO6 recorded the second-highest positive attainment at 75.61%**, reflecting generally strong competence in applying assessment and evaluation principles to Hindi teaching.
- **CO1 recorded 73.75% high attainment**, indicating satisfactory understanding of the objectives and goals of teaching Hindi at the secondary level.

- **CO2 recorded the highest Rating 5 response at 28.75%**, demonstrating advanced proficiency among a substantial proportion of students in listening, speaking, reading and writing skills in Hindi.
- **CO3 recorded the comparatively lowest combined high attainment at 70.37%** and the highest Rating 3 concentration at **25.93%**. This indicates that applying methods, approaches and techniques for teaching Hindi through literature is an area requiring focused pedagogical reinforcement.
- **CO4 recorded the highest Rating 1 response at 4.94%**, suggesting that a small subset of students' experiences difficulty in teaching different genres of Hindi literature.
- **CO1 recorded the highest Rating 2 response at 7.50%**, indicating a need for additional support regarding the objectives, principles and expected outcomes of Hindi teaching at the secondary level.
- It is therefore suggested that the programme strengthen **micro-teaching, genre-based teaching demonstrations, Hindi language-skill activities, lesson-planning workshops and assessment-design exercises**.
- The instructional practices associated with **CO5 and CO6** may be used as benchmarks for strengthening comparatively lower-performing outcomes, particularly CO1 and CO3.

A detailed analysis for each expected course outcome is given below -

CO1. Able to objectives and goal of teaching Hindi at secondary level

Graph-76: Attainment Profile – CO1

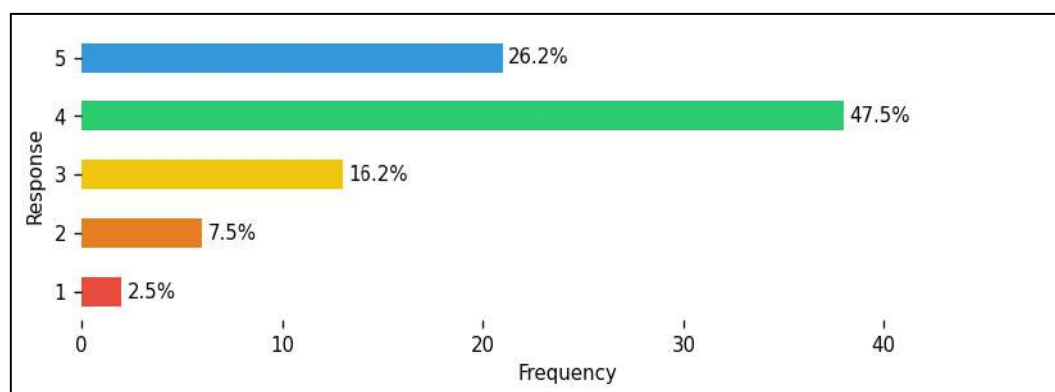


Table-86: Attainment Profile – CO1

Response	Frequency	Percentage
1	2	2.5%
2	6	7.5%
3	13	16.25%
4	38	47.5%
5	21	26.25%
Total	80	100%

The table shows that **47.50%** of respondents were at Rating 4 and **26.25%** at Rating 5, giving a combined high attainment of **73.75%**. Further, **16.25%** were at Rating 3, while **7.50%** and **2.50%** were at Ratings 2 and 1 respectively.

CO2. Acquired the skills Hindi language: listening, speaking, reading and writing

Graph-77: Attainment Profile – CO2

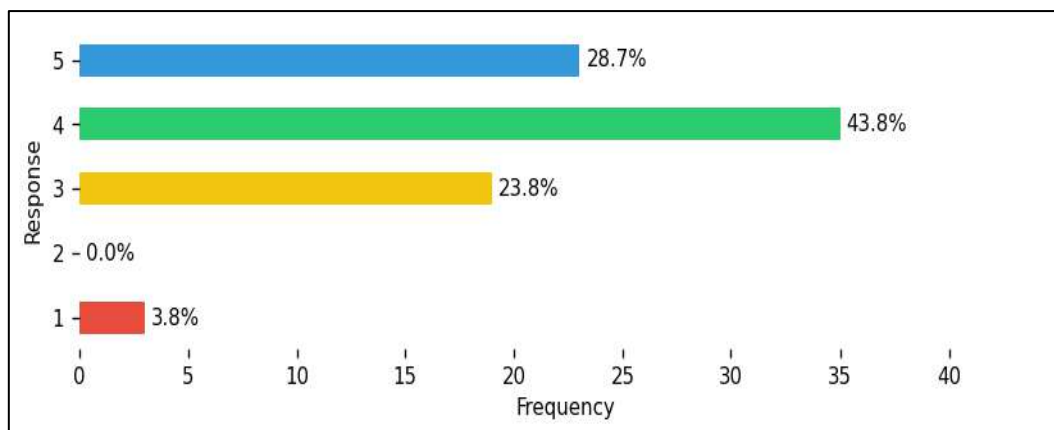


Table-87: Attainment Profile – CO2

Response	Frequency	Percentage
1	3	3.75%
2	0	0.0%
3	19	23.75%
4	35	43.75%
5	23	28.75%
Total	80	100%

The table indicates that **43.75%** of respondents attained Rating 4 and **28.75%** attained Rating 5, resulting in **72.50%** combined high attainment. Another **23.75%** were at Rating 3 and **3.75%** at Rating 1, while no response was recorded at Rating 2.

CO3. Acquired the skills of applying methods, approaches and techniques in teaching Hindi as a language through literature

Graph-78: Attainment Profile – CO3

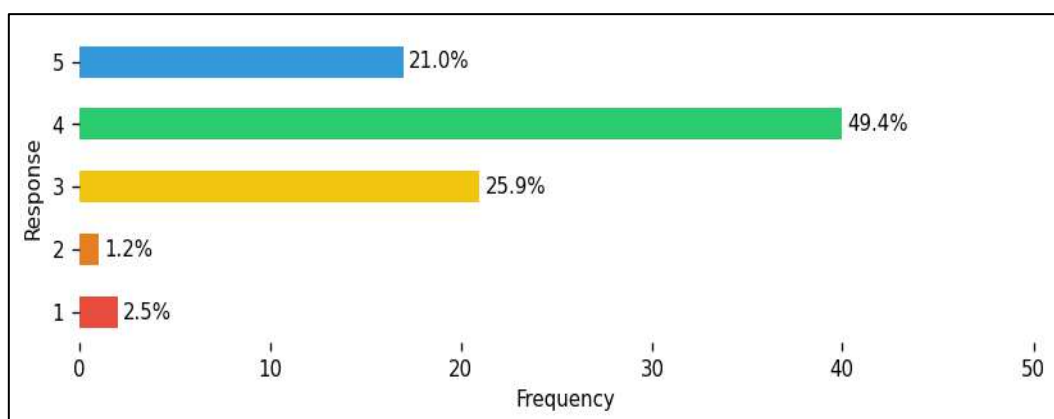
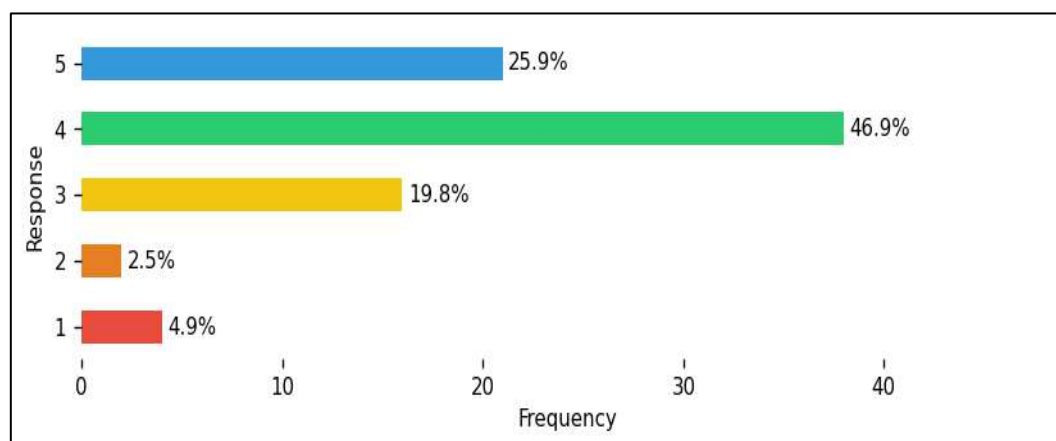


Table-88: Attainment Profile – CO3

Response	Frequency	Percentage
1	2	2.47%
2	1	1.23%
3	21	25.93%
4	40	49.38%
5	17	20.99%
Total	81	100%

The table shows that **49.38%** of respondents were at Rating 4 and **20.99%** at Rating 5, together accounting for **70.37%** high attainment. Further, **25.93%** were at Rating 3, while **1.23%** and **2.47%** were at Ratings 2 and 1 respectively.

CO4. Acquired the skills of teaching different genre of Hindi literature Poetry, prose, drama, novel etc.

Graph-79: Attainment Profile – CO4**Table-89: Attainment Profile – CO4**

Response	Frequency	Percentage
1	4	4.94%
2	2	2.47%
3	16	19.75%
4	38	46.91%
5	21	25.93%
Total	81	100%

The table indicates that **46.91%** of respondents attained Rating 4 and **25.93%** attained Rating 5, giving a combined high attainment of **72.84%**. In addition, **19.75%** were at Rating 3, while **2.47%** and **4.94%** were at Ratings 2 and 1 respectively.

CO5. Acquired the skills of applying the knowledge of pedagogy to prepare plan to deliver a lesson using different methods and approaches

Graph-80: Attainment Profile – CO5

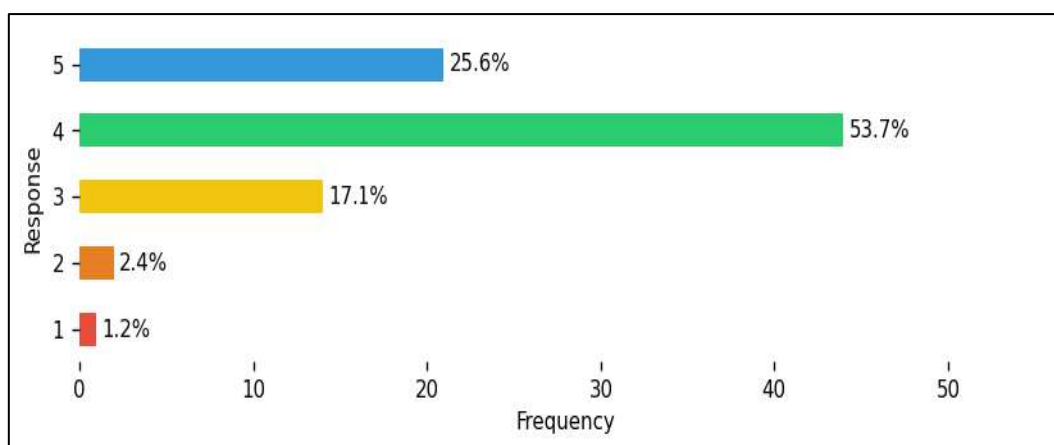


Table-90: Attainment Profile – CO5

Response	Frequency	Percentage
1	1	1.22%
2	2	2.44%
3	14	17.07%
4	44	53.66%
5	21	25.61%
Total	82	100%

The table shows that **53.66%** of respondents were at Rating 4 and **25.61%** at Rating 5, resulting in **79.27%** combined high attainment. Further, **17.07%** were at Rating 3, while only **2.44%** and **1.22%** were at Ratings 2 and 1 respectively.

CO6. Acquire the skills of applying the knowledge of assessment and evaluation to achieve the objectives and goals of teaching Hindi at secondary level

Graph-81: Attainment Profile – CO6

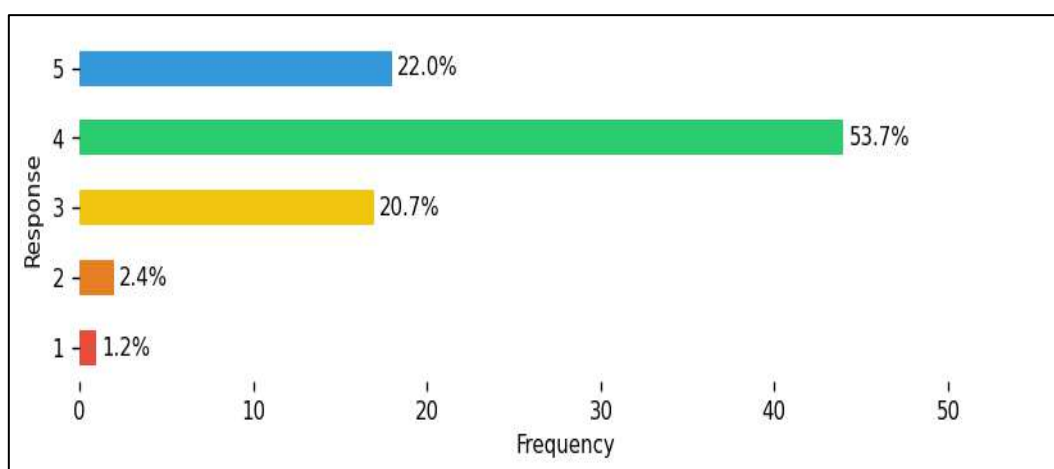


Table-91: Attainment Profile – CO6

Response	Frequency	Percentage
1	1	1.22%
2	2	2.44%
3	17	20.73%
4	44	53.66%
5	18	21.95%
Total	82	100%

The table indicates that **53.66%** of respondents attained Rating 4 and **21.95%** attained Rating 5, giving a combined high attainment of **75.61%**. The remaining responses included **20.73%** at Rating 3, **2.44%** at Rating 2 and **1.22%** at Rating 1.

Course TC-203 & TC-301: Pedagogy of English

The expected Course Outcomes (COs) of Course TC-203 & TC-301: Pedagogy of English are as follows:

- **CO1:** Acquired understanding the need and status of teaching English in India.
- **CO2:** Able to describe the aims and objectives of teaching English as second language.
- **CO3:** Understood the approaches, methods and techniques of teaching English.
- **CO4:** Understood the importance of lesson plan and its role in teaching English.
- **CO5:** Able to apply techniques and skills of teaching English.

Table-92: Consolidated TC-203 & TC-301 Course Outcome Attainment Distribution

COs	5	4	3	2	1
CO1	22.50%	50.00%	16.25%	7.50%	3.75%
CO2	26.25%	48.75%	16.25%	5.00%	3.75%
CO3	23.75%	46.25%	21.25%	2.50%	6.25%
CO4	24.05%	51.90%	18.99%	1.27%	3.80%
CO5	22.50%	47.50%	21.25%	5.00%	3.75%
Avg.	23.81%	48.88%	18.80%	4.25%	4.26%

An analysis of the **Consolidated Course Outcome (CO) Attainment Distribution** data is given hereunder:

- An average of **72.69%** of responses falls within Ratings 4 and 5, comprising **48.88%** at Rating 4 and **23.81%** at Rating 5.
- Rating 3 accounts for an average of **18.80%**, while Ratings 2 and 1 account for **4.25%** and **4.26%** respectively.
- **CO4 recorded the highest combined attainment at 75.95%**, followed by **CO2 at 75.00%**.

- **CO1 recorded 72.50%** combined attainment, while **CO3 and CO5 each recorded 70.00%**.
- The highest Rating 5 response was recorded for **CO2 at 26.25%**, while CO4 recorded the highest Rating 4 response at **51.90%**.
- CO3 and CO5 recorded the highest Rating 3 response at **21.25%** each.
- CO1 recorded the highest Rating 2 response at **7.50%**, whereas CO3 recorded the highest Rating 1 response at **6.25%**.

A detailed analysis for each expected course outcome is given below -

CO1. Acquired understanding the need and status of teaching English in India

Graph-82: Attainment Profile – CO1

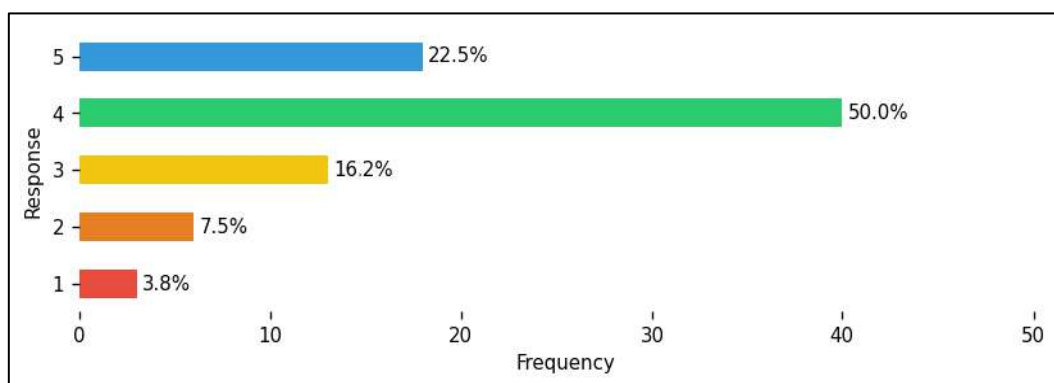


Table-93: Attainment Profile – CO1

Response	Frequency	Percentage
1	3	3.75%
2	6	7.5%
3	13	16.25%
4	40	50.0%
5	18	22.5%
Total	80	100%

The table shows that **50.00%** of respondents were at Rating 4 and **22.50%** at Rating 5, giving a combined high attainment of **72.50%**. Further, **16.25%** were at Rating 3, while **7.50%** and **3.75%** were at Ratings 2 and 1 respectively.

CO2. Able to describe the aims and objectives of teaching English as second language

Graph-83: Attainment Profile – CO2

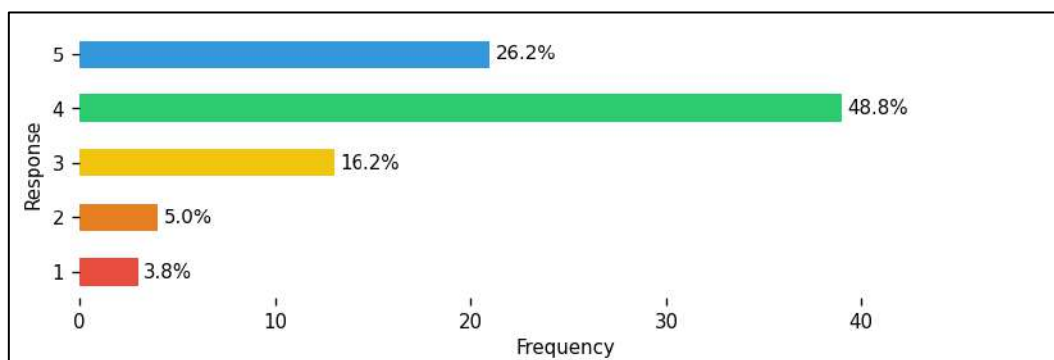
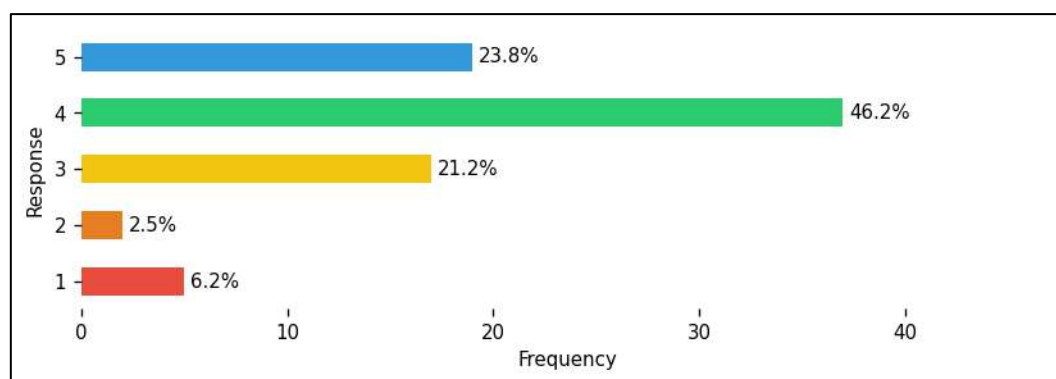


Table-94: Attainment Profile – CO2

Response	Frequency	Percentage
1	3	3.75%
2	4	5.0%
3	13	16.25%
4	39	48.75%
5	21	26.25%
Total	80	100%

The table indicates that **48.75%** of respondents attained Rating 4 and **26.25%** attained Rating 5, resulting in **75.00%** combined high attainment. Another **16.25%** were at Rating 3, while **5.00%** and **3.75%** were at Ratings 2 and 1 respectively.

CO3. understood the approaches, methods and techniques of teaching English

Graph-84: Attainment Profile – CO3**Table-95: Attainment Profile – CO3**

Response	Frequency	Percentage
1	5	6.25%
2	2	2.5%
3	17	21.25%
4	37	46.25%
5	19	23.75%
Total	80	100%

The table shows that **46.25%** of respondents were at Rating 4 and **23.75%** at Rating 5, together accounting for **70.00%** high attainment. Further, **21.25%** were at Rating 3, while **2.50%** and **6.25%** were at Ratings 2 and 1 respectively.

CO4. Understood the importance of lesson plan and its role in teaching English

Graph-85: Attainment Profile – CO4

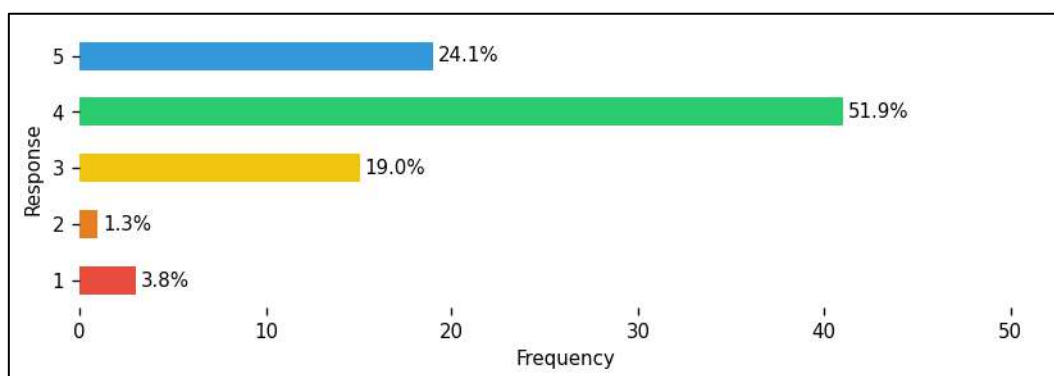


Table-96: Attainment Profile – CO4

Response	Frequency	Percentage
1	3	3.8%
2	1	1.27%
3	15	18.99%
4	41	51.9%
5	19	24.05%
Total	79	100%

The table indicates that **51.90%** of respondents attained Rating 4 and **24.05%** attained Rating 5, giving a combined high attainment of **75.95%**. In addition, **18.99%** were at Rating 3, while **1.27%** and **3.80%** were at Ratings 2 and 1 respectively.

CO5. Able to apply techniques and skills of teaching English

Graph-86: Attainment Profile – CO5

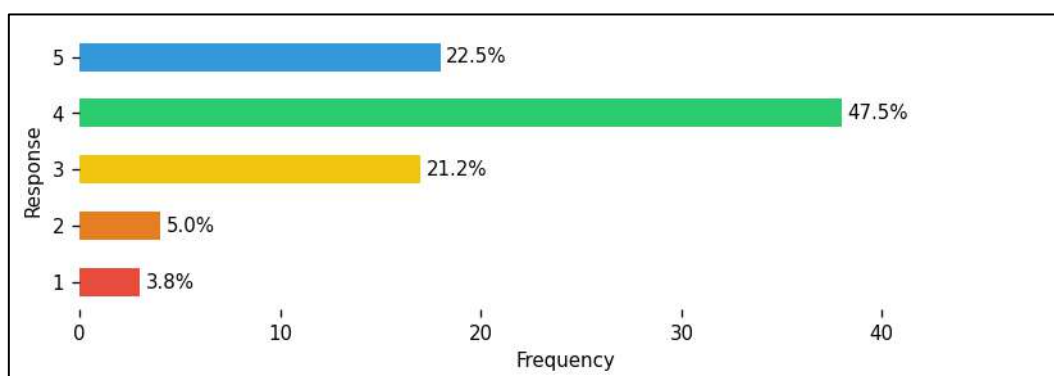


Table-97: Attainment Profile – CO5

Response	Frequency	Percentage
1	3	3.75%
2	4	5.0%
3	17	21.25%
4	38	47.5%
5	18	22.5%
Total	80	100%

The table shows that **47.50%** of respondents were at Rating 4 and **22.50%** at Rating 5, resulting in **70.00%** combined high attainment. Further, **21.25%** were at Rating 3, while **5.00%** and **3.75%** were at Ratings 2 and 1 respectively.

Course TC-203 & TC-301: Pedagogy of Bengali

The expected Course Outcomes (COs) of Course TC-203 & TC-301: Pedagogy of Bengali are as follows:

- **CO1:** Understood the importance of mother tongue and the aims of teaching Bengali language and literature.
- **CO2:** Acquired the knowledge and understanding of approaches, methods and techniques of teaching Bengali language and literature.
- **CO3:** Mastered the skills and techniques of teaching Bengali.
- **CO4:** Mastered the skills of preparing lesson plan, teaching aids, presentation and devise assessment.

Table-98: Consolidated TC-203 & TC-301 Course Outcome Attainment Distribution

COs	5	4	3	2	1
CO1	16.67%	52.78%	25.00%	4.17%	1.39%
CO2	16.67%	58.33%	19.44%	4.17%	1.39%
CO3	20.83%	47.22%	25.00%	2.78%	4.17%
CO4	25.00%	47.22%	20.83%	5.56%	1.39%
Avg.	19.79%	51.39%	22.57%	4.17%	2.09%

An analysis of the **Consolidated Course Outcome (CO) Attainment Distribution** data is given hereunder:

- An average of **71.18%** of responses falls within Ratings 4 and 5, comprising **51.39%** at Rating 4 and **19.79%** at Rating 5.
- Rating 3 accounts for an average of **22.57%**, while Ratings 2 and 1 account for **4.17%** and **2.09%** respectively.
- **CO2 recorded the highest combined high attainment at 75.00%**, followed by **CO4 at 72.22%**.
- **CO1 recorded 69.45% combined high attainment**, while **CO3 recorded 68.05%**, the comparatively lowest among the four outcomes.
- **CO4 recorded the highest Rating 5 response at 25.00%**, while **CO2 recorded the highest Rating 4 response at 58.33%**.
- **CO1 and CO3 each recorded 25.00% at Rating 3.**
- **CO4 recorded the highest Rating 2 response at 5.56%**, whereas **CO3 recorded the highest Rating 1 response at 4.17%.**

A detailed analysis for each expected course outcome is given below -

CO1. Understood the importance of mother tongue and the aims of teaching Bengali language and literature

Graph-87: Attainment Profile – CO1

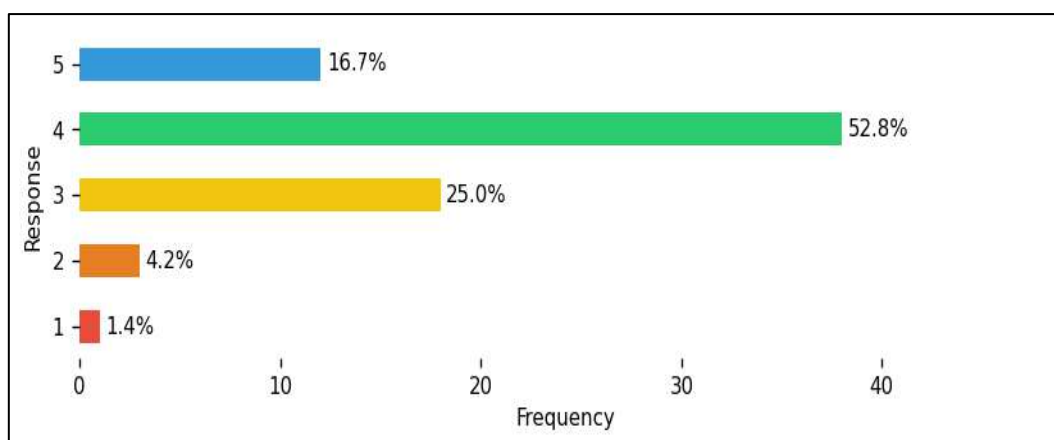


Table-99: Attainment Profile – CO1

Response	Frequency	Percentage
1	1	1.39%
2	3	4.17%
3	18	25.0%
4	38	52.78%
5	12	16.67%
Total	72	100%

Graph-87 and Table-99 indicate that 52.78% of respondents attained Rating 4 and 16.67% attained Rating 5, resulting in 69.45% combined high attainment. Another 25.00% were at Rating 3, while 4.17% and 1.39% were at Ratings 2 and 1 respectively.

CO2. Acquired the knowledge and understanding of approaches, methods and techniques of teaching Bengali language and literature

Graph-88: Attainment Profile – CO2

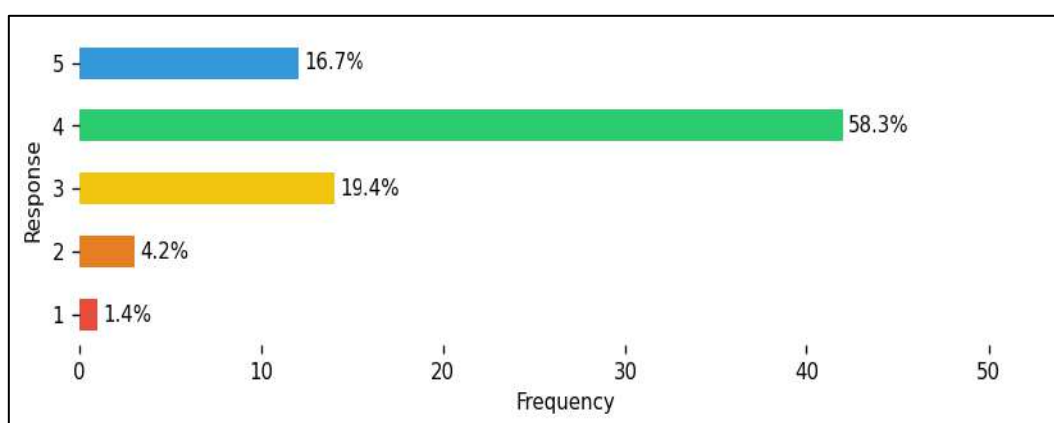
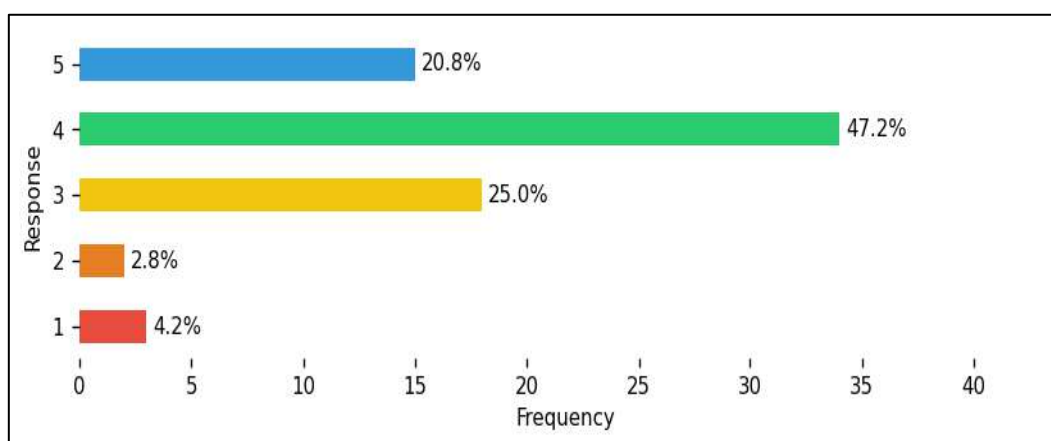


Table-100: Attainment Profile – CO2

Response	Frequency	Percentage
1	1	1.39%
2	3	4.17%
3	14	19.44%
4	42	58.33%
5	12	16.67%
Total	72	100%

Graph-88 and Table-100 indicate that 58.33% of respondents attained Rating 4 and 16.67% attained Rating 5, giving a combined high attainment of 75.00%. Another 19.44% were at Rating 3, while 4.17% and 1.39% were at Ratings 2 and 1 respectively.

CO3. Mastered the skills and techniques of teaching Bengali

Graph-89: Attainment Profile – CO3**Table-101: Attainment Profile – CO3**

Response	Frequency	Percentage
1	3	4.17%
2	2	2.78%
3	18	25.0%
4	34	47.22%
5	15	20.83%
Total	72	100%

Graph-89 and Table-101 show that 47.22% of respondents were at Rating 4 and 20.83% at Rating 5, together accounting for 68.05% combined high attainment. Further, 25.00% were at Rating 3, while 2.78% and 4.17% were at Ratings 2 and 1 respectively.

CO4. Mastered the skills of preparing lesson plan, teaching aids, presentation and devise assessment

Graph-90: Attainment Profile – CO4

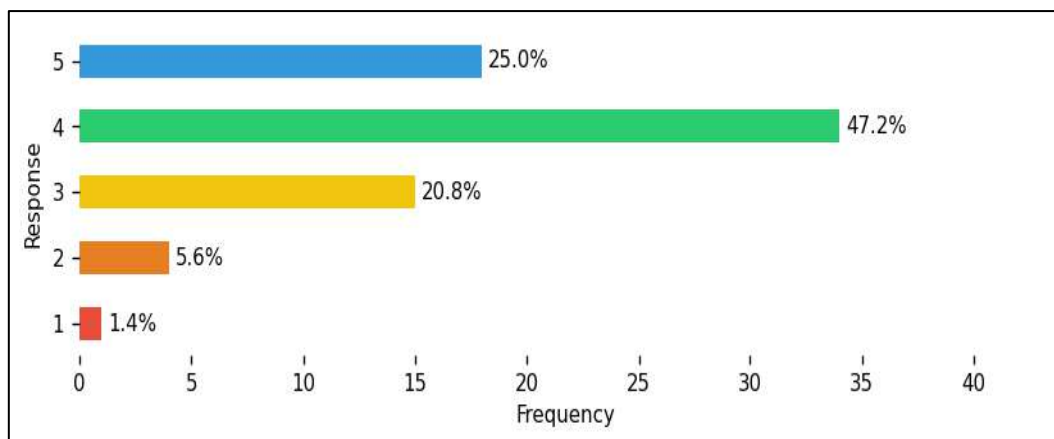


Table-102: Attainment Profile – CO4

Response	Frequency	Percentage
1	1	1.39%
2	4	5.56%
3	15	20.83%
4	34	47.22%
5	18	25.0%
Total	72	100%

Graph-90 and Table-102 indicate that 47.22% of respondents attained Rating 4 and 25.00% attained Rating 5, resulting in 72.22% combined high attainment. Another 20.83% were at Rating 3, while 5.56% and 1.39% were at Ratings 2 and 1 respectively.

Course TC-203 & TC-301: Pedagogy of Sanskrit

The expected Course Outcomes (COs) of Course TC-203 & TC-301: Pedagogy of Sanskrit are as follows:

- **CO1:** Understood the aims, objectives and status of Sanskrit as a classical language.
- **CO2:** Acquired the knowledge of Ancient Indian method of teaching Sanskrit language, literature & grammar.
- **CO3:** Mastered the skills of pronunciation and recitation in Sanskrit chunks and verse.
- **CO4:** Able to appreciate Sanskrit literature and understand the role and importance of Sanskrit as classical language and worth preserving.
- **CO5:** Mastered the skills and techniques of teaching Sanskrit language and literature.

Table-103: Consolidated TC-203 & TC-301 Course Outcome Attainment Distribution

COs	5	4	3	2	1
CO1	16.90%	52.11%	25.35%	4.23%	1.41%
CO2	16.90%	56.34%	21.13%	4.23%	1.41%
CO3	14.08%	57.75%	25.35%	1.41%	1.41%
CO4	18.06%	52.78%	25.00%	1.39%	2.78%
CO5	17.81%	58.90%	16.44%	5.48%	1.37%
Avg.	16.75%	55.58%	22.65%	3.35%	1.68%

An analysis of the Consolidated Course Outcome (CO) Attainment Distribution presented in Table-103 is given below:

- An average of 72.33% of responses falls within Ratings 4 and 5, comprising 55.58% at Rating 4 and 16.75% at Rating 5.
- Rating 3 accounts for an average of 22.65%, while Ratings 2 and 1 account for 3.35% and 1.68% respectively.
- CO5 recorded the highest combined high attainment at 76.71%, followed by CO2 at 73.24%.
- CO3 recorded 71.83% combined high attainment, while CO4 recorded 70.84%.
- CO1 recorded the comparatively lowest combined high attainment at 69.01%.
- CO4 recorded the highest Rating 5 percentage at 18.06%, while CO5 recorded the highest Rating 4 percentage at 58.90%.
- CO1 and CO3 each recorded the highest Rating 3 percentage at 25.35%.
- CO5 recorded the highest Rating 2 percentage at 5.48%, whereas CO4 recorded the highest Rating 1 percentage at 2.78%.

A detailed analysis for each expected course outcome is given below –

CO1. Understood the aims, objectives and status of Sanskrit as a classical language

Graph-91: Attainment Profile – CO1

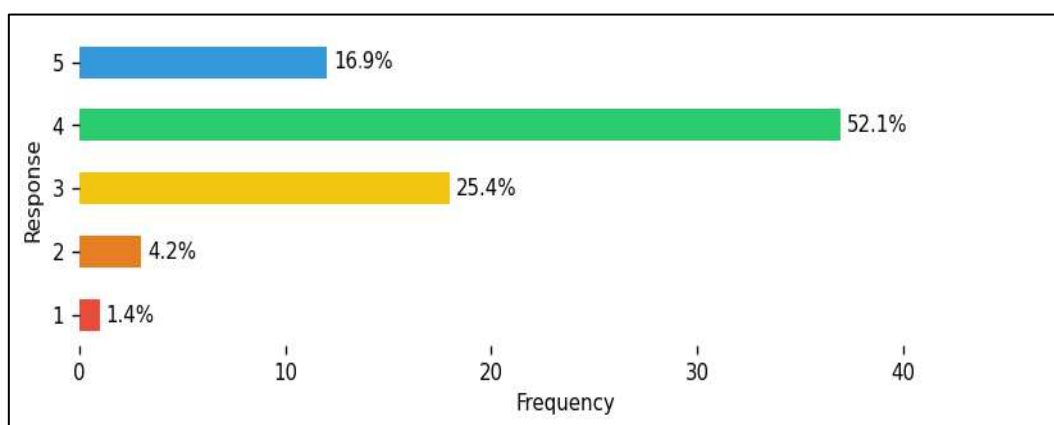
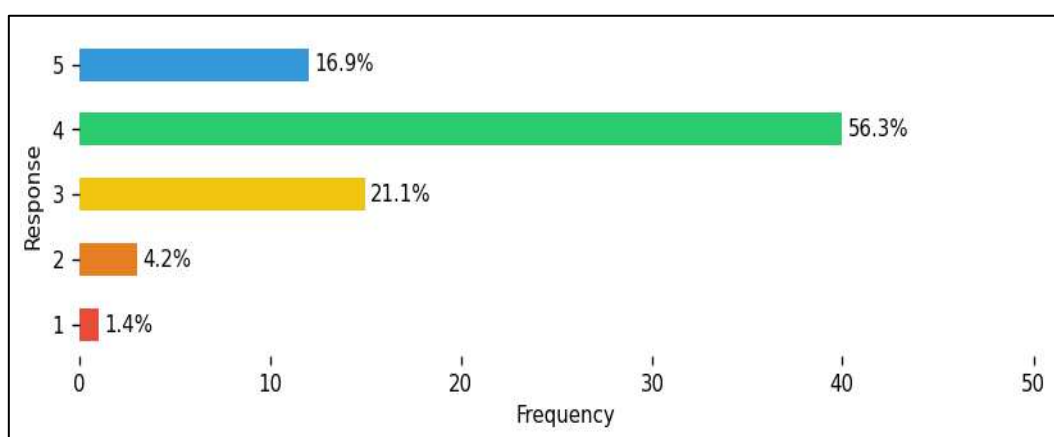


Table-104: Attainment Profile – CO1

Response	Frequency	Percentage
1	1	1.41%
2	3	4.23%
3	18	25.35%
4	37	52.11%
5	12	16.9%
Total	71	100%

Graph-91 and Table-104 indicate that 52.11% of respondents attained Rating 4 and 16.90% attained Rating 5, resulting in 69.01% combined high attainment. Another 25.35% were at Rating 3, while 4.23% and 1.41% were at Ratings 2 and 1 respectively.

CO2. Acquired the knowledge of Ancient Indian method of teaching Sanskrit language, literature & grammar

Graph-92: Attainment Profile – CO2**Table-105: Attainment Profile – CO2**

Response	Frequency	Percentage
1	1	1.41%
2	3	4.23%
3	15	21.13%
4	40	56.34%
5	12	16.9%
Total	71	100%

Graph-92 and Table-105 indicate that 56.34% of respondents attained Rating 4 and 16.90% attained Rating 5, giving a combined high attainment of 73.24%. Another 21.13% were at Rating 3, while 4.23% and 1.41% were at Ratings 2 and 1 respectively.

CO3. Mastered the skills of pronunciation and recitation in Sanskrit chunks and verse

Graph-93: Attainment Profile – CO3

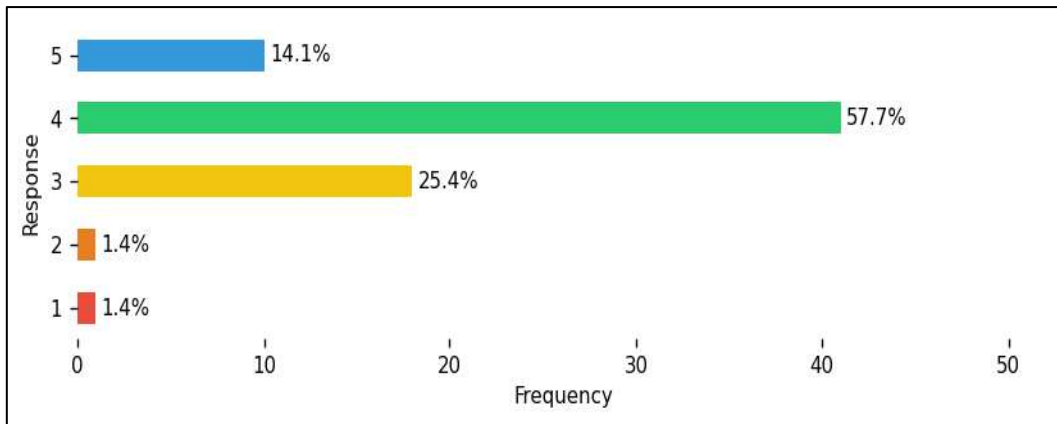


Table-106: Attainment Profile – CO3

Response	Frequency	Percentage
1	1	1.41%
2	1	1.41%
3	18	25.35%
4	41	57.75%
5	10	14.08%
Total	71	100%

Graph-93 and Table-106 show that 57.75% of respondents were at Rating 4 and 14.08% at Rating 5, together accounting for 71.83% combined high attainment. Further, 25.35% were at Rating 3, while 1.41% each were at Ratings 2 and 1.

CO4. Able to appreciate Sanskrit literature and understand the role and importance of Sanskrit as classical language and worth preserving

Graph-94: Attainment Profile – CO4

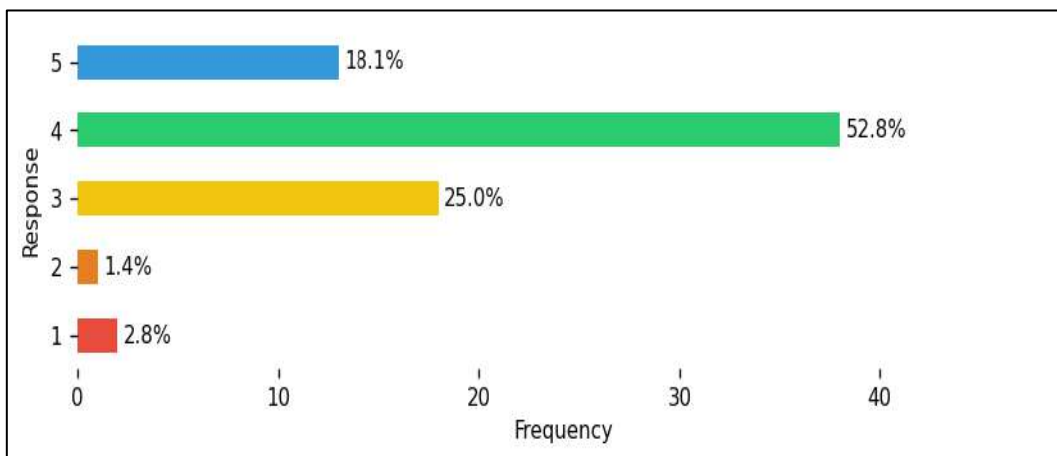
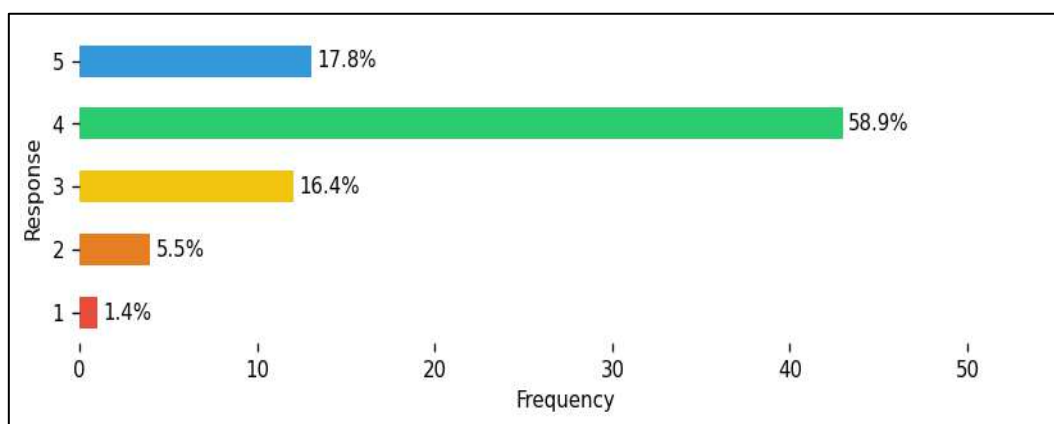


Table-107: Attainment Profile – CO4

Response	Frequency	Percentage
1	2	2.78%
2	1	1.39%
3	18	25.0%
4	38	52.78%
5	13	18.06%
Total	72	100%

Graph-94 and Table-107 indicate that 52.78% of respondents attained Rating 4 and 18.06% attained Rating 5, resulting in 70.84% combined high attainment. Another 25.00% were at Rating 3, while 1.39% and 2.78% were at Ratings 2 and 1 respectively.

CO5. Mastered the skills and techniques of teaching Sanskrit language and literature

Graph-95: Attainment Profile – CO5**Table-108: Attainment Profile – CO5**

Response	Frequency	Percentage
1	1	1.37%
2	4	5.48%
3	12	16.44%
4	43	58.9%
5	13	17.81%
Total	73	100%

Graph-95 and Table-108 indicate that 58.90% of respondents attained Rating 4 and 17.81% attained Rating 5, giving a combined high attainment of 76.71%. Another 16.44% were at Rating 3, while 5.48% and 1.37% were at Ratings 2 and 1 respectively.

Course TC-203 & TC-301: Pedagogy of Mathematics

The expected Course Outcomes (COs) of Course TC-203 & TC-301: Pedagogy of Mathematics are as follows:

- **CO1:** Understood the nature, scope and historical perspective of Mathematics.

- **CO2:** Understood the aims and objectives of teaching Mathematics.
- **CO3:** Mastered the skills, methods, approaches and techniques of teaching mathematics.
- **CO4:** Mastered the process of evaluation to assess the achievement of learners in Mathematics.

Table-109: Consolidated TC-203 & TC-301 Course Outcome Attainment Distribution

COs	5	4	3	2	1
CO1	26.32%	53.95%	15.79%	2.63%	1.32%
CO2	15.79%	55.26%	21.05%	3.95%	3.95%
CO3	19.48%	57.14%	15.58%	3.90%	3.90%
CO4	18.18%	59.74%	14.29%	6.49%	1.30%
Avg.	19.94%	56.52%	16.68%	4.24%	2.62%

An analysis of the Consolidated Course Outcome (CO) Attainment Distribution presented in Table-109 is given below:

- An average of 76.46% of responses falls within Ratings 4 and 5, comprising 56.52% at Rating 4 and 19.94% at Rating 5.
- Rating 3 accounts for an average of 16.68%, while Ratings 2 and 1 account for 4.24% and 2.62% respectively.
- CO1 recorded the highest combined high attainment at 80.27%, followed by CO3 at 76.62%.
- CO4 recorded 77.92% combined high attainment, while CO2 recorded 71.05%.
- CO2 recorded the comparatively lowest combined high attainment at 71.05%.
- CO1 recorded the highest Rating 5 percentage at 26.32%, while CO4 recorded the highest Rating 4 percentage at 59.74%.
- CO2 recorded the highest Rating 3 percentage at 21.05%.
- CO4 recorded the highest Rating 2 percentage at 6.49%, whereas CO2 recorded the highest Rating 1 percentage at 3.95%, jointly with CO3's 3.90% being slightly lower.

A detailed analysis for each expected course outcome is given below –

CO 1. Understood the nature, scope and historical perspective of Mathematics

Graph-96: Attainment Profile – CO1

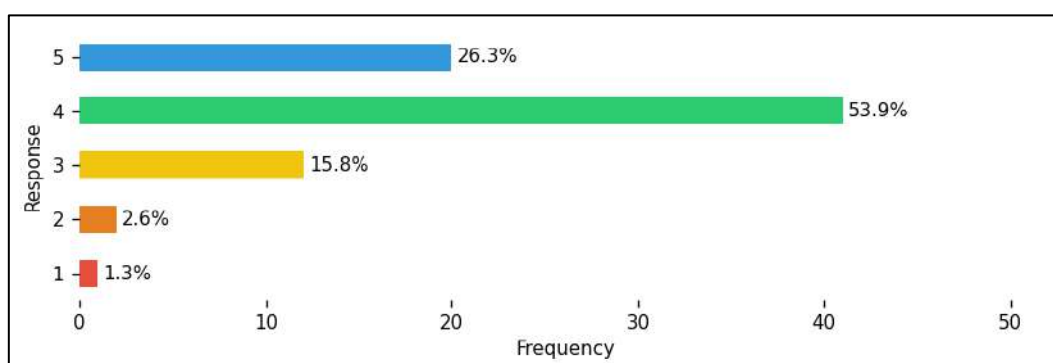
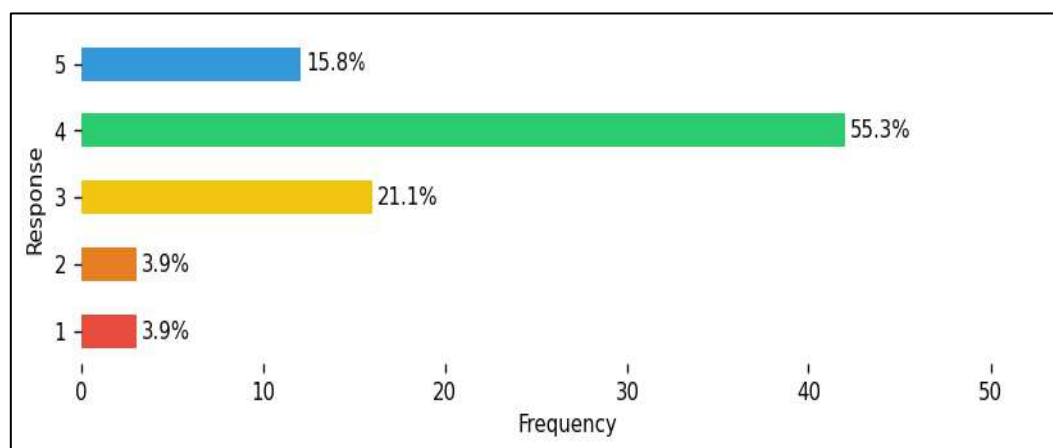


Table-110: Attainment Profile – CO1

Response	Frequency	Percentage
1	1	1.32%
2	2	2.63%
3	12	15.79%
4	41	53.95%
5	20	26.32%
Total	76	100%

Graph-96 and Table-110 indicate that 53.95% of respondents attained Rating 4 and 26.32% attained Rating 5, resulting in 80.27% combined high attainment. Another 15.79% were at Rating 3, while 2.63% and 1.32% were at Ratings 2 and 1 respectively.

CO2. Understood the aims and objectives of teaching Mathematics

Graph-97: Attainment Profile – CO2**Table-111: Attainment Profile – CO2**

Response	Frequency	Percentage
1	3	3.95%
2	3	3.95%
3	16	21.05%
4	42	55.26%
5	12	15.79%
Total	76	100%

Graph-97 and Table-111 indicate that 55.26% of respondents attained Rating 4 and 15.79% attained Rating 5, giving a combined high attainment of 71.05%. Another 21.05% were at Rating 3, while 3.95% each were at Ratings 2 and 1 respectively.

CO3. Mastered the skills, methods, approaches and techniques of teaching mathematics

Graph-98: Attainment Profile – CO3

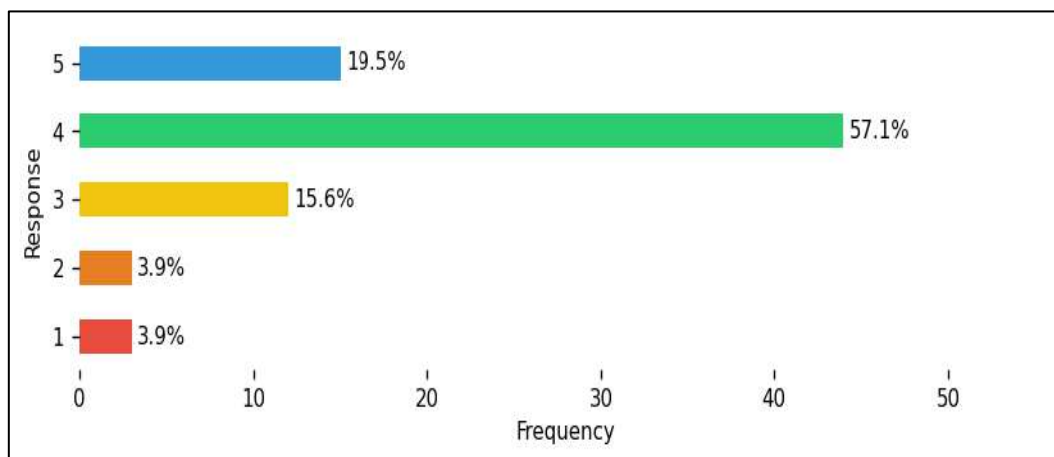


Table-112: Attainment Profile – CO3

Response	Frequency	Percentage
1	3	3.9%
2	3	3.9%
3	12	15.58%
4	44	57.14%
5	15	19.48%
Total	77	100%

Graph-98 and Table-112 show that 57.14% of respondents were at Rating 4 and 19.48% at Rating 5, together accounting for 76.62% combined high attainment. Further, 15.58% were at Rating 3, while 3.90% each were at Ratings 2 and 1.

CO4. Mastered the process of evaluation to assess the achievement of learners in Mathematics

Graph-99: Attainment Profile – CO4

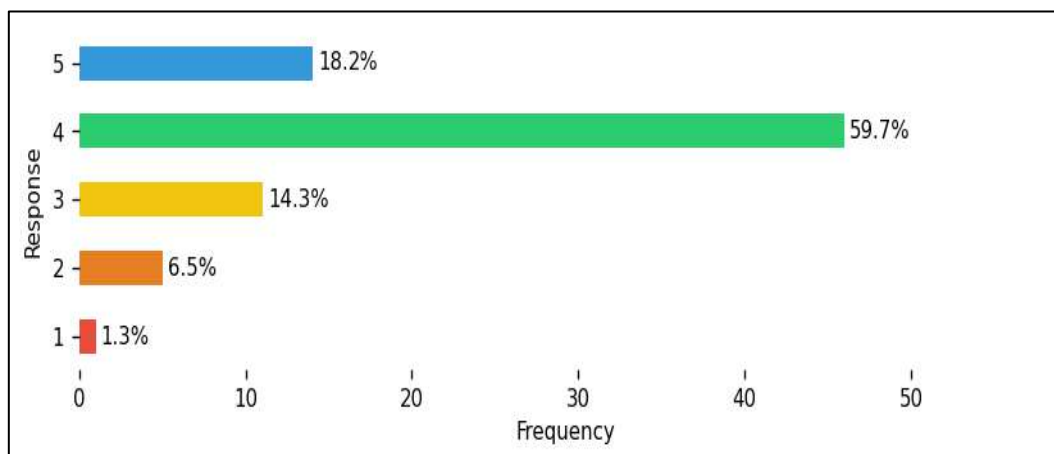


Table-113: Attainment Profile – CO4

Response	Frequency	Percentage
1	1	1.3%
2	5	6.49%
3	11	14.29%
4	46	59.74%
5	14	18.18%
Total	77	100%

Graph-99 and Table-113 indicate that 59.74% of respondents attained Rating 4 and 18.18% attained Rating 5, resulting in 77.92% combined high attainment. Another 14.29% were at Rating 3, while 6.49% and 1.30% were at Ratings 2 and 1 respectively.

Course TC-203 & TC-301: Pedagogy of Physical Science

The expected Course Outcomes (COs) of Course TC-203 & TC-301: Pedagogy of Physical Science are as follows:

- **CO1:** Understood the nature and scope of Physical Science.
- **CO2:** Acquired the skills of teaching Physical Science.
- **CO3:** Acquired the mastery in laboratory management of Physical Science laboratory.
- **CO4:** Able to devise pedagogical strategies for teaching Physical Science.

Table-114: Consolidated TC-203 & TC-301 Course Outcome Attainment Distribution

COs	5	4	3	2	1
CO1	13.58%	61.73%	20.99%	1.23%	2.47%
CO2	18.29%	56.10%	20.73%	3.66%	1.22%
CO3	17.28%	61.73%	17.28%	1.23%	2.47%
CO4	20.73%	53.66%	17.07%	7.32%	1.22%
Avg.	17.47%	58.31%	19.02%	3.36%	1.85%

An analysis of the Consolidated Course Outcome (CO) Attainment Distribution presented in Table-114 is given below:

- An average of 75.78% of responses falls within Ratings 4 and 5, comprising 58.31% at Rating 4 and 17.47% at Rating 5.
- Rating 3 accounts for an average of 19.02%, while Ratings 2 and 1 account for 3.36% and 1.85% respectively.
- CO3 recorded the highest combined high attainment at 79.01%, followed by CO1 at 75.31%.
- CO2 and CO4 each recorded 74.39% combined high attainment.
- CO3 recorded the highest Rating 4 percentage at 61.73%, while CO4 recorded the highest Rating 5 percentage at 20.73%.

- CO1 recorded the highest Rating 3 percentage at 20.99%, closely followed by CO2 at 20.73%.
- CO4 recorded the highest Rating 2 percentage at 7.32%, whereas CO1 and CO3 recorded the highest Rating 1 percentage at 2.47% each.

A detailed analysis for each expected course outcome is given below –

CO1. Understood the nature and scope of Physical Science

Graph-100: Attainment Profile – CO1

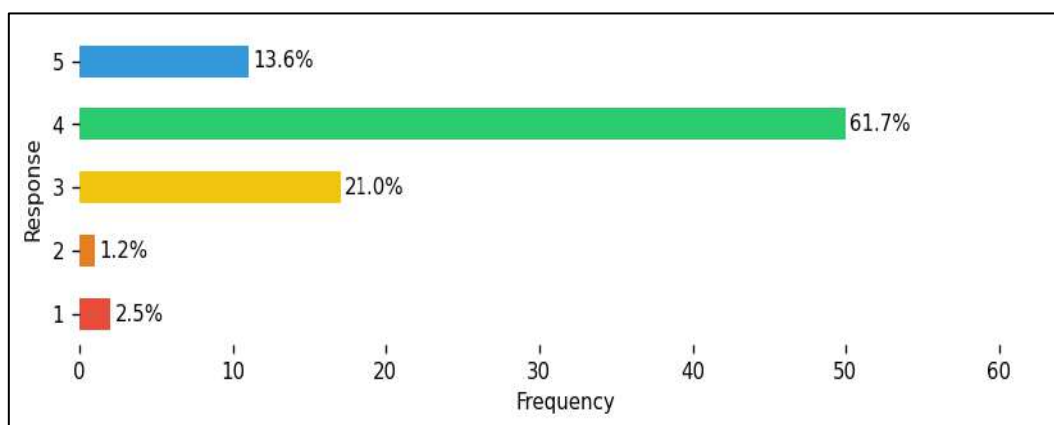


Table-115: Attainment Profile – CO1

Response	Frequency	Percentage
1	2	2.47%
2	1	1.23%
3	17	20.99%
4	50	61.73%
5	11	13.58%
Total	81	100%

Graph-100 and Table-115 indicate that 61.73% of respondents attained Rating 4 and 13.58% attained Rating 5, resulting in 75.31% combined high attainment. Another 20.99% were at Rating 3, while 1.23% and 2.47% were at Ratings 2 and 1 respectively.

CO2. Acquired the skills of teaching Physical Science

Graph-101: Attainment Profile – CO2

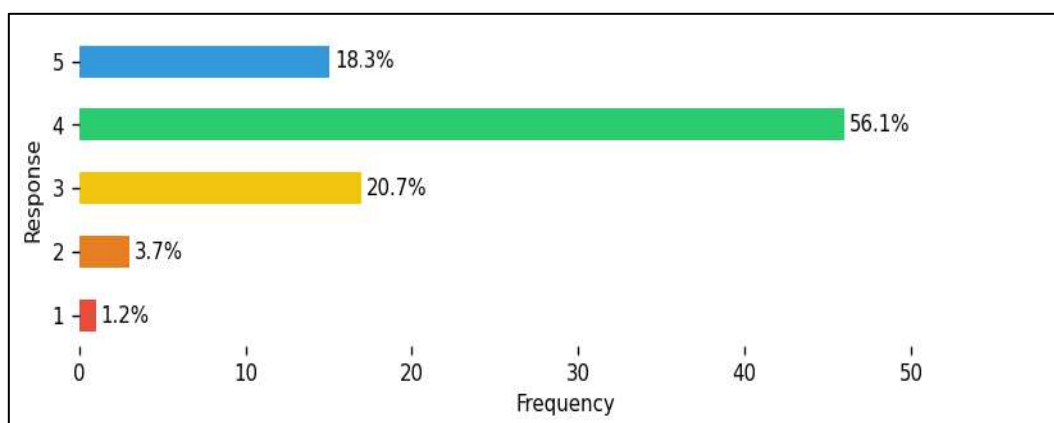
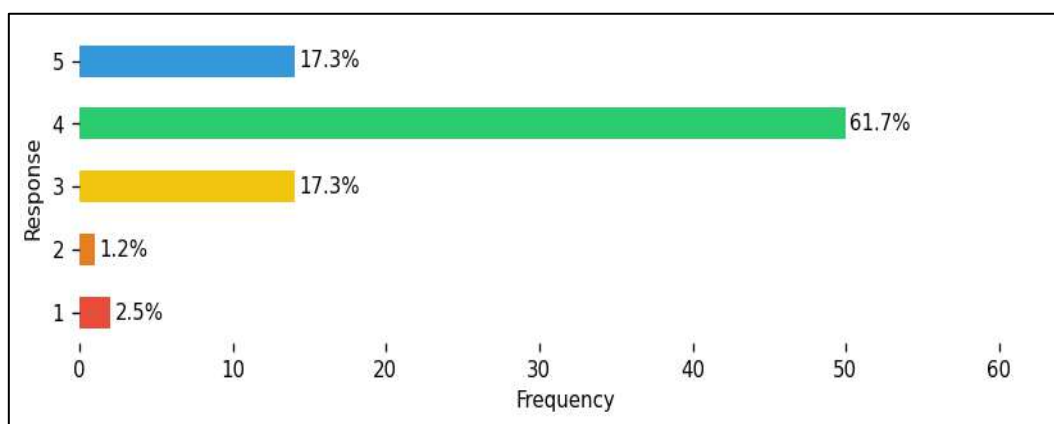


Table-116: Attainment Profile – CO2

Response	Frequency	Percentage
1	1	1.22%
2	3	3.66%
3	17	20.73%
4	46	56.1%
5	15	18.29%
Total	82	100%

Graph-101 and Table-116 indicate that 56.10% of respondents attained Rating 4 and 18.29% attained Rating 5, giving a combined high attainment of 74.39%. Another 20.73% were at Rating 3, while 3.66% and 1.22% were at Ratings 2 and 1 respectively.

CO3. Acquired the mastery in laboratory management of Physical Science laboratory

Graph-102: Attainment Profile – CO3**Table-117: Attainment Profile – CO3**

Response	Frequency	Percentage
1	2	2.47%
2	1	1.23%
3	14	17.28%
4	50	61.73%
5	14	17.28%
Total	81	100%

Graph-102 and Table-117 show that 61.73% of respondents were at Rating 4 and 17.28% at Rating 5, together accounting for 79.01% combined high attainment. Further, 17.28% were at Rating 3, while 1.23% and 2.47% were at Ratings 2 and 1 respectively.

CO4. Able to devise pedagogical strategies for teaching Physical Science

Graph-103: Attainment Profile – CO4

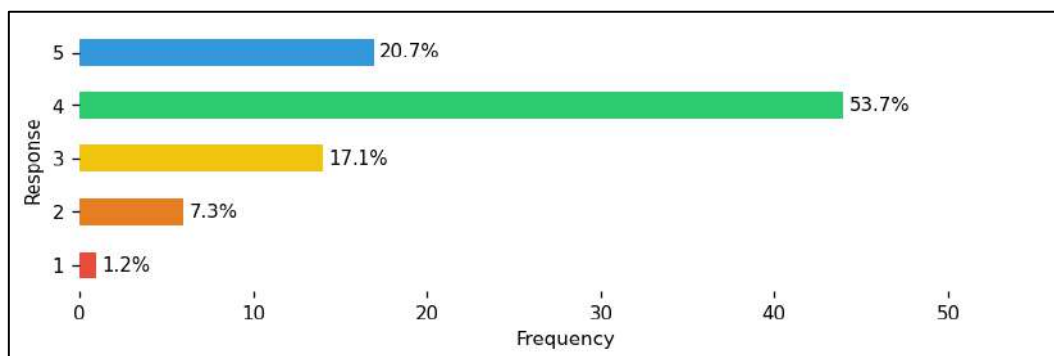


Table-118: Attainment Profile – CO4

Response	Frequency	Percentage
1	1	1.22%
2	6	7.32%
3	14	17.07%
4	44	53.66%
5	17	20.73%
Total	82	100%

Graph-103 and Table-118 indicate that 53.66% of respondents attained Rating 4 and 20.73% attained Rating 5, resulting in 74.39% combined high attainment. Another 17.07% were at Rating 3, while 7.32% and 1.22% were at Ratings 2 and 1 respectively.

Course TC-203 & TC-301: Pedagogy of Biological Science

The expected Course Outcomes (COs) of Course TC-203 & TC-301: Pedagogy of Biological Science are as follows:

- **CO1:** Understood the concept, aims and objectives of teaching Biological Science.
- **CO2:** Understood the role of Biological Science in the development of skills & attitude for social living.
- **CO3:** Mastered the skills, approaches, methods and techniques of teaching Biological Science.
- **CO4:** Acquired the qualities of effective Biological Science teacher.

Table-119: Consolidated TC-203 & TC-301 Course Outcome Attainment Distribution

COs	5	4	3	2	1
CO1	23.46%	51.85%	16.05%	4.94%	3.70%
CO2	26.25%	51.25%	17.50%	3.75%	1.25%
CO3	23.71%	50.52%	19.59%	4.12%	2.06%
CO4	25.00%	52.50%	18.75%	2.50%	1.25%
Avg.	24.61%	51.53%	17.97%	3.83%	2.07%

An analysis of the Consolidated Course Outcome (CO) Attainment Distribution presented in Table-119 is given below:

- An average of 76.14% of responses falls within Ratings 4 and 5, comprising 51.53% at Rating 4 and 24.61% at Rating 5.
- Rating 3 accounts for an average of 17.97%, while Ratings 2 and 1 account for 3.83% and 2.07% respectively.
- CO2 recorded the highest combined high attainment at 77.50%, followed by CO4 at 77.50%.
- CO1 recorded 75.31% combined high attainment, while CO3 recorded 74.23%.
- CO2 recorded the highest Rating 5 percentage at 26.25%, while CO4 recorded the highest Rating 4 percentage at 52.50%.
- CO3 recorded the highest Rating 3 percentage at 19.59%.
- CO1 recorded the highest Rating 2 percentage at 4.94%, whereas CO1 recorded the highest Rating 1 percentage at 3.70%.

A detailed analysis for each expected course outcome is given below -

CO1. Understood the concept, aims and objectives of teaching Biological Science

Graph-104: Attainment Profile – CO1

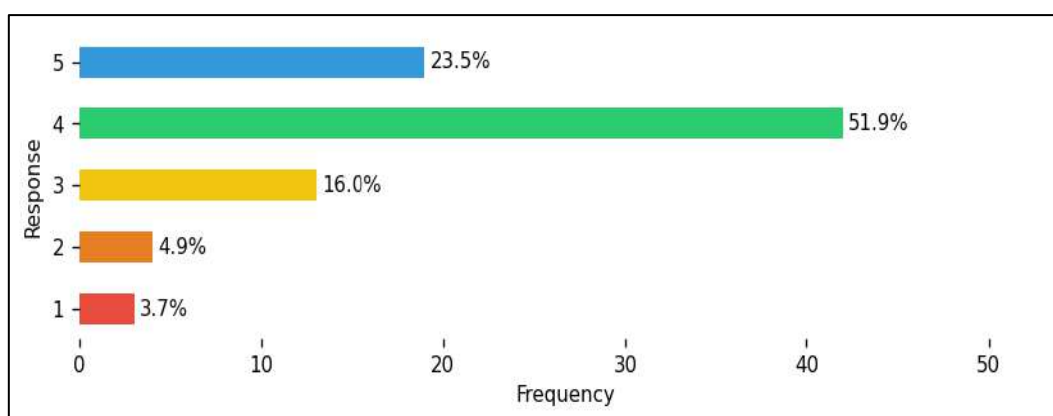


Table-120: Attainment Profile – CO1

Response	Frequency	Percentage
1	3	3.7%
2	4	4.94%
3	13	16.05%
4	42	51.85%
5	19	23.46%
Total	81	100%

Graph-104 and Table-120 indicate that 51.85% of respondents attained Rating 4 and 23.46% attained Rating 5, resulting in 75.31% combined high attainment. Another 16.05% were at Rating 3, while 4.94% and 3.70% were at Ratings 2 and 1 respectively.

CO2. Understood the role of Biological Science in the development of skills & attitude for social living

Graph-105: Attainment Profile – CO2

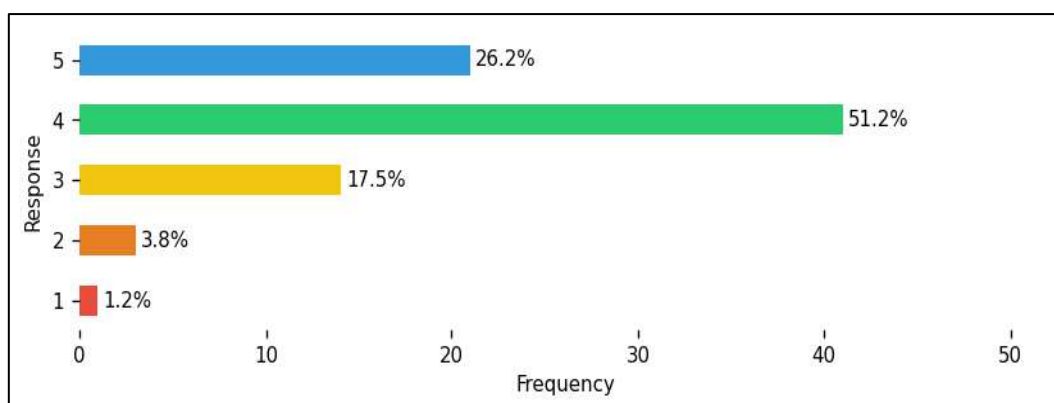


Table-121: Attainment Profile – CO2

Response	Frequency	Percentage
1	1	1.25%
2	3	3.75%
3	14	17.5%
4	41	51.25%
5	21	26.25%
Total	80	100%

Graph-105 and Table-121 indicate that 51.25% of respondents attained Rating 4 and 26.25% attained Rating 5, giving a combined high attainment of 77.50%. Another 17.50% were at Rating 3, while 3.75% and 1.25% were at Ratings 2 and 1 respectively.

CO3. Mastered the skills, approaches, methods and techniques of teaching Biological Science

Graph-106: Attainment Profile – CO3

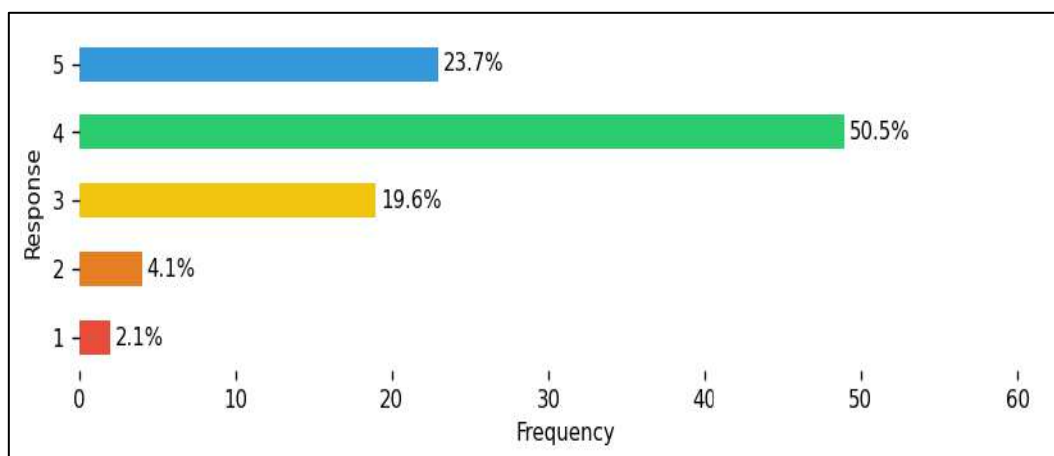
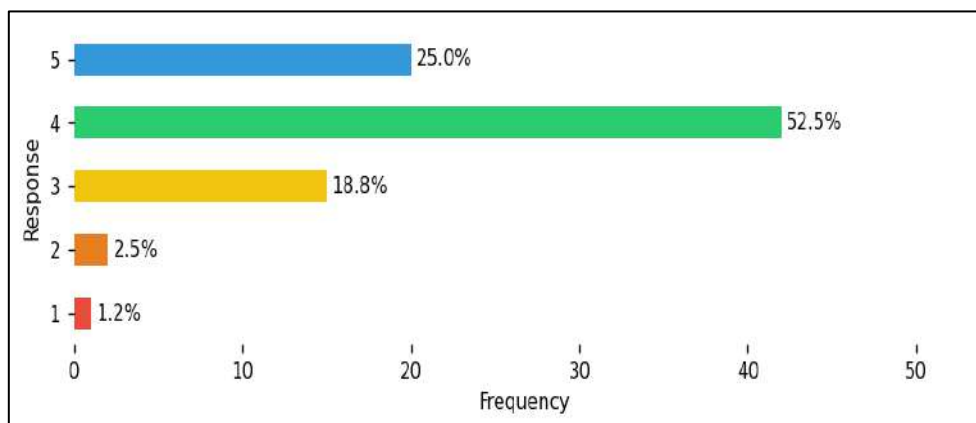


Table-122: Attainment Profile – CO3

Response	Frequency	Percentage
1	2	2.06%
2	4	4.12%
3	19	19.59%
4	49	50.52%
5	23	23.71%
Total	97	100%

Graph-106 and Table-122 show that 50.52% of respondents were at Rating 4 and 23.71% at Rating 5, together accounting for 74.23% combined high attainment. Further, 19.59% were at Rating 3, while 4.12% and 2.06% were at Ratings 2 and 1 respectively.

CO4. Acquired the qualities of effective Biological Science teacher

Graph-107: Attainment Profile – CO4**Table-123: Attainment Profile – CO4**

Response	Frequency	Percentage
1	1	1.25%
2	2	2.5%
3	15	18.75%
4	42	52.5%
5	20	25.0%
Total	80	100%

Graph-107 and Table-123 indicate that 52.50% of respondents attained Rating 4 and 25.00% attained Rating 5, resulting in 77.50% combined high attainment. Another 18.75% were at Rating 3, while 2.50% and 1.25% were at Ratings 2 and 1 respectively.

Course TC-203 & TC-301: Pedagogy of Geography

- **CO1:** Understood the nature and scope of teaching Geography.
- **CO2:** Understood the importance of teaching Geography.
- **CO3:** Understood the relationships of Geography with other social sciences.

- **CO4:** Acquired skills, approaches, methods and techniques of teaching Geography.

Table-124: Consolidated TC-203 & TC-301 Course Outcome Attainment Distribution

COs	5	4	3	2	1
CO1	21.62%	47.30%	24.32%	4.05%	2.70%
CO2	21.13%	50.70%	23.94%	2.82%	1.41%
CO3	18.31%	54.93%	23.94%	1.41%	1.41%
CO4	29.58%	42.25%	22.54%	1.41%	4.23%
Avg.	22.66%	48.80%	23.94%	2.42%	2.44%

An analysis of the Consolidated Course Outcome (CO) Attainment Distribution presented in Table-124 is given below:

- An average of 71.46% of responses falls within Ratings 4 and 5, comprising 48.80% at Rating 4 and 22.66% at Rating 5.
- Rating 3 accounts for an average of 23.94%, while Ratings 2 and 1 account for 2.42% and 2.44% respectively.
- CO3 recorded the highest combined high attainment at 73.24%, followed by CO2 and CO4 at 71.83% each.
- CO1 recorded the comparatively lowest combined high attainment at 68.92%.
- CO4 recorded the highest Rating 5 percentage at 29.58%, while CO3 recorded the highest Rating 4 percentage at 54.93%.
- CO1 recorded the highest Rating 3 percentage at 24.32%.
- CO1 recorded the highest Rating 2 percentage at 4.05%, whereas CO4 recorded the highest Rating 1 percentage at 4.23%.

A detailed analysis for each expected course outcome is given below -

CO1. Understood the nature and scope of teaching Geography

Graph-108: Attainment Profile – CO1

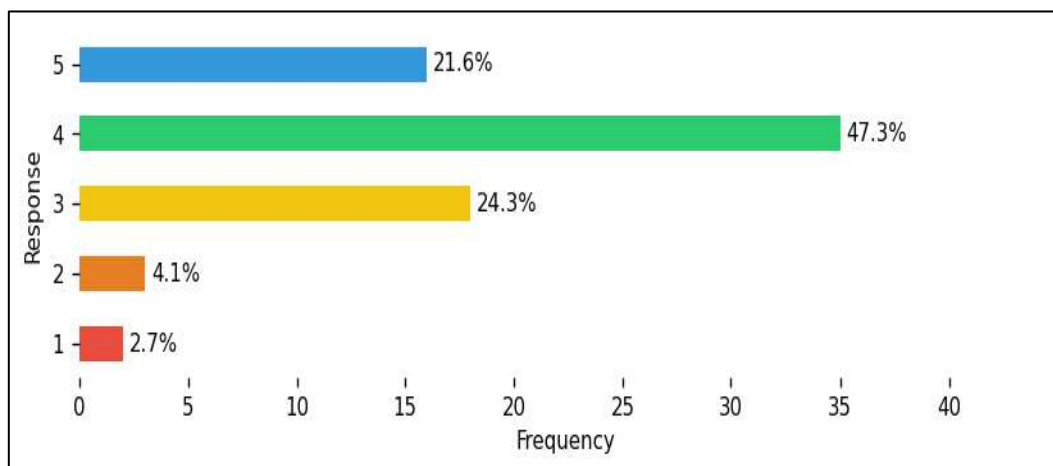
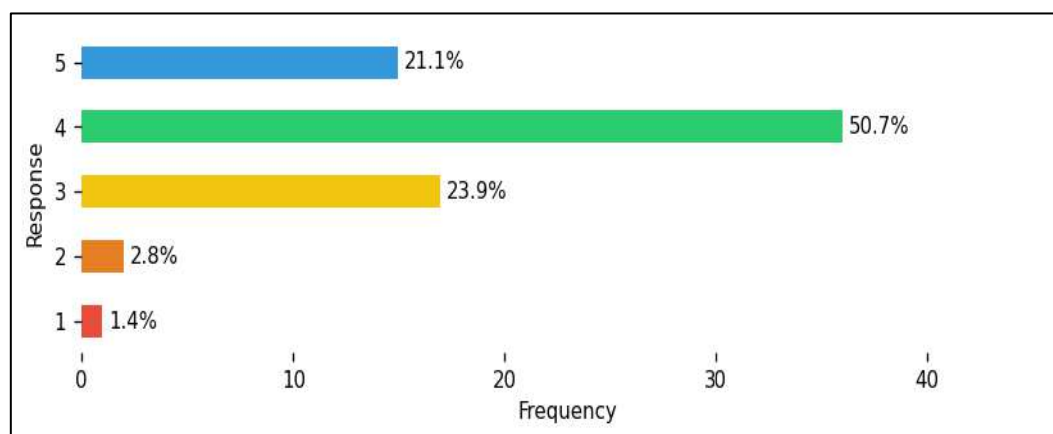


Table-125: Attainment Profile – CO1

Response	Frequency	Percentage
1	2	2.7%
2	3	4.05%
3	18	24.32%
4	35	47.3%
5	16	21.62%
Total	74	100%

Graph-108 and Table-125 indicate that 47.30% of respondents attained Rating 4 and 21.62% attained Rating 5, resulting in 68.92% combined high attainment. Another 24.32% were at Rating 3, while 4.05% and 2.70% were at Ratings 2 and 1 respectively.

CO2. Understood the importance of teaching geography

Graph-109: Attainment Profile – CO2**Table-126: Attainment Profile – CO2**

Response	Frequency	Percentage
1	1	1.41%
2	2	2.82%
3	17	23.94%
4	36	50.7%
5	15	21.13%
Total	71	100%

Graph-109 and Table-126 indicate that 50.70% of respondents attained Rating 4 and 21.13% attained Rating 5, giving a combined high attainment of 71.83%. Another 23.94% were at Rating 3, while 2.82% and 1.41% were at Ratings 2 and 1 respectively.

CO3. Understood the relationships of Geography with other social sciences

Graph-110: Attainment Profile – CO3

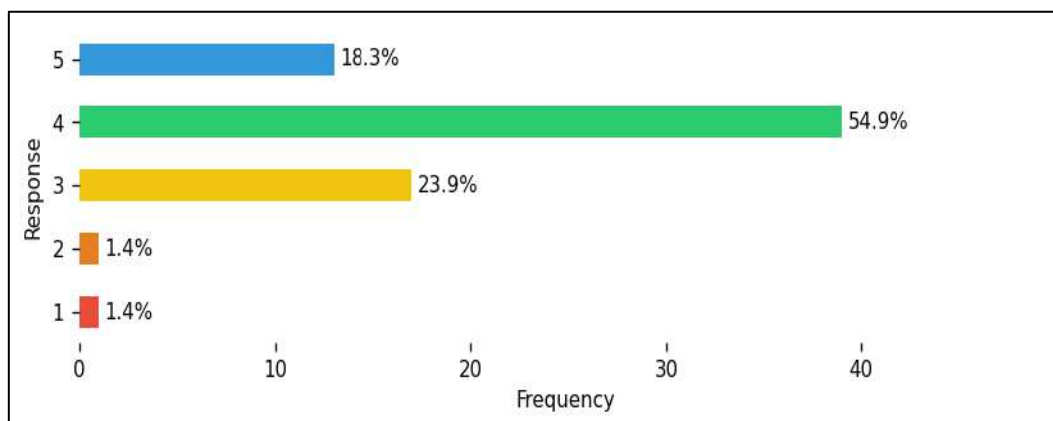


Table-127: Attainment Profile – CO3

Response	Frequency	Percentage
1	1	1.41%
2	1	1.41%
3	17	23.94%
4	39	54.93%
5	13	18.31%
Total	71	100%

Graph-110 and Table-127 show that 54.93% of respondents were at Rating 4 and 18.31% at Rating 5, together accounting for 73.24% combined high attainment. Further, 23.94% were at Rating 3, while 1.41% each were at Ratings 2 and 1.

CO4. Acquired skills, approaches, methods and techniques of teaching Geography

Graph-111: Attainment Profile – CO4

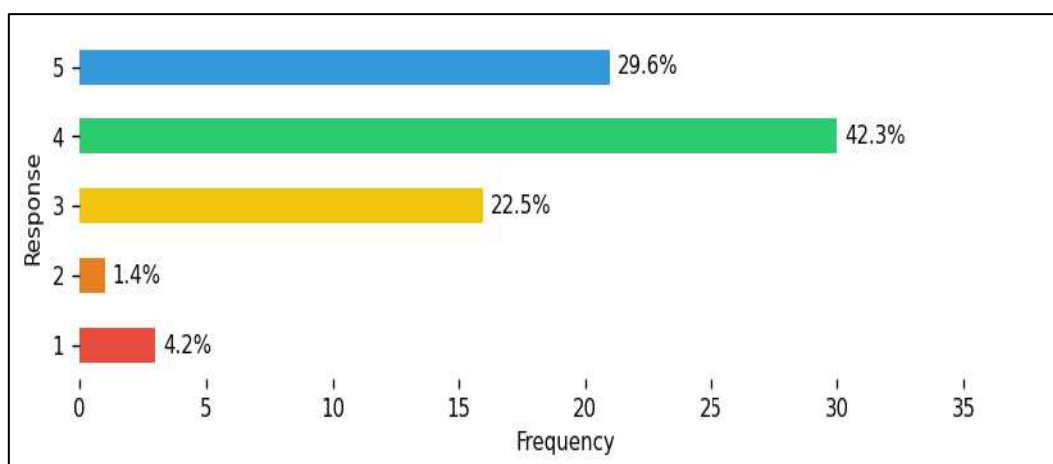


Table-128: Attainment Profile – CO4

Response	Frequency	Percentage
1	3	4.23%
2	1	1.41%
3	16	22.54%
4	30	42.25%
5	21	29.58%
Total	71	100%

Graph-111 and Table-128 indicate that 42.25% of respondents attained Rating 4 and 29.58% attained Rating 5, resulting in 71.83% combined high attainment. Another 22.54% were at Rating 3, while 1.41% and 4.23% were at Ratings 2 and 1 respectively.

Course TC-203 & TC-301: Pedagogy of History

- **CO1:** Understood the nature and scope of teaching History.
- **CO2:** Understood the role and importance of teaching History.
- **CO3:** Understood the relationships of History with other social sciences.
- **CO4:** Acquired skills, approaches, methods and techniques of teaching History.

Table-129: Consolidated TC-203 & TC-301 Course Outcome Attainment Distribution

COs	5	4	3	2	1
CO1	20.27%	48.65%	22.97%	4.05%	4.05%
CO2	26.67%	44.00%	25.33%	1.33%	2.67%
CO3	26.32%	48.68%	17.11%	5.26%	2.63%
CO4	25.33%	46.67%	21.33%	4.00%	2.67%
Avg.	24.65%	47.00%	21.69%	3.66%	3.01%

An analysis of the Consolidated Course Outcome (CO) Attainment Distribution presented in Table-129 is given below:

- An average of 71.65% of responses falls within Ratings 4 and 5, comprising 47.00% at Rating 4 and 24.65% at Rating 5.
- Rating 3 accounts for an average of 21.69%, while Ratings 2 and 1 account for 3.66% and 3.01% respectively.
- CO2 recorded the highest combined high attainment at 70.67%, followed by CO3 at 75.00%.
- CO4 recorded 72.00% combined high attainment, while CO1 recorded 68.92%.
- CO3 recorded the highest combined high attainment at 75.00%, followed by CO4 at 72.00%.

- CO2 recorded the highest Rating 5 percentage at 26.67%, while CO1 recorded the highest Rating 4 percentage at 48.65%, closely followed by CO3 at 48.68%.
- CO2 recorded the highest Rating 3 percentage at 25.33%.
- CO3 recorded the highest Rating 2 percentage at 5.26%, whereas CO1 recorded the highest Rating 1 percentage at 4.05%.

A detailed analysis for each expected course outcome is given below -

CO1. Understood the nature and scope of teaching History

Graph-112: Attainment Profile – CO1

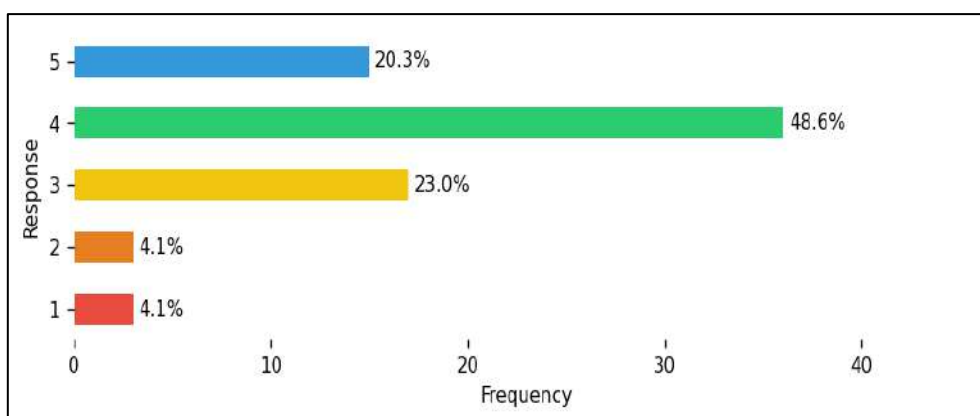


Table-130: Attainment Profile – CO1

Response	Frequency	Percentage
1	3	4.05%
2	3	4.05%
3	17	22.97%
4	36	48.65%
5	15	20.27%
Total	74	100%

Graph-112 and Table-130 indicate that 48.65% of respondents attained Rating 4 and 20.27% attained Rating 5, resulting in 68.92% combined high attainment. Another 22.97% were at Rating 3, while 4.05% each were at Ratings 2 and 1 respectively.

CO2. Understood the role and importance of teaching History

Graph-113: Attainment Profile – CO2

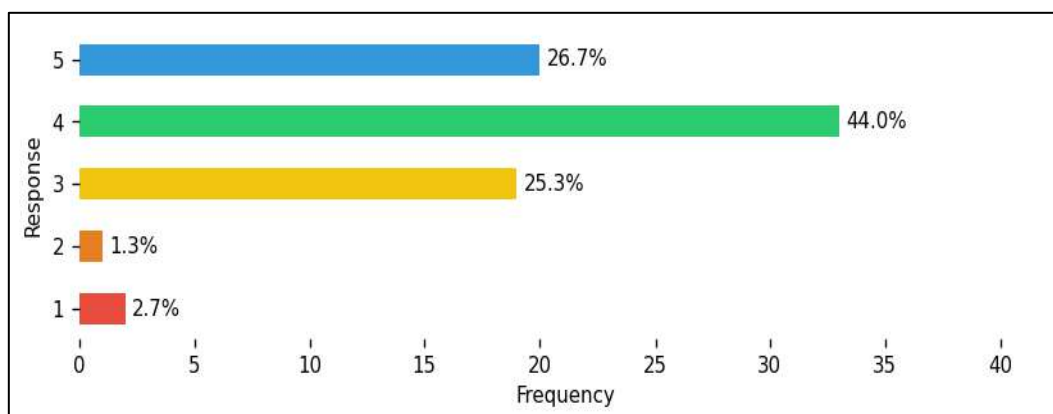
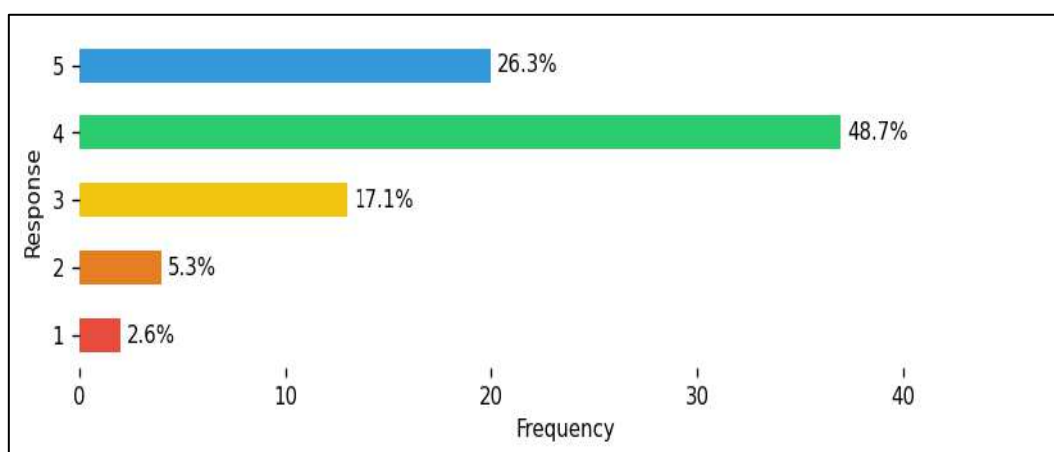


Table-131: Attainment Profile – CO2

Response	Frequency	Percentage
1	2	2.67%
2	1	1.33%
3	19	25.33%
4	33	44.0%
5	20	26.67%
Total	75	100%

Graph-113 and Table-131 indicate that 44.00% of respondents attained Rating 4 and 26.67% attained Rating 5, giving a combined high attainment of 70.67%. Another 25.33% were at Rating 3, while 1.33% and 2.67% were at Ratings 2 and 1 respectively.

CO3. Understood the relationships of History with other social sciences

Graph-114: Attainment Profile – CO3**Table-132: Attainment Profile – CO3**

Response	Frequency	Percentage
1	2	2.63%
2	4	5.26%
3	13	17.11%
4	37	48.68%
5	20	26.32%
Total	76	100%

Graph-114 and Table-132 show that 48.68% of respondents were at Rating 4 and 26.32% at Rating 5, together accounting for 75.00% combined high attainment. Further, 17.11% were at Rating 3, while 5.26% and 2.63% were at Ratings 2 and 1 respectively.

CO4. Acquired skills, approaches, methods and techniques of teaching History

Graph-115: Attainment Profile – CO4

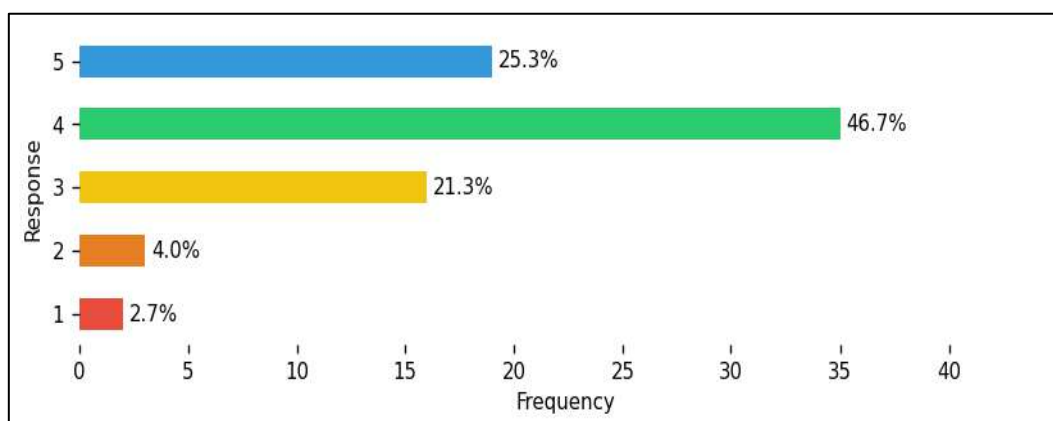


Table-133: Attainment Profile – CO4

Response	Frequency	Percentage
1	2	2.67%
2	3	4.0%
3	16	21.33%
4	35	46.67%
5	19	25.33%
Total	75	100%

Graph-115 and Table-133 indicate that 46.67% of respondents attained Rating 4 and 25.33% attained Rating 5, resulting in 72.00% combined high attainment. Another 21.33% were at Rating 3, while 4.00% and 2.67% were at Ratings 2 and 1 respectively.

Course TC-203 & TC-301: Pedagogy of Civics

The expected Course Outcomes (COs) of Course TC-203 & TC-301: Pedagogy of Civics are as follows:

- **CO1:** Understood the nature and scope of teaching Civics.
- **CO2:** Understood the role and importance of teaching Civics.
- **CO3:** Understood the relationships of Civics with other social sciences.
- **CO4:** Acquired skills, approaches, methods and techniques of teaching Civics.

Table-134: Consolidated TC-203 & TC-301 Course Outcome Attainment Distribution

COs	5	4	3	2	1
CO1	29.87%	49.35%	18.18%	0.00%	2.60%
CO2	25.97%	55.84%	14.29%	1.30%	2.60%
CO3	28.57%	50.65%	15.58%	3.90%	1.30%
CO4	33.77%	45.45%	16.88%	2.60%	1.30%
Avg.	29.55%	50.32%	16.23%	1.95%	1.95%

An analysis of the Consolidated Course Outcome (CO) Attainment Distribution presented in Table-134 is given below:

- An average of 79.87% of responses falls within Ratings 4 and 5, comprising 50.32% at Rating 4 and 29.55% at Rating 5.
- Rating 3 accounts for an average of 16.23%, while Ratings 2 and 1 account for 1.95% each.
- CO2 recorded the highest combined high attainment at 81.81%, followed by CO1, CO3 and CO4, each at 79.22%.
- CO2 recorded the highest combined high attainment at 81.81%, indicating the strongest overall attainment among the four COs.
- CO4 recorded the highest Rating 5 percentage at 33.77%, while CO2 recorded the highest Rating 4 percentage at 55.84%.
- CO1 recorded the highest Rating 3 percentage at 18.18%, followed by CO4 at 16.88%.
- CO3 recorded the highest Rating 2 percentage at 3.90%, whereas CO1 and CO2 recorded the highest Rating 1 percentage at 2.60% each.

A detailed analysis for each expected course outcome is given below –

CO1. Understood the nature and scope of teaching Civics

Graph-116: Attainment Profile – CO1

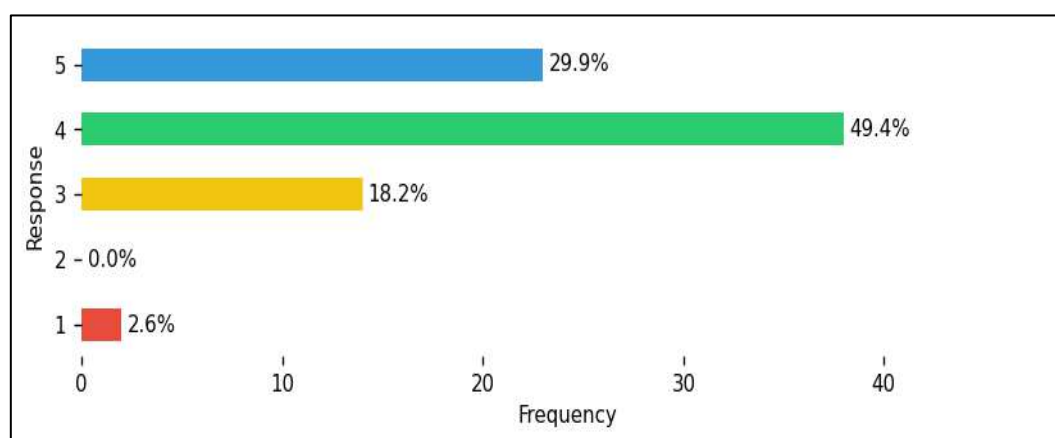


Table-135: Attainment Profile – CO1

Response	Frequency	Percentage
1	2	2.6%
2	0	0.0%
3	14	18.18%
4	38	49.35%
5	23	29.87%
Total	77	100%

Graph-116 and Table-135 indicate that 49.35% of respondents attained Rating 4 and 29.87% attained Rating 5, resulting in 79.22% combined high attainment. Another 18.18% were at Rating 3, while 0.00% and 2.60% were at Ratings 2 and 1 respectively.

CO2. Understood the role and importance of teaching Civics

Graph-117: Attainment Profile – CO2

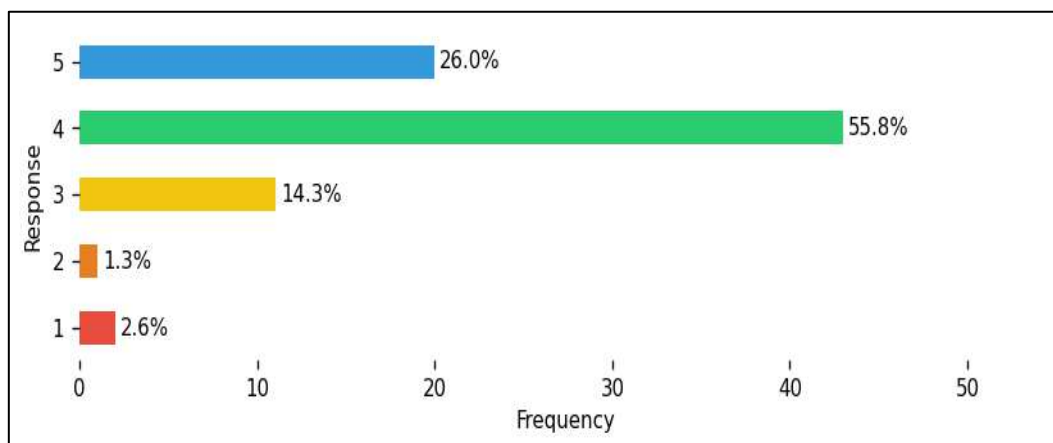


Table-136: Attainment Profile – CO2

Response	Frequency	Percentage
1	2	2.6%
2	1	1.3%
3	11	14.29%
4	43	55.84%
5	20	25.97%
Total	77	100%

Graph-117 and Table-136 indicate that 55.84% of respondents attained Rating 4 and 25.97% attained Rating 5, giving a combined high attainment of 81.81%. Another 14.29% were at Rating 3, while 1.30% and 2.60% were at Ratings 2 and 1 respectively.

CO3. Understood the relationships of Civics with other social sciences

Graph-118: Attainment Profile – CO3

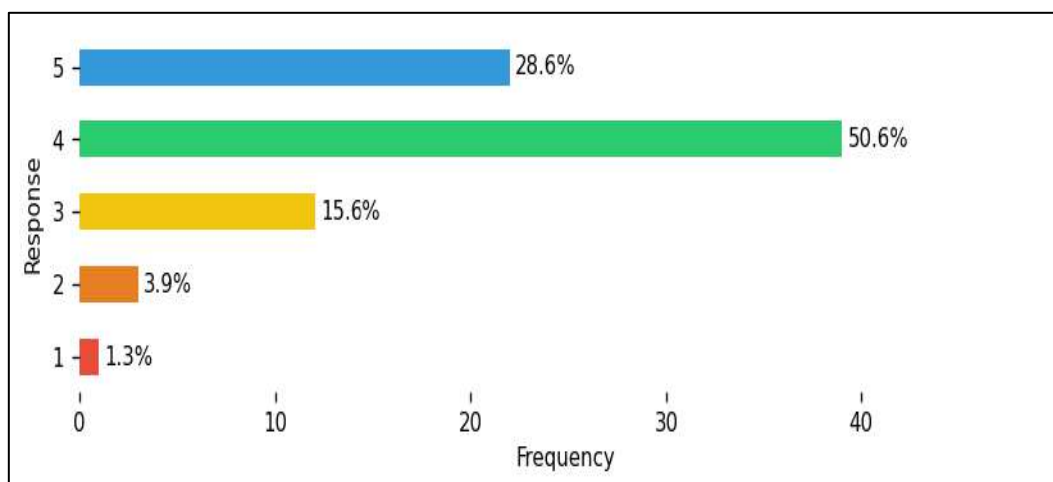
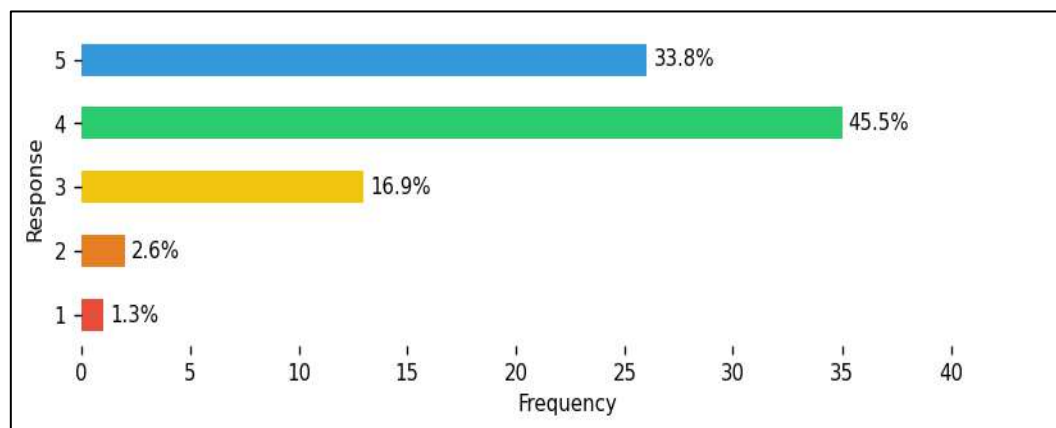


Table-137: Attainment Profile – CO3

Response	Frequency	Percentage
1	1	1.3%
2	3	3.9%
3	12	15.58%
4	39	50.65%
5	22	28.57%
Total	77	100%

Graph-118 and Table-137 show that **50.65%** of respondents were at Rating 4 and **28.57%** at Rating 5, together accounting for **79.22% combined high attainment**. Further, **15.58%** were at Rating 3, while **3.90%** and **1.30%** were at Ratings 2 and 1 respectively.

CO4. Acquired skills, approaches, methods and techniques of teaching Civics

Graph-119: Attainment Profile – CO4**Table-138: Attainment Profile – CO4**

Response	Frequency	Percentage
1	1	1.3%
2	2	2.6%
3	13	16.88%
4	35	45.45%
5	26	33.77%
Total	77	100%

Graph-119 and Table-138 indicate that 45.45% of respondents attained Rating 4 and 33.77% attained Rating 5, resulting in 79.22% combined high attainment. Another 16.88% were at Rating 3, while 2.60% and 1.30% were at Ratings 2 and 1 respectively.

Course TC-203 & TC-301: Pedagogy of Economics

The expected Course Outcomes (COs) of Course TC-203 & TC-301: Pedagogy of Economics are as follows:

- **CO1:** Understood the nature and scope of teaching Economics.

- **CO2:** Understood the role and importance of teaching Economics.
- **CO3:** Understood the relationships of Economics with other social sciences.
- **CO4:** Acquired skills, approaches, methods and techniques of teaching Economics.

Table-139: Consolidated TC-203 & TC-301 Course Outcome Attainment Distribution

COs	5	4	3	2	1
CO1	33.33%	43.59%	17.95%	2.56%	2.56%
CO2	28.21%	43.59%	25.64%	0.00%	2.56%
CO3	29.49%	46.15%	19.23%	1.28%	3.85%
CO4	30.77%	47.44%	16.67%	2.56%	2.56%
Avg.	30.45%	45.19%	19.87%	1.60%	2.88%

An analysis of the Consolidated Course Outcome (CO) Attainment Distribution presented in Table-139 is given below:

- An average of 75.64% of responses falls within Ratings 4 and 5, comprising 45.19% at Rating 4 and 30.45% at Rating 5.
- Rating 3 accounts for an average of 19.87%, while Ratings 2 and 1 account for 1.60% and 2.88% respectively.
- CO1 recorded the highest combined high attainment at 76.92%, followed by CO4 at 78.21%, CO3 at 75.64%, and CO2 at 71.80%.
- CO4 recorded the highest combined high attainment at 78.21%, indicating the strongest overall attainment among the four COs.
- CO1 recorded the highest Rating 5 percentage at 33.33%, while CO4 recorded the highest Rating 4 percentage at 47.44%.
- CO2 recorded the highest Rating 3 percentage at 25.64%.
- CO3 recorded the highest Rating 1 percentage at 3.85%, whereas CO1, CO3 and CO4 recorded the highest Rating 2 percentage at 2.56%, 1.28%, and 2.56% respectively.

A detailed analysis for each expected course outcome is given below –

CO1. Understood the nature and scope of teaching Economics

Graph-120: Attainment Profile – CO1

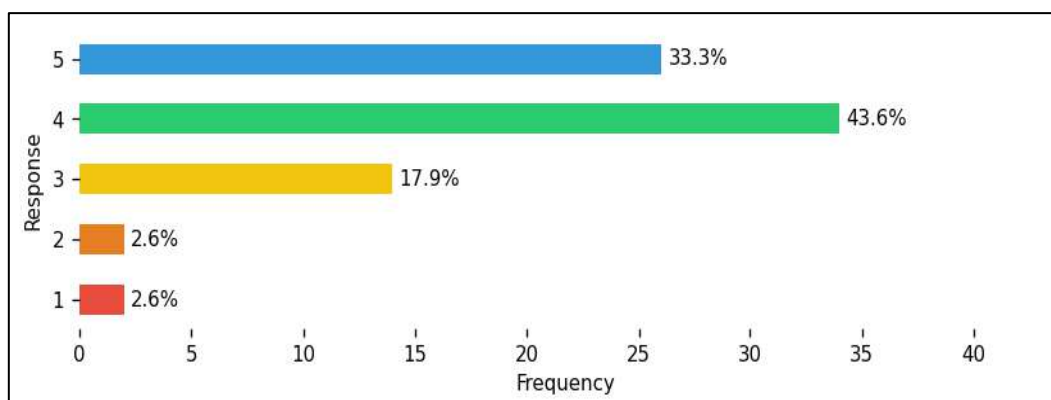
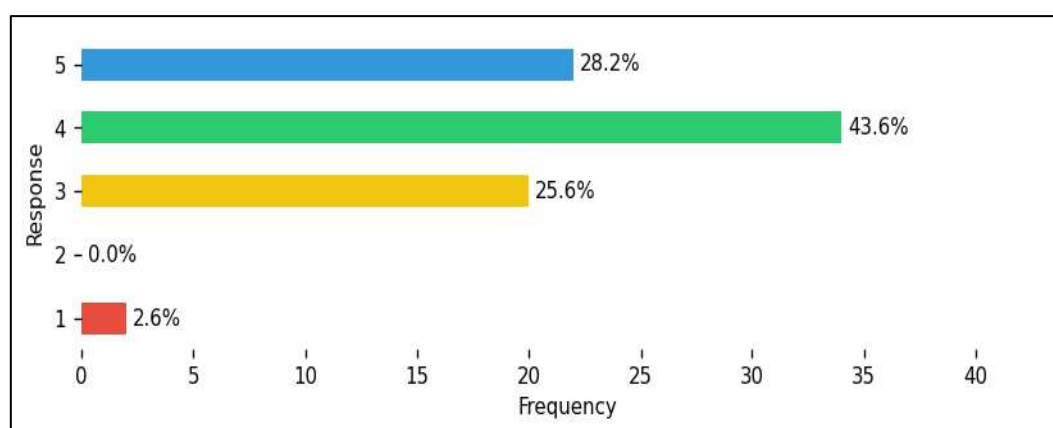


Table-140: Attainment Profile – CO1

Response	Frequency	Percentage
1	2	2.56%
2	2	2.56%
3	14	17.95%
4	34	43.59%
5	26	33.33%
Total	78	100%

Graph-120 and Table-140 indicate that 43.59% of respondents attained Rating 4 and 33.33% attained Rating 5, resulting in 76.92% combined high attainment. Another 17.95% were at Rating 3, while 2.56% each were at Ratings 2 and 1.

CO2. Understood the role and importance of teaching Economics

Graph-121: Attainment Profile – CO2**Table-141: Attainment Profile – CO2**

Response	Frequency	Percentage
1	2	2.56%
2	0	0.0%
3	20	25.64%
4	34	43.59%
5	22	28.21%
Total	78	100%

Graph-121 and Table-141 indicate that 43.59% of respondents attained Rating 4 and 28.21% attained Rating 5, giving a combined high attainment of 71.80%. Another 25.64% were at Rating 3, while 0.00% and 2.56% were at Ratings 2 and 1 respectively.

CO3. Understood the relationships of Economics with other social sciences

Graph-122: Attainment Profile – CO3

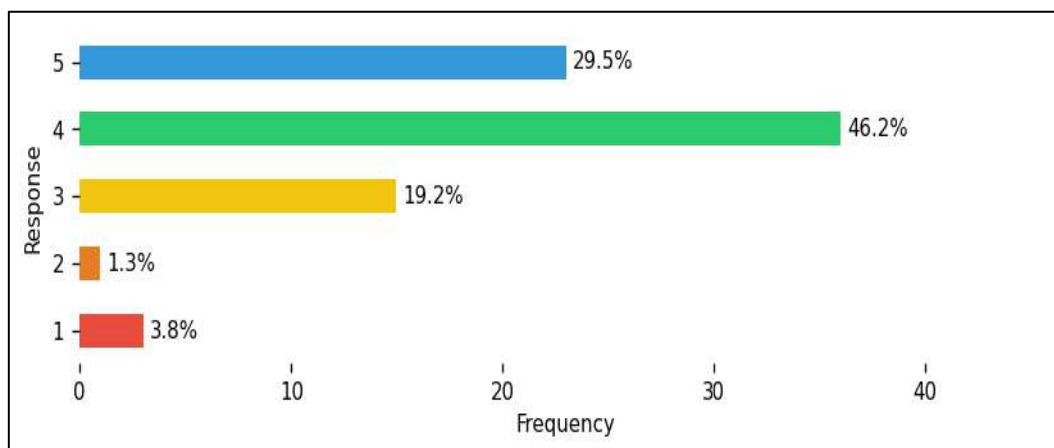


Table-142: Attainment Profile – CO3

Response	Frequency	Percentage
1	3	3.85%
2	1	1.28%
3	15	19.23%
4	36	46.15%
5	23	29.49%
Total	78	100%

Graph-122 and Table-142 show that 46.15% of respondents were at Rating 4 and 29.49% at Rating 5, together accounting for 75.64% combined high attainment. Further, 19.23% were at Rating 3, while 1.28% and 3.85% were at Ratings 2 and 1 respectively.

CO4. Acquired skills, approaches, methods and techniques of teaching Economics

Graph-123: Attainment Profile – CO4

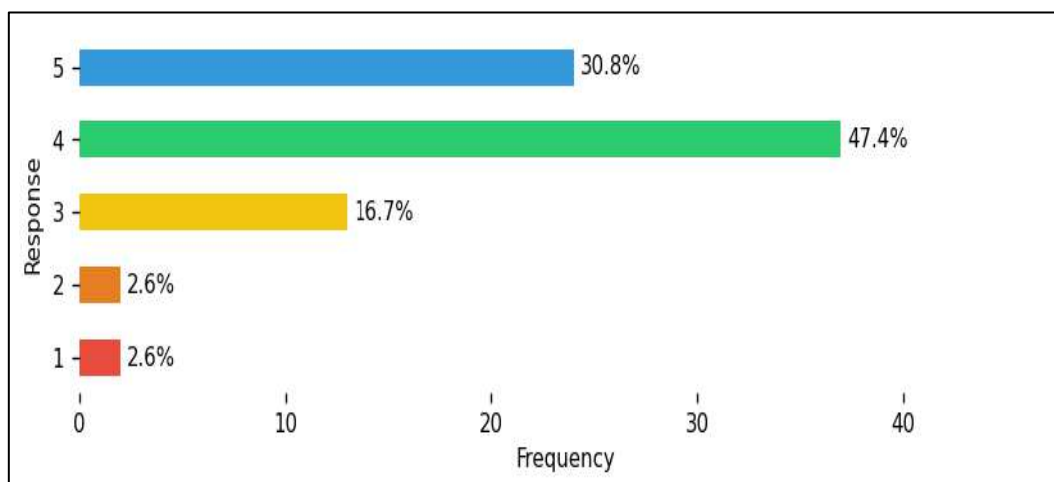


Table-143: Attainment Profile – CO4

Response	Frequency	Percentage
1	2	2.56%
2	2	2.56%
3	13	16.67%
4	37	47.44%
5	24	30.77%
Total	78	100%

Graph-123 and Table-143 indicate that 47.44% of respondents attained Rating 4 and 30.77% attained Rating 5, resulting in 78.21% combined high attainment. Another 16.67% were at Rating 3, while 2.56% each were at Ratings 2 and 1.

Course TC-203 & TC-301: Pedagogy of Commerce

The expected Course Outcomes (COs) of Course TC-203 & TC-301: Pedagogy of Commerce are as follows:

- **CO1:** Understood the nature and scope of teaching Commerce at the higher secondary level.
- **CO2:** Understood the role and importance of teaching Commerce at higher secondary level.
- **CO3:** Understood the relationships of Commerce with other social sciences at higher secondary level.
- **CO4:** Acquired skills, approaches, methods and techniques of teaching Commerce at higher secondary level.

Table-144: Consolidated TC-203 & TC-301 Course Outcome Attainment Distribution

COs	5	4	3	2	1
CO1	23.29%	50.68%	15.07%	6.85%	4.11%
CO2	25.00%	48.61%	22.22%	2.78%	1.39%
CO3	28.38%	50.00%	16.22%	2.70%	2.70%
CO4	22.97%	55.41%	20.27%	0.00%	1.35%
Avg.	24.91%	51.18%	18.45%	3.08%	2.39%

An analysis of the Consolidated Course Outcome (CO) Attainment Distribution presented in Table-144 is given below:

- An average of 76.09% of responses falls within Ratings 4 and 5, comprising 51.18% at Rating 4 and 24.91% at Rating 5.
- Rating 3 accounts for an average of 18.45%, while Ratings 2 and 1 account for 3.08% and 2.39% respectively.
- CO4 recorded the highest combined high attainment at 78.38%, followed by CO3 at 78.38%, CO2 at 73.61%, and CO1 at 73.97%.
- CO3 and CO4 recorded the highest combined high attainment at 78.38%, indicating comparatively stronger attainment.

- CO3 recorded the highest Rating 5 percentage at 28.38%, while CO4 recorded the highest Rating 4 percentage at 55.41%.
- CO2 recorded the highest Rating 3 percentage at 22.22%.
- CO1 recorded the highest Rating 2 percentage at 6.85% and the highest Rating 1 percentage at 4.11%.

A detailed analysis for each expected course outcome is given below –

CO1. Understood the nature and scope of teaching Commerce at the higher. secondary level

Graph-124: Attainment Profile – CO1

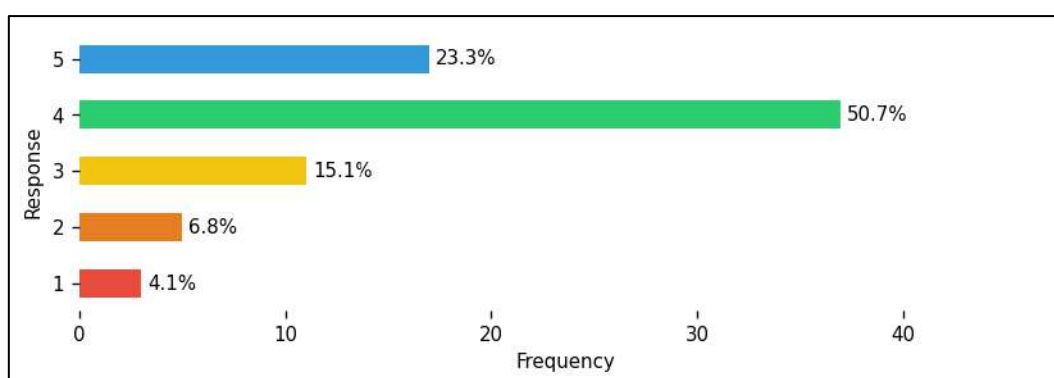


Table-145: Attainment Profile – CO1

Response	Frequency	Percentage
1	3	4.11%
2	5	6.85%
3	11	15.07%
4	37	50.68%
5	17	23.29%
Total	73	100%

Graph-124 and Table-145 indicate that 50.68% of respondents attained Rating 4 and 23.29% attained Rating 5, resulting in 73.97% combined high attainment. Another 15.07% were at Rating 3, while 6.85% and 4.11% were at Ratings 2 and 1 respectively.

CO2. Understood the role and importance of teaching Commerce at higher. secondary level

Graph-125: Attainment Profile – CO2

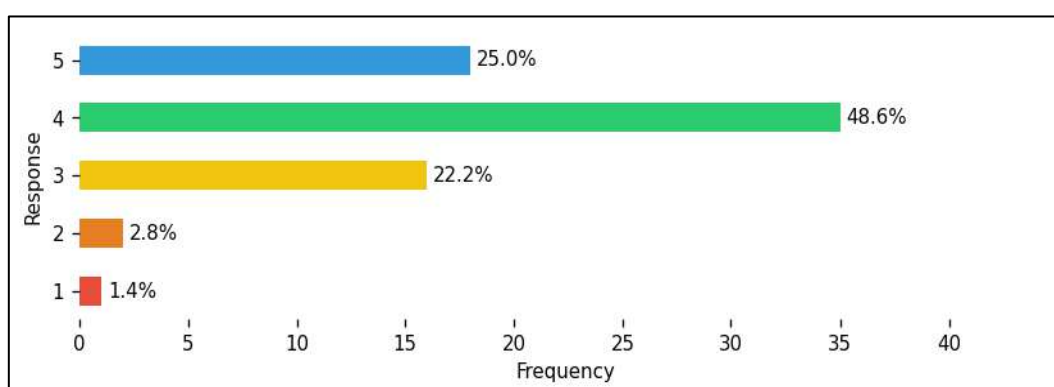
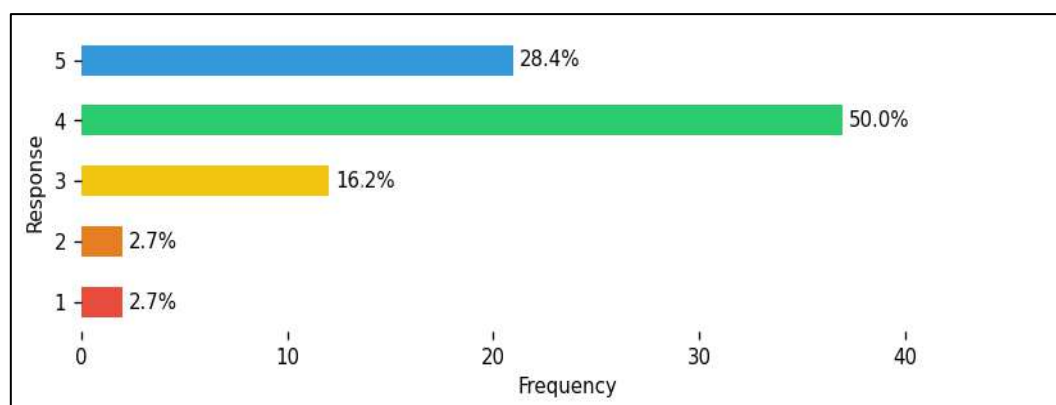


Table-146: Attainment Profile – CO2

Response	Frequency	Percentage
1	1	1.39%
2	2	2.78%
3	16	22.22%
4	35	48.61%
5	18	25.0%
Total	72	100%

Graph-125 and Table-146 indicate that 48.61% of respondents attained Rating 4 and 25.00% attained Rating 5, giving a combined high attainment of 73.61%. Another 22.22% were at Rating 3, while 2.78% and 1.39% were at Ratings 2 and 1 respectively.

CO3. Understood the relationships of Commerce with other social sciences at higher secondary level

Graph-126: Attainment Profile – CO3**Table-147: Attainment Profile – CO3**

Response	Frequency	Percentage
1	2	2.7%
2	2	2.7%
3	12	16.22%
4	37	50.0%
5	21	28.38%
Total	74	100%

Graph-126 and Table-147 show that 50.00% of respondents were at Rating 4 and 28.38% at Rating 5, together accounting for 78.38% combined high attainment. Further, 16.22% were at Rating 3, while 2.70% each were at Ratings 2 and 1.

CO4. Acquired skills, approaches, methods and techniques of teaching Commerce at higher secondary level

Graph-127: Attainment Profile – CO4

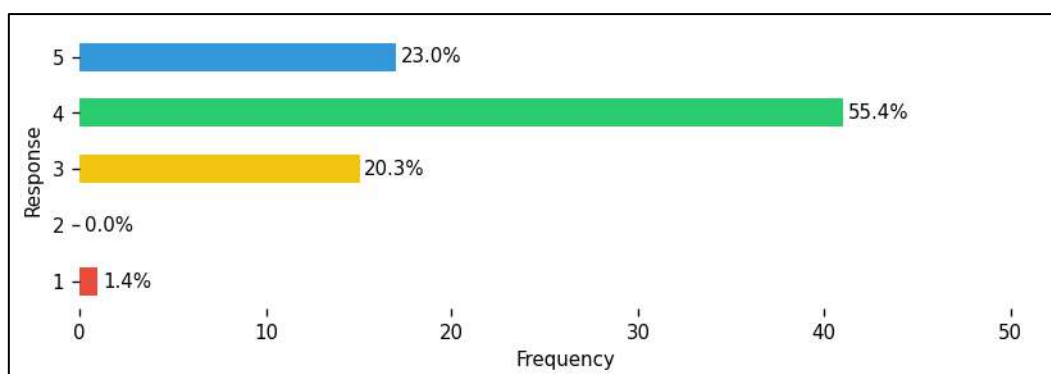


Table-148: Attainment Profile – CO4

Response	Frequency	Percentage
1	1	1.35%
2	0	0.0%
3	15	20.27%
4	41	55.41%
5	17	22.97%
Total	74	100%

Graph-127 and Table-148 indicate that 55.41% of respondents attained Rating 4 and 22.97% attained Rating 5, resulting in 78.38% combined high attainment. Another 20.27% were at Rating 3, while 0.00% and 1.35% were at Ratings 2 and 1 respectively.

Course TC-203 & TC-301: Pedagogy of Social Science

The expected Course Outcomes (COs) of **Course TC-203 & TC-301: Pedagogy of Social Science** are as follows:

- **CO1:** Developed an understanding of nature of social sciences, both individual disciplines comprising social sciences, and also of social sciences as an integrated/interdisciplinary area of study.
- **CO2:** Acquired conceptual understanding of the processes of teaching and learning social sciences.
- **CO3:** Able to examine the prevailing pedagogical practices in classrooms critically and to reflect on the desired changes.
- **CO4:** Acquired basic knowledge and skills to analyze and transact the social sciences curriculum effectively following wide-ranging teaching learning.
- **CO5:** Able to handle social issues and concerns in a responsible manner, including preservation of the environment, disaster management, promoting inclusive education, preventing social exclusion of children from socially and economically deprived backgrounds, and conserving natural resources.

Table-149: Consolidated TC-203 & TC-301 Course Outcome Attainment Distribution

COs	5	4	3	2	1
CO1	16.22%	54.05%	27.03%	1.35%	1.35%
CO2	20.27%	52.70%	24.32%	1.35%	1.35%
CO3	22.67%	46.67%	25.33%	2.67%	2.67%
CO4	22.67%	54.67%	20.00%	1.33%	1.33%
CO5	18.42%	51.32%	23.68%	5.26%	1.32%
Avg.	20.05%	51.88%	24.07%	2.39%	1.60%

An analysis of the Consolidated Course Outcome (CO) Attainment Distribution presented in Table-149 is given below:

- An average of 71.93% of responses falls within Ratings 4 and 5, comprising 51.88% at Rating 4 and 20.05% at Rating 5.
- Rating 3 accounts for an average of 24.07%, while Ratings 2 and 1 account for 2.39% and 1.60% respectively.
- CO4 recorded the highest combined high attainment at 77.34%, followed by CO2 at 72.97%, CO3 at 69.34%, CO5 at 69.74%, and CO1 at 70.27%.
- CO4 recorded the highest combined high attainment at 77.34%, indicating the strongest overall attainment among the five COs.
- CO3 recorded the highest Rating 5 percentage at 22.67%, jointly with CO4 at 22.67%, while CO1 recorded the highest Rating 4 percentage at 54.05%.
- CO1 recorded the highest Rating 3 percentage at 27.03%, followed by CO3 at 25.33%.
- CO5 recorded the highest Rating 2 percentage at 5.26%, whereas CO3 recorded the highest Rating 1 percentage at 2.67%.

A detailed analysis for each expected course outcome is given below –

CO1. Developed an understanding of nature of social sciences, both individual disciplines comprising social sciences, and also of social sciences as an integrated/interdisciplinary area of study

Graph-128: Attainment Profile – CO1

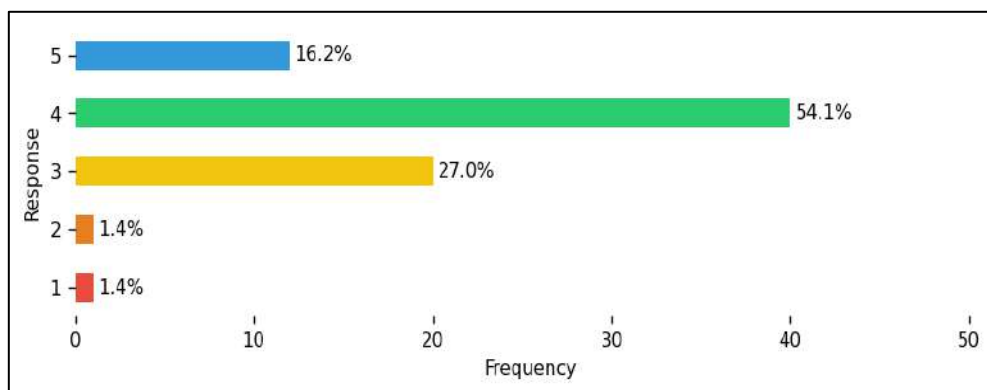
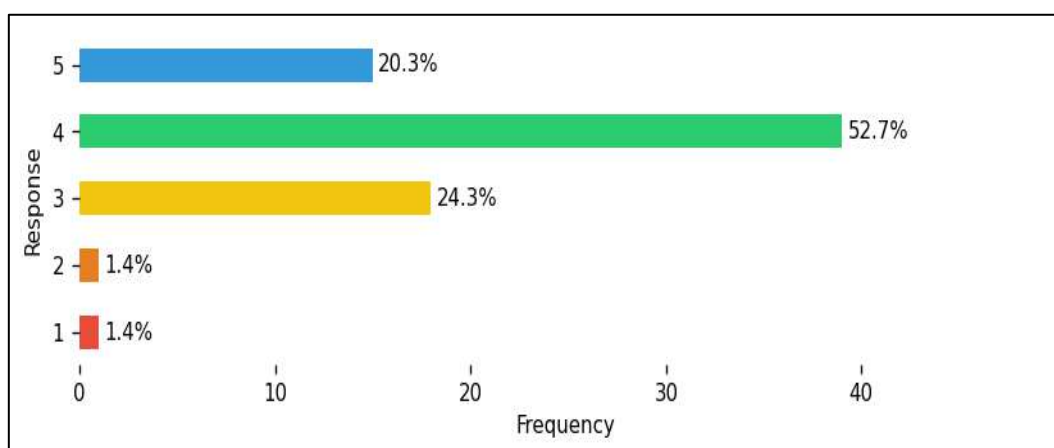


Table-150: Attainment Profile – CO1

Response	Frequency	Percentage
1	1	1.35%
2	1	1.35%
3	20	27.03%
4	40	54.05%
5	12	16.22%
Total	74	100%

Graph-128 and Table-150 indicate that 54.05% of respondents attained Rating 4 and 16.22% attained Rating 5, resulting in 70.27% combined high attainment. Another 27.03% were at Rating 3, while 1.35% each were at Ratings 2 and 1.

CO2. Acquired conceptual understanding of the processes of teaching and learning social sciences

Graph-129: Attainment Profile – CO2**Table-151: Attainment Profile – CO2**

Response	Frequency	Percentage
1	1	1.35%
2	1	1.35%
3	18	24.32%
4	39	52.7%
5	15	20.27%
Total	74	100%

Graph-129 and Table-151 indicate that 52.70% of respondents attained Rating 4 and 20.27% attained Rating 5, giving a combined high attainment of 72.97%. Another 24.32% were at Rating 3, while 1.35% each were at Ratings 2 and 1.

CO3. Able to examine the prevailing pedagogical practices in classrooms critically and to reflect on the desired changes

Graph-130: Attainment Profile – CO3

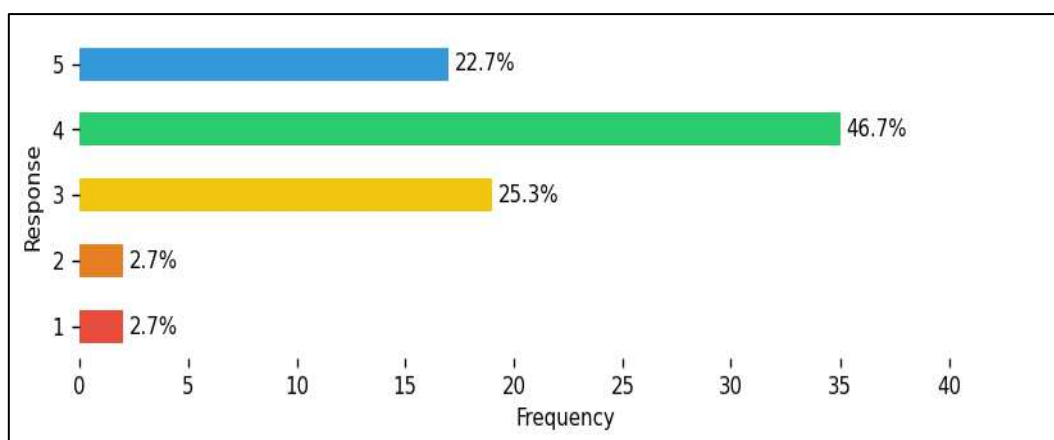


Table-152: Attainment Profile – CO3

Response	Frequency	Percentage
1	2	2.67%
2	2	2.67%
3	19	25.33%
4	35	46.67%
5	17	22.67%
Total	75	100%

Graph-130 and Table-152 show that 46.67% of respondents were at Rating 4 and 22.67% at Rating 5, together accounting for 69.34% combined high attainment. Further, 25.33% were at Rating 3, while 2.67% each were at Ratings 2 and 1.

CO4. Acquired basic knowledge and skills to analyze and transact the social sciences curriculum effectively following wide-ranging teaching learning

Graph-131: Attainment Profile – CO4

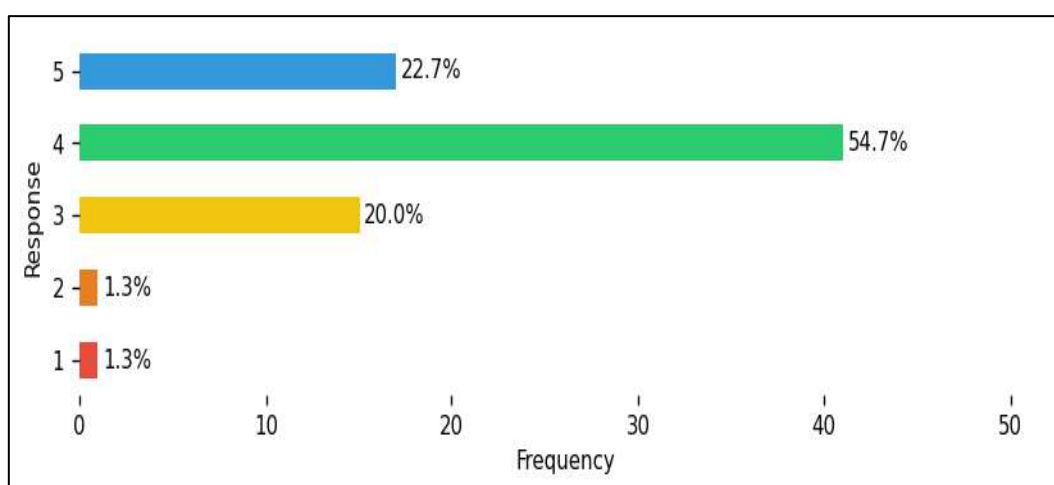
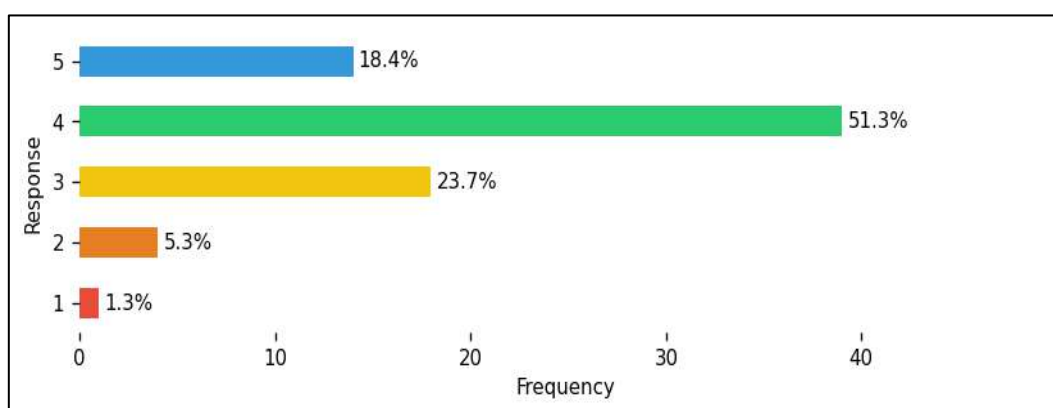


Table-153: Attainment Profile – CO4

Response	Frequency	Percentage
1	1	1.33%
2	1	1.33%
3	15	20.0%
4	41	54.67%
5	17	22.67%
Total	75	100%

Graph-131 and Table-153 indicate that 54.67% of respondents attained Rating 4 and 22.67% attained Rating 5, resulting in 77.34% combined high attainment. Another 20.00% were at Rating 3, while 1.33% each were at Ratings 2 and 1.

CO5. Able to handle social issues and concern in a responsible manner that is preservation of the environment, disaster management, promoting inclusive education, preventing social exclusion or children coming from socially and economically deprived background and saving first delegating natural resources (water, fossils, fuel etc.)

Graph-132: Attainment Profile – CO5**Table-154: Attainment Profile – CO5**

Response	Frequency	Percentage
1	1	1.32%
2	4	5.26%
3	18	23.68%
4	39	51.32%
5	14	18.42%
Total	76	100%

Graph-132 and Table-154 indicate that 51.32% of respondents attained Rating 4 and 18.42% attained Rating 5, resulting in 69.74% combined high attainment. Another 23.68% were at Rating 3, while 5.26% and 1.32% were at Ratings 2 and 1 respectively.

Course TC-204: Assessment of Learning

CO1. Acquired critical understanding of issues in assessment and evaluation (from constructivist paradigm)

The expected Course Outcomes (COs) of Course TC-204: Assessment of Learning are as follows:

- **CO1:** Acquired critical understanding of issues in assessment and evaluation (from constructivist paradigm).
- **CO2:** Acquainted with key concepts, such as formative and summative assessment, evaluation and measurement, test and examination.
- **CO3:** Exposed to different kinds and forms of assessment that aid student learning.
- **CO4:** Able to use a wide range of assessment tools and learn to select and construct these appropriately.
- **CO5:** Developed realistic, comprehensive and dynamic assessment procedures that are able to keep the whole student in view.

Table-155: Consolidated TC-204 Course Outcome Attainment Distribution

COs	5	4	3	2	1
CO1	22.68%	52.58%	18.56%	4.12%	2.06%
CO2	24.74%	56.70%	13.40%	2.06%	3.09%
CO3	24.74%	52.58%	17.53%	4.12%	1.03%
CO4	21.65%	49.48%	23.71%	4.12%	1.03%
CO5	24.74%	52.58%	16.49%	4.12%	2.06%
Avg.	23.71%	52.78%	17.94%	3.71%	1.85%

Analysis of the Consolidated Course Outcome Attainment Distribution presented in Table-155:

- An average of 76.49% of responses falls within Ratings 4 and 5, comprising 52.78% at Rating 4 and 23.71% at Rating 5.
- Rating 3 accounts for an average of 17.94%, while Ratings 2 and 1 account for 3.71% and 1.85% respectively.
- CO2 recorded the highest combined high attainment at 81.44%, followed by CO5 at 77.32%.
- CO3 recorded 77.32% combined high attainment, while CO1 recorded 75.26%.
- CO4 recorded the comparatively lowest combined high attainment at 71.13%.
- CO2, CO3 and CO5 each recorded the highest Rating 5 percentage at 24.74%, while CO2 recorded the highest Rating 4 percentage at 56.70%.
- CO4 recorded the highest Rating 3 percentage at 23.71%.
- CO2 recorded the highest Rating 1 percentage at 3.09%, whereas CO1, CO3, CO4 and CO5 each recorded 4.12% at Rating 2.

A detailed analysis for each expected course outcome is given below –

Graph-133: Attainment Profile – CO1

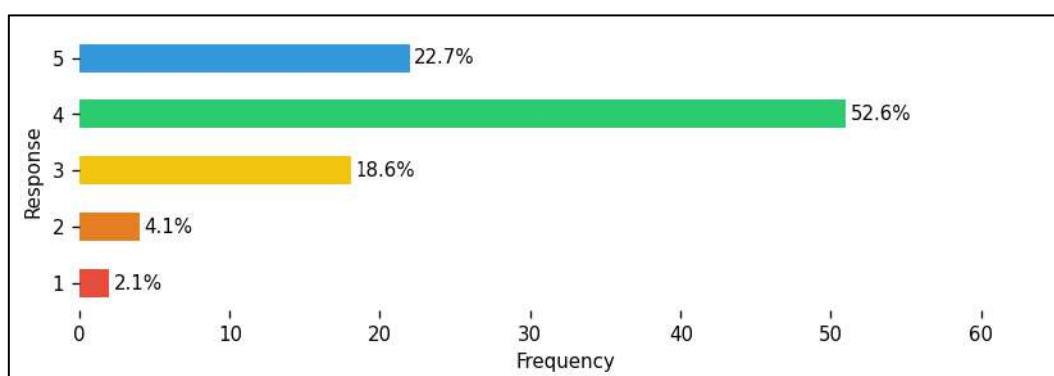


Table-156: Attainment Profile – CO1

Response	Frequency	Percentage
1	2	2.06%
2	4	4.12%
3	18	18.56%
4	51	52.58%
5	22	22.68%
Total	97	100%

Graph-133 and Table-156 indicate that 52.58% of respondents attained Rating 4 and 22.68% attained Rating 5, resulting in 75.26% combined high attainment. Another 18.56% were at Rating 3, while 4.12% and 2.06% were at Ratings 2 and 1 respectively.

CO2. Acquainted with key concept, such as formative and summative assessment evaluation and measurement, test and examination

Graph-134: Attainment Profile – CO2

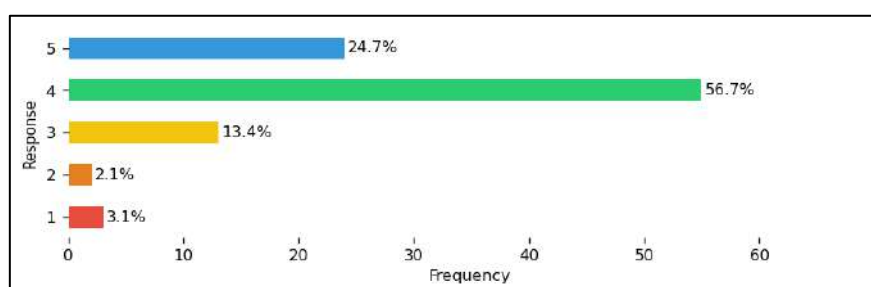


Table-157: Attainment Profile – CO2

Response	Frequency	Percentage
1	3	3.09%
2	2	2.06%
3	13	13.4%
4	55	56.7%
5	24	24.74%
Total	97	100%

Graph-134 and Table-157 indicate that 56.70% of respondents attained Rating 4 and 24.74% attained Rating 5, giving a combined high attainment of 81.44%. Another 13.40% were at Rating 3, while 2.06% and 3.09% were at Ratings 2 and 1 respectively.

CO3. Exposed to different kinds and forms of assessment that aid student learning

Graph-135: Attainment Profile – CO3

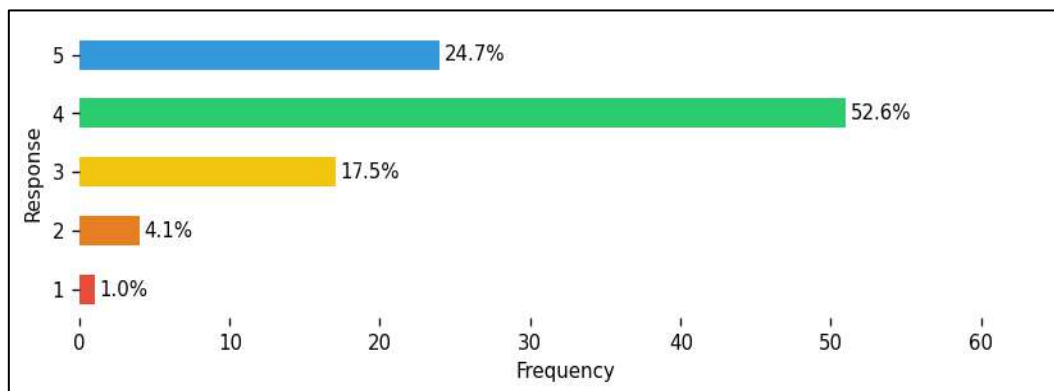


Table-158: Attainment Profile – CO3

Response	Frequency	Percentage
1	1	1.03%
2	4	4.12%
3	17	17.53%
4	51	52.58%
5	24	24.74%
Total	97	100%

Graph-135 and Table-158 show that 52.58% of respondents were at Rating 4 and 24.74% at Rating 5, together accounting for 77.32% combined high attainment. Further, 17.53% were at Rating 3, while 4.12% and 1.03% were at Ratings 2 and 1 respectively.

CO4. Able to the use of wide range of assessment tools and learn to select and construct this appropriately

Graph-136: Attainment Profile – CO4

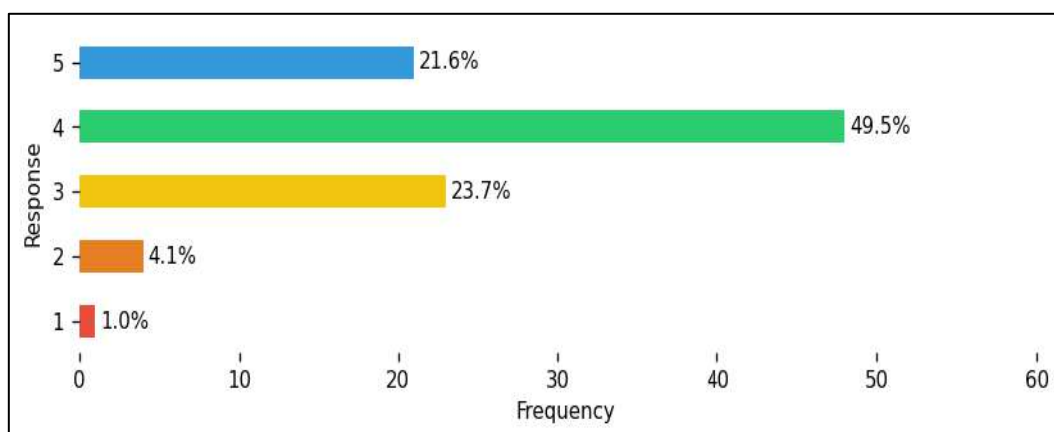
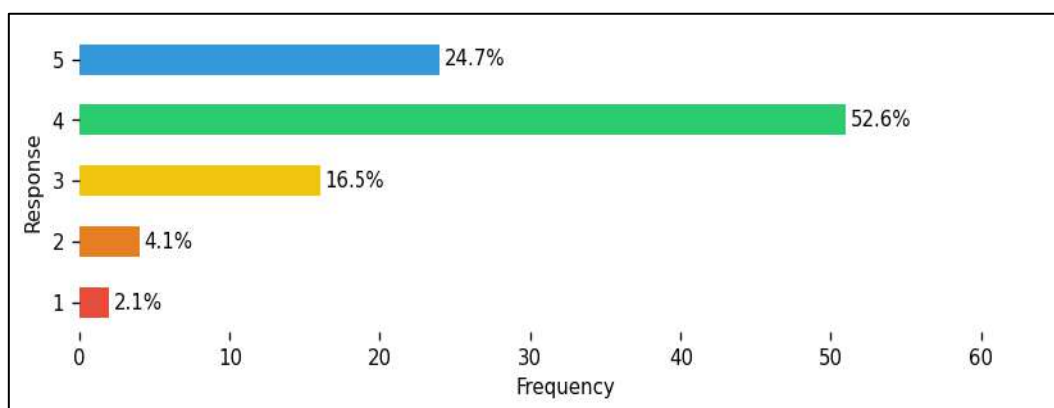


Table-159: Attainment Profile – CO4

Response	Frequency	Percentage
1	1	1.03%
2	4	4.12%
3	23	23.71%
4	48	49.48%
5	21	21.65%
Total	97	100%

Graph-136 and Table-159 indicate that 49.48% of respondents attained Rating 4 and 21.65% attained Rating 5, resulting in 71.13% combined high attainment. Another 23.71% were at Rating 3, while 4.12% and 1.03% were at Ratings 2 and 1 respectively.

CO5. Developed realistic comprehensive and dynamic assessment procedure that are able to keep the whole student in view

Graph-137: Attainment Profile – CO5**Table-160: Attainment Profile – CO5**

Response	Frequency	Percentage
1	2	2.06%
2	4	4.12%
3	16	16.49%
4	51	52.58%
5	24	24.74%
Total	97	100%

Graph-137 and Table-160 indicate that 52.58% of respondents attained Rating 4 and 24.74% attained Rating 5, giving a combined high attainment of 77.32%. Another 16.49% were at Rating 3, while 4.12% and 2.06% were at Ratings 2 and 1 respectively.

Course P-205: Drama and Art in Education (EPC-2: Practicum)

The expected Course Outcomes (COs) of Course P-205: Drama and Art in Education (EPC-2: Practicum) are as follows:

- **CO1:** Understood the concept of drama in Education and as pedagogy.

- **CO2:** Able to organize drama as an activity on the stage: solo, group etc.
- **CO3:** Able to appreciate Indian and regional drama traditions.
- **CO4:** Able to review and assess drama as a performing art.
- **CO5:** Understood the concept of Visual Art and Craft in the propagation of Education.
- **CO6:** Able to apply Visual Art and Craft as pedagogy.
- **CO7:** Acquired knowledge of visual art and craft, its different forms, basic resources, and their use.
- **CO8:** Acquired knowledge of Indian Contemporary Art and artists and appreciate their work of art.
- **CO9:** Able to review and assess Visual Art and Craft.

Table-161: Consolidated P-205 Course Outcome Attainment Distribution

COs	5	4	3	2	1
CO1	16.49%	61.86%	16.49%	4.12%	1.03%
CO2	23.71%	51.55%	20.62%	2.06%	2.06%
CO3	24.74%	52.58%	19.59%	2.06%	1.03%
CO4	21.65%	56.70%	18.56%	2.06%	1.03%
CO5	27.84%	52.58%	14.43%	3.09%	2.06%
CO6	16.49%	58.76%	21.65%	1.03%	2.06%
CO7	23.71%	52.58%	18.56%	3.09%	2.06%
CO8	19.59%	55.67%	19.59%	4.12%	1.03%
CO9	22.68%	50.52%	22.68%	3.09%	1.03%
Avg.	21.88%	54.76%	19.13%	2.75%	1.49%

Analysis of the Consolidated Course Outcome Attainment Distribution presented in Table-161:

- An average of 76.64% of responses falls within Ratings 4 and 5, comprising 54.76% at Rating 4 and 21.88% at Rating 5.
- Rating 3 accounts for an average of 19.13%, while Ratings 2 and 1 account for 2.75% and 1.49% respectively.
- CO5 recorded the highest combined high attainment at 80.42%, followed by CO1 and CO4 at 78.35% each.
- CO3 recorded 77.32% combined high attainment, while CO2 recorded 75.26%.
- CO6 recorded 75.25% combined high attainment, followed by CO7 at 76.29% and CO8 at 75.26%.
- CO9 recorded the comparatively lowest combined high attainment at 73.20%.
- CO5 recorded the highest Rating 5 percentage at 27.84%, while CO1 recorded the highest Rating 4 percentage at 61.86%.
- CO6 recorded the highest Rating 3 percentage at 21.65%.
- CO1 and CO8 recorded the highest Rating 2 percentage at 4.12% each.

- CO2 recorded the highest Rating 1 percentage at 2.06%, while CO1, CO3, CO4 and CO9 each recorded 1.03% at Rating 1.

A detailed analysis for each expected course outcome is given below –

CO1. Understood the concept of drama in Education and as pedagogy

Graph-138: Attainment Profile – CO1

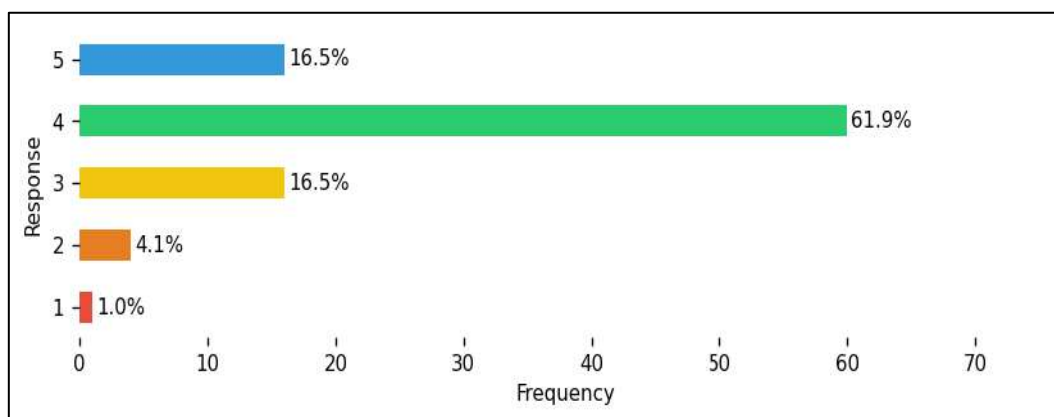


Table-162: Attainment Profile – CO1

Response	Frequency	Percentage
1	1	1.03%
2	4	4.12%
3	16	16.49%
4	60	61.86%
5	16	16.49%
Total	97	100%

Graph-138 and Table-162 indicate that 61.86% of respondents attained Rating 4 and 16.49% attained Rating 5, resulting in 78.35% combined high attainment. Another 16.49% were at Rating 3, while 4.12% and 1.03% were at Ratings 2 and 1 respectively.

CO2. Able to organize drama as an activity on the stage: solo, group etc

Graph-139: Attainment Profile – CO2

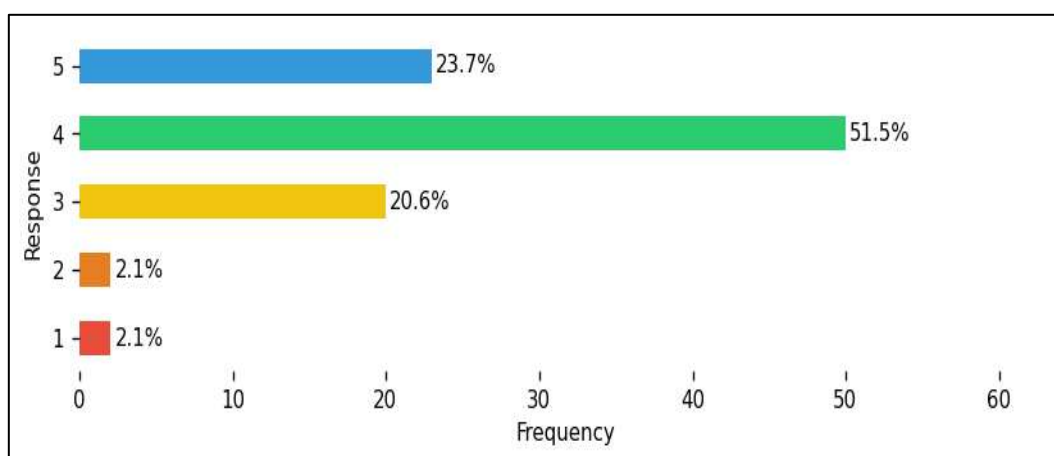
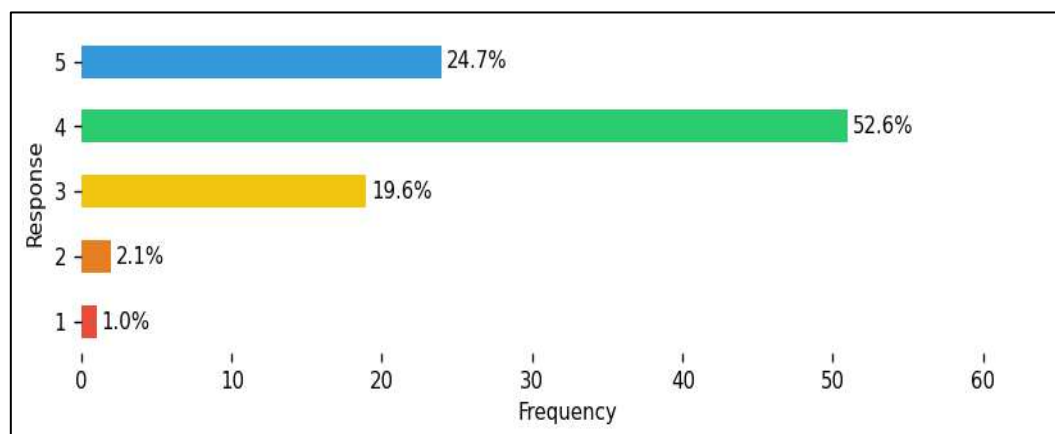


Table-163: Attainment Profile – CO2

Response	Frequency	Percentage
1	2	2.06%
2	2	2.06%
3	20	20.62%
4	50	51.55%
5	23	23.71%
Total	97	100%

Graph-139 and Table-163 indicate that 51.55% of respondents attained Rating 4 and 23.71% attained Rating 5, resulting in 75.26% combined high attainment. Another 20.62% were at Rating 3, while 2.06% each were at Ratings 2 and 1.

CO3. Able to appreciate Indian and regional drama traditions

Graph-140: Attainment Profile – CO3**Table-164: Attainment Profile – CO3**

Response	Frequency	Percentage
1	1	1.03%
2	2	2.06%
3	19	19.59%
4	51	52.58%
5	24	24.74%
Total	97	100%

Graph-141 and Table-164 indicate that 52.58% of respondents attained Rating 4 and 24.74% attained Rating 5, resulting in 77.32% combined high attainment. Another 19.59% were at Rating 3, while 2.06% and 1.03% were at Ratings 2 and 1 respectively.

CO4. Able to review and assess drama as a performing art

Graph-142: Attainment Profile – CO4

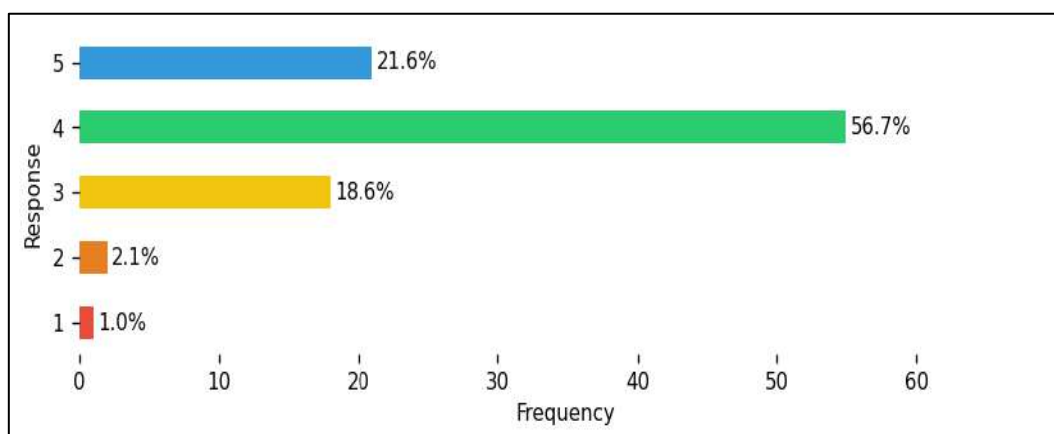


Table-165: Attainment Profile – CO4

Response	Frequency	Percentage
1	1	1.03%
2	2	2.06%
3	18	18.56%
4	55	56.7%
5	21	21.65%
Total	97	100%

Graph-143 and Table-165 indicate that 56.70% of respondents attained Rating 4 and 21.65% attained Rating 5, resulting in 78.35% combined high attainment. Another 18.56% were at Rating 3, while 2.06% and 1.03% were at Ratings 2 and 1 respectively.

CO5. Understood the concept of Visual Art and Craft in the propagation of Education

Graph-144: Attainment Profile – CO5

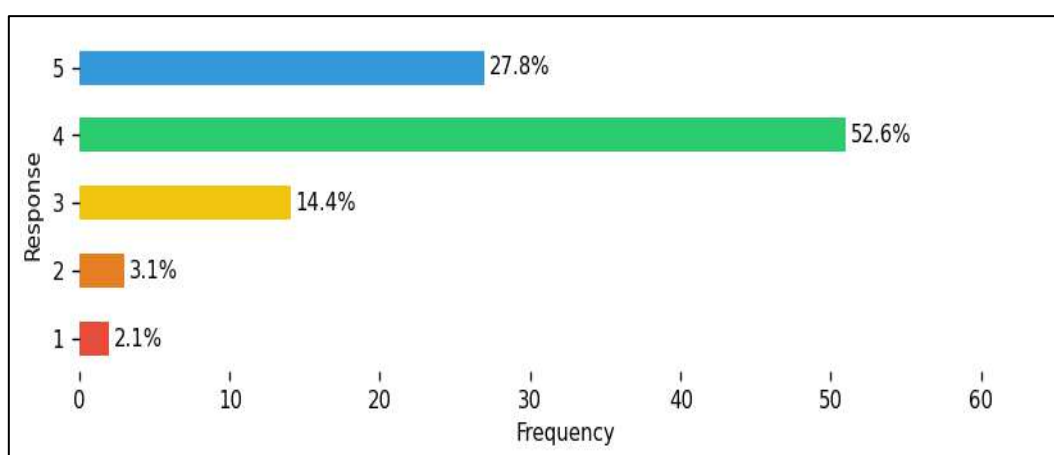
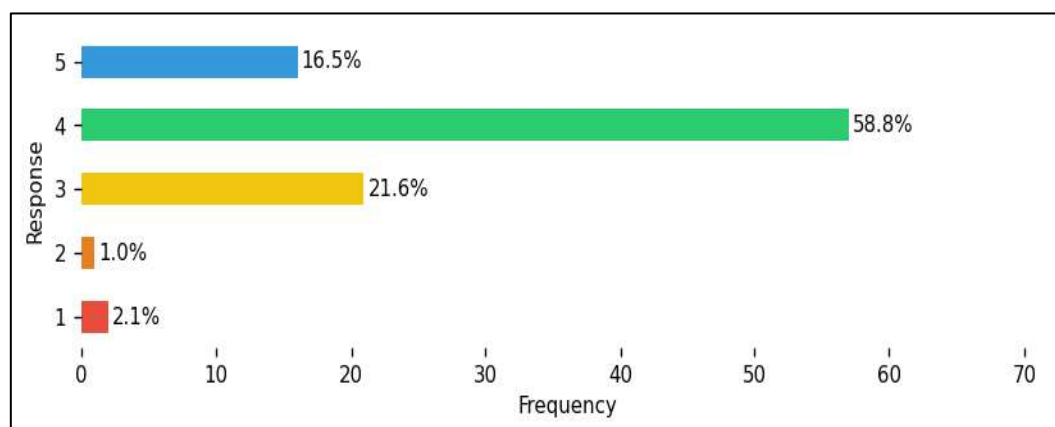


Table-166: Attainment Profile – CO5

Response	Frequency	Percentage
1	2	2.06%
2	3	3.09%
3	14	14.43%
4	51	52.58%
5	27	27.84%
Total	97	100%

Graph-144 and Table-166 indicate that 52.58% of respondents attained Rating 4 and 27.84% attained Rating 5, resulting in 80.42% combined high attainment. Another 14.43% were at Rating 3, while 3.09% and 2.06% were at Ratings 2 and 1 respectively.

CO6. Able to apply Visual Art and Craft as pedagogy

Graph-145: Attainment Profile – CO6**Table-166: Attainment Profile – CO6**

Response	Frequency	Percentage
1	2	2.06%
2	1	1.03%
3	21	21.65%
4	57	58.76%
5	16	16.49%
Total	97	100%

Graph-146 and Table-166 indicate that 58.76% of respondents attained Rating 4 and 16.49% attained Rating 5, resulting in 75.25% combined high attainment. Another 21.65% were at Rating 3, while 1.03% and 2.06% were at Ratings 2 and 1 respectively.

CO7. Acquired knowledge of visual art and craft, its different forms, basic resources. and their use

Graph-146: Attainment Profile – CO7

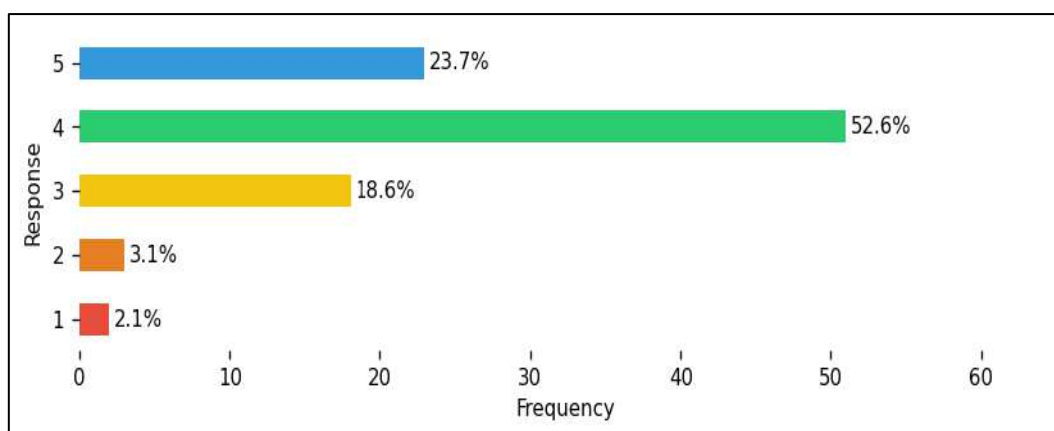


Table-168: Attainment Profile – CO7

Response	Frequency	Percentage
1	2	2.06%
2	3	3.09%
3	18	18.56%
4	51	52.58%
5	23	23.71%
Total	97	100%

Graph-146 and Table-168 indicate that 52.58% of respondents attained Rating 4 and 23.71% attained Rating 5, resulting in 76.29% combined high attainment. Another 18.56% were at Rating 3, while 3.09% and 2.06% were at Ratings 2 and 1 respectively.

CO8. Acquired knowledge of Indian Contemporary Art and artists and appreciate their work of art

Graph-147: Attainment Profile – CO8

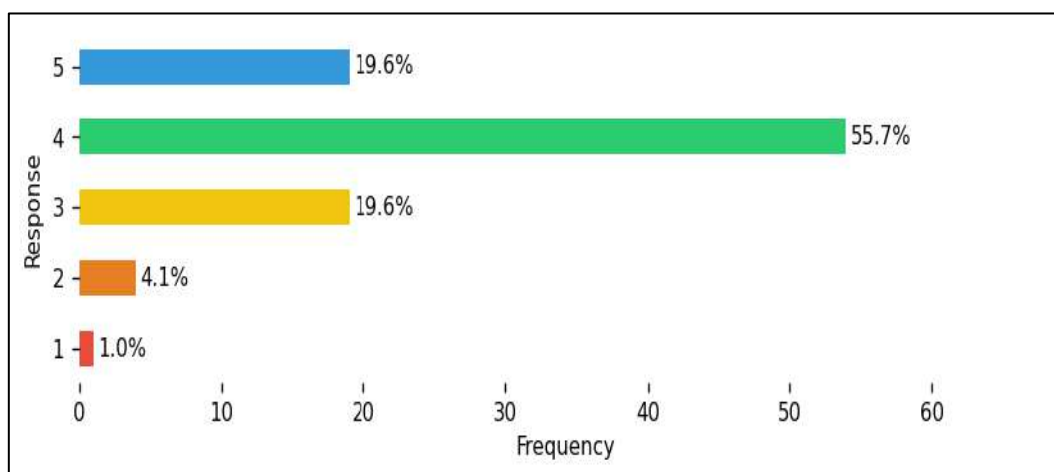
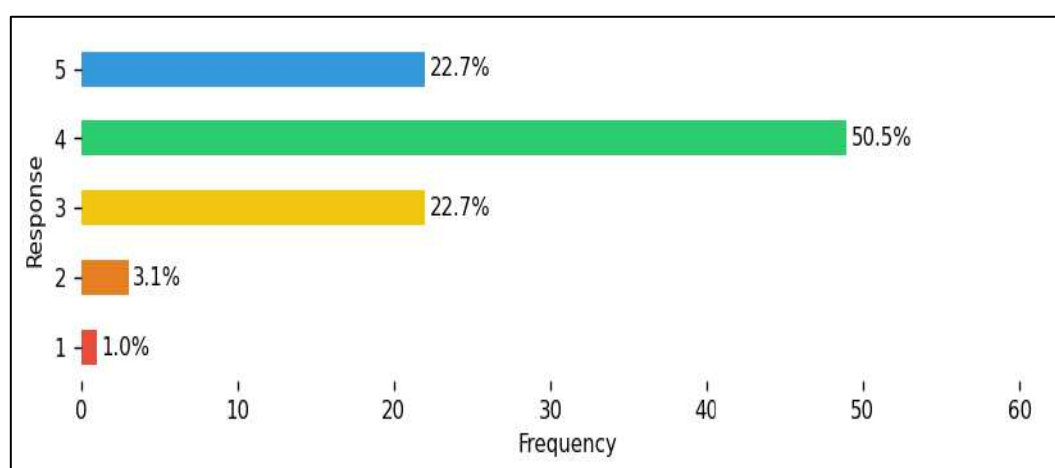


Table-169: Attainment Profile – CO8

Response	Frequency	Percentage
1	1	1.03%
2	4	4.12%
3	19	19.59%
4	54	55.67%
5	19	19.59%
Total	97	100%

Graph-147 and Table-169 indicate that 55.67% of respondents attained Rating 4 and 19.59% attained Rating 5, resulting in 75.26% combined high attainment. Another 19.59% were at Rating 3, while 4.12% and 1.03% were at Ratings 2 and 1 respectively.

CO9. Able to review and assess Visual Art and Craft

Graph-148: Attainment Profile – CO9**Table-170: Attainment Profile – CO9**

Response	Frequency	Percentage
1	1	1.03%
2	3	3.09%
3	22	22.68%
4	49	50.52%
5	22	22.68%
Total	97	100%

Graph-148 and Table-170 indicate that 50.52% of respondents attained Rating 4 and 22.68% attained Rating 5, resulting in 73.20% combined high attainment. Another 22.68% were at Rating 3, while 3.09% and 1.03% were at Ratings 2 and 1 respectively.

Course P-302: School Internship Report (Practice of Teaching: Practicum)

The expected Course Outcomes (COs) of Course P-205: Drama and Art in Education (EPC-2: Practicum) are as follows:

- **CO1:** Understood the concept of drama in Education and as pedagogy.
- **CO2:** Able to organize drama as an activity on the stage: solo, group etc.
- **CO3:** Able to appreciate Indian and regional drama traditions.
- **CO4:** Able to review and assess drama as a performing art.
- **CO5:** Understood the concept of Visual Art and Craft in the propagation of Education.
- **CO6:** Able to apply Visual Art and Craft as pedagogy.
- **CO7:** Acquired knowledge of visual art and craft, its different forms, basic resources and their use.
- **CO8:** Acquired knowledge of Indian Contemporary Art and artists and appreciate their work of art.
- **CO9:** Able to review and assess Visual Art and Craft.

Table-171: Consolidated P-205 Course Outcome Attainment Distribution

COs	5	4	3	2	1
CO1	16.49%	61.86%	16.49%	4.12%	1.03%
CO2	23.71%	51.55%	20.62%	2.06%	2.06%
CO3	24.74%	52.58%	19.59%	2.06%	1.03%
CO4	21.65%	56.70%	18.56%	2.06%	1.03%
CO5	27.84%	52.58%	14.43%	3.09%	2.06%
CO6	16.49%	58.76%	21.65%	1.03%	2.06%
CO7	23.71%	52.58%	18.56%	3.09%	2.06%
CO8	19.59%	55.67%	19.59%	4.12%	1.03%
CO9	22.68%	50.52%	22.68%	3.09%	1.03%
Avg.	21.88%	54.31%	19.13%	2.74%	1.59%

Analysis of the Consolidated Course Outcome Attainment Distribution presented in Table-171:

- An average of 76.19% of responses falls within Ratings 4 and 5, comprising 54.31% at Rating 4 and 21.88% at Rating 5.
- Rating 3 accounts for an average of 19.13%, while Ratings 2 and 1 account for 2.74% and 1.59%, respectively.
- CO6 recorded the highest combined high attainment at 75.25%.
- CO5 recorded the second-highest combined high attainment at 80.42%, followed by CO3 at 77.32% and CO2 at 75.26%.
- CO7 recorded the comparatively lowest combined high attainment at 76.29%.
- CO5 recorded the highest Rating 5 percentage at 27.84%, while CO1 recorded the highest Rating 4 percentage at 61.86%.
- CO1 and CO7 recorded the highest Rating 3 percentage at 19.59%.
- CO8 recorded the highest Rating 2 percentage at 4.12%, whereas CO1 recorded the highest Rating 1 percentage at 1.03%.

- Overall, the distribution indicates a strong level of attainment across all nine course outcomes, with the majority of respondents consistently selecting Ratings 4 and 5.

CO1. Experienced the actual teaching-learning situation in school

Graph-149: Attainment Profile – CO1

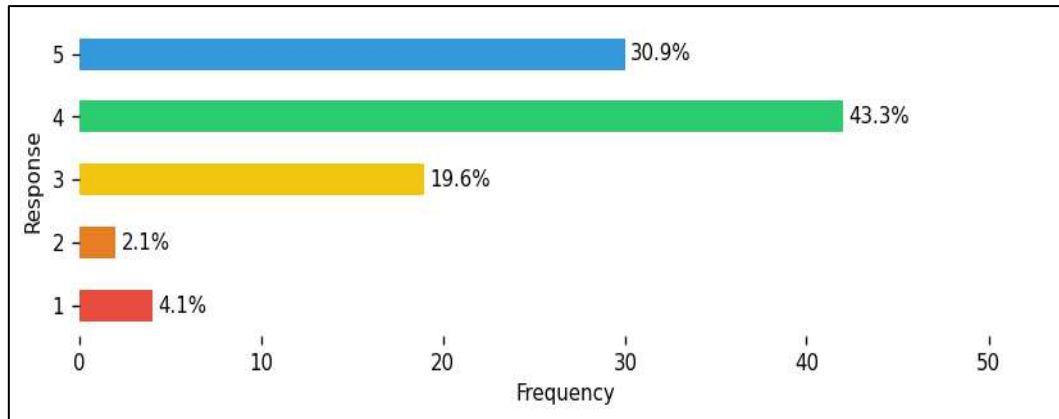


Table-172: Attainment Profile – CO1

Response	Frequency	Percentage
1	4	4.12%
2	2	2.06%
3	19	19.59%
4	42	43.3%
5	30	30.93%
Total	97	100%

Graph-149 and Table-172 indicate that 61.86% of respondents attained Rating 4 and 16.49% attained Rating 5, resulting in 78.35% combined high attainment. Another 16.49% were at Rating 3, while 4.12% and 1.03% were at Ratings 2 and 1, respectively.

CO2. Prepared a lesson plan and apply it during her teaching in actual classroom situation

Graph-150: Attainment Profile – CO2

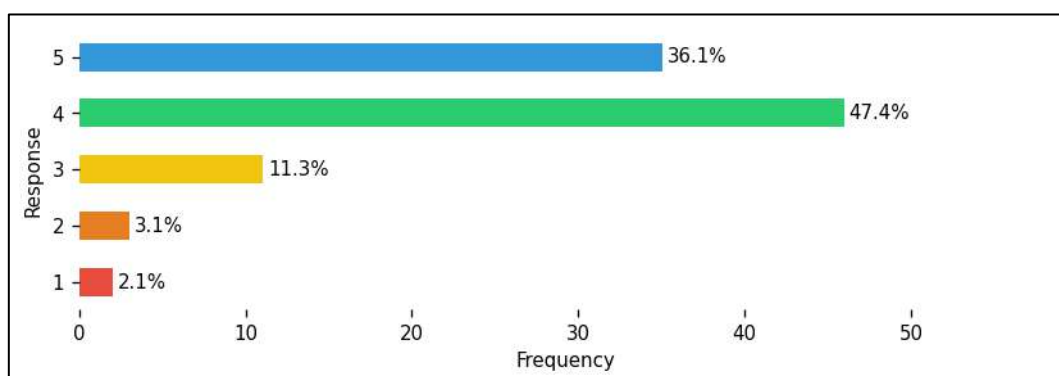
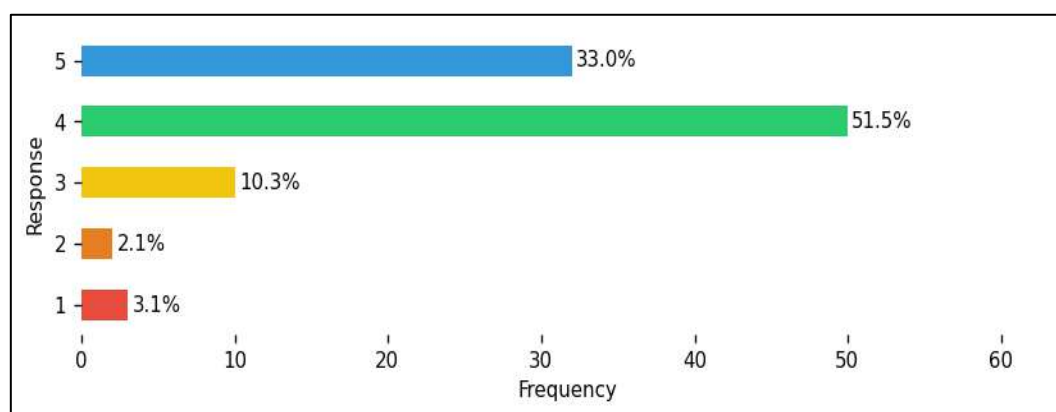


Table-173: Attainment Profile – CO2

Response	Frequency	Percentage
1	2	2.06%
2	3	3.09%
3	11	11.34%
4	46	47.42%
5	35	36.08%
Total	97	100%

Graph-150 and Table-173 indicate that 51.55% of respondents attained Rating 4 and 23.71% attained Rating 5, giving a combined high attainment of 75.26%. Another 20.62% were at Rating 3, while 2.06% each were at Ratings 2 and 1.

CO3. Used the teaching skills useful to teach a particular topic of the given subject

Graph-151: Attainment Profile – CO3**Table-174: Attainment Profile – CO3**

Response	Frequency	Percentage
1	3	3.09%
2	2	2.06%
3	10	10.31%
4	50	51.55%
5	32	32.99%
Total	97	100%

Graph-151 and Table-174 indicate that 52.58% of respondents attained Rating 4 and 24.74% attained Rating 5, together accounting for 77.32% combined high attainment. Further, 19.59% were at Rating 3, while 2.06% and 1.03% were at Ratings 2 and 1, respectively.

CO4. Prepared teaching aids to make teaching more effective, interesting and easy for students to understand the concept of the content taught

Graph-152: Attainment Profile – CO4

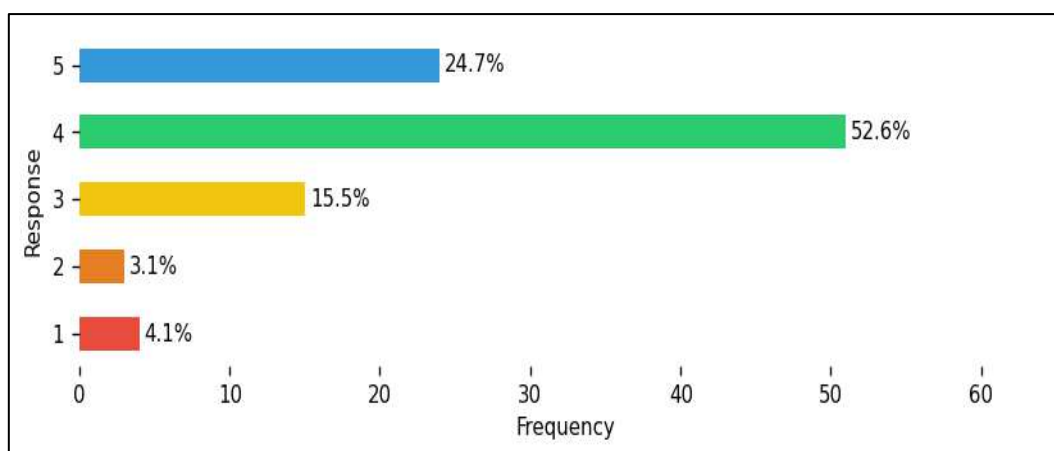


Table-175: Attainment Profile – CO4

Response	Frequency	Percentage
1	4	4.12%
2	3	3.09%
3	15	15.46%
4	51	52.58%
5	24	24.74%
Total	97	100%

Graph-152 and Table-175 indicate that 56.70% of respondents attained Rating 4 and 21.65% attained Rating 5, resulting in 78.35% combined high attainment. Another 18.56% were at Rating 3, while 2.06% and 1.03% were at Ratings 2 and 1, respectively.

CO5. Played the role of a facilitator, classroom manager and an able observer to facilitate, manage and identify learning situations

Graph-153: Attainment Profile – CO5

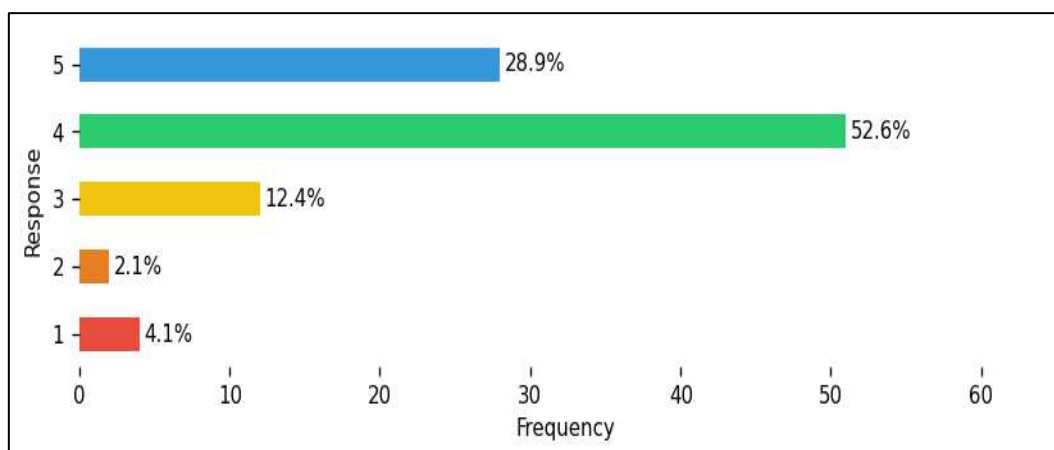
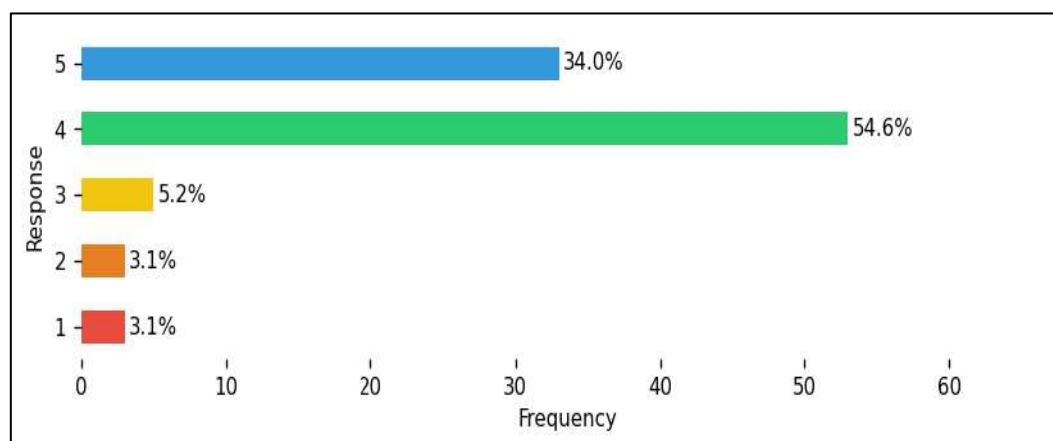


Table-176: Attainment Profile – CO5

Response	Frequency	Percentage
1	4	4.12%
2	2	2.06%
3	12	12.37%
4	51	52.58%
5	28	28.87%
Total	97	100%

Graph-153 and Table-176 indicate that 52.58% of respondents attained Rating 4 and 27.84% attained Rating 5, resulting in 80.42% combined high attainment. Another 14.43% were at Rating 3, while 3.09% and 2.06% were at Ratings 2 and 1, respectively.

CO6. Prepared tests and applied to achieve the objectives of learning

Graph-154: Attainment Profile – CO6**Table-177: Attainment Profile – CO6**

Response	Frequency	Percentage
1	3	3.09%
2	3	3.09%
3	5	5.15%
4	53	54.64%
5	33	34.02%
Total	97	100%

Graph-154 and Table-177 indicate that 58.76% of respondents attained Rating 4 and 16.49% attained Rating 5, resulting in 75.25% combined high attainment. Another 21.65% were at Rating 3, while 1.03% and 2.06% were at Ratings 2 and 1, respectively.

CO7. Able to Identify, Study and find viable solutions of a classroom issues through action research

Graph-155: Attainment Profile – CO7

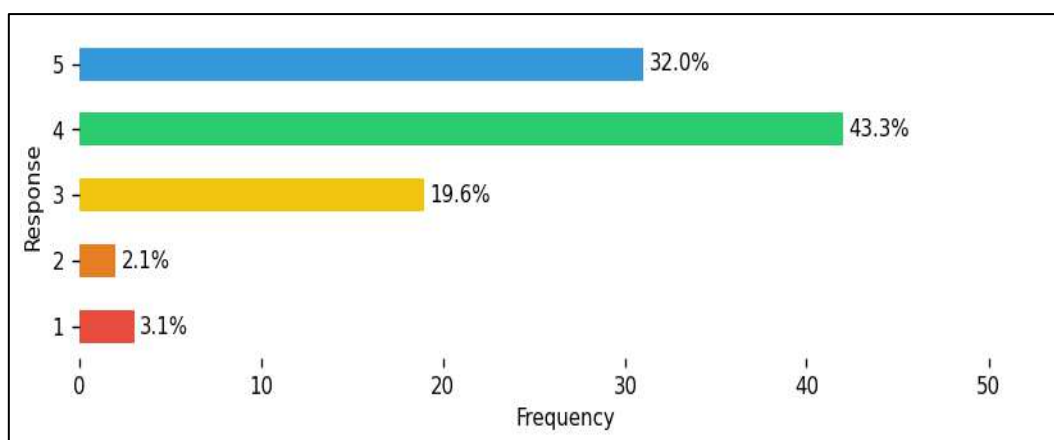


Table-178: Attainment Profile – CO7

Response	Frequency	Percentage
1	3	3.09%
2	2	2.06%
3	19	19.59%
4	42	43.3%
5	31	31.96%
Total	97	100%

Graph-155 and Table-178 indicate that 52.58% of respondents attained Rating 4 and 23.71% attained Rating 5, giving a combined high attainment of 76.29%. Another 18.56% were at Rating 3, while 3.09% and 2.06% were at Ratings 2 and 1, respectively.

CO8. Able to detect and solve students' problems through case studies

Graph-156: Attainment Profile – CO8

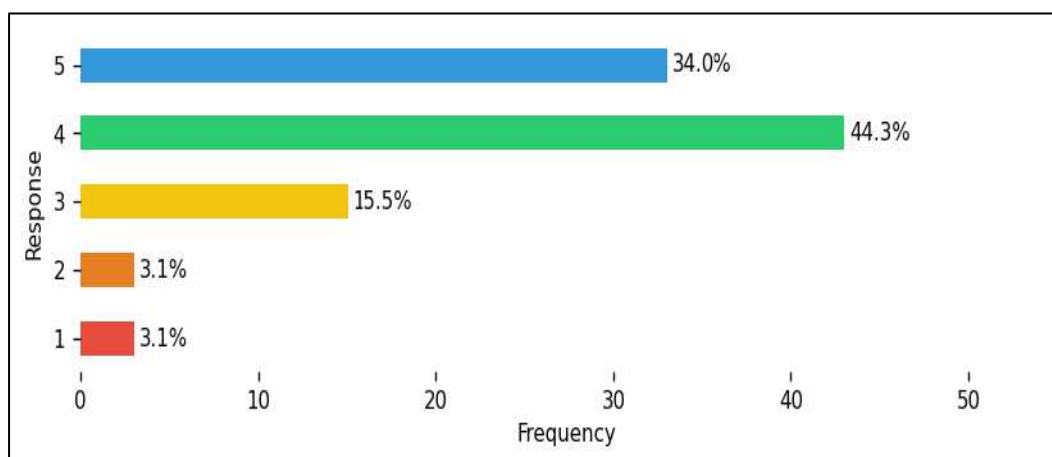
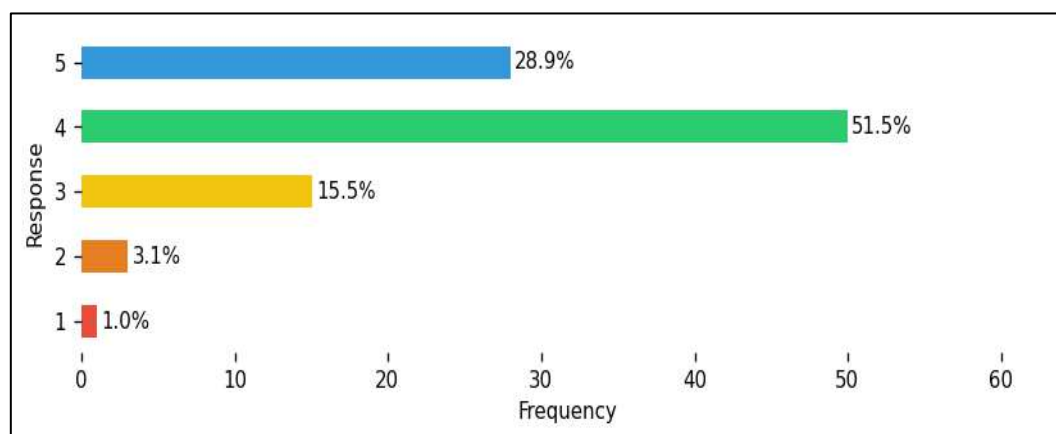


Table-179: Attainment Profile – CO8

Response	Frequency	Percentage
1	3	3.09%
2	3	3.09%
3	15	15.46%
4	43	44.33%
5	33	34.02%
Total	97	100%

Graph-156 and Table-179 indicate that 55.67% of respondents attained Rating 4 and 19.59% attained Rating 5, resulting in 75.26% combined high attainment. Another 19.59% were at Rating 3, while 4.12% and 1.03% were at Ratings 2 and 1, respectively.

CO9. Prepared timetable, blueprint, maintain register and manage class

Graph-157: Attainment Profile – CO9**Table-180: Attainment Profile – CO9**

Response	Frequency	Percentage
1	1	1.03%
2	3	3.09%
3	15	15.46%
4	50	51.55%
5	28	28.87%
Total	97	100%

Graph-157 and Table-180 indicate that 50.52% of respondents attained Rating 4 and 22.68% attained Rating 5, giving a combined high attainment of 73.20%. Another 22.68% were at Rating 3, while 3.09% and 1.03% were at Ratings 2 and 1, respectively.

Course P-303: Assessment of Practice Teaching in Selected Subject (Practicum)

The expected Course Outcome (CO) of Course P-303: Assessment of Practice Teaching in Selected Subject (Practicum) is as follows:

- **CO1:** Performed teaching skills, professional attitude, aptitude, gesture, posture, body language, facial expression, classroom management, social skills, teaching ability, knowledge and control over the subject content.

Table-181: Consolidated P-303 Course Outcome Attainment Distribution

COs	5	4	3	2	1
CO1	29.90%	43.30%	21.65%	2.06%	3.09%
Avg.	29.90%	43.30%	21.65%	2.06%	3.09%

Analysis of the Consolidated Course Outcome Attainment Distribution presented in Table-181:

- An average of 73.20% of responses falls within Ratings 4 and 5, comprising 43.30% at Rating 4 and 29.90% at Rating 5.
- Rating 3 accounts for 21.65%, while Ratings 2 and 1 account for 2.06% and 3.09%, respectively.
- Since P-303 contains only one Course Outcome, CO1 recorded the overall attainment of the course, with a combined high attainment of 73.20%.
- The highest proportion of respondents was recorded at Rating 4 (43.30%), followed by Rating 5 (29.90%).
- The relatively low percentages at Ratings 1 and 2 (3.09% and 2.06%, respectively) indicate that only a small proportion of respondents reported lower levels of attainment.

A detailed analysis for the expected course outcome is given below –

CO1. Performed teaching skills, professional attitude, aptitude, gesture, posture, body language, facial expression, classroom management, social skills, teaching ability, knowledge and control over the subject content

Graph-158: Attainment Profile – CO1

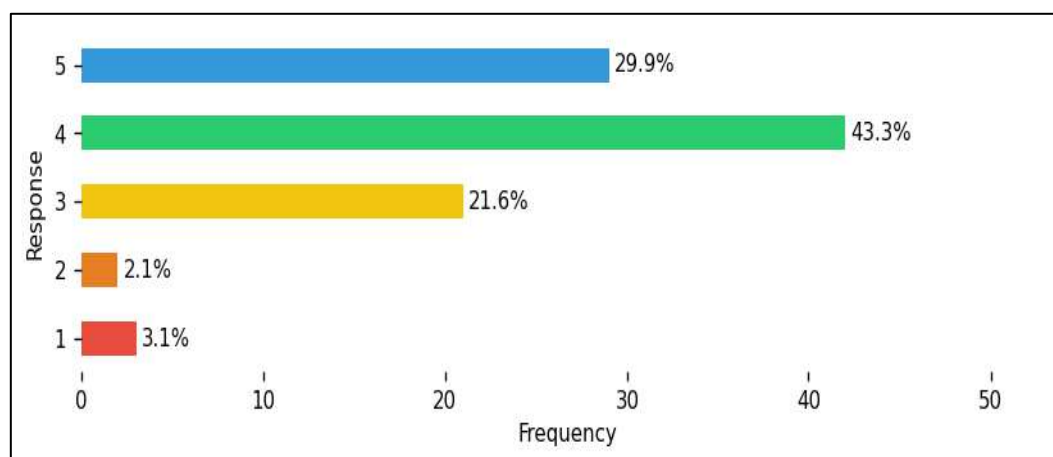


Table-182: Attainment Profile – CO1

Response	Frequency	Percentage
1	3	3.09%
2	2	2.06%
3	21	21.65%
4	42	43.3%
5	29	29.9%
Total	97	100%

Graph-158 and Table-182 indicate that 43.30% of respondents attained Rating 4 and 29.90% attained Rating 5, resulting in 73.20% combined high attainment. Another 21.65% were at Rating 3, while 2.06% and 3.09% were at Ratings 2 and 1, respectively.

Course TC-401: Gender, School and Society

The expected Course Outcomes (COs) of Course TC-401: Gender, School and Society are as follows:

- CO1: Understood the psychological and sociological perspective of gender.
- CO2: Acquired knowledge of women education and law.
- CO3: Understood the importance of gender sensitization for the healthy growth of society.
- CO4: Understood the relationship between gender, school and society.
- CO5: Understood the role of education in minimizing gender disparity.

Table-183: Consolidated TC-401 Course Outcome Attainment Distribution

COs	5	4	3	2	1
CO1	23.71%	49.48%	18.56%	4.12%	4.12%
CO2	25.77%	54.64%	15.46%	1.03%	3.09%
CO3	26.80%	53.61%	16.49%	1.03%	2.06%
CO4	26.80%	58.76%	11.34%	2.06%	1.03%
CO5	27.84%	49.48%	18.56%	1.03%	3.09%
Avg.	26.18%	53.19%	16.08%	1.85%	2.68%

Analysis of the Consolidated Course Outcome Attainment Distribution presented in Table-183:

- An average of 79.37% of responses falls within Ratings 4 and 5, comprising 53.19% at Rating 4 and 26.18% at Rating 5.
- Rating 3 accounts for an average of 16.08%, while Ratings 2 and 1 account for 1.85% and 2.68%, respectively.
- CO4 recorded the highest combined high attainment at 85.56%, followed by CO3 at 80.41% and CO2 at 80.41%.
- CO5 recorded a combined high attainment of 77.32%, while CO1 recorded the comparatively lowest combined high attainment at 73.19%.

- CO5 recorded the highest Rating 5 percentage at 27.84%, followed by CO3 and CO4 at 26.80% each.
- CO4 recorded the highest Rating 4 percentage at 58.76%, indicating particularly strong attainment of the outcome related to understanding the relationship between gender, school and society.
- CO1 recorded the highest Rating 2 percentage at 4.12%, while CO1 also recorded the highest Rating 1 percentage at 4.12%.
- Overall, the findings indicate a strong level of attainment across all five Course Outcomes, with an average of nearly four-fifths (79.37%) of responses concentrated at Ratings 4 and 5.

A detailed analysis for each expected course outcome is given below –

CO1. Understood the psychological and sociological perspective of gender

Graph-159: Attainment Profile – CO1

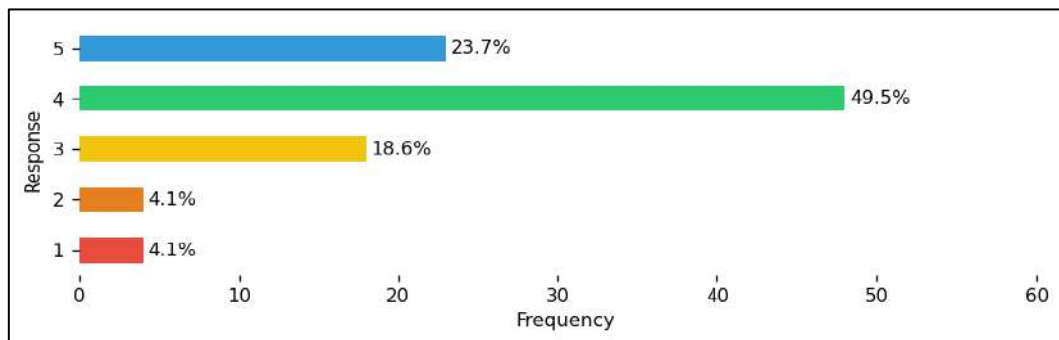


Table-184: Attainment Profile – CO1

Response	Frequency	Percentage
1	4	4.12%
2	4	4.12%
3	18	18.56%
4	48	49.48%
5	23	23.71%
Total	97	100%

Graph-159 and Table-184 indicate that 49.48% of respondents attained Rating 4 and 23.71% attained Rating 5, resulting in 73.19% combined high attainment. Another 18.56% were at Rating 3, while 4.12% each were at Ratings 2 and 1.

CO2. Acquired knowledge of women education and law

Graph-160: Attainment Profile – CO2

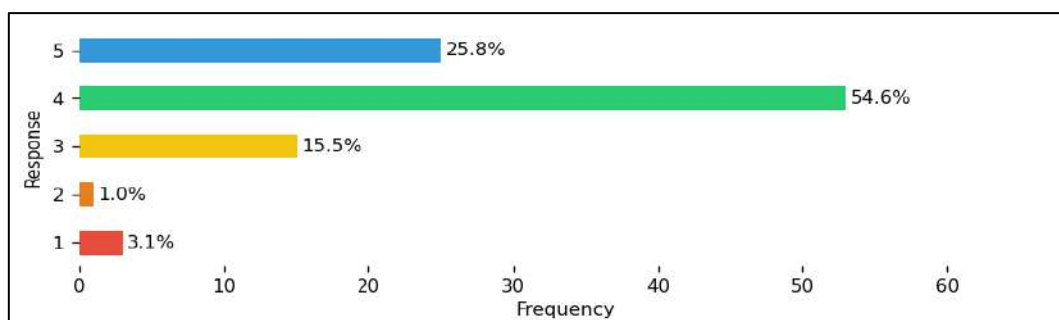
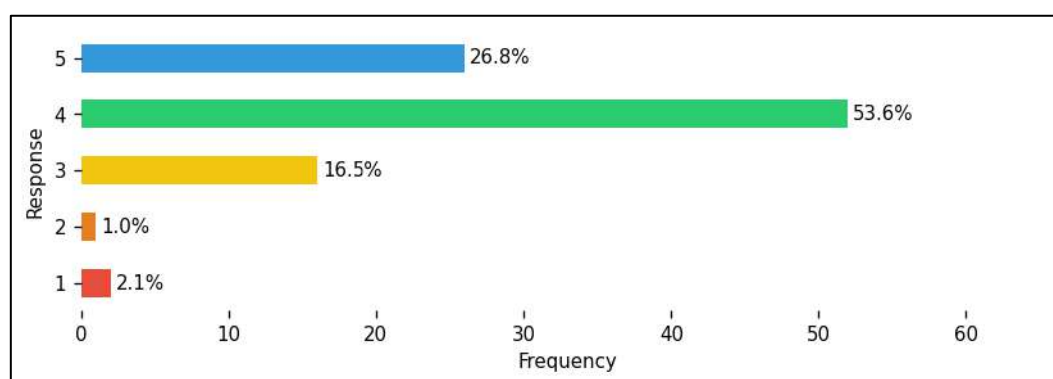


Table-185: Attainment Profile – CO2

Response	Frequency	Percentage
1	3	3.09%
2	1	1.03%
3	15	15.46%
4	53	54.64%
5	25	25.77%
Total	97	100%

Graph-160 and Table-185 indicate that 54.64% of respondents attained Rating 4 and 25.77% attained Rating 5, giving a combined high attainment of 80.41%. Another 15.46% were at Rating 3, while 1.03% and 3.09% were at Ratings 2 and 1, respectively.

CO3. Understood the importance of gender sensitization for the healthy growth of society

Graph-161: Attainment Profile – CO3**Table-186: Attainment Profile – CO3**

Response	Frequency	Percentage
1	2	2.06%
2	1	1.03%
3	16	16.49%
4	52	53.61%
5	26	26.8%
Total	97	100%

Graph-161 and Table-186 indicate that 53.61% of respondents attained Rating 4 and 26.80% attained Rating 5, together accounting for 80.41% combined high attainment. Further, 16.49% were at Rating 3, while 1.03% and 2.06% were at Ratings 2 and 1, respectively.

CO4. Understood the relationship between gender, school and society

Graph-162: Attainment Profile – CO4

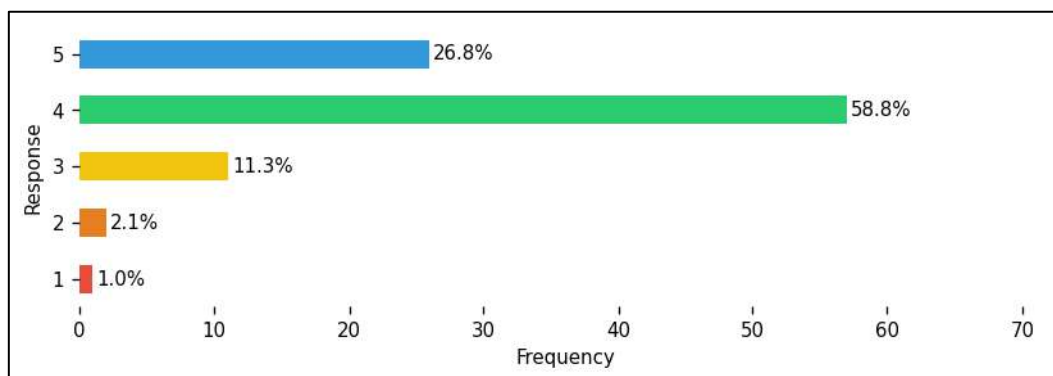


Table-187: Attainment Profile – CO4

Response	Frequency	Percentage
1	1	1.03%
2	2	2.06%
3	11	11.34%
4	57	58.76%
5	26	26.8%
Total	97	100%

Graph-162 and Table-187 indicate that 58.76% of respondents attained Rating 4 and 26.80% attained Rating 5, resulting in the highest combined high attainment of 85.56%. Another 11.34% were at Rating 3, while 2.06% and 1.03% were at Ratings 2 and 1, respectively.

CO5. Understood the role of education in minimizing gender disparity

Graph-163: Attainment Profile – CO5

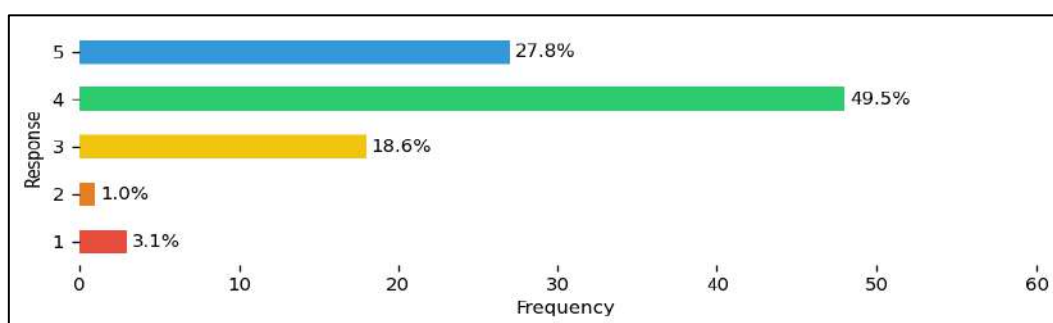


Table-188: Attainment Profile – CO5

Response	Frequency	Percentage
1	3	3.09%
2	1	1.03%
3	18	18.56%
4	48	49.48%
5	27	27.84%
Total	97	100%

Graph-162 and Table-188 indicate that 49.48% of respondents attained Rating 4 and 27.84% attained Rating 5, resulting in 77.32% combined high attainment. Another 18.56% were at Rating 3, while 1.03% and 3.09% were at Ratings 2 and 1, respectively.

Course TC-402: Knowledge and Curriculum (Part-2)

The expected Course Outcomes (COs) of Course TC-402: Knowledge and Curriculum (Part-2) are as follows:

- **CO1:** Understood the interplay of language and society.
- **CO2:** Understood the development process of language acquisition.
- **CO3:** Understood the function of language and how children use it as a tool at different developmental stages.
- **CO4:** Understood the language diversity in classrooms.
- **CO5:** Understood classroom discourse, tools of learning and reading in context areas.

Table-189: Consolidated TC-402 Course Outcome Attainment Distribution

COs	5	4	3	2	1
CO1	26.80%	48.45%	18.56%	3.09%	3.09%
CO2	25.77%	54.64%	14.43%	3.09%	2.06%
CO3	28.87%	49.48%	18.56%	2.06%	1.03%
CO4	27.84%	51.55%	13.40%	4.12%	3.09%
CO5	28.87%	53.61%	10.31%	4.12%	3.09%
Avg.	27.63%	51.55%	15.05%	3.30%	2.47%

Analysis of the Consolidated Course Outcome Attainment Distribution presented in Table-189:

- An average of 79.18% of responses falls within Ratings 4 and 5, comprising 51.55% at Rating 4 and 27.63% at Rating 5.
- Rating 3 accounts for an average of 15.05%, while Ratings 2 and 1 account for 3.30% and 2.47% respectively.
- CO5 recorded the highest combined high attainment at 82.48%, followed by CO2 at 80.41%.
- CO4 recorded 79.39% combined high attainment, while CO3 recorded 78.35%.
- CO1 recorded the comparatively lowest combined high attainment at 75.25%.
- CO3 and CO5 each recorded the highest Rating 5 percentage at 28.87%, while CO2 recorded the highest Rating 4 percentage at 54.64%.
- CO5 recorded the lowest Rating 3 percentage at 10.31%, whereas CO1 and CO3 each recorded 18.56% at Rating 3.
- CO4 and CO5 recorded the highest Rating 2 percentage at 4.12%.
- CO1, CO4 and CO5 each recorded the highest Rating 1 percentage at 3.09%.

A detailed analysis for each expected course outcome is given below –

CO1. Understood the interplay of language and society

Graph-163: Attainment Profile – CO1

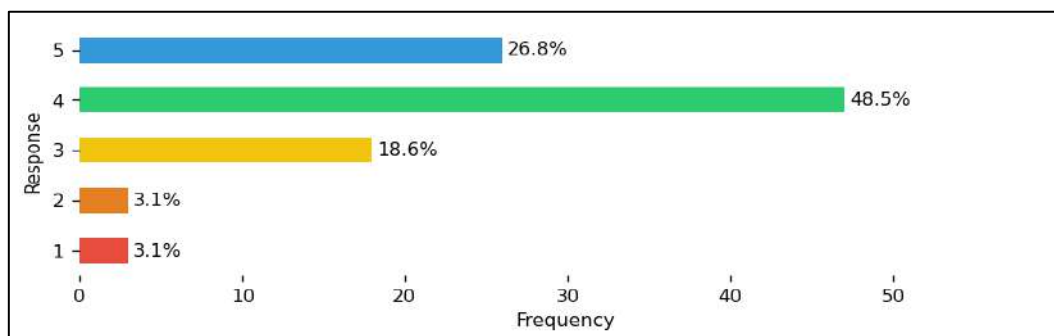


Table-190: Attainment Profile – CO1

Response	Frequency	Percentage
1	3	3.09%
2	3	3.09%
3	18	18.56%
4	47	48.45%
5	26	26.8%
Total	97	100%

Graph-163 and Table-190 indicate that 48.45% of respondents attained Rating 4 and 26.80% attained Rating 5, resulting in 75.25% combined high attainment. Another 18.56% were at Rating 3, while 3.09% and 3.09% were at Ratings 2 and 1 respectively.

CO2. Understood the development process of language acquisition

Graph-164: Attainment Profile – CO2

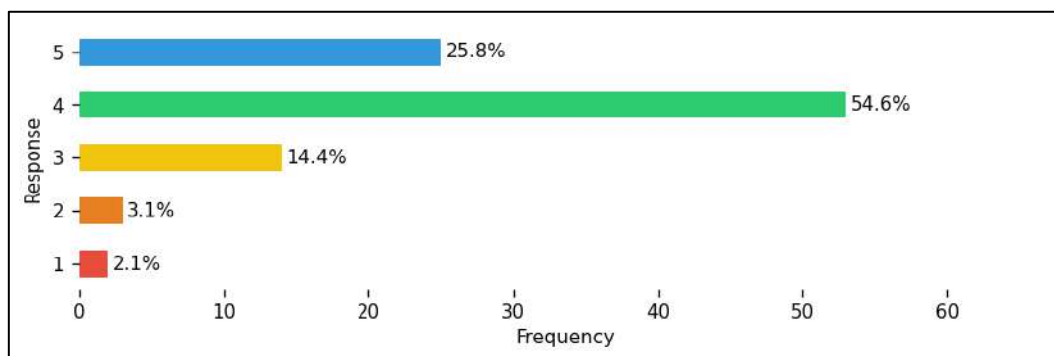


Table-191: Attainment Profile – CO2

Response	Frequency	Percentage
1	2	2.06%
2	3	3.09%
3	14	14.43%
4	53	54.64%
5	25	25.77%
Total	97	100%

Graph-164 and Table-191 indicate that 54.64% of respondents attained Rating 4 and 25.77% attained Rating 5, giving a combined high attainment of 80.41%. Another 14.43% were at Rating 3, while 3.09% and 2.06% were at Ratings 2 and 1 respectively.

CO3. Understood function of language and how children use them as a tool at different developmental stages

Graph-165: Attainment Profile – CO3

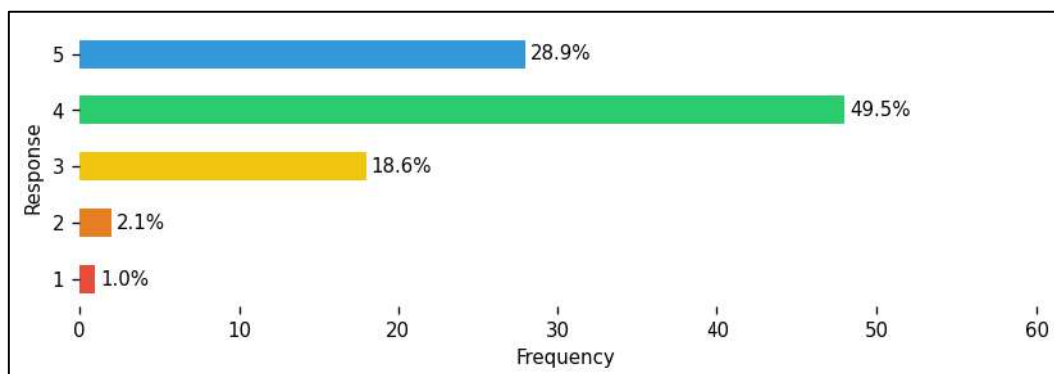


Table-192: Attainment Profile – CO3

Response	Frequency	Percentage
1	1	1.03%
2	2	2.06%
3	18	18.56%
4	48	49.48%
5	28	28.87%
Total	97	100%

Graph-165 and Table-192 show that 49.48% of respondents were at Rating 4 and 28.87% at Rating 5, together accounting for 78.35% combined high attainment. Further, 18.56% were at Rating 3, while 2.06% and 1.03% were at Ratings 2 and 1 respectively.

CO4. Understood the language diversity in classrooms

Graph-166: Attainment Profile – CO4

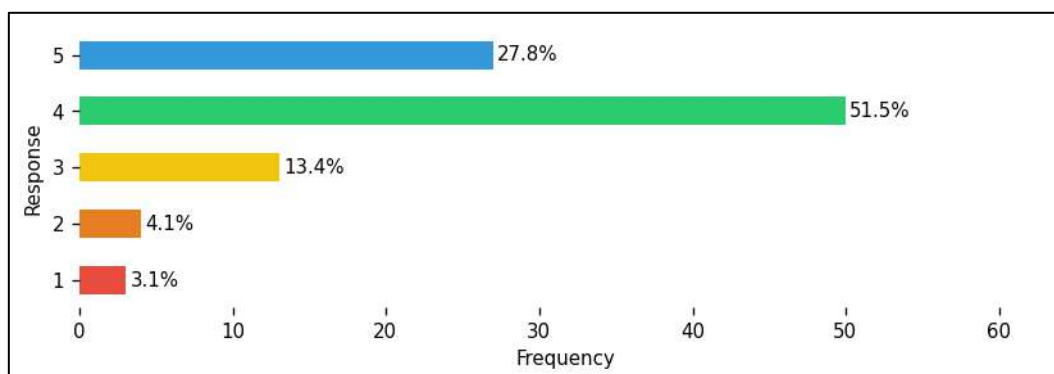
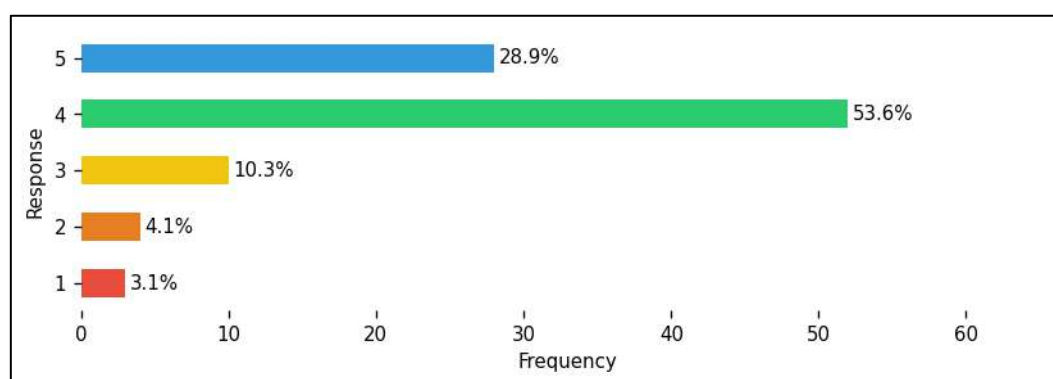


Table-193: Attainment Profile – CO4

Response	Frequency	Percentage
1	3	3.09%
2	4	4.12%
3	13	13.4%
4	50	51.55%
5	27	27.84%
Total	97	100%

Graph-166 and Table-193 indicate that 51.55% of respondents attained Rating 4 and 27.84% attained Rating 5, resulting in 79.39% combined high attainment. Another 13.40% were at Rating 3, while 4.12% and 3.09% were at Ratings 2 and 1 respectively.

CO5. Understood classroom discourse, tools of learning and reading in context areas

Graph-167: Attainment Profile – CO5**Table-194: Attainment Profile – CO5**

Response	Frequency	Percentage
1	3	3.09%
2	4	4.12%
3	10	10.31%
4	52	53.61%
5	28	28.87%
Total	97	100%

Graph-167 and Table-194 indicate that 53.61% of respondents attained Rating 4 and 28.87% attained Rating 5, giving a combined high attainment of 82.48%. Another 10.31% were at Rating 3, while 4.12% and 3.09% were at Ratings 2 and 1 respectively.

Course TC-403: Creating and Inclusive School

The expected Course Outcomes (COs) of Course TC-403: Creating an Inclusive School are as follows:

- CO1: Able to demonstrate knowledge of different perspectives in the area of education of children with disabilities.

- CO2: Able to reformulate attitudes towards children with special needs.
- CO3: Able to identify needs of children with diversities.
- CO4: Able to plan need-based programmes for all children with varied abilities in the classroom.
- CO5: Able to use human and material resources in the classroom.
- CO6: Able to use specific strategies involving skills in teaching children with special needs in inclusive classrooms.
- CO7: Able to modify appropriate learner-friendly evaluation procedures.
- CO8: Able to incorporate innovative practices to respond to education of children with special needs.
- CO9: Able to contribute to the formulation of policy.
- CO10: Able to implement education of children with special needs.

Table-195: Consolidated TC-403 Course Outcome Attainment Distribution

COs	5	4	3	2	1
CO1	20.62%	63.92%	8.25%	4.12%	3.09%
CO2	28.87%	50.52%	16.49%	2.06%	2.06%
CO3	27.84%	49.48%	15.46%	4.12%	3.09%
CO4	27.84%	46.39%	17.53%	4.12%	4.12%
CO5	26.80%	47.42%	22.68%	1.03%	2.06%
CO6	24.74%	52.58%	14.43%	6.19%	2.06%
CO7	27.84%	45.36%	19.59%	3.09%	4.12%
CO8	21.65%	56.70%	18.56%	1.03%	2.06%
CO9	21.65%	57.73%	16.49%	1.03%	3.09%
CO10	22.68%	53.61%	17.53%	4.12%	2.06%
Avg.	25.05%	52.37%	16.70%	3.09%	2.78%

Analysis of the Consolidated Course Outcome Attainment Distribution presented in Table-195:

- An average of 77.42% of responses falls within Ratings 4 and 5, comprising 52.37% at Rating 4 and 25.05% at Rating 5.
- Rating 3 accounts for an average of 16.70%, while Ratings 2 and 1 account for 3.09% and 2.78% respectively.
- CO1 recorded the highest combined high attainment at 84.54%, followed by CO2 at 79.39%.
- CO9 recorded 79.38% combined high attainment, while CO8 recorded 78.35%.
- CO6 recorded 77.32% combined high attainment.
- CO3 recorded 77.32%, while CO10 recorded 76.29%.
- CO7 recorded 73.20% combined high attainment, the comparatively lowest among all the COs.
- CO2 recorded the highest Rating 5 percentage at 28.87%.

- CO1 recorded the highest Rating 4 percentage at 63.92%.
- CO5 recorded the highest Rating 3 percentage at 22.68%.
- CO6 recorded the highest Rating 2 percentage at 6.19%.
- CO4 and CO7 each recorded the highest Rating 1 percentage at 4.12%.

A detailed analysis for each expected course outcome is given below –

CO1. Able to demonstrate knowledge of different perspective in the area of education of children with disabilities

Graph-168: Attainment Profile – CO1

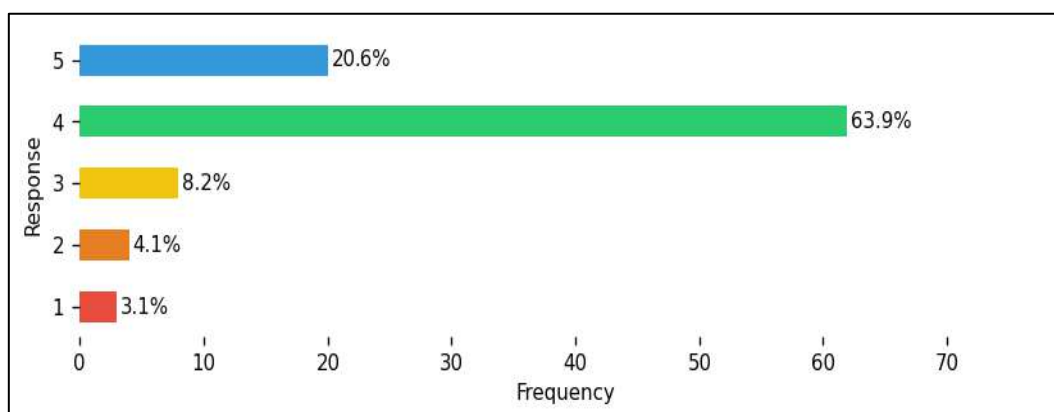


Table-196: Attainment Profile – CO1

Response	Frequency	Percentage
1	3	3.09%
2	4	4.12%
3	8	8.25%
4	62	63.92%
5	20	20.62%
Total	97	100%

Graph-168 and Table-196 indicate that 63.92% of respondents attained Rating 4 and 20.62% attained Rating 5, resulting in 84.54% combined high attainment. Another 8.25% were at Rating 3, while 4.12% and 3.09% were at Ratings 2 and 1 respectively.

CO2. Able to reformulate attitudes towards children with special needs

Graph-169: Attainment Profile – CO2

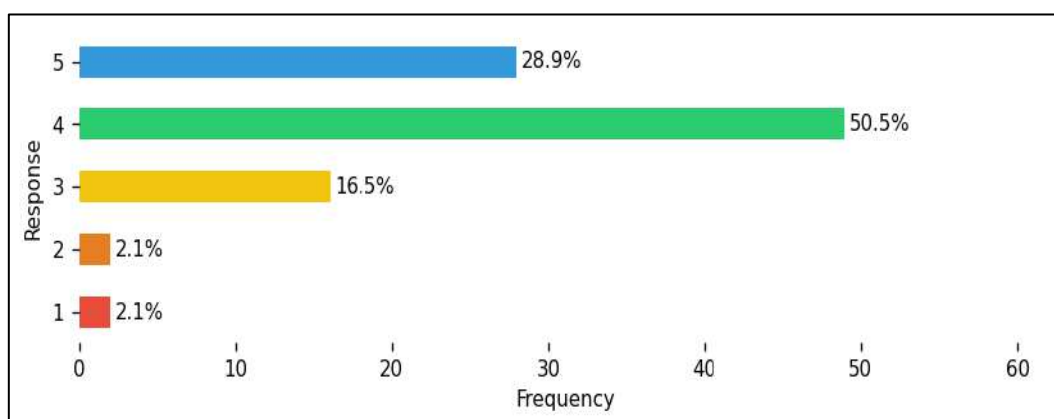
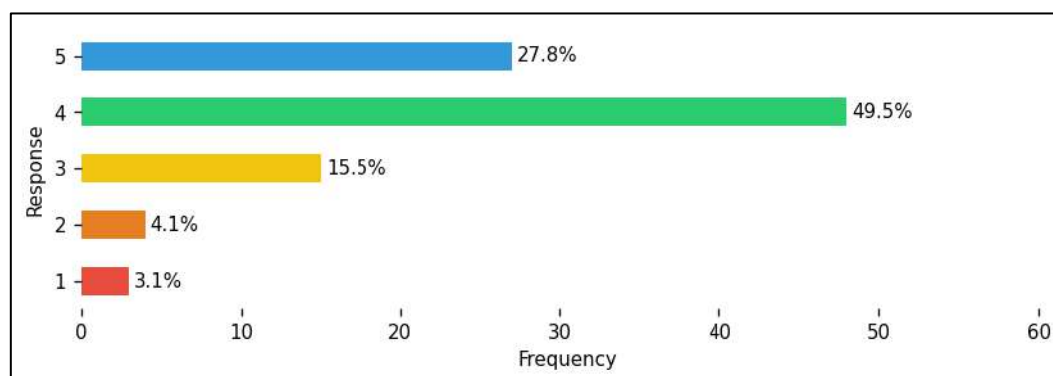


Table-197: Attainment Profile – CO2

Response	Frequency	Percentage
1	2	2.06%
2	2	2.06%
3	16	16.49%
4	49	50.52%
5	28	28.87%
Total	97	100%

Graph-169 and Table-197 indicate that 50.52% of respondents attained Rating 4 and 28.87% attained Rating 5, giving a combined high attainment of 79.39%. Another 16.49% were at Rating 3, while 2.06% and 2.06% were at Ratings 2 and 1 respectively.

CO3. Able to identify needs of children with diversities

Graph-170: Attainment Profile – CO3**Table-198: Attainment Profile – CO3**

Response	Frequency	Percentage
1	3	3.09%
2	4	4.12%
3	15	15.46%
4	48	49.48%
5	27	27.84%
Total	97	100%

Graph-170 and Table-198 show that 49.48% of respondents were at Rating 4 and 27.84% at Rating 5, together accounting for 77.32% combined high attainment. Further, 15.46% were at Rating 3, while 4.12% and 3.09% were at Ratings 2 and 1 respectively.

CO4. Able to plan need-based programmes for all children with varied abilities in the classroom

Graph-171: Attainment Profile – CO4

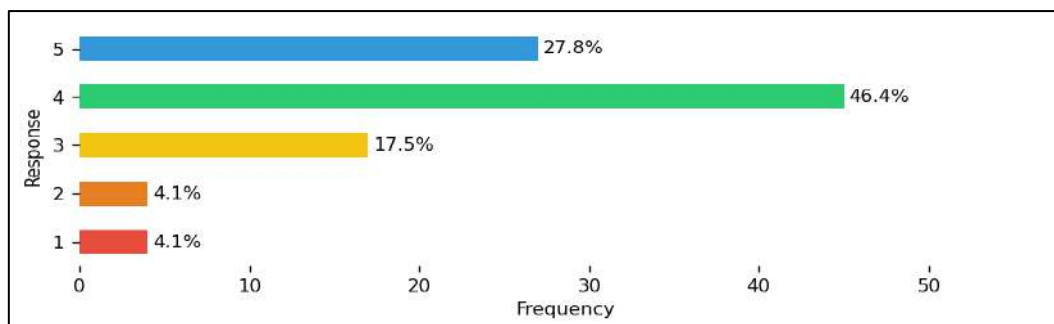


Table-199: Attainment Profile – CO4

Response	Frequency	Percentage
1	4	4.12%
2	4	4.12%
3	17	17.53%
4	45	46.39%
5	27	27.84%
Total	97	100%

Graph-171 and Table-199 indicate that 46.39% of respondents attained Rating 4 and 27.84% attained Rating 5, resulting in 74.23% combined high attainment. Another 17.53% were at Rating 3, while 4.12% and 4.12% were at Ratings 2 and 1 respectively.

CO5. Able to use human and material resource in the classroom

Graph-172: Attainment Profile – CO5

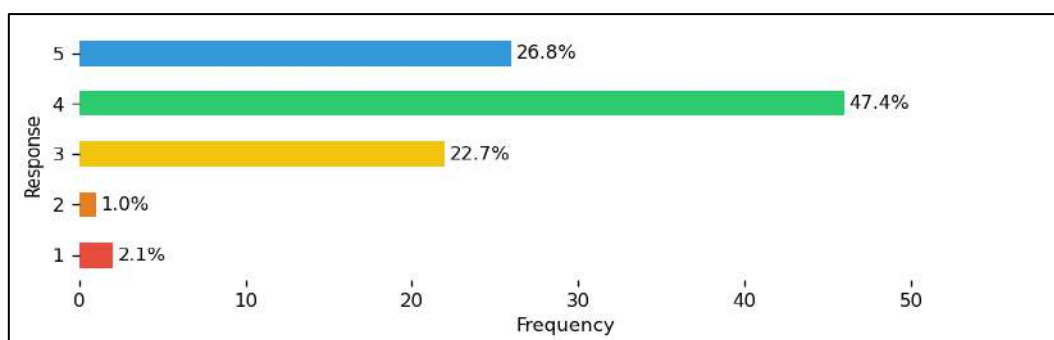


Table-200: Attainment Profile – CO5

Response	Frequency	Percentage
1	2	2.06%
2	1	1.03%
3	22	22.68%
4	46	47.42%
5	26	26.8%
Total	97	100%

Graph-172 and Table-200 indicate that 47.42% of respondents attained Rating 4 and 26.80% attained Rating 5, giving a combined high attainment of 74.22%. Another 22.68% were at Rating 3, while 1.03% and 2.06% were at Ratings 2 and 1 respectively.

CO6. Able to use specific strategies involving skills in teaching special needs children in inclusive classrooms

Graph-173: Attainment Profile – CO6

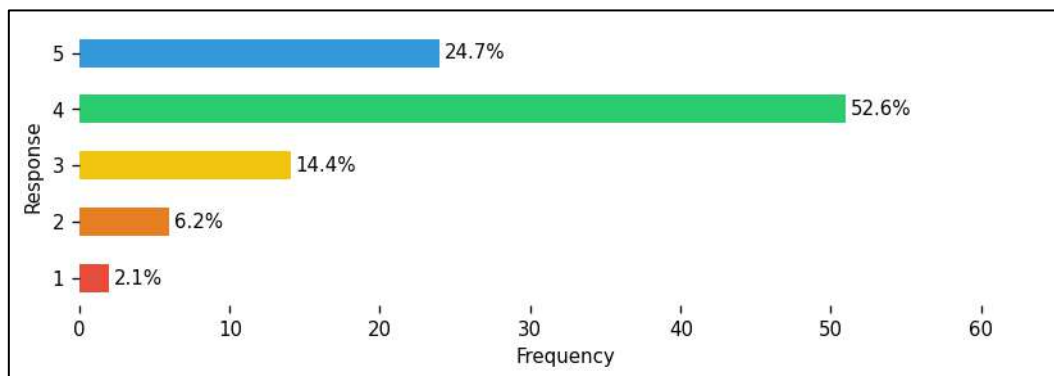


Table-201: Attainment Profile – CO6

Response	Frequency	Percentage
1	2	2.06%
2	6	6.19%
3	14	14.43%
4	51	52.58%
5	24	24.74%
Total	97	100%

Graph-174 and Table-202 indicate that 52.58% of respondents attained Rating 4 and 24.74% attained Rating 5, resulting in 77.32% combined high attainment. Another 14.43% were at Rating 3, while 6.19% and 2.06% were at Ratings 2 and 1 respectively.

CO7. Able to modify appropriate learner-friendly evaluation procedures

Graph-175: Attainment Profile – CO7

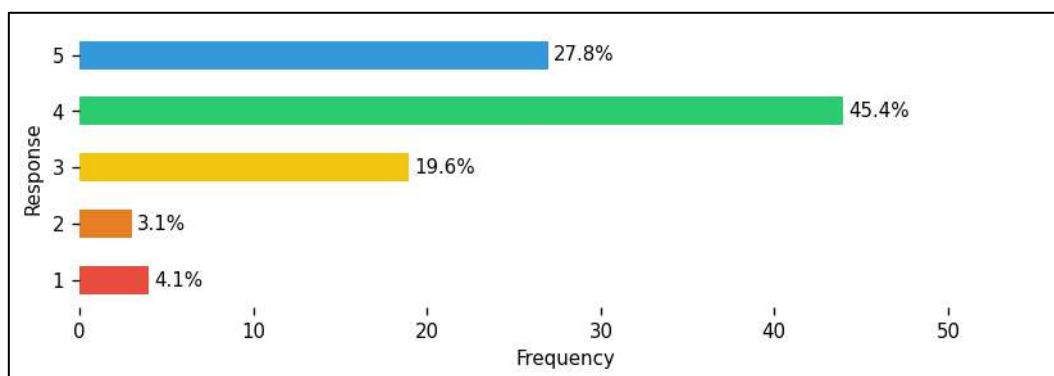
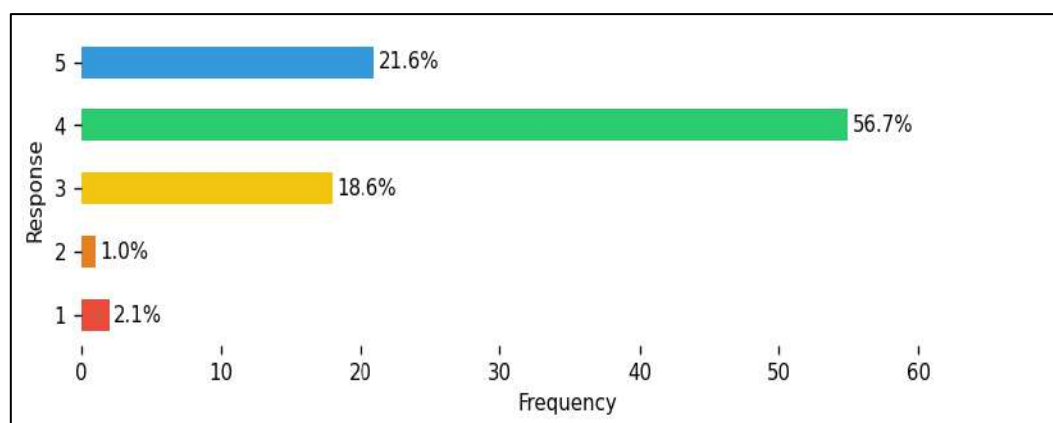


Table-203: Attainment Profile – CO7

Response	Frequency	Percentage
1	4	4.12%
2	3	3.09%
3	19	19.59%
4	44	45.36%
5	27	27.84%
Total	97	100%

Graph-176 and Table-203 indicate that 45.36% of respondents attained Rating 4 and 27.84% attained Rating 5, resulting in 73.20% combined high attainment. Another 19.59% were at Rating 3, while 3.09% and 4.12% were at Ratings 2 and 1 respectively.

CO8. Able to incorporate Innovative practices to respond to education of children. with special needs

Graph-176: Attainment Profile – CO8**Table-204: Attainment Profile – CO8**

Response	Frequency	Percentage
1	2	2.06%
2	1	1.03%
3	18	18.56%
4	55	56.7%
5	21	21.65%
Total	97	100%

Graph-176 and Table-204 indicate that 56.70% of respondents attained Rating 4 and 21.65% attained Rating 5, giving a combined high attainment of 78.35%. Another 18.56% were at Rating 3, while 1.03% and 2.06% were at Ratings 2 and 1 respectively.

CO9. Able to contribute to the formulation of policy

Graph-177: Attainment Profile – CO9

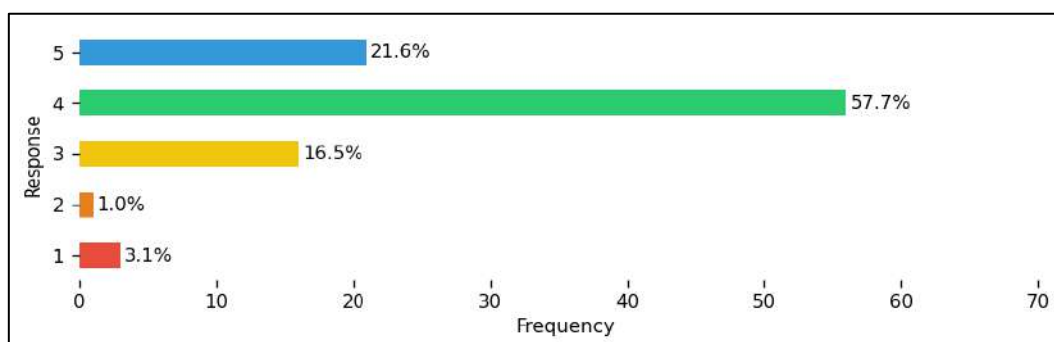


Table-205: Attainment Profile – CO9

Response	Frequency	Percentage
1	3	3.09%
2	1	1.03%
3	16	16.49%
4	56	57.73%
5	21	21.65%
Total	97	100%

Graph-178 and Table-205 indicate that 57.73% of respondents attained Rating 4 and 21.65% attained Rating 5, resulting in 79.38% combined high attainment. Another 16.49% were at Rating 3, while 1.03% and 3.09% were at Ratings 2 and 1 respectively.

CO10. Able to implement education of children with special needs

Graph-179: Attainment Profile – CO10

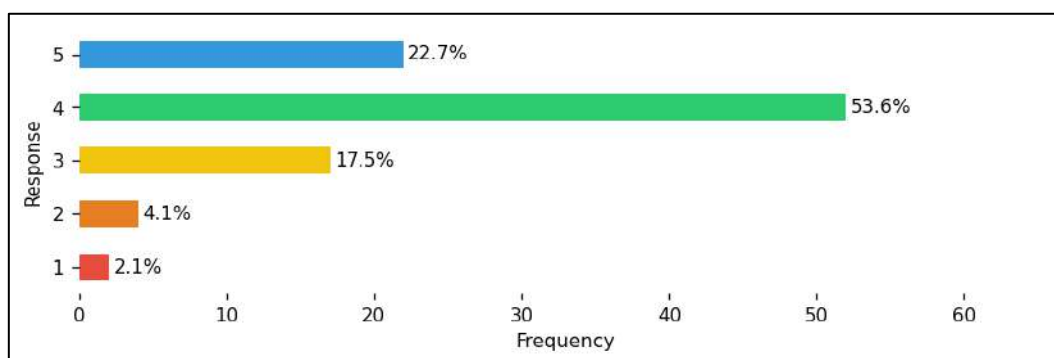


Table-206: Attainment Profile – CO10

Response	Frequency	Percentage
1	2	2.06%
2	4	4.12%
3	17	17.53%
4	52	53.61%
5	22	22.68%
Total	97	100%

Graph-179 and Table-206 indicate that 53.61% of respondents attained Rating 4 and 22.68% attained Rating 5, giving a combined high attainment of 76.29%. Another 17.53% were at Rating 3, while 4.12% and 2.06% were at Ratings 2 and 1 respectively.

Course TC-404 A: Vocational/Work Education

The expected Course Outcomes (COs) of Course TC-404 A: Vocational/Work Education are as follows:

- **CO1:** Developed sufficient knowledge of the course.
- **CO2:** Able to select teaching strategies, teaching aids with notes.
- **CO3:** Understood the nature of the work, scope or area.
- **CO4:** Able to perform socially useful productive work.
- **CO5:** Developed the concept of work education in general education suitable for India.
- **CO6:** Understood relationship with other subject in the school curriculum.
- **CO7:** Developed qualities and functions of a good teacher.
- **CO8:** Able to differentiate work education with work experience.
- **CO9:** Able to implement evaluation in work education.
- **CO10:** Understood the need of social service project.

Table-207: Consolidated TC-404 A Course Outcome Attainment Distribution

COs	5	4	3	2	1
CO1	20.62%	47.42%	24.74%	4.12%	3.09%
CO2	21.65%	53.61%	18.56%	3.09%	3.09%
CO3	19.59%	56.70%	18.56%	2.06%	3.09%
CO4	21.65%	51.55%	20.62%	5.15%	1.03%
CO5	27.84%	48.45%	18.56%	4.12%	1.03%
CO6	23.71%	52.58%	17.53%	3.09%	3.09%
CO7	20.62%	55.67%	15.46%	5.15%	3.09%
CO8	15.46%	60.82%	17.53%	2.06%	4.12%
CO9	18.56%	55.67%	16.49%	8.25%	1.03%
CO10	16.49%	56.70%	16.49%	8.25%	2.06%
Avg.	20.62%	53.92%	18.45%	4.53%	2.47%

Analysis of the Consolidated Course Outcome Attainment Distribution presented in Table-116:

- An average of 74.54% of responses falls within Ratings 4 and 5, comprising 53.92% at Rating 4 and 20.62% at Rating 5.
- Rating 3 accounts for an average of 18.45%, while Ratings 2 and 1 account for 4.53% and 2.47% respectively.
- CO8 recorded the highest combined high attainment at 76.28%, closely followed by CO3, CO5 and CO7, each at 76.29%.

- CO2 recorded 75.26% combined high attainment, while CO6 recorded 76.29%.
- CO1 recorded the comparatively lowest combined high attainment at 68.04%.
- CO5 recorded the highest Rating 5 percentage at 27.84%.
- CO8 recorded the highest Rating 4 percentage at 60.82%.
- CO1 recorded the highest Rating 3 percentage at 24.74%.
- CO9 and CO10 recorded the highest Rating 2 percentage at 8.25% each.
- CO8 recorded the highest Rating 1 percentage at 4.12%, while CO1, CO2, CO3, CO6 and CO7 each recorded 3.09% at Rating 1.

A detailed analysis for each expected course outcome is given below –

CO1. Developed sufficient knowledge of the course

Graph-180: Attainment Profile – CO1

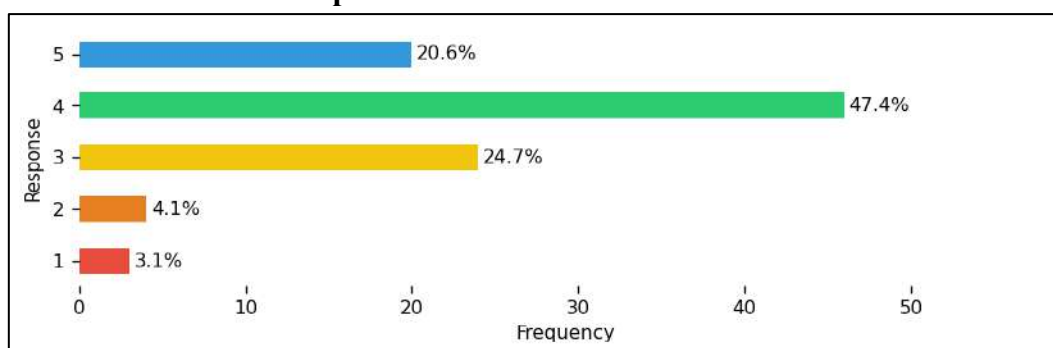


Table-207: Attainment Profile – CO1

Response	Frequency	Percentage
1	3	3.09%
2	4	4.12%
3	24	24.74%
4	46	47.42%
5	20	20.62%
Total	97	100%

Graph-180 and Table-207 indicate that 47.42% of respondents attained Rating 4 and 20.62% attained Rating 5, resulting in 68.04% combined high attainment. Another 24.74% were at Rating 3, while 4.12% and 3.09% were at Ratings 2 and 1 respectively.

CO2. Able to select teaching strategies, teaching aids with notes

Graph-181: Attainment Profile – CO2

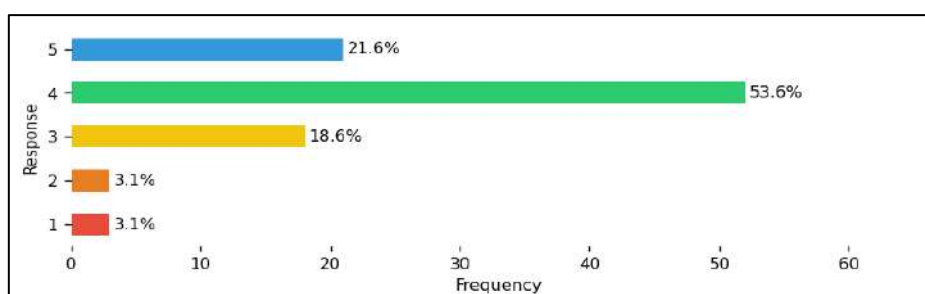
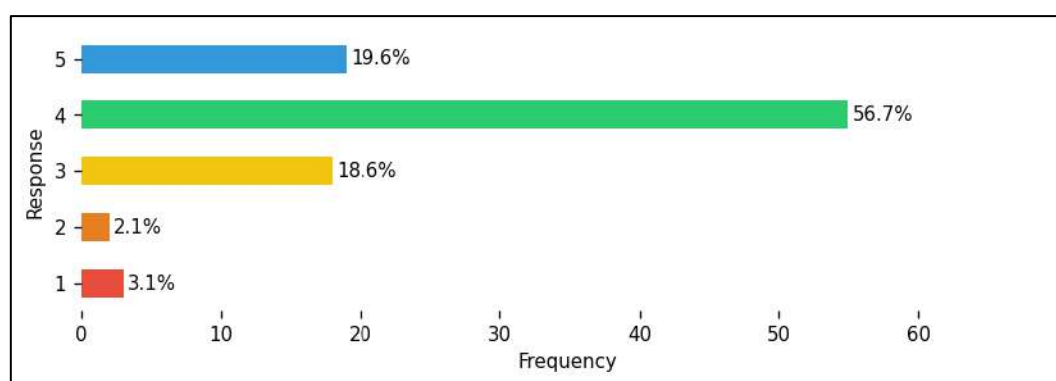


Table-208: Attainment Profile – CO2

Response	Frequency	Percentage
1	3	3.09%
2	3	3.09%
3	18	18.56%
4	52	53.61%
5	21	21.65%
Total	97	100%

Graph-181 and Table-208 indicate that 53.61% of respondents attained Rating 4 and 21.65% attained Rating 5, giving a 75.26% combined high attainment. Another 18.56% were at Rating 3, while 3.09% each were at Ratings 2 and 1.

CO3. Understood the nature of the work, scope or area

Graph-182: Attainment Profile – CO3**Table-209: Attainment Profile – CO3**

Response	Frequency	Percentage
1	3	3.09%
2	2	2.06%
3	18	18.56%
4	55	56.7%
5	19	19.59%
Total	97	100%

Graph-182 and Table-209 indicate that 56.70% of respondents attained Rating 4 and 19.59% attained Rating 5, resulting in 76.29% combined high attainment. Another 18.56% were at Rating 3, while 2.06% and 3.09% were at Ratings 2 and 1 respectively.

CO4. Able to perform socially useful productive work

Graph-183: Attainment Profile – CO4

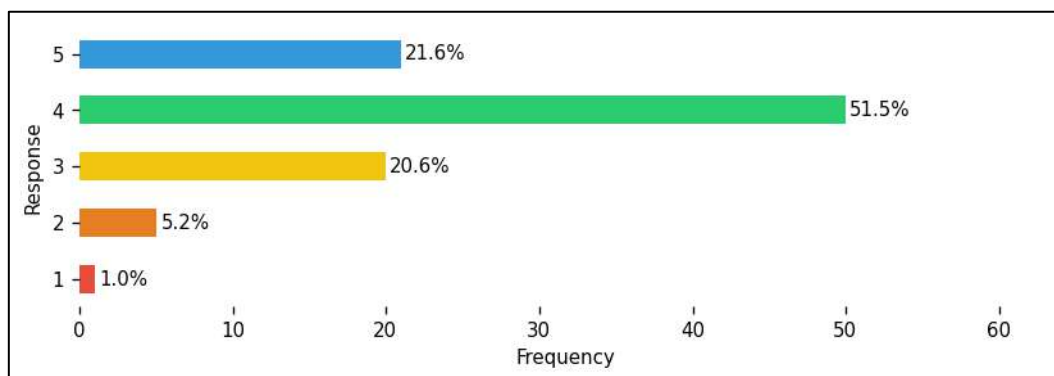


Table-210: Attainment Profile – CO4

Response	Frequency	Percentage
1	1	1.03%
2	5	5.15%
3	20	20.62%
4	50	51.55%
5	21	21.65%
Total	97	100%

Graph-183 and Table-210 indicate that 51.55% of respondents attained Rating 4 and 21.65% attained Rating 5, resulting in 73.20% combined high attainment. Another 20.62% were at Rating 3, while 5.15% and 1.03% were at Ratings 2 and 1 respectively.

CO5. Developed the concept of work education in general education suitable for India

Graph-184: Attainment Profile – CO5

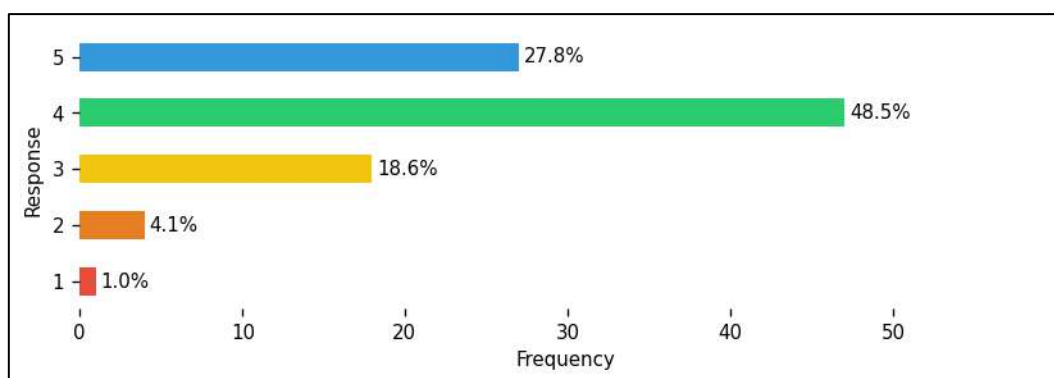
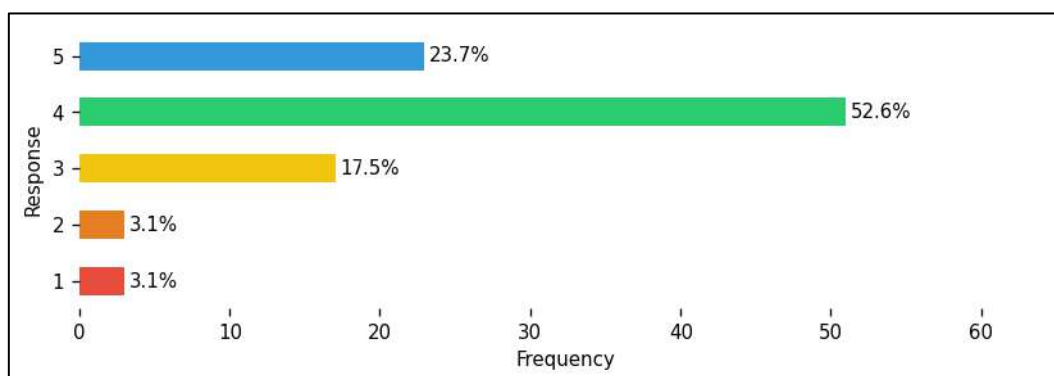


Table-211: Attainment Profile – CO5

Response	Frequency	Percentage
1	1	1.03%
2	4	4.12%
3	18	18.56%
4	47	48.45%
5	27	27.84%
Total	97	100%

Graph-184 and Table-211 indicate that 48.45% of respondents attained Rating 4 and 27.84% attained Rating 5, giving a 76.29% combined high attainment. Another 18.56% were at Rating 3, while 4.12% and 1.03% were at Ratings 2 and 1 respectively.

CO6. Understood relationship with other subject in the school curriculum

Graph-185: Attainment Profile – CO6**Table-212: Attainment Profile – CO6**

Response	Frequency	Percentage
1	3	3.09%
2	3	3.09%
3	17	17.53%
4	51	52.58%
5	23	23.71%
Total	97	100%

Graph-185 and Table-212 indicate that 52.58% of respondents attained Rating 4 and 23.71% attained Rating 5, resulting in 76.29% combined high attainment. Another 17.53% were at Rating 3, while 3.09% each were at Ratings 2 and 1.

CO7. Developed qualities and functions of a good teacher

Graph-186: Attainment Profile – CO7

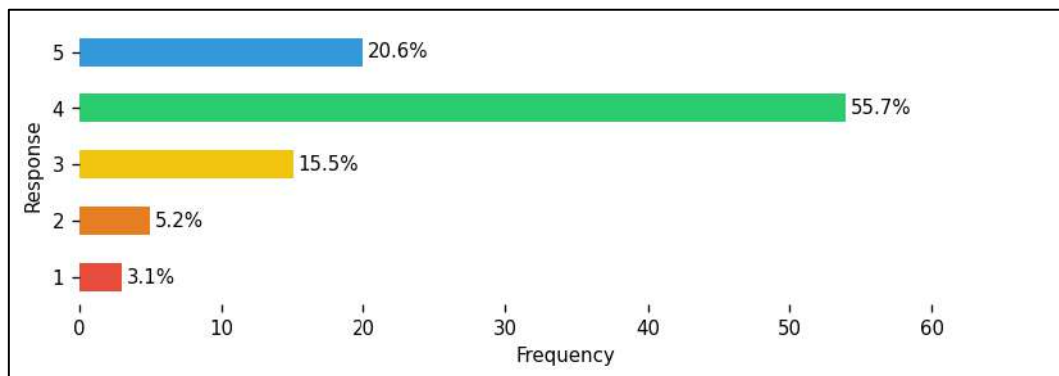


Table-213: Attainment Profile – CO7

Response	Frequency	Percentage
1	3	3.09%
2	5	5.15%
3	15	15.46%
4	54	55.67%
5	20	20.62%
Total	97	100%

Graph-186 and Table-213 indicate that 55.67% of respondents attained Rating 4 and 20.62% attained Rating 5, giving a 76.29% combined high attainment. Another 15.46% were at Rating 3, while 5.15% and 3.09% were at Ratings 2 and 1 respectively.

CO8. Able to difference work education with work experience

Graph-187: Attainment Profile – CO8

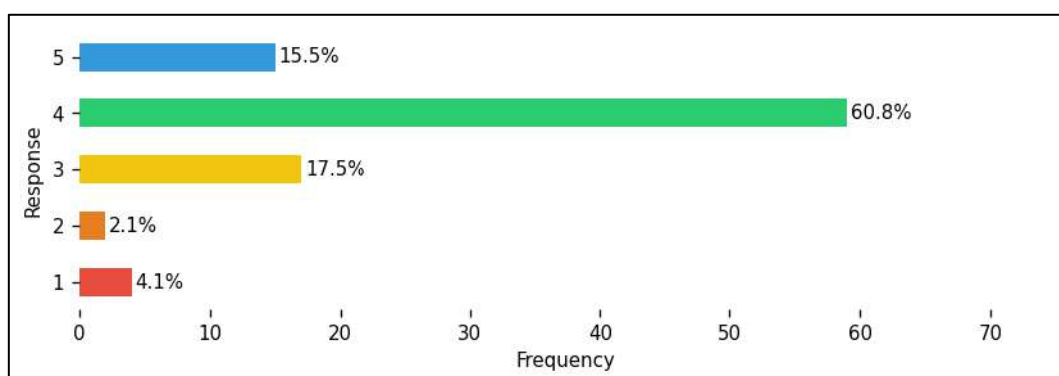
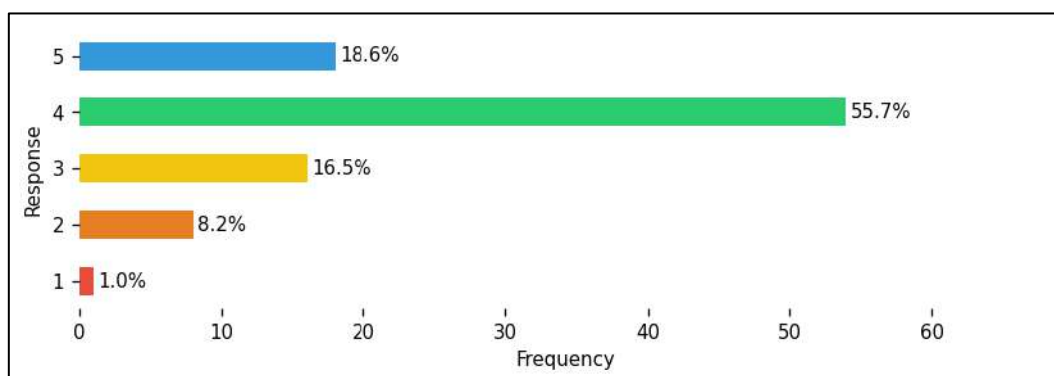


Table-214: Attainment Profile – CO8

Response	Frequency	Percentage
1	4	4.12%
2	2	2.06%
3	17	17.53%
4	59	60.82%
5	15	15.46%
Total	97	100%

Graph-187 and Table-214 indicate that 60.82% of respondents attained Rating 4 and 15.46% attained Rating 5, resulting in 76.28% combined high attainment. Another 17.53% were at Rating 3, while 2.06% and 4.12% were at Ratings 2 and 1 respectively.

CO9. Able to implement evaluation in work education

Graph-188: Attainment Profile – CO9**Table-215: Attainment Profile – CO9**

Response	Frequency	Percentage
1	1	1.03%
2	8	8.25%
3	16	16.49%
4	54	55.67%
5	18	18.56%
Total	97	100%

Graph-188 and Table-215 indicate that 55.67% of respondents attained Rating 4 and 18.56% attained Rating 5, giving a 74.23% combined high attainment. Another 16.49% were at Rating 3, while 8.25% and 1.03% were at Ratings 2 and 1 respectively.

CO10. Understood the need of social service project

Graph-189: Attainment Profile – CO10

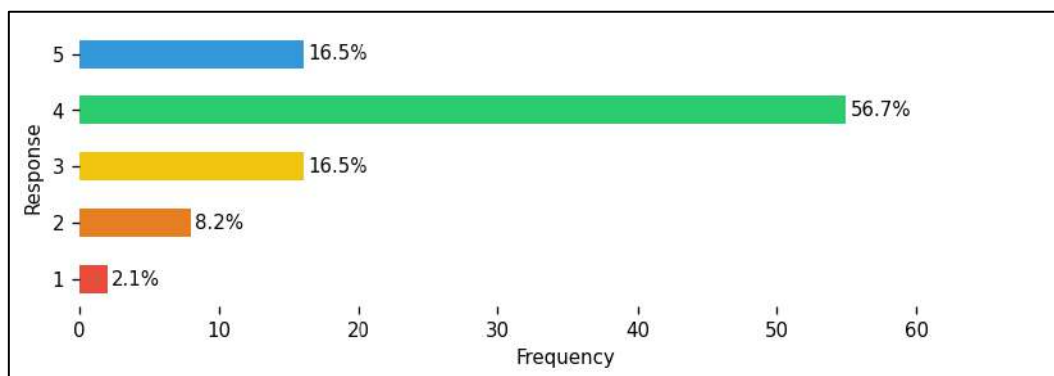


Table-216: Attainment Profile – CO10

Response	Frequency	Percentage
1	2	2.06%
2	8	8.25%
3	16	16.49%
4	55	56.7%
5	16	16.49%
Total	97	100%

Graph-189 and Table-216 indicate that 56.70% of respondents attained Rating 4 and 16.49% attained Rating 5, resulting in 73.19% combined high attainment. Another 16.49% were at Rating 3, while 8.25% and 2.06% were at Ratings 2 and 1 respectively.

Course TC-404 B: Health and Physical Education

The expected Course Outcomes (COs) of Course TC-404 B: Health and Physical Education are as follows:

- **CO1:** Understood the concept of Health and Physical Education.
- **CO2:** Acquired knowledge and understanding of different systems of human body.
- **CO3:** Acquired knowledge and understanding of food, food habits and nutrients in food for maintaining good health.
- **CO4:** Acquired knowledge of safety and security outside the school, first aid and other safety measures to protect health and prevent unhealthy conditions.
- **CO5:** Acquired knowledge of physical fitness, strength, endurance and flexibility.
- **CO6:** Acquired knowledge and skills of Yogic Practices, Sports and games, exercises and other related activities.

Table-217: Consolidated TC-404 B Course Outcome Attainment Distribution

COs	5	4	3	2	1
CO1	25.77%	46.39%	20.62%	4.12%	3.09%
CO2	26.80%	46.39%	20.62%	4.12%	2.06%
CO3	21.65%	56.70%	13.40%	7.22%	1.03%
CO4	21.65%	60.82%	10.31%	6.19%	1.03%
CO5	25.77%	51.55%	14.43%	7.22%	1.03%
CO6	22.68%	50.52%	18.56%	7.22%	1.03%
Avg.	24.05%	52.06%	16.32%	6.02%	1.54%

Analysis of the Consolidated Course Outcome Attainment Distribution presented in Table-217:

- An average of 76.11% of responses falls within Ratings 4 and 5, comprising 52.06% at Rating 4 and 24.05% at Rating 5.
- Rating 3 accounts for an average of 16.32%, while Ratings 2 and 1 account for 6.02% and 1.54% respectively.
- CO4 recorded the highest combined high attainment at 82.47%, followed by CO3 at 78.35%.
- CO5 recorded 77.32% combined high attainment, while CO6 recorded 73.20%.
- CO2 recorded 73.19% combined high attainment, while CO1 recorded the comparatively lowest combined high attainment at 72.16%.
- CO2 recorded the highest Rating 5 percentage at 26.80%.
- CO4 recorded the highest Rating 4 percentage at 60.82%.
- CO1 and CO2 recorded the highest Rating 3 percentage at 20.62%.
- CO3, CO5 and CO6 each recorded 7.22% at Rating 2, the highest Rating 2 percentage.
- CO1 recorded the highest Rating 1 percentage at 3.09%.

A detailed analysis for each expected course outcome is given below –

CO1. Understood the concept of Health and Physical Education

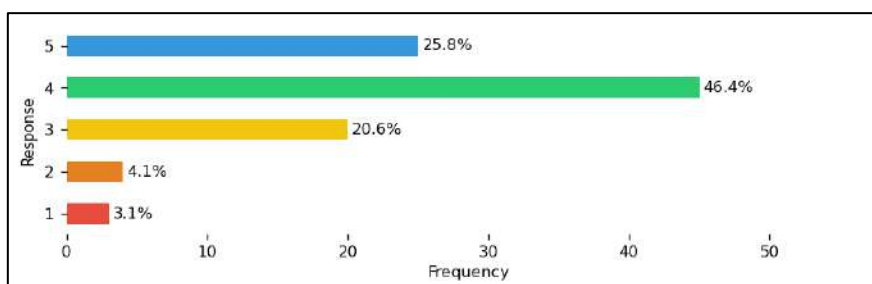
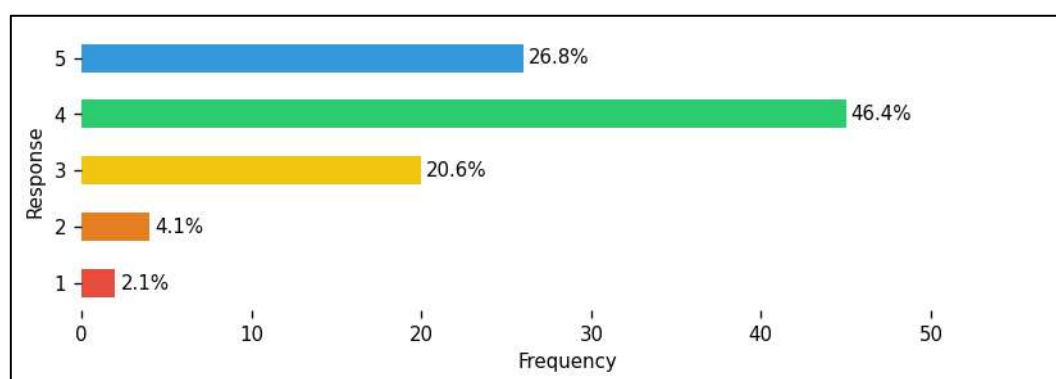
Graph-190: Attainment Profile – CO1

Table-218: Attainment Profile – CO1

Response	Frequency	Percentage
1	3	3.09%
2	4	4.12%
3	20	20.62%
4	45	46.39%
5	25	25.77%
Total	97	100%

Graph-190 and Table-218 indicate that 46.39% of respondents attained Rating 4 and 25.77% attained Rating 5, resulting in 72.16% combined high attainment. Another 20.62% were at Rating 3, while 4.12% and 3.09% were at Ratings 2 and 1 respectively.

CO2. Acquired knowledge and understanding for different systems of human body

Graph-191: Attainment Profile – CO2**Table-219: Attainment Profile – CO2**

Response	Frequency	Percentage
1	2	2.06%
2	4	4.12%
3	20	20.62%
4	45	46.39%
5	26	26.8%
Total	97	100%

Graph-191 and Table-219 indicate that 46.39% of respondents attained Rating 4 and 26.80% attained Rating 5, giving a combined high attainment of 73.19%. Another 20.62% were at Rating 3, while 4.12% and 2.06% were at Ratings 2 and 1 respectively.

CO3. Acquired knowledge and understanding of food, food habits and nutrients in food for maintaining good health

Graph-192: Attainment Profile – CO3

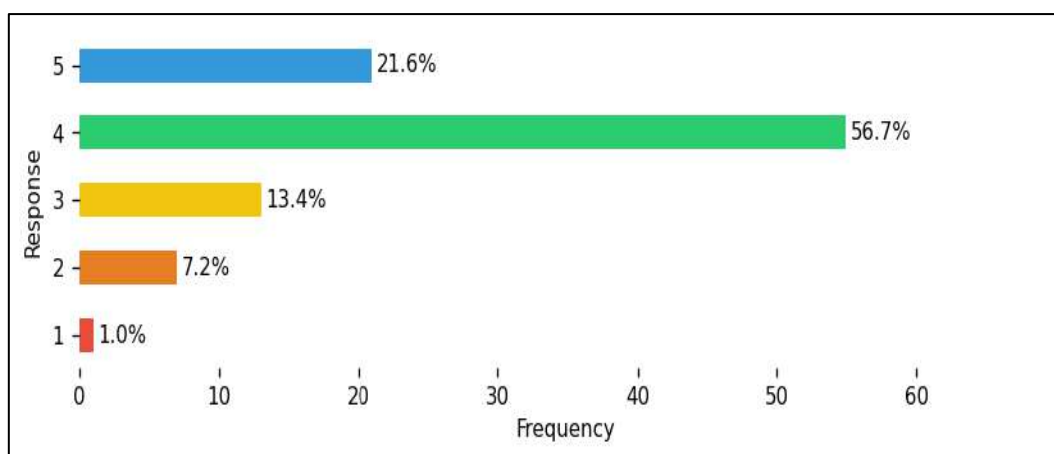


Table-220: Attainment Profile – CO3

Response	Frequency	Percentage
1	1	1.03%
2	7	7.22%
3	13	13.4%
4	55	56.7%
5	21	21.65%
Total	97	100%

Graph-192 and Table-220 indicate that 56.70% of respondents attained Rating 4 and 21.65% attained Rating 5, resulting in 78.35% combined high attainment. Another 13.40% were at Rating 3, while 7.22% and 1.03% were at Ratings 2 and 1 respectively.

CO4. Acquired knowledge of safety and security outside the school, first aid and other safety measures to protect health and prevent unhealthy conditions

Graph-193: Attainment Profile – CO4

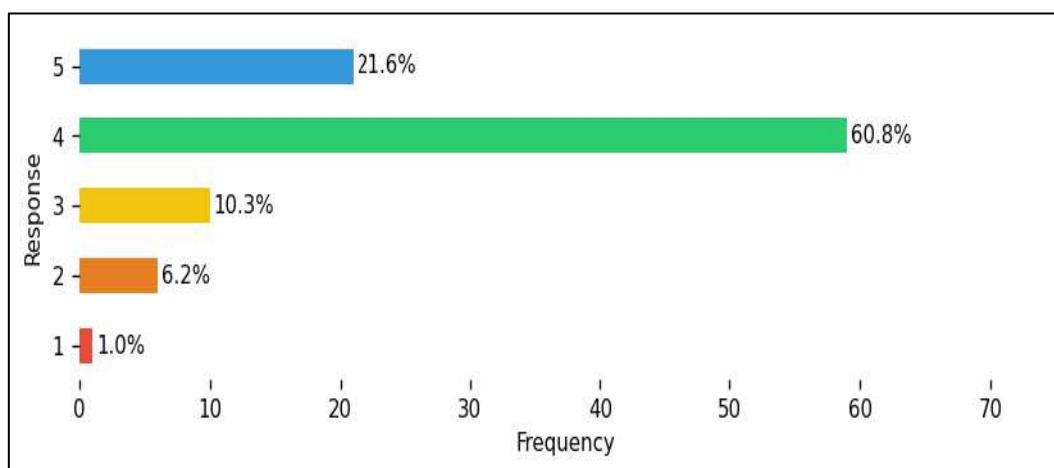
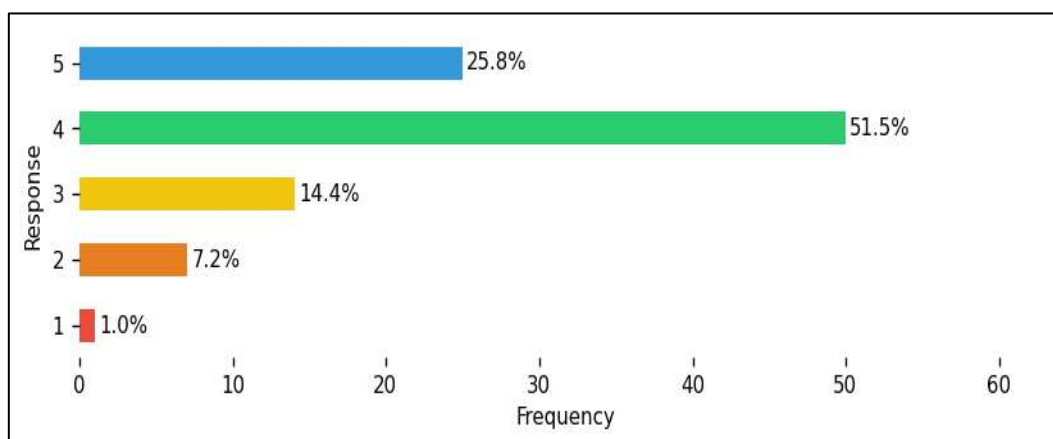


Table-221: Attainment Profile – CO4

Response	Frequency	Percentage
1	1	1.03%
2	6	6.19%
3	10	10.31%
4	59	60.82%
5	21	21.65%
Total	97	100%

Graph-193 and Table-221 indicate that 60.82% of respondents attained Rating 4 and 21.65% attained Rating 5, resulting in 82.47% combined high attainment. Another 10.31% were at Rating 3, while 6.19% and 1.03% were at Ratings 2 and 1 respectively.

CO5. Acquired knowledge of physical fitness, strength, endurance and flexibility

Graph-194: Attainment Profile – CO5**Table-222: Attainment Profile – CO5**

Response	Frequency	Percentage
1	1	1.03%
2	7	7.22%
3	14	14.43%
4	50	51.55%
5	25	25.77%
Total	97	100%

Graph-195 and Table-222 indicate that 51.55% of respondents attained Rating 4 and 25.77% attained Rating 5, giving a combined high attainment of 77.32%. Another 14.43% were at Rating 3, while 7.22% and 1.03% were at Ratings 2 and 1 respectively.

CO6. Acquired knowledge and skills of Yogic Practices, Sports and games, exercises and other related activities

Graph-196: Attainment Profile – CO6

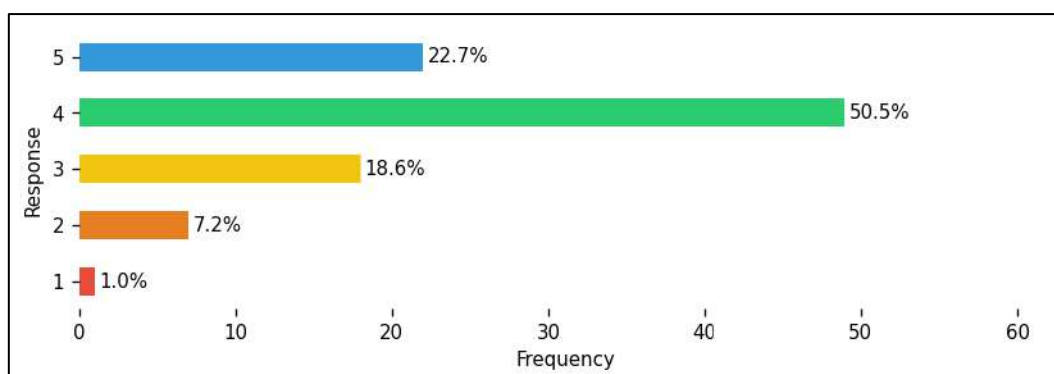


Table-223: Attainment Profile – CO6

Response	Frequency	Percentage
1	1	1.03%
2	7	7.22%
3	18	18.56%
4	49	50.52%
5	22	22.68%
Total	97	100%

Graph-196 and Table-223 indicate that 50.52% of respondents attained Rating 4 and 22.68% attained Rating 5, giving a combined high attainment of 73.20%. Another 18.56% were at Rating 3, while 7.22% and 1.03% were at Ratings 2 and 1 respectively.

Course TC-404 C: Peace Education

The expected Course Outcomes (COs) of Course TC-404 C: Peace Education are as follows:

- **CO1:** Understood peace as a dynamic social reality.
- **CO2:** Understood conflicts, underlying personal-social processes and mediation and transformation of conflict.
- **CO3:** Able to empower self through critical self-reflection.
- **CO4:** Able to orient education for peace building.

Table-224: Consolidated TC-404 C Course Outcome Attainment Distribution

COs	5	4	3	2	1
CO1	13.40%	57.73%	19.59%	7.22%	2.06%
CO2	18.56%	54.64%	20.62%	4.12%	2.06%
CO3	17.53%	56.70%	19.59%	4.12%	2.06%
CO4	16.49%	53.61%	23.71%	5.15%	1.03%
Avg.	16.50%	55.67%	20.88%	5.15%	1.80%

Analysis of the Consolidated Course Outcome Attainment Distribution presented in Table-224:

- An average of 72.17% of responses falls within Ratings 4 and 5, comprising 55.67% at Rating 4 and 16.50% at Rating 5.
- Rating 3 accounts for an average of 20.88%, while Ratings 2 and 1 account for 5.15% and 1.80% respectively.
- CO2 recorded the highest combined high attainment at 73.20%, followed by CO3 at 74.23%.
- CO1 recorded 71.13% combined high attainment, while CO4 recorded the comparatively lowest combined high attainment at 70.10%.
- CO1 recorded the highest Rating 4 percentage at 57.73%.
- CO2 recorded the highest Rating 5 percentage at 18.56%.
- CO4 recorded the highest Rating 3 percentage at 23.71%.
- CO1 recorded the highest Rating 2 percentage at 7.22%.
- CO1, CO2 and CO3 each recorded 2.06% at Rating 1, while CO4 recorded the lowest Rating 1 percentage at 1.03%.

A detailed analysis for each expected course outcome is given below –

CO1. Understood peace as a dynamic social reality

Graph-197: Attainment Profile – CO1

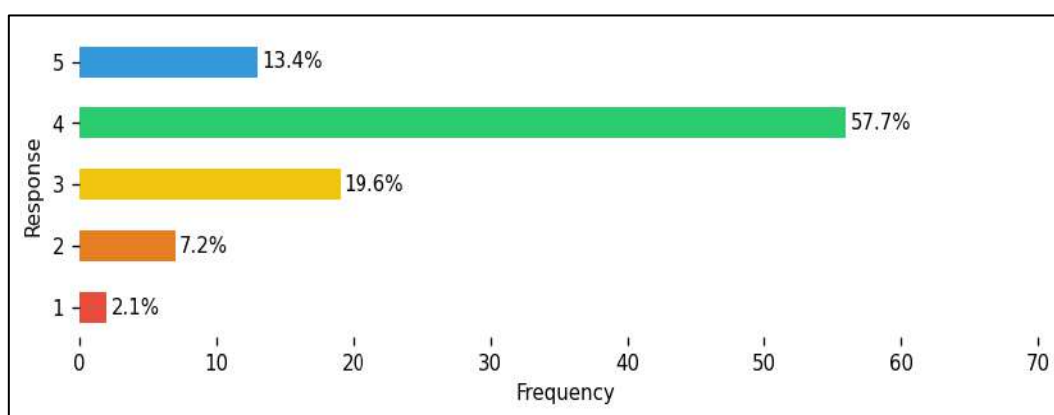


Table-225: Attainment Profile – CO1

Response	Frequency	Percentage
1	2	2.06%
2	7	7.22%
3	19	19.59%
4	56	57.73%
5	13	13.4%
Total	97	100%

Graph-197 and Table-225 indicate that 57.73% of respondents attained Rating 4 and 13.40% attained Rating 5, resulting in 71.13% combined high attainment. Another 19.59% were at Rating 3, while 7.22% and 2.06% were at Ratings 2 and 1 respectively.

CO2. Understood conflicts, underlying personal-social processes and mediation and transformation of conflict

Graph-198: Attainment Profile – CO2

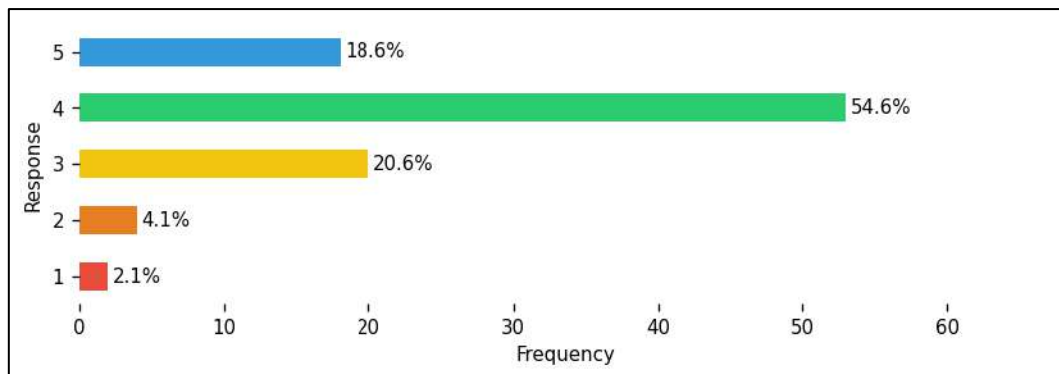


Table-226: Attainment Profile – CO2

Response	Frequency	Percentage
1	2	2.06%
2	4	4.12%
3	20	20.62%
4	53	54.64%
5	18	18.56%
Total	97	100%

Graph-198 and Table-226 indicate that 54.64% of respondents attained Rating 4 and 18.56% attained Rating 5, giving a combined high attainment of 73.20%. Another 20.62% were at Rating 3, while 4.12% and 2.06% were at Ratings 2 and 1 respectively.

CO3. Able to empower self through critical self-reflection

Graph-199: Attainment Profile – CO3

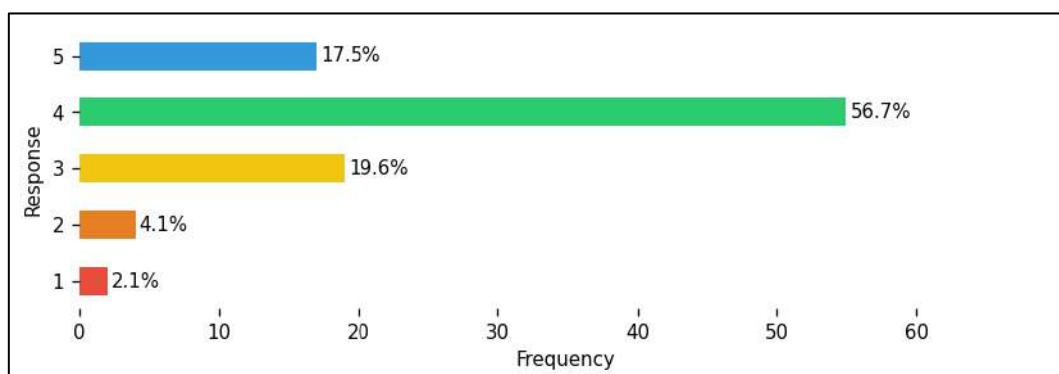
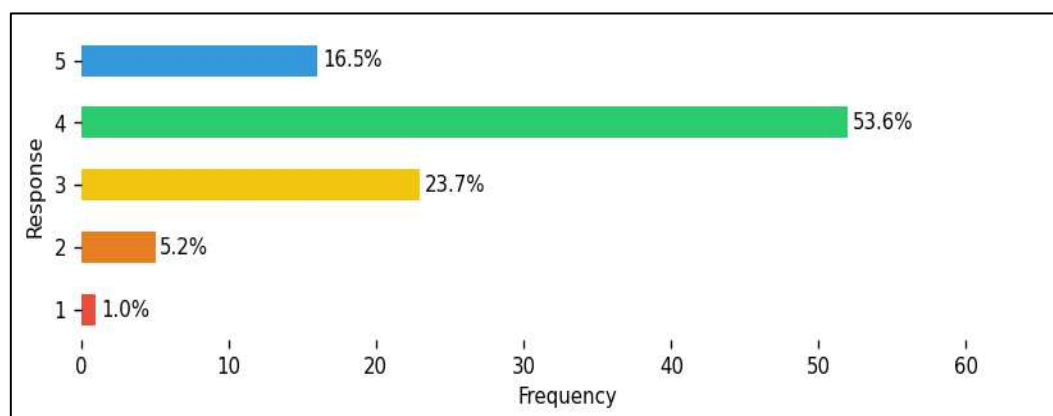


Table-227: Attainment Profile – CO3

Response	Frequency	Percentage
1	2	2.06%
2	4	4.12%
3	19	19.59%
4	55	56.7%
5	17	17.53%
Total	97	100%

Graph-199 and Table-227 indicate that 56.70% of respondents attained Rating 4 and 17.53% attained Rating 5, resulting in 74.23% combined high attainment. Another 19.59% were at Rating 3, while 4.12% and 2.06% were at Ratings 2 and 1 respectively.

CO4. Able to orient education for peace building

Graph-200: Attainment Profile – CO4**Table-228: Attainment Profile – CO4**

Response	Frequency	Percentage
1	1	1.03%
2	5	5.15%
3	23	23.71%
4	52	53.61%
5	16	16.49%
Total	97	100%

Graph-200 and Table-228 indicate that 53.61% of respondents attained Rating 4 and 16.49% attained Rating 5, giving a combined high attainment of 70.10%. Another 23.71% were at Rating 3, while 5.15% and 1.03% were at Ratings 2 and 1 respectively.

Course TC-404 D: Guidance and Counselling

The expected Course Outcomes (COs) of Course TC-404 D: Guidance and Counselling are as follows:

- **CO1:** Able to apply the knowledge of guidance and counseling in the life of Individuals.

- **CO2:** Apply the concept of guidance and its role in finding the solutions of individual problems.

Table-229: Consolidated TC-404 D Course Outcome Attainment Distribution

COs	5	4	3	2	1
CO1	19.59%	45.36%	26.80%	4.12%	4.12%
CO2	19.59%	52.58%	19.59%	6.19%	2.06%
Avg.	19.59%	48.97%	23.20%	5.16%	3.09%

Analysis of the Consolidated Course Outcome Attainment Distribution presented in Table-229:

- An average of 68.56% of responses falls within Ratings 4 and 5, comprising 48.97% at Rating 4 and 19.59% at Rating 5.
- Rating 3 accounts for an average of 23.20%, while Ratings 2 and 1 account for 5.16% and 3.09% respectively.
- CO2 recorded the highest combined high attainment at 72.17%, followed by CO1 at 64.95%.
- CO2 recorded the highest Rating 4 percentage at 52.58%.
- Both CO1 and CO2 recorded the same Rating 5 percentage of 19.59%.
- CO1 recorded the highest Rating 3 percentage at 26.80%.
- CO2 recorded the highest Rating 2 percentage at 6.19%.
- CO1 recorded the highest Rating 1 percentage at 4.12%.

A detailed analysis for each expected course outcome is given below –

CO1. Able to apply the knowledge of guidance and counseling in the life of Individuals

Graph-201: Attainment Profile – CO1

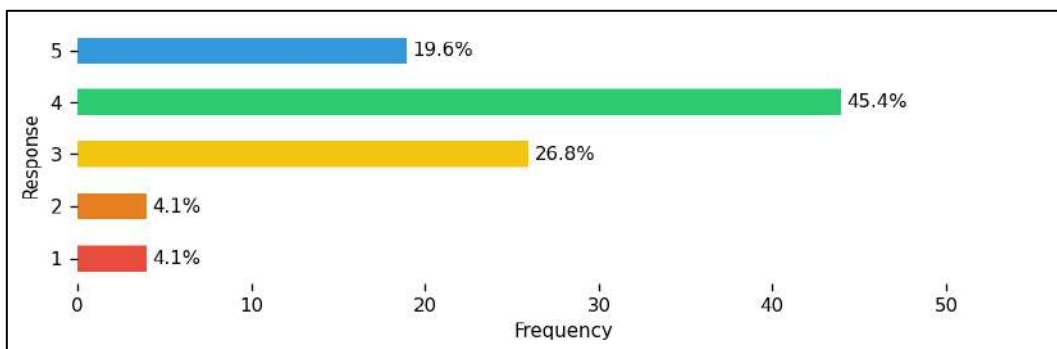


Table-230: Attainment Profile – CO1

Response	Frequency	Percentage
1	4	4.12%
2	4	4.12%
3	26	26.8%
4	44	45.36%
5	19	19.59%
Total	97	100%

Graph-201 and Table-230 indicate that 45.36% of respondents attained Rating 4 and 19.59% attained Rating 5, resulting in 64.95% combined high attainment. Another 26.80% were at Rating 3, while 4.12% and 4.12% were at Ratings 2 and 1 respectively.

CO2. Apply the concept of guidance and its role in finding the solutions of individual problems

Graph-202: Attainment Profile – CO2

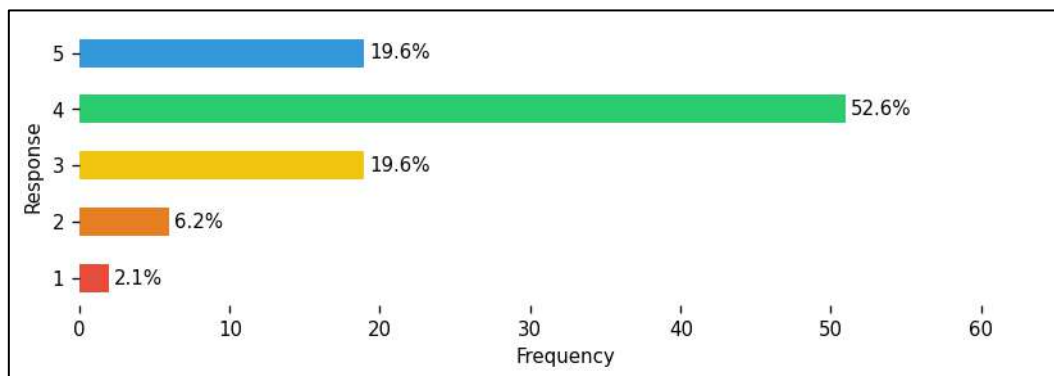


Table-231: Attainment Profile – CO2

Response	Frequency	Percentage
1	2	2.06%
2	6	6.19%
3	19	19.59%
4	51	52.58%
5	19	19.59%
Total	97	100%

Graph-202 and Table-231 indicate that 52.58% of respondents attained Rating 4 and 19.59% attained Rating 5, giving a combined high attainment of 72.17%. Another 19.59% were at Rating 3, while 6.19% and 2.06% were at Ratings 2 and 1 respectively.

Course TC-404 E: Issue of Conservation and Environmental Regeneration

The expected Course Outcomes (COs) of Course TC-404 E: Issue of Conservation and Environmental Regeneration are as follows:

- **CO1:** Understood the concept of Environmental Education.
- **CO2:** Developed the sense of awareness about the environmental pollution and possible hazards as well as its causes and remedies.
- **CO3:** Developed the sense of responsibility towards conservation of environment, biodiversity and sustainable development.
- **CO4:** Developed reasonable understanding of the role of the school education in fostering the idea of learning to live in harmony with nature.
- **CO5:** Able to apply the measures available to conserve the environment for sustainable development.

Table-232: Consolidated TC-404 E Course Outcome Attainment Distribution

COs	5	4	3	2	1
CO1	15.46%	56.70%	19.59%	5.15%	3.09%
CO2	21.65%	49.48%	23.71%	2.06%	3.09%
CO3	12.37%	60.82%	18.56%	6.19%	2.06%
CO4	15.46%	53.61%	21.65%	6.19%	3.09%
CO5	15.46%	58.76%	20.62%	2.06%	3.09%
Avg.	16.08%	55.87%	20.83%	4.33%	2.88%

Analysis of the Consolidated Course Outcome Attainment Distribution presented in Table-131:

- An average of 71.95% of responses falls within Ratings 4 and 5, comprising 55.87% at Rating 4 and 16.08% at Rating 5.
- Rating 3 accounts for an average of 20.83%, while Ratings 2 and 1 account for 4.33% and 2.88% respectively.
- CO2 recorded the highest combined high attainment at 71.13%, followed by CO5 at 74.22%.
- CO1 recorded 72.16% combined high attainment, while CO3 recorded the comparatively lowest combined high attainment at 73.19%.
- CO3 recorded the highest Rating 4 percentage at 60.82%.
- CO2 recorded the highest Rating 5 percentage at 21.65%.
- CO2 recorded the highest Rating 3 percentage at 23.71%.
- CO3 and CO4 recorded the highest Rating 2 percentage at 6.19%.
- CO1, CO2, CO4 and CO5 each recorded 3.09% at Rating 1, whereas CO3 recorded the lowest Rating 1 percentage at 2.06%.

A detailed analysis for each expected course outcome is given below –

CO1. Understood the concept of Environmental Education

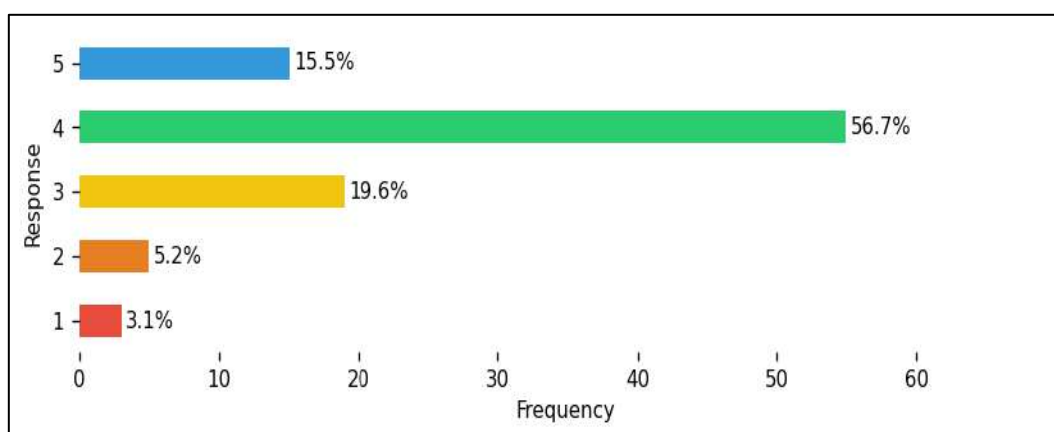
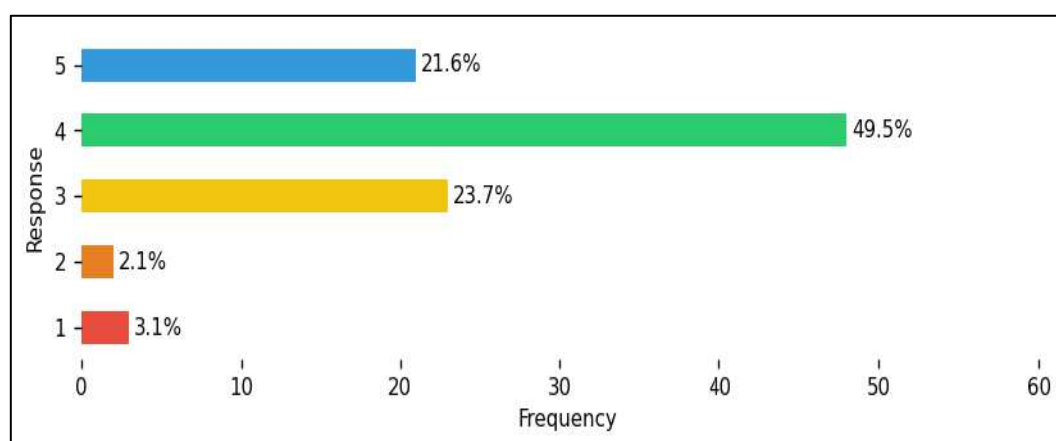
Graph-203: Attainment Profile – CO1

Table-233: Attainment Profile – CO1

Response	Frequency	Percentage
1	3	3.09%
2	5	5.15%
3	19	19.59%
4	55	56.7%
5	15	15.46%
Total	97	100%

Graph-203 and Table-233 indicate that 56.70% of respondents attained Rating 4 and 15.46% attained Rating 5, resulting in 72.16% combined high attainment. Another 19.59% were at Rating 3, while 5.15% and 3.09% were at Ratings 2 and 1 respectively.

CO2. Developed the sense of awareness about the environmental pollution and possible hazards as well as its causes and remedies

Graph-204: Attainment Profile – CO2**Table-234: Attainment Profile – CO2**

Response	Frequency	Percentage
1	3	3.09%
2	2	2.06%
3	23	23.71%
4	48	49.48%
5	21	21.65%
Total	97	100%

Graph-204 and Table-234 indicate that 49.48% of respondents attained Rating 4 and 21.65% attained Rating 5, giving a combined high attainment of 71.13%. Another 23.71% were at Rating 3, while 2.06% and 3.09% were at Ratings 2 and 1 respectively.

CO3. Developed the sense of responsibility towards conservation of environment, biodiversity and sustainable development

Graph-205: Attainment Profile – CO3

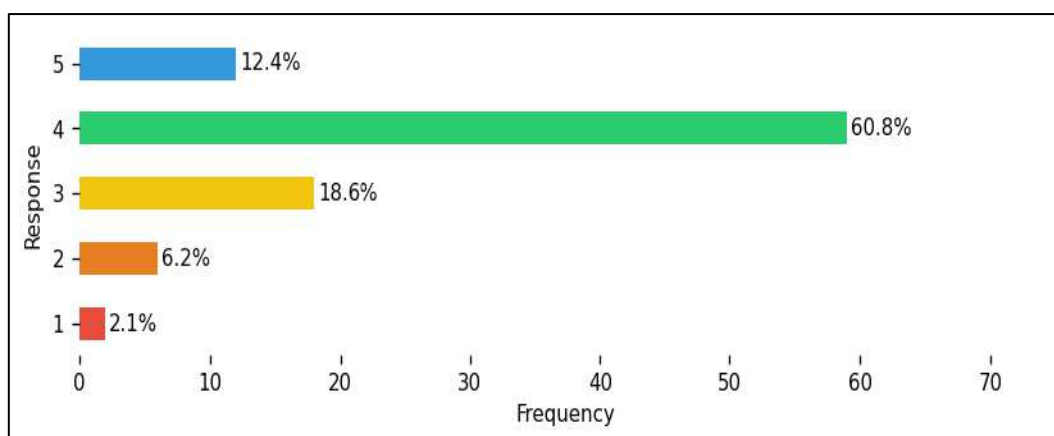


Table-235: Attainment Profile – CO3

Response	Frequency	Percentage
1	2	2.06%
2	6	6.19%
3	18	18.56%
4	59	60.82%
5	12	12.37%
Total	97	100%

Graph-205 and Table-235 indicate that 60.82% of respondents attained Rating 4 and 12.37% attained Rating 5, resulting in 73.19% combined high attainment. Another 18.56% were at Rating 3, while 6.19% and 2.06% were at Ratings 2 and 1 respectively.

CO4. Developed reasonable understanding of the role of the school education in fostering the idea of learning to live in harmony with nature

Graph-206: Attainment Profile – CO4

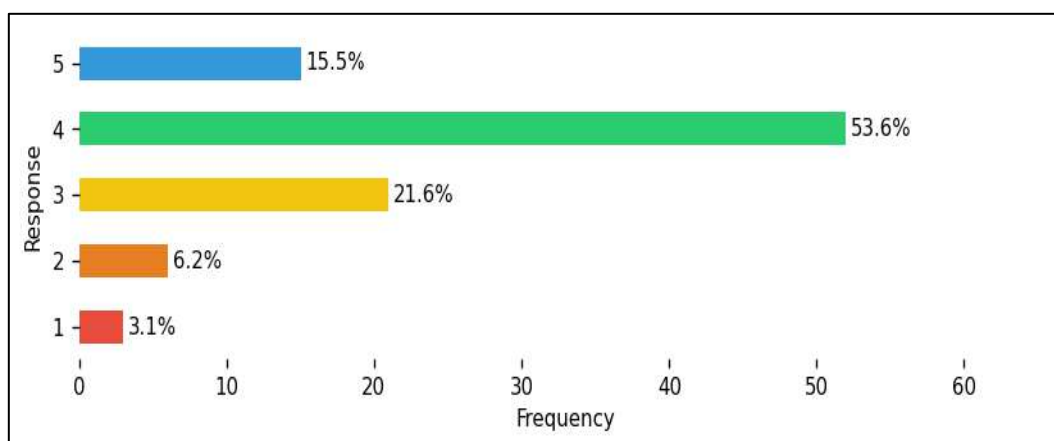
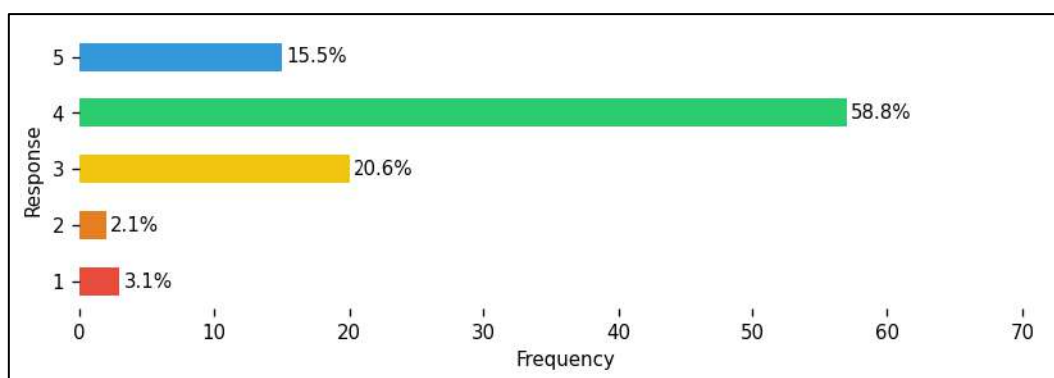


Table-236: Attainment Profile – CO4

Response	Frequency	Percentage
1	3	3.09%
2	6	6.19%
3	21	21.65%
4	52	53.61%
5	15	15.46%
Total	97	100%

Graph-206 and Table-236 indicate that 53.61% of respondents attained Rating 4 and 15.46% attained Rating 5, giving a combined high attainment of 69.07%. Another 21.65% were at Rating 3, while 6.19% and 3.09% were at Ratings 2 and 1 respectively.

CO5. Able to apply the measures available to conserve the environment for sustainable development

Graph-207: Attainment Profile – CO5**Table-237: Attainment Profile – CO5**

Response	Frequency	Percentage
1	3	3.09%
2	2	2.06%
3	20	20.62%
4	57	58.76%
5	15	15.46%
Total	97	100%

Graph-207 and Table-237 indicate that 58.76% of respondents attained Rating 4 and 15.46% attained Rating 5, giving a combined high attainment of 74.22%. Another 20.62% were at Rating 3, while 2.06% and 3.09% were at Ratings 2 and 1 respectively.

Course TC-404 F: Yoga Education

The expected Course Outcomes (COs) of Course TC-404 F: Yoga Education are as follows:

- **CO1:** Develop understanding on philosophy, psychology and kinds of yoga.

- **CO2:** Understood physiology of socio-moral based kinds of dhyana.
- **CO3:** Understood socio-moral base of yoga.
- **CO4:** Able to classify yoga.
- **CO5:** Understood yoga diet and its application in modern context.

Table-238: Consolidated TC-404 F Course Outcome Attainment Distribution

COs	5	4	3	2	1
CO1	18.56%	51.55%	21.65%	6.19%	2.06%
CO2	18.56%	48.45%	25.77%	6.19%	1.03%
CO3	14.43%	58.76%	22.68%	1.03%	3.09%
CO4	20.62%	52.58%	20.62%	4.12%	2.06%
CO5	21.65%	49.48%	20.62%	4.12%	4.12%
Avg.	18.76%	52.16%	22.27%	4.33%	2.47%

Analysis of the Consolidated Course Outcome Attainment Distribution presented in Table-238:

- An average of 70.92% of responses falls within Ratings 4 and 5, comprising 52.16% at Rating 4 and 18.76% at Rating 5.
- Rating 3 accounts for an average of 22.27%, while Ratings 2 and 1 account for 4.33% and 2.47% respectively.
- CO4 recorded the highest combined high attainment at 73.20%, followed by CO3 at 73.19%.
- CO5 recorded 71.13% combined high attainment, while CO1 recorded 70.11%.
- CO2 recorded the comparatively lowest combined high attainment at 67.01%.
- CO5 recorded the highest Rating 5 percentage at 21.65%.
- CO3 recorded the highest Rating 4 percentage at 58.76%.
- CO2 recorded the highest Rating 3 percentage at 25.77%.
- CO1 and CO2 recorded the highest Rating 2 percentage at 6.19%.
- CO5 recorded the highest Rating 1 percentage at 4.12%, whereas CO2 recorded the lowest Rating 1 percentage at 1.03%.

A detailed analysis for each expected course outcome is given below –

CO1. Develop understanding on philosophy, psychology and kinds of yoga

Graph-208: Attainment Profile – CO1

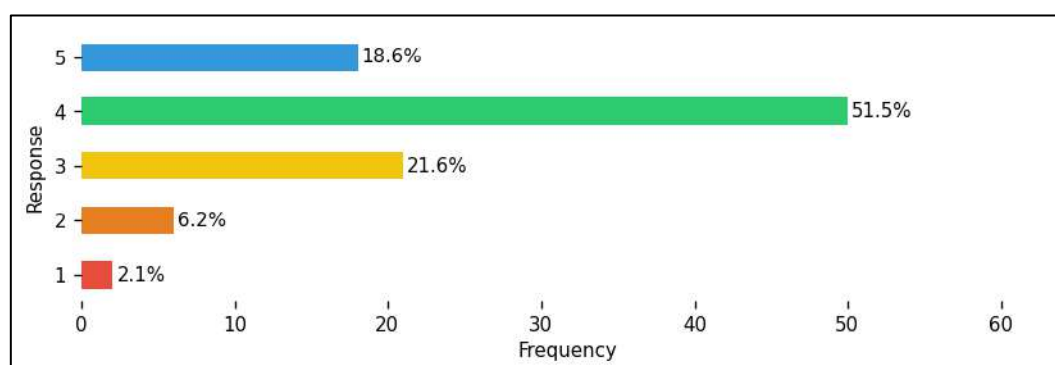
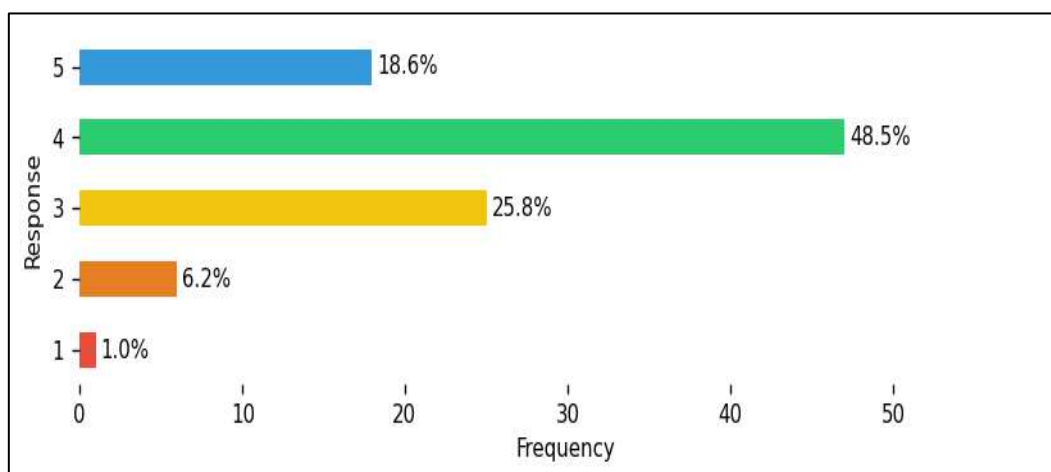


Table-239: Attainment Profile – CO1

Response	Frequency	Percentage
1	2	2.06%
2	6	6.19%
3	21	21.65%
4	50	51.55%
5	18	18.56%
Total	97	100%

Graph-208 and Table-239 indicate that 51.55% of respondents attained Rating 4 and 18.56% attained Rating 5, resulting in 70.11% combined high attainment. Another 21.65% were at Rating 3, while 6.19% and 2.06% were at Ratings 2 and 1 respectively.

CO2. Understood physiology of socio-moral based kinds of dhyana

Graph-209: Attainment Profile – CO2**Table-240: Attainment Profile – CO2**

Response	Frequency	Percentage
1	1	1.03%
2	6	6.19%
3	25	25.77%
4	47	48.45%
5	18	18.56%
Total	97	100%

Graph-209 and Table-240 indicate that 48.45% of respondents attained Rating 4 and 18.56% attained Rating 5, giving a combined high attainment of 67.01%. Another 25.77% were at Rating 3, while 6.19% and 1.03% were at Ratings 2 and 1 respectively.

CO3. Understood socio-moral base of yoga

Graph-210: Attainment Profile – CO3

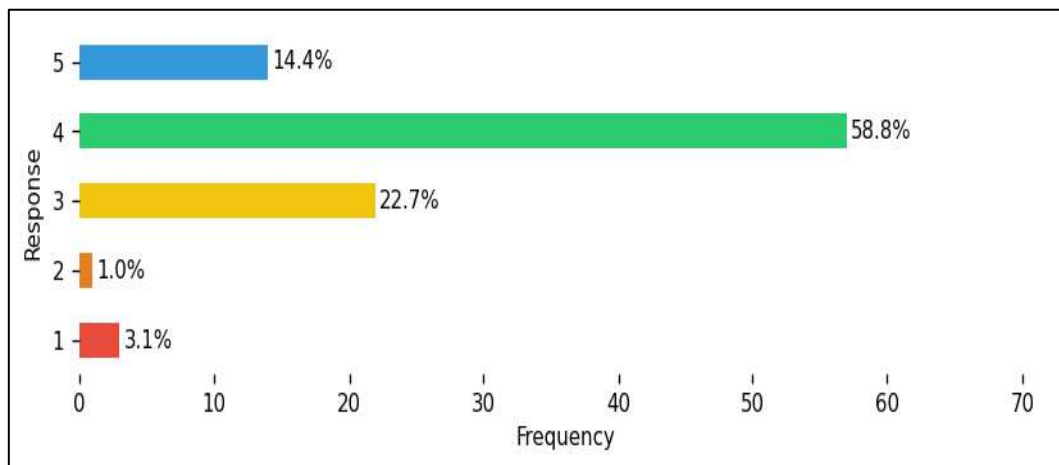


Table-241: Attainment Profile – CO3

Response	Frequency	Percentage
1	3	3.09%
2	1	1.03%
3	22	22.68%
4	57	58.76%
5	14	14.43%
Total	97	100%

Graph-210 and Table-241 indicate that 58.76% of respondents attained Rating 4 and 14.43% attained Rating 5, resulting in 73.19% combined high attainment. Another 22.68% were at Rating 3, while 1.03% and 3.09% were at Ratings 2 and 1 respectively.

CO4. Able to classify yoga

Graph-211: Attainment Profile – CO4

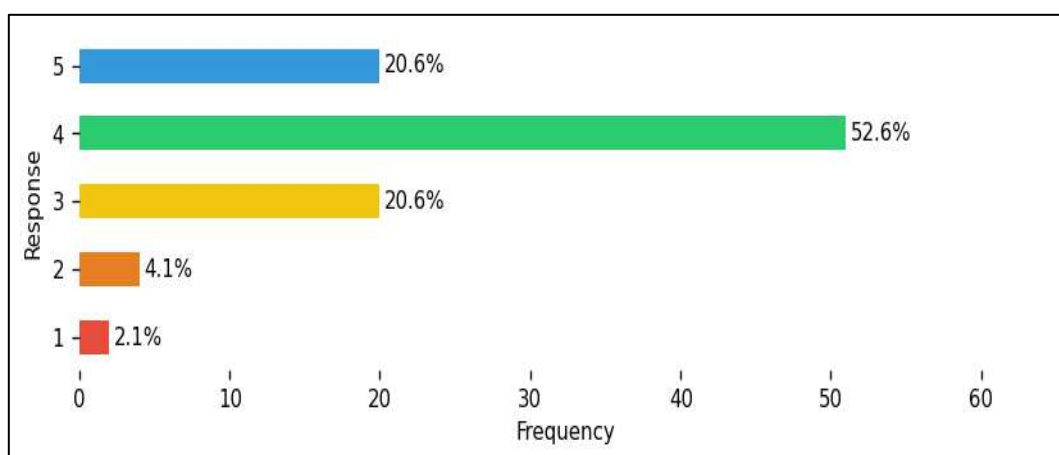
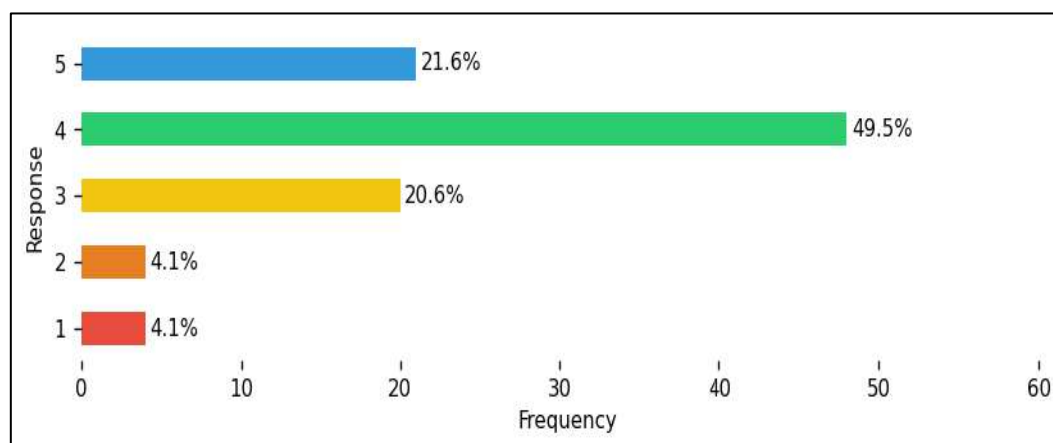


Table-242: Attainment Profile – CO4

Response	Frequency	Percentage
1	2	2.06%
2	4	4.12%
3	20	20.62%
4	51	52.58%
5	20	20.62%
Total	97	100%

Graph-211 and Table-242 indicate that 52.58% of respondents attained Rating 4 and 20.62% attained Rating 5, giving a combined high attainment of 73.20%. Another 20.62% were at Rating 3, while 4.12% and 2.06% were at Ratings 2 and 1 respectively.

CO5. Understood yoga diet and its application in modern context

Graph-212: Attainment Profile – CO5**Table-243: Attainment Profile – CO5**

Response	Frequency	Percentage
1	4	4.12%
2	4	4.12%
3	20	20.62%
4	48	49.48%
5	21	21.65%
Total	97	100%

Graph-212 and Table-243 indicate that 49.48% of respondents attained Rating 4 and 21.65% attained Rating 5, giving a combined high attainment of 71.13%. Another 20.62% were at Rating 3, while 4.12% and 4.12% were at Ratings 2 and 1 respectively.

Course TC-404 G: Value Education and Human Rights

The expected Course Outcomes (COs) of Course TC-404 G: Value Education and Human Rights are as follows:

- CO1: Understood the concept, meaning, types, and methods of teaching value education.
- CO2: Understood human rights in education such as UNESCO, role of school, and human rights.
- CO3: Understood judicial activism and human rights in education.
- CO4: Understood custodial justice such as standard rules for treatment of prisoners, UN principles for protection of prisoners.

Table-244: Consolidated TC-404 G Course Outcome Attainment Distribution

COs	5	4	3	2	1
CO1	14.43%	55.67%	19.59%	7.22%	3.09%
CO2	20.62%	52.58%	15.46%	8.25%	3.09%
CO3	14.43%	55.67%	24.74%	4.12%	1.03%
CO4	18.56%	52.58%	22.68%	1.03%	5.15%
Avg.	17.01%	54.13%	20.62%	5.16%	3.09%

Analysis of the Consolidated Course Outcome Attainment Distribution presented in Table-244:

- An average of 71.14% of responses falls within Ratings 4 and 5, comprising 54.13% at Rating 4 and 17.01% at Rating 5.
- Rating 3 accounts for an average of 20.62%, while Ratings 2 and 1 account for 5.16% and 3.09% respectively.
- CO2 recorded the highest combined high attainment at 73.20%, followed by CO4 at 71.14%.
- CO1 recorded 70.10% combined high attainment, while CO3 recorded the comparatively lowest combined high attainment at 70.10%.
- CO1 and CO3 recorded the highest Rating 4 percentage at 55.67%.
- CO2 recorded the highest Rating 5 percentage at 20.62%.
- CO3 recorded the highest Rating 3 percentage at 24.74%.
- CO2 recorded the highest Rating 2 percentage at 8.25%.
- CO4 recorded the highest Rating 1 percentage at 5.15%, whereas CO3 recorded the lowest Rating 1 percentage at 1.03%.

A detailed analysis for each expected course outcome is given below –

CO1. Understood the concept meaning, types, and methods of teaching value education

Graph-213: Attainment Profile – CO1

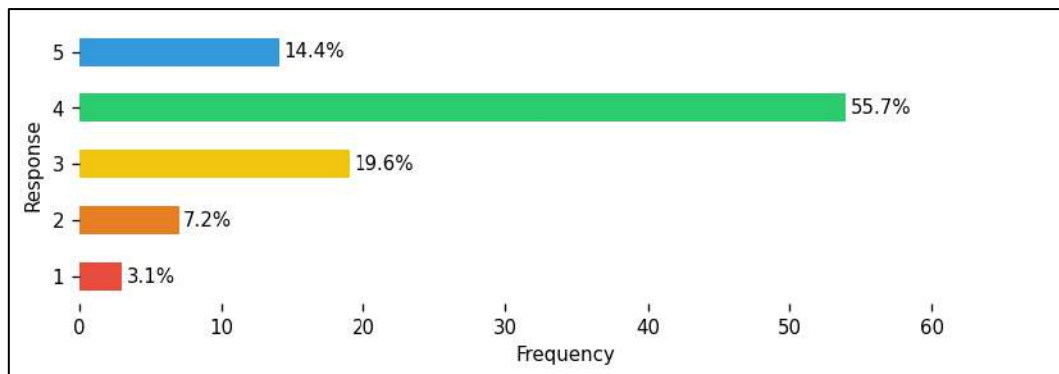


Table-245: Attainment Profile – CO1

Response	Frequency	Percentage
1	3	3.09%
2	7	7.22%
3	19	19.59%
4	54	55.67%
5	14	14.43%
Total	97	100%

Graph-213 and Table-245 indicate that 55.67% of respondents attained Rating 4 and 14.43% attained Rating 5, resulting in 70.10% combined high attainment. Another 19.59% were at Rating 3, while 7.22% and 3.09% were at Ratings 2 and 1 respectively.

CO2. Understood human rights in education such as UNESCO, role of school, human rights

Graph-214: Attainment Profile – CO2

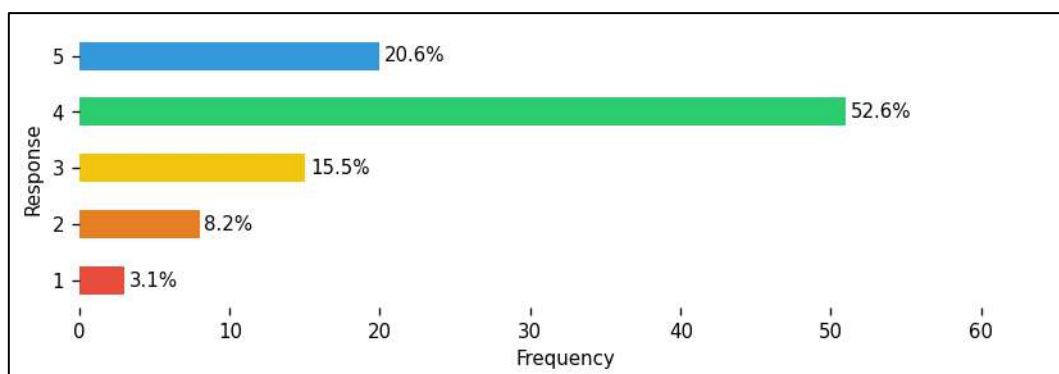
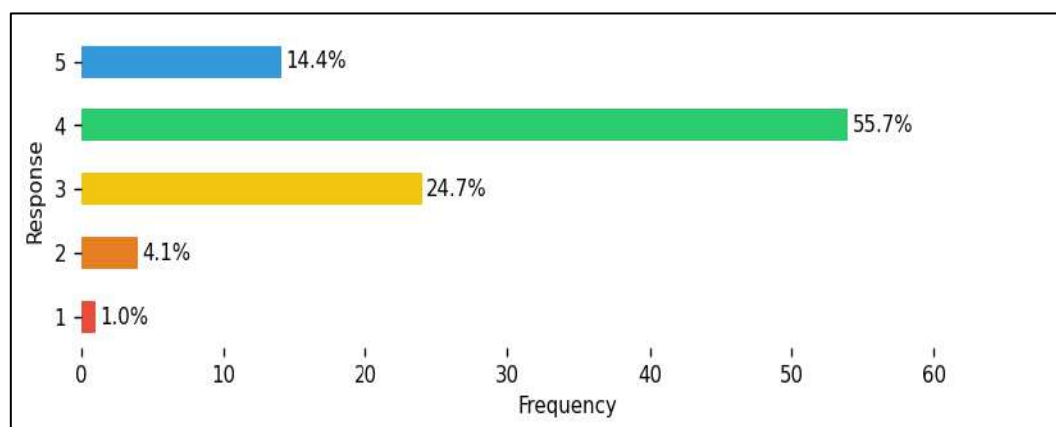


Table-246: Attainment Profile – CO2

Response	Frequency	Percentage
1	3	3.09%
2	8	8.25%
3	15	15.46%
4	51	52.58%
5	20	20.62%
Total	97	100%

Graph-214 and Table-246 indicate that 52.58% of respondents attained Rating 4 and 20.62% attained Rating 5, giving a combined high attainment of 73.20%. Another 15.46% were at Rating 3, while 8.25% and 3.09% were at Ratings 2 and 1 respectively.

CO3. Understood judicial activism and human rights in education

Graph-215: Attainment Profile – CO3**Table-247: Attainment Profile – CO3**

Response	Frequency	Percentage
1	1	1.03%
2	4	4.12%
3	24	24.74%
4	54	55.67%
5	14	14.43%
Total	97	100%

Graph-217 and Table-247 indicate that 55.67% of respondents attained Rating 4 and 14.43% attained Rating 5, resulting in 70.10% combined high attainment. Another 24.74% were at Rating 3, while 4.12% and 1.03% were at Ratings 2 and 1 respectively.

CO4. Understood custodial justice such as standard rules for treatment of prisoners, UN principles for protection of principles

Graph-218: Attainment Profile – CO4

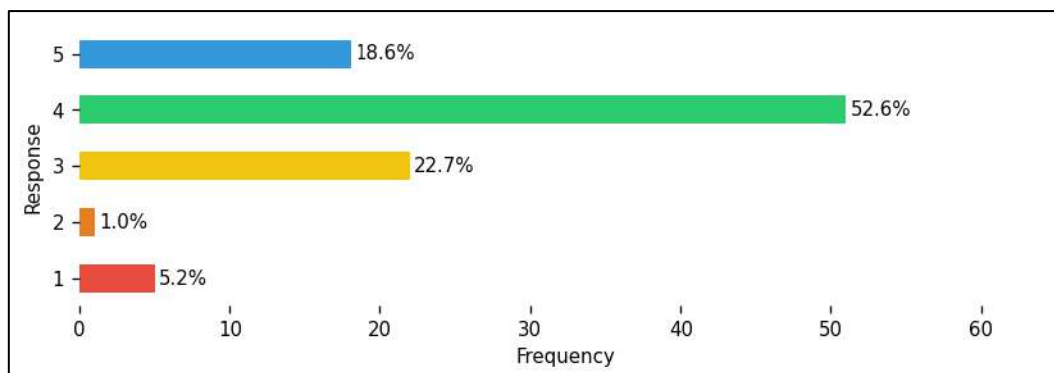


Table-248: Attainment Profile – CO4

Response	Frequency	Percentage
1	5	5.15%
2	1	1.03%
3	22	22.68%
4	51	52.58%
5	18	18.56%
Total	97	100%

Graph-218 and Table-248 indicate that 52.58% of respondents attained Rating 4 and 18.56% attained Rating 5, giving a combined high attainment of 71.14%. Another 22.68% were at Rating 3, while 1.03% and 5.15% were at Ratings 2 and 1 respectively.

Course P-405: Critical Understanding of ICT (EPC-3: Practicum)

The expected Course Outcomes (COs) of Course P-405: Critical Understanding of ICT (EPC-3: Practicum) are as follows:

- **CO1:** Understood the concept of ICT and its uses in Education.
- **CO2:** Acquired knowledge and skills to use ICT as teaching-learning resources.
- **CO3:** Acquired functional knowledge to operate and use LCD projector, radio, and audio-visual presentation via computer as media.
- **CO4:** Acquired knowledge and skill to prepare teaching-learning content by using MS-WORD, EXCEL, POWER POINT, graphs, pictures, tables etc.
- **CO5:** Acquired knowledge and skill to use internet as teaching-learning resource.

Table-249: Consolidated P-405 Course Outcome Attainment Distribution

COs	5	4	3	2	1
CO1	27.84%	48.45%	17.53%	2.06%	4.12%
CO2	26.80%	53.61%	15.46%	2.06%	2.06%
CO3	25.77%	47.42%	20.62%	3.09%	3.09%
CO4	17.53%	58.76%	17.53%	2.06%	4.12%
CO5	25.77%	48.45%	19.59%	4.12%	2.06%
Avg.	24.74%	51.34%	18.15%	2.68%	3.09%

Analysis of the Consolidated Course Outcome Attainment Distribution presented in Table-249:

- An average of 76.08% of responses falls within Ratings 4 and 5, comprising 51.34% at Rating 4 and 24.74% at Rating 5.
- Rating 3 accounts for an average of 18.15%, while Ratings 2 and 1 account for 2.68% and 3.09% respectively.
- CO2 recorded the highest combined high attainment at 80.41%, followed by CO1 at 76.29%.
- CO3 recorded 73.19% combined high attainment, while CO5 recorded 74.22%.
- CO4 recorded the comparatively lowest combined high attainment at 76.29%.
- CO2 recorded the highest Rating 4 percentage at 53.61%, followed by CO4 at 58.76%.
- CO1 recorded the highest Rating 5 percentage at 27.84%.
- CO3 recorded the highest Rating 3 percentage at 20.62%.
- CO5 recorded the highest Rating 2 percentage at 4.12%.
- CO1 and CO4 recorded the highest Rating 1 percentage at 4.12% each.

A detailed analysis for each expected course outcome is given below –

CO1. Understood the concept of ICT and its uses in Education

Graph-219: Attainment Profile – CO1

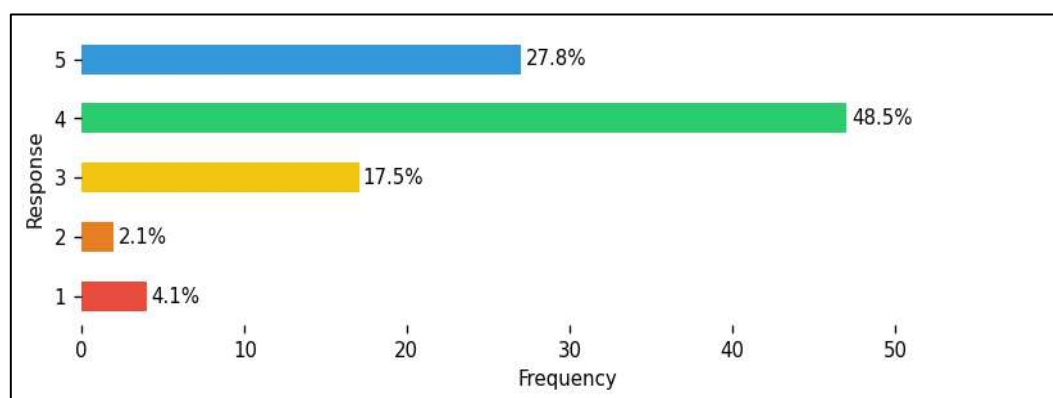
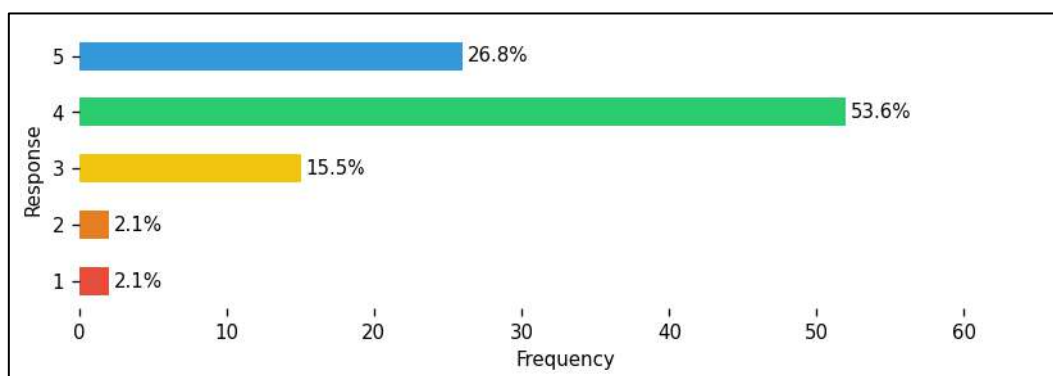


Table-250: Attainment Profile – CO1

Response	Frequency	Percentage
1	4	4.12%
2	2	2.06%
3	17	17.53%
4	47	48.45%
5	27	27.84%
Total	97	100%

Graph-219 and Table-250 indicate that 48.45% of respondents attained Rating 4 and 27.84% attained Rating 5, resulting in 76.29% combined high attainment. Another 17.53% were at Rating 3, while 2.06% and 4.12% were at Ratings 2 and 1 respectively.

CO2. Acquired knowledge and skills to use ICT as teaching learning resources

Graph-220: Attainment Profile – CO2**Table-251: Attainment Profile – CO2**

Response	Frequency	Percentage
1	2	2.06%
2	2	2.06%
3	15	15.46%
4	52	53.61%
5	26	26.8%
Total	97	100%

Graph-220 and Table-251 indicate that 53.61% of respondents attained Rating 4 and 26.80% attained Rating 5, giving a combined high attainment of 80.41%. Another 15.46% were at Rating 3, while 2.06% and 2.06% were at Ratings 2 and 1 respectively.

CO3. Acquired functional knowledge to operate and use LCD projector, radio, and audio-visual presentation via computer as media

Graph-221: Attainment Profile – CO3

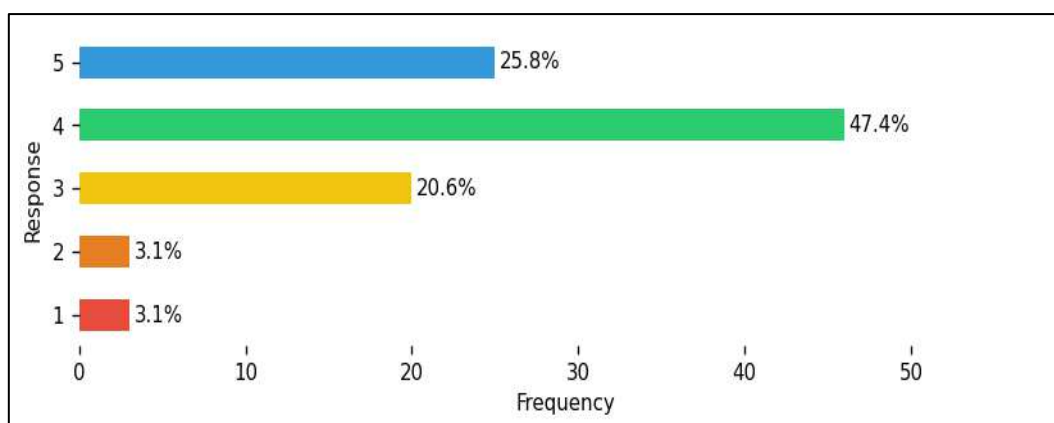


Table-252: Attainment Profile – CO3

Response	Frequency	Percentage
1	3	3.09%
2	3	3.09%
3	20	20.62%
4	46	47.42%
5	25	25.77%
Total	97	100%

Graph-222 and Table-252 indicate that 47.42% of respondents attained Rating 4 and 25.77% attained Rating 5, resulting in 73.19% combined high attainment. Another 20.62% were at Rating 3, while 3.09% and 3.09% were at Ratings 2 and 1 respectively.

CO4. Acquired knowledge and skill prepare teaching-learning content by using MS-WORD, EXCEL, POWER POINT, graphs, pictures, tables etc.

Graph-223: Attainment Profile – CO4

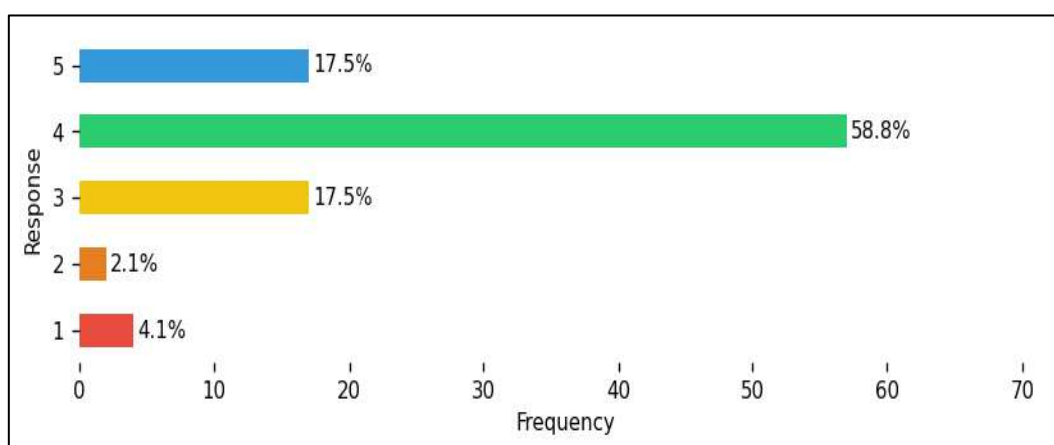
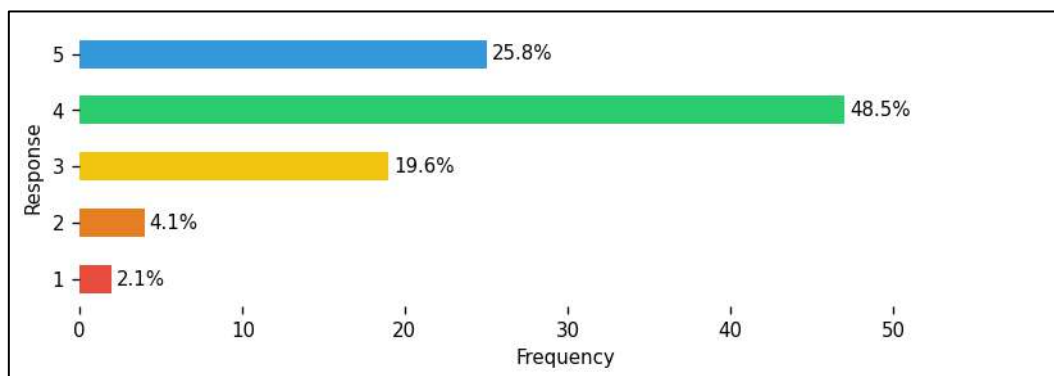


Table-253: Attainment Profile – CO4

Response	Frequency	Percentage
1	4	4.12%
2	2	2.06%
3	17	17.53%
4	57	58.76%
5	17	17.53%
Total	97	100%

Graph-223 and Table-253 indicate that 58.76% of respondents attained Rating 4 and 17.53% attained Rating 5, resulting in 76.29% combined high attainment. Another 17.53% were at Rating 3, while 2.06% and 4.12% were at Ratings 2 and 1 respectively.

CO5. Acquired knowledge and skill to use internet as teaching-learning resource

Graph-224: Attainment Profile – CO5**Table-253: Attainment Profile – CO5**

Response	Frequency	Percentage
1	2	2.06%
2	4	4.12%
3	19	19.59%
4	47	48.45%
5	25	25.77%
Total	97	100%

Graph-224 and Table-253 indicate that 48.45% of respondents attained Rating 4 and 25.77% attained Rating 5, giving a combined high attainment of 74.22%. Another 19.59% were at Rating 3, while 4.12% and 2.06% were at Ratings 2 and 1 respectively.

Course P-406: Understanding the Self (EPC-4: Practicum)

The expected Course Outcomes (COs) of Course P-406: Understanding the Self (EPC-4: Practicum) are as follows:

- **CO1:** Able to explore the aim of the life.
- **CO2:** Able to discover one's true potential.

- **CO3:** Developed sensitivity.
- **CO4:** Able to work towards peace, progress and harmony.
- **CO5:** Able to facilitate personal growth as an application in teaching.

Table-254: Consolidated P-406 Course Outcome Attainment Distribution

COs	5	4	3	2	1
CO1	28.87%	51.55%	14.43%	3.09%	2.06%
CO2	27.84%	54.64%	15.46%	1.03%	1.03%
CO3	35.05%	43.30%	17.53%	2.06%	2.06%
CO4	32.99%	43.30%	19.59%	0.00%	4.12%
CO5	26.80%	52.58%	16.49%	2.06%	2.06%
Avg.	30.31%	49.07%	16.70%	1.65%	2.27%

Analysis of the Consolidated Course Outcome Attainment Distribution presented in Table-254:

- An average of 79.38% of responses falls within Ratings 4 and 5, comprising 49.07% at Rating 4 and 30.31% at Rating 5.
- Rating 3 accounts for an average of 16.70%, while Ratings 2 and 1 account for 1.65% and 2.27% respectively.
- CO2 recorded the highest combined high attainment at 82.48%, followed by CO1 at 80.42%.
- CO5 recorded 79.38% combined high attainment, while CO3 recorded 78.35%.
- CO4 recorded the comparatively lowest combined high attainment at 76.29%.
- CO2 recorded the highest Rating 4 percentage at 54.64%.
- CO3 recorded the highest Rating 5 percentage at 35.05%.
- CO4 recorded the highest Rating 3 percentage at 19.59%.
- CO1 recorded the highest Rating 2 percentage at 3.09%.
- CO4 recorded the highest Rating 1 percentage at 4.12%, while CO1, CO3 and CO5 each recorded 2.06% and CO2 recorded the lowest Rating 1 percentage at 1.03%.

A detailed analysis for each expected course outcome is given below –

CO1. Able to explore the aim of the life

Graph-225: Attainment Profile – CO1

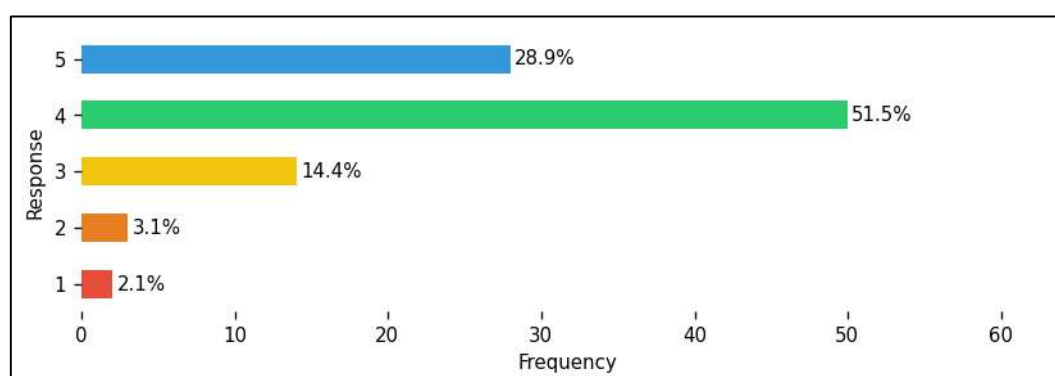
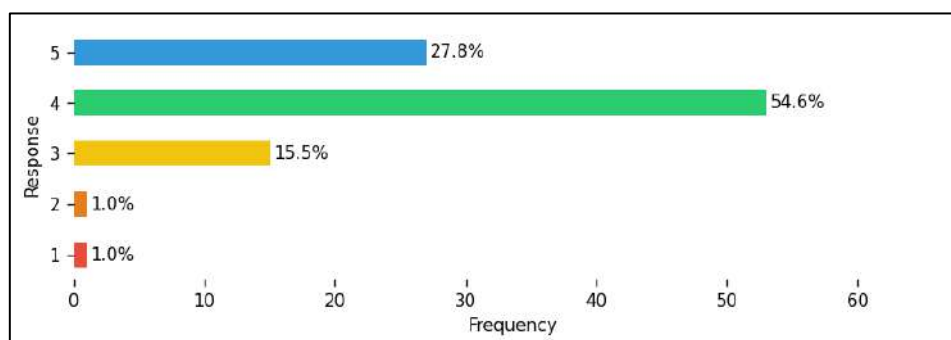


Table-255: Attainment Profile – CO1

Response	Frequency	Percentage
1	2	2.06%
2	3	3.09%
3	14	14.43%
4	50	51.55%
5	28	28.87%
Total	97	100%

Graph-225 and Table-255 indicate that 51.55% of respondents attained Rating 4 and 28.87% attained Rating 5, resulting in 80.42% combined high attainment. Another 14.43% were at Rating 3, while 3.09% and 2.06% were at Ratings 2 and 1 respectively.

CO2. Able to discover one's true potential

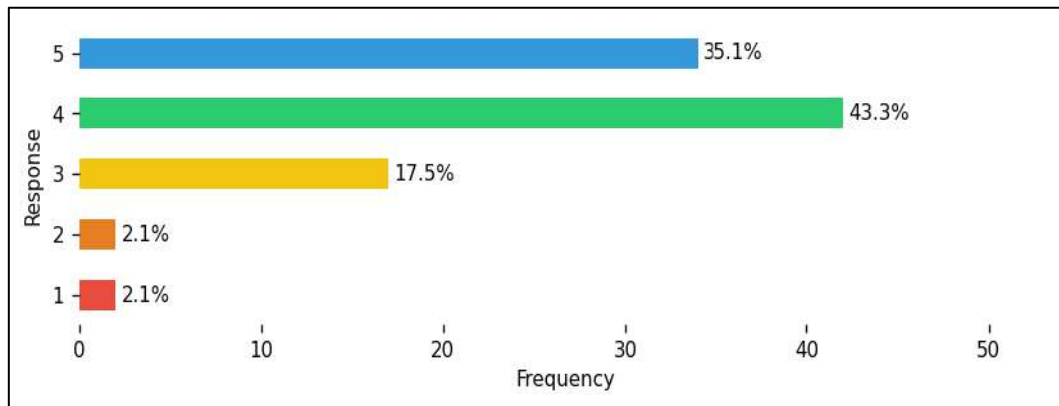
Graph-225: Attainment Profile – CO2**Table-256: Attainment Profile – CO2**

Response	Frequency	Percentage
1	1	1.03%
2	1	1.03%
3	15	15.46%
4	53	54.64%
5	27	27.84%
Total	97	100%

Graph-225 and Table-256 indicate that 54.64% of respondents attained Rating 4 and 27.84% attained Rating 5, giving a combined high attainment of 82.48%. Another 15.46% were at Rating 3, while 1.03% and 1.03% were at Ratings 2 and 1 respectively.

CO3. Developed sensitivity.

Graph-226: Attainment Profile – CO3



Response	Frequency	Percentage
1	2	2.06%
2	2	2.06%
3	17	17.53%
4	42	43.3%
5	34	35.05%
Total	97	100%

CO4. Able to work towards peace, progress and harmony

Graph-227: Attainment Profile – CO4

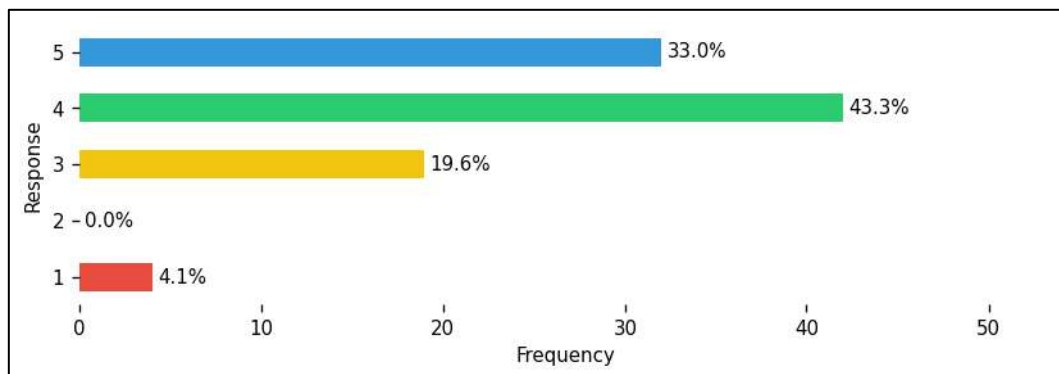


Table-257: Attainment Profile – CO4

Response	Frequency	Percentage
1	4	4.12%
2	0	0.0%
3	19	19.59%
4	42	43.3%
5	32	32.99%
Total	97	100%

Graph-227 and Table-257 indicate that 43.30% of respondents attained Rating 4 and 32.99% attained Rating 5, resulting in 76.29% combined high attainment. Another 19.59% were at Rating 3, while 0.00% and 4.12% were at Ratings 2 and 1 respectively.

CO5. Able to facilitate personal growth as an application in teaching

Graph-228: Attainment Profile – CO5

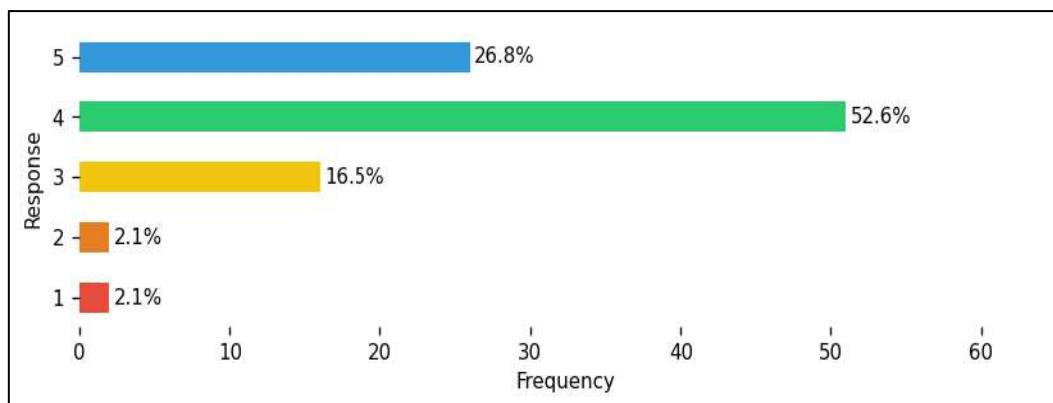


Table-258: Attainment Profile – CO5

Response	Frequency	Percentage
1	2	2.06%
2	2	2.06%
3	16	16.49%
4	51	52.58%
5	26	26.8%
Total	97	100%

Graph-228 and Table-258 indicate that 52.58% of respondents attained Rating 4 and 26.80% attained Rating 5, giving a combined high attainment of 79.38%. Another 16.49% were at Rating 3, while 2.06% and 2.06% were at Ratings 2 and 1 respectively.

Conclusion

The structured mapping of POs, PSOs, and COs in the B.Ed. programme transforms secondary and senior secondary teacher education from a traditional content-delivery model into an outcome-driven, reflective, and competency-based framework. By establishing a direct, traceable alignment between daily classroom instructional strategies (COs), pedagogical subject specializations and inclusive educational practices (PSOs), and broader professional ethics, critical thinking, and national commitment (POs), the framework ensures that student-teachers acquire far more than theoretical knowledge. Instead, they graduate with measurable diagnostic assessment capabilities, adaptive teaching methodologies, and reflective practices required to address complex classroom environments, promote inclusive learning, and actively contribute to school-level educational transformation in line with national professional standards.