



# **Dev Sangha Institute of Professional Studies and Educational Research**

## **Programme: Diploma in Elementary Education (D. El. 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 former two courses are two-year full-time undergraduate and master's courses and are approved by NCTE. The D.El.Ed. course is also a Two-Year Course, recognized by NCTE and is affiliated to Jharkhand Academic Council, Government of Jharkhand. 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), and 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 Diploma in Elementary Education (D.El.Ed.), this framework ensures that candidate teachers develop the specific pedagogical, psychological, and reflective competencies required to foster foundational literacy, numeracy, and holistic development in young 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 child-centered learning practices.

A reporting framework relates to individual teaching units to broad teacher-training goals, ensuring student-teachers acquire required pedagogical skills, classroom management abilities, and foundational educational theory.

In the Diploma in Elementary Education (D.El.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 the specific pedagogical skills, psychological insights, and ethical standards required for primary classrooms.

### The 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 D.El.Ed. program. The evaluation serves as a key mechanism for continuous quality improvement and institutional accreditation.

#### Definitions of Outcome Levels:

**1. Program Outcomes (POs):** POs represent the overarching professional attributes, attitudes, and skills that every D.El.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.

**2. Program Specific Outcomes (PSOs):** PSOs narrow the focus to the specific domain of elementary school teaching and define what a D.El.Ed. pass-out can specifically do in a primary or middle school classroom setting. It relates to specialized competencies unique to primary teacher preparation and are achieved progressively across the full curriculum.

**3. 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 D.El.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 fulfilment of the overall **POs**.

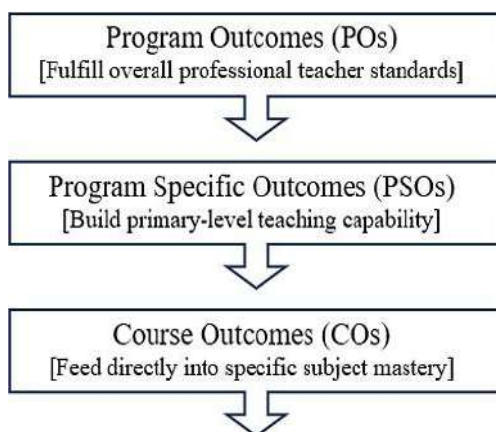


**Fig-1: The Mapping Relationship (PO → PSO → CO)**

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 POs, PSOs and CO and through this matrix, evaluates a student's performance in individual course assessments directly measures whether the overarching program outcomes are being successfully achieved.

#### D.El.Ed Programme

The Diploma in Elementary Education (D.El.Ed) is a 2-year professional diploma programme designed to train teachers for the primary and upper primary levels (Classes I to VIII). Governed and regulated by the National Council for Teacher Education (NCTE) in India, it equips prospective educators with foundational pedagogical skills, child psychology insights, and classroom management techniques. The POs, PSOs, Cos and its attainment from the w.r.t the D.El.Ed programme are given hereunder.

## POs, PSOs, COs

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

### 1. Program Outcomes (POs)

Upon successful completion of the D.El.Ed program, teacher trainees will be able to:

- **PO1:** Develop as dedicated elementary school teachers who would become instrumental in the reconstruction of society.
- **PO2:** Develop necessary knowledge, pedagogic skills and positive predisposition required to be effective elementary teachers.
- **PO3:** Acquired tools and techniques to respond to challenges of elementary education effectively.
- **PO4:** Able to address needs of diverse learners and work with community.
- **PO5:** Able to use ICT, Work Education, Visual Arts & Performing Arts as pedagogy tools.
- **PO6:** Develop aptitude to communicate, demonstrate and practice effective curriculum delivery.
- **PO7:** Able to foster creative and independent thinking and construct knowledge.

### Program Outcome (PO) Attainment Summary:

The accompanying frequency distribution tables present the quantitative responses collected from a sample of N = 17 participants (out of 50 students) 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 have been measured vis-à-vis the expected Program Outcome (PO) as 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  | 41.18% | 52.94% | 5.88%  | 0.0%   | 0.0%   |
| PO2  | 52.94% | 23.53% | 5.88%  | 17.65% | 0.0%   |
| PO3  | 41.18% | 35.29% | 5.88%  | 5.88%  | 11.76% |
| PO4  | 47.06% | 35.29% | 5.88%  | 5.88%  | 5.88%  |
| PO5  | 35.29% | 52.94% | 0.0%   | 11.76% | 0.0%   |
| PO6  | 47.06% | 35.29% | 17.65% | 0.0%   | 0.0%   |
| PO7  | 41.18% | 41.18% | 11.76% | 0.0%   | 5.88%  |
| Avg. | 43.70% | 39.49% | 7.56%  | 5.88%  | 3.36%  |

## Detailed Analysis of Programme Outcomes

A detailed analysis of individual Programme Outcomes are illustrated below.

**PO1:** Developed as dedicated elementary school teachers who would become instrumental in the reconstruction of society.

- **Attainment Profile:** High overall agreement, with **94.12%** rating it at level 4 or 5. Zero responses were recorded at lower tiers (1 or 2).

A graphical representation is given hereunder to highlight the outcome.

**Graph-1: Attainment Profile – PO1**

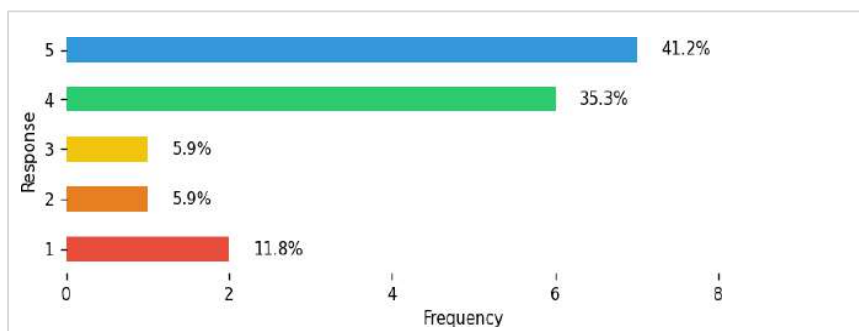


**Table-2: Attainment Profile – PO1**

| Response | Frequency | Percentage |
|----------|-----------|------------|
| 1        | 0         | 0.0%       |
| 2        | 0         | 0.0%       |
| 3        | 1         | 5.88%      |
| 4        | 9         | 52.94%     |
| 5        | 7         | 41.18%     |
| Total    | 17        | 100%       |

**PO2:** Developed necessary knowledge, pedagogic skills and positive predisposition required to be effective elementary teachers.

- **Attainment Profile:** **52.94%** achieved maximum attainment (Rating 5). However, **17.65%** rated it at Level 2, indicating areas requiring further skill development.

**Graph-2: Attainment Profile – PO 2**

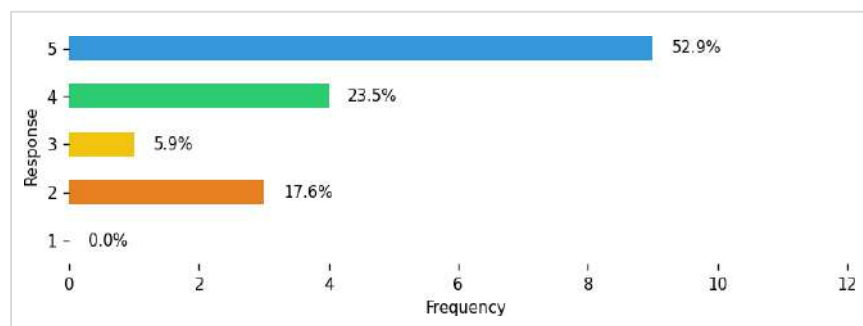


**Table-3: Attainment Profile – PO2**

| Response     | Frequency | Percentage  |
|--------------|-----------|-------------|
| 1            | 0         | 0.0%        |
| 2            | 3         | 17.65%      |
| 3            | 1         | 5.88%       |
| 4            | 4         | 23.53%      |
| 5            | 9         | 52.94%      |
| <b>Total</b> | <b>17</b> | <b>100%</b> |

**PO3: Acquired tools and techniques to respond to challenges of elementary education effectively.**

- **Attainment Profile:** 76.47% rated this outcome favorably (4 or 5), while 11.76% indicated minimum attainment (Rating 1).

**Graph-3: Attainment Profile – PO 3**

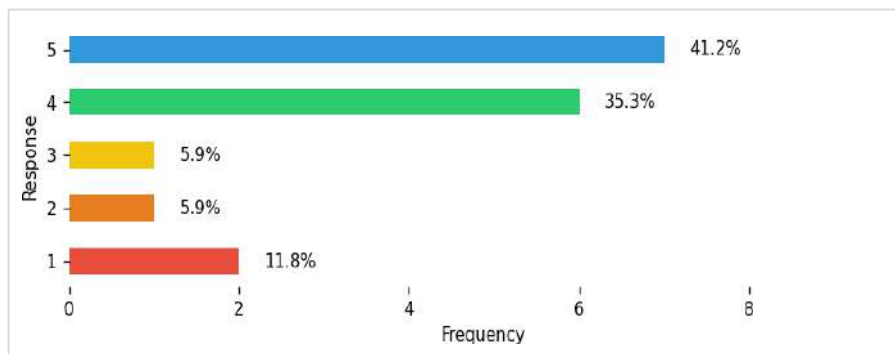


**Table-4: Attainment Profile – PO3**

| Response     | Frequency | Percentage  |
|--------------|-----------|-------------|
| 1            | 2         | 11.76%      |
| 2            | 1         | 5.88%       |
| 3            | 1         | 5.88%       |
| 4            | 6         | 35.29%      |
| 5            | 7         | 41.18%      |
| <b>Total</b> | <b>17</b> | <b>100%</b> |

**PO4: Able to address needs of diverse learners and work with community.**

- **Attainment Profile:** 82.35% reached high levels of attainment (4 or 5). Minor variance is observed across lower ratings (5.88% each).

**Graph-4: Attainment Profile – PO4**

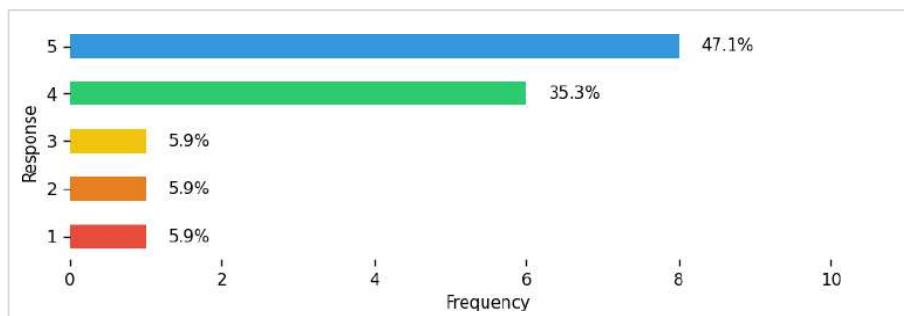


**Table-5: Attainment Profile – PO4**

| Response     | Frequency | Percentage  |
|--------------|-----------|-------------|
| 1            | 1         | 5.88%       |
| 2            | 1         | 5.88%       |
| 3            | 1         | 5.88%       |
| 4            | 6         | 35.29%      |
| 5            | 8         | 47.06%      |
| <b>Total</b> | <b>17</b> | <b>100%</b> |

**PO5:.. Able to use ICT, Work Education, Visual Arts & Performing Arts as pedagogy tools.**

- **Attainment Profile:** 88.23% recorded high attainment (4 or 5). Neutral and Level 1 responses were absent.

**Graph-5: Attainment Profile – PO5**

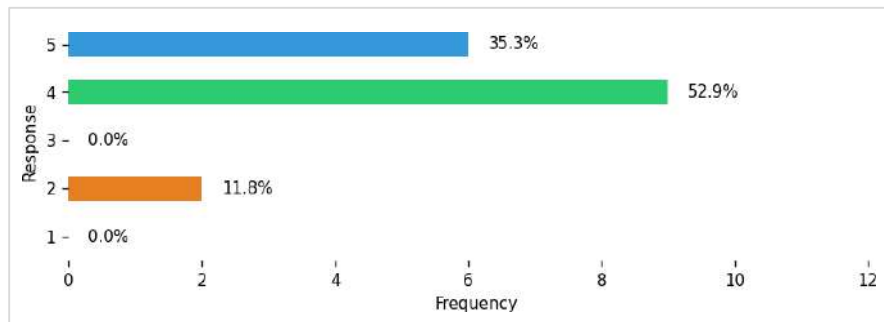


**Table-6: Attainment Profile – PO5**

| Response     | Frequency | Percentage  |
|--------------|-----------|-------------|
| 1            | 0         | 0.0%        |
| 2            | 2         | 11.76%      |
| 3            | 0         | 0.0%        |
| 4            | 9         | 52.94%      |
| 5            | 6         | 35.29%      |
| <b>Total</b> | <b>17</b> | <b>100%</b> |

**PO6: Developed aptitude to communicate, demonstrate and practice effective curriculum delivery.**

- **Attainment Profile:** Fully positive to neutral rating, with zero responses at levels 1 or 2. Combined high attainment stands at 82.35%.

**Graph-6: Attainment Profile – PO6**

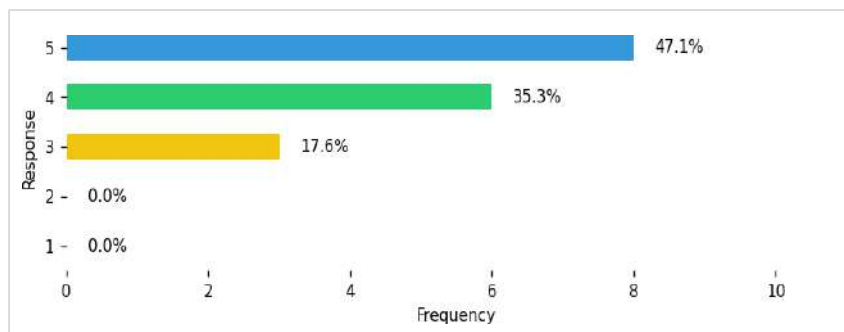


**Table-7: Attainment Profile – PO6**

| Response     | Frequency | Percentage  |
|--------------|-----------|-------------|
| 1            | 0         | 0.0%        |
| 2            | 0         | 0.0%        |
| 3            | 3         | 17.65%      |
| 4            | 6         | 35.29%      |
| 5            | 8         | 47.06%      |
| <b>Total</b> | <b>17</b> | <b>100%</b> |

**PO7: Able to foster creative and independent thinking and construct knowledge.**

**Attainment Profile:** 82.36% demonstrated high attainment (ratings 4 and 5 equally split at 41.18%).

**Graph-7: Attainment Profile – PO7**

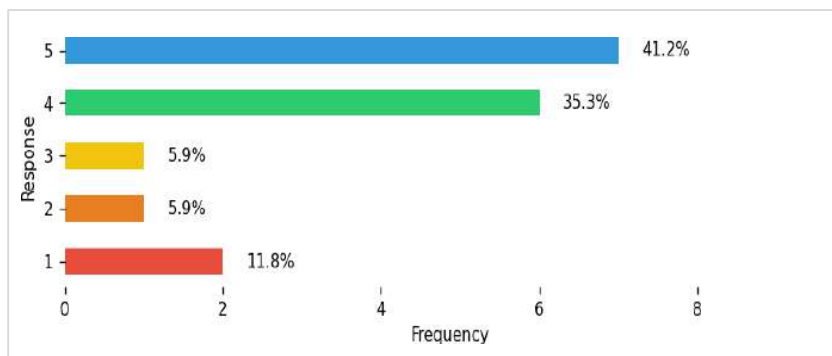


**Table-8: Attainment Profile – PO7**

| Response     | Frequency | Percentage  |
|--------------|-----------|-------------|
| 1            | 1         | 5.88%       |
| 2            | 0         | 0.0%        |
| 3            | 2         | 11.76%      |
| 4            | 7         | 41.18%      |
| 5            | 7         | 41.18%      |
| <b>Total</b> | <b>17</b> | <b>100%</b> |

## Key Conclusions

1. **High Overall Attainment:** An average of **83.19%** of responses fall into the upper performance tiers (Ratings 4 and 5), indicating strong alignment between instructional delivery and program objectives.
2. **Core Strengths:** **PO1** (*Social Reconstruction & Commitment* - **94.12%** high attainment) and **PO5** (*ICT & Arts Integration* - **88.23%** high attainment) represent the highest performing areas.
3. **Action Items:** Lower-tier scores in **PO2** (17.65% Level 2) and **PO3** (11.76% Level 1) highlight specific opportunities to strengthen practical pedagogical skills and problem-solving techniques for classroom challenges.

## 2. Program Specific Outcomes (PSOs)

As explained earlier, Program Specific Outcomes (PSOs) are narrow, focused statements that describe what students should be able to know and do in a specific academic discipline or specialization by the time they graduate. While Program Outcomes (POs) apply broadly across an entire degree type, PSOs capture the unique DNA of a particular domain of knowledge.

PSOs are Domain-Specific, Action-Oriented, Measurable & Outcome-Based and are designed to be directly assessed through coursework, projects, internships, and comprehensive evaluations.

At DIPSER, the following PSOs courses have been stated for implementation in the D.El.Ed. course.

- **PSO1:** Understand the modern concept of education and developed professional aptitude.
- **PSO2:** Able to select appropriate methods for effective teaching.
- **PSO3:** Practice teaching skills: introduction, explanation, examples, chalkboard use, material preparation.
- **PSO4:** Able to apply probing questions at different cognitive levels.
- **PSO5:** Able to evaluate students using achievement tests with blueprints.

#### Program Specific Outcome (PSO) Attainment Summary:

The accompanying frequency distribution tables present the quantitative responses collected from a sample of N = 17 participants (out of 50 students) 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'.

**Table-9: Consolidated PSO Attainment Distribution**

| PSOs | 5      | 4      | 3      | 2      | 1     |
|------|--------|--------|--------|--------|-------|
| PSO1 | 58.82% | 29.41% | 5.88%  | 5.88%  | 0.0%  |
| PSO2 | 47.06% | 41.18% | 0.0%   | 11.76% | 0.0%  |
| PSO3 | 58.82% | 23.53% | 11.76% | 5.88%  | 0.0%  |
| PSO4 | 58.82% | 29.41% | 11.76% | 0.0%   | 0.0%  |
| PSO5 | 47.06% | 35.29% | 11.76% | 0.0%   | 5.88% |
| Avg. | 54.12% | 31.76% | 8.23%  | 4.70%  | 1.18% |

#### Detailed Analysis of Programme Specific Outcomes

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

**PSO1. Understood modern concept of education and developed professional aptitude.**

**Graph-8: Attainment Profile – PSO1**

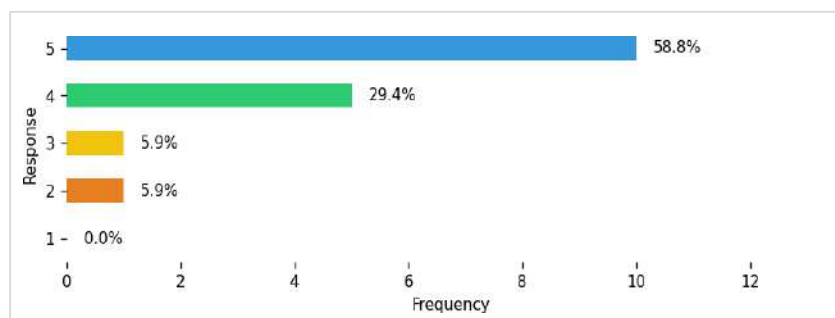


**Table-10 Attainment Profile – PSO1**

| Response | Frequency | Percentage |
|----------|-----------|------------|
| 1        | 0         | 0.0%       |
| 2        | 1         | 5.88%      |
| 3        | 1         | 5.88%      |
| 4        | 5         | 29.41%     |
| 5        | 10        | 58.82%     |
| Total    | 17        | 100%       |

**Analysis:** 88.23% of respondents rated their attainment as high (4 or 5). Strong foundation has been established in fundamental educational concepts.

**PSO 2. Able to select appropriate methods for effective teaching.**

**Graph-9: Attainment Profile – PSO2**

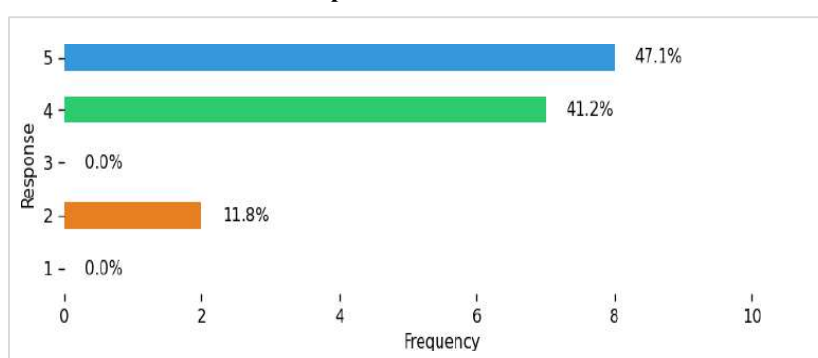


**Table-11 Attainment Profile – PSO2**

| Response | Frequency | Percentage |
|----------|-----------|------------|
| 1        | 0         | 0.0%       |
| 2        | 2         | 11.76%     |
| 3        | 0         | 0.0%       |
| 4        | 7         | 41.18%     |
| 5        | 8         | 47.06%     |
| Total    | 17        | 100%       |

**Analysis:** Combined positive attainment is 88.24%. However, 11.76% rated at Level 2, indicating a small subset requires additional guidance in matching pedagogy to dynamic classroom contexts.

**PSO 3. Practiced teaching skills: introduction, explanation, examples, chalkboard use, material preparation.**

**Graph-10: Attainment Profile – PSO3**

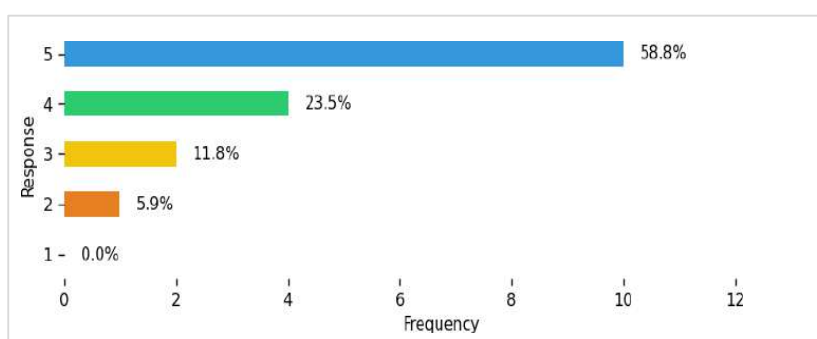


**Table-12 Attainment Profile – PSO3**

| Response | Frequency | Percentage |
|----------|-----------|------------|
| 1        | 0         | 0.0%       |
| 2        | 1         | 5.88%      |
| 3        | 2         | 11.76%     |
| 4        | 4         | 23.53%     |
| 5        | 10        | 58.82%     |
| Total    | 17        | 100%       |

**Analysis:** 82.35% reported strong mastery of essential classroom mechanics, though the minor spread in lower ratings highlights variability in practical confidence during live instruction.

**PSO 4. Able to apply probing questions at different cognitive levels.**

**Graph-11: Attainment Profile – PSO4**

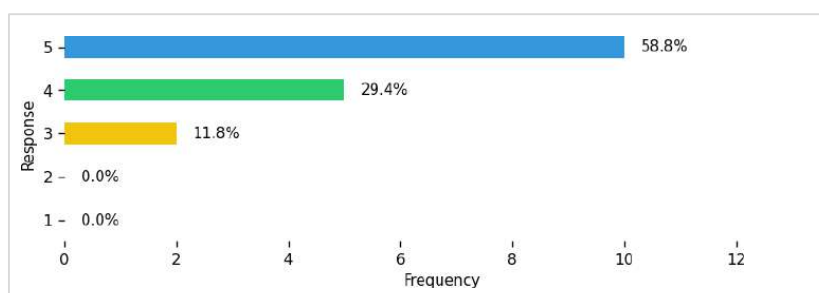


**Table-13 Attainment Profile – PSO4**

| Response | Frequency | Percentage |
|----------|-----------|------------|
| 1        | 0         | 0.0%       |
| 2        | 0         | 0.0%       |
| 3        | 2         | 11.76%     |
| 4        | 5         | 29.41%     |
| 5        | 10        | 58.82%     |
| Total    | 17        | 100%       |

**Analysis:** Strongest overall performance. 88.23% scored high, with zero respondents rating below Level 3. Demonstrates high competence in applying Higher Order Thinking Skills (HOTS) and questioning strategies.

**PSO 5. Able to evaluate students using achievement tests with blueprints.**

**Graph-12: Attainment Profile – PSO5**

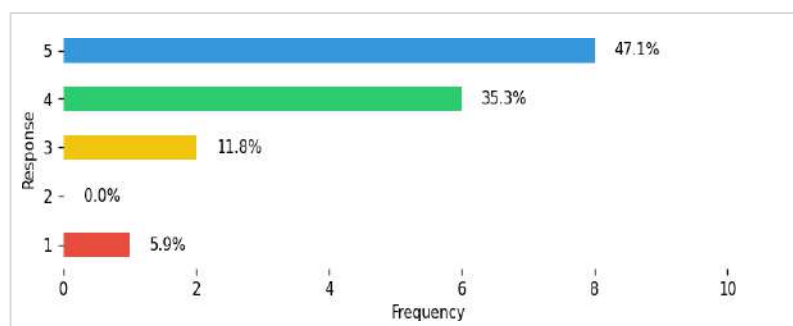


**Table-14 Attainment Profile – PSO5**

| Response | Frequency | Percentage |
|----------|-----------|------------|
| 1        | 1         | 5.88%      |
| 2        | 0         | 0.0%       |
| 3        | 2         | 11.76%     |
| 4        | 6         | 35.29%     |
| 5        | 8         | 47.06%     |
| Total    | 17        | 100%       |

**Analysis:** While positive attainment remains strong at 82.35%, this PSO recorded the lowest overall mean score (4.18) and contained the dataset's only Rating 1 response. Constructing evaluation blueprints and achievement tests remains a technical area where targeted support could add value.

#### **Actionable Takeaways for Program Quality Improvement**

1. Capitalize on Questioning Strengths (PSO 4): The high attainment in cognitive questioning can be integrated into micro-teaching demonstrations to help peer learners.
2. Targeted Support in Assessment Design (PSO 5): Conduct hands-on practical sessions focused specifically on constructing test blueprints and alignment tables to bridge the gap for low scorers.
3. Refine Method Selection (PSO 2): Introduce case-study based pedagogical analysis during coursework to help students who struggled with selecting appropriate teaching methods.

#### **Course Specific Outcome (COs):**

Course Specific Outcomes (CSOs) are precise, measurable statements that define the specific knowledge, skills, attitudes, and mastery a student should possess upon completing a particular course. Unlike broader Program Outcomes (POs), CSOs focus directly on the unit-level or course-level content, detailing exactly what learners will be able to demonstrate, analyze, create, or evaluate by the end of the term. The key characteristics of effective CSOs include:

- **Action-Oriented:** Written using measurable verbs aligned with Bloom's Taxonomy (e.g., *analyze, compute, evaluate, design* rather than *know* or *understand*).
- **Alignment:** Directly mapped to higher-level Program Outcomes (POs) and Program Specific Outcomes (PSOs) to ensure curriculum coherence.
- **Student-Centered:** Focused on what the student will achieve rather than what the instructor will teach.

As in the case of POs and PSOs, the accompanying frequency distribution tables present the quantitative responses collected from a sample of N = 17 participants (out of 50 students) across a standard 5-point rating scale. The Course-wise Outcome Analysis is also based on evaluation on a 5-point scale, where 5 represents 'Maximum Attainment' and 1 represents 'Minimum Attainment'.

A Courses and their expected Outcomes are illustrated below.

#### **Course 01: Education and Teacher in Emerging Indian Society**

- **CO1:** Understood the status of the primary education system.
- **CO2:** Understood education as a national mission and its vision/policies.
- **CO3:** Acquired knowledge of modern concept and methodology of education.
- **CO4:** Engaged with discourses on contemporary Indian society.
- **CO5:** Understood educational objectives and accreditation.

**Course 02: Educational Psychology**

- **CO1:** Understood growth and development at various stages.
- **CO2:** Recognized child's behaviour, interest, attitude and personality.
- **CO3:** Appreciated developmental needs of children and pre-adolescents.
- **CO4:** Comprehended integrated personality.
- **CO5:** Applied child psychology in teaching-learning situations.

**Course 03: School Organization & Guidance and Counseling**

- **CO1:** Understood school management—meaning, objectives, principles.
- **CO2:** Acquainted with service conditions/regulations of elementary education.
- **CO3:** Understood educational conditions and govt efforts for underprivileged.
- **CO4:** Understood guidance & counselling for elementary students.
- **CO5:** Understood teachers' roles in educational change.
- **CO6:** Acquainted with UNICEF, NCERT, ICDS, Anganwadi and other agencies.

**Course 04: Educational Technology and Evaluation**

- **CO1:** Acquired knowledge of educational technology and applications.
- **CO2:** Understood curriculum and syllabus.
- **CO3:** Understood evaluation and its application.
- **CO4:** Acquired planning/lesson development skills.
- **CO5:** Understood basic statistics and its use in evaluation.

**Course 05: Hindi Language Teaching**

- **CO1:** Acquainted with aims and objectives of teaching Hindi.
- **CO2:** Mastered Hindi language skills (LSRW).
- **CO3:** Mastered skills in applying methods and techniques in Hindi teaching.
- **CO4:** Used pedagogy to prepare and deliver Hindi lessons.
- **CO5:** Acquired content knowledge of Hindi textbooks (Class I–VIII).

**Course 06: Teaching English**

- **CO1:** Understood need and status of English at primary level.
- **CO2:** Acquainted with aims/objectives of teaching English.
- **CO3:** Able to apply approaches/methods/techniques.
- **CO4:** Understood lesson plan importance.
- **CO5:** Able to apply teaching techniques.
- **CO6:** Acquainted with oral expression and dramatization.
- **CO7:** Able to analyse English textbooks (Class I–VIII).

**Course 07A: Teaching Sanskrit**

- **CO1:** Acquainted with aims/objectives of Sanskrit teaching.
- **CO2:** Understood ancient methods of teaching Sanskrit.
- **CO3:** Mastered pronunciation/recitation skills.
- **CO4:** Acquired knowledge of Sanskrit grammar.
- **CO5:** Mastered teaching techniques of Sanskrit.

**Course 07B: Teaching Bengali**

- **CO1:** Aims/objectives of Bengali teaching.
- **CO2:** Acquired knowledge of teaching Bengali language/literature.\*
- **CO3:** Mastered pronunciation/recitation.
- **CO4:** Acquired creative writing skills.
- **CO5:** Acquired Bengali grammar and composition knowledge.\*
- **CO6:** Mastered teaching techniques for Bengali.

**Course 08: Teaching Mathematics**

- **CO1:** Understood nature and scope of Mathematics teaching.
- **CO2:** Acquainted with aims/objectives of teaching Mathematics.
- **CO3:** Mastered teaching skills, methods, techniques.
- **CO4:** Understood arithmetic, algebra and geometry.

**Course 09: EVS–1 (Social Science)**

- **CO1:** Acquired knowledge of earth, motion, climate, latitude & longitude.
- **CO2:** Understood ancient history and civilizations.
- **CO3:** Acquainted with Indian Constitution.
- **CO4:** Understood judiciary & administration.
- **CO5:** Understood local administration (Panchayat, Municipal, District).

**Course 10: EVS–2 (General Science)**

- **CO1:** Understood Physical & Biological Science.
- **CO2:** Acquired knowledge of motion/energy/power/force.
- **CO3:** Understood concepts of chemistry (atom, compound etc.).
- **CO4:** Understood living/non-living, cells, human & plant body parts.

**Course 11: Practice Teaching**

- **CO1:** Experienced real classroom teaching.
- **CO2:** Prepared and applied lesson plans.
- **CO3:** Used teaching skills to teach topics.
- **CO4:** Prepared teaching aids.
- **CO5:** Acted as facilitator, manager and observer.
- **CO6:** Prepared tests to evaluate learning.

**Course 12: Computer Practicum**

- **CO1:** Understood concept and peripherals of computers.
- **CO2:** Identified commands/logos.
- **CO3:** Acquired DW Basic programming knowledge.
- **CO4:** Used internet for teaching-learning.

**Course 13: Work Experience & Physical Education**

- **CO1:** Developed skills in tailoring and crafts.

- **CO2:** Understood tools for cutting/stitching.
- **CO3:** Applied stitching styles.
- **CO4:** Prepared garments and materials.
- **CO5:** Developed sportsmanship & personality.
- **CO6:** Participated in physical activities.
- **CO7:** Performed yogic asanas.

#### **Course 14: Community Life**

- **CO1:** Prepared community survey report.
- **CO2:** Volunteered in service camps.
- **CO3:** Organised cultural programs.
- **CO5:** Protected public property and promoted adult education.\*
- **CO6:** Participated in rural festivals.

The individual Course wise Learning Outcomes shall now be described below.

#### **Individual Course wise Learning Outcomes**

##### **CO 01: Education and Teacher in Emerging Indian Society**

- CO 1.1. Understood the status of the primary education system.
- CO 1.2. Understood education as a national mission and its vision/policies.
- CO 1.3. Acquired knowledge of modern concept and methodology of education.
- CO 1.4. Engaged with discourses on contemporary Indian society.
- CO 1.5. Understood educational objectives and accreditation.

**Table-15: Consolidated CO 01 Attainment Distribution**

| COs   | 5      | 4      | 3      | 2      | 1      |
|-------|--------|--------|--------|--------|--------|
| CO1.1 | 41.18% | 35.29% | 11.76% | 11.76% | 0.0%   |
| CO1.2 | 29.41% | 64.71% | 0.0%   | 5.88%  | 0.0%   |
| CO1.3 | 58.82% | 35.29% | 0.0%   | 0.0%   | 5.88%  |
| CO1.4 | 47.06% | 41.18% | 11.76% | 0.0%   | 0.0%   |
| CO1.5 | 41.18% | 41.18% | 0.0%   | 0.0%   | 17.65% |
| Avg.  | 43.53% | 43.53% | 4.70%  | 3.53%  | 4.71%  |

An analysis of the Consolidated Course Outcome (CO) attainment distribution data is given hereunder:

- The top-tier performance is outstanding with an impressive 87.06% of student responses falling into the top two performance bands (rating 5: 43.53%, rating 4: 43.53%).
- A low mid-tier retention is reflected with only 4.70% of responses reflect mid-tier performance (Rating 3), indicating that students generally achieve strong mastery or encounter distinct difficulty.
- A total of 8.24% of responses fall into lower performance bands (Rating 2: 3.53%, Rating 1: 4.71%), though specific outcomes display significant polarisation that requires attention.
- The highest overall positive attainment is w.r.t. CO1.2 & CO1.4. while CO1.2 achieved the highest overall positive score at 94.12% (Rating 5 + 4), with 0.00% in Rating 3 and Rating 1, CO1.4 recorded 88.24% positive output with 0.00% in both lower-tier support bands (Ratings 2 & 1).

- Highest Peak is achieved by CO1.3 which attained the highest percentage of top-tier (Rating 5) ratings at 58.82%.
- A combined positive performance (Rating 5 + 4) reached 94.11% with zero responses in Ratings 3 and 2.
- There is a significant Polarisation in CO1.5. CO1.5 recorded the highest drop into the lowest performance band (Rating 1 at 17.65%). Despite a strong positive attainment of 82.36%, nearly 1 in 6 students experienced severe difficulty with this outcome.
- CO1.1 registered the highest concentration in Rating 2 (11.76%), suggesting a subset of students possess basic familiarity but struggle with complete problem-solving or application depth.
- It is thus suggested that a focused diagnostic work be conducted for CO1.5 to identify and resolve specific conceptual bottlenecks causing the 17.65% drop-off in Rating 1.
- There is a need to bridge Application Gaps in CO1.1 and to provide additional practice exercises and step-by-step problem-solving tutorials to help transition the 11.76% of students at Rating 2 into upper performance bands.
- There is also a need to use pedagogical methods deployed in CO1.2, CO1.3, and CO1.4 as benchmarks for future curriculum delivery.

### Detailed Analysis of Course Outcomes

#### Course 01: Education and Teacher in Emerging Indian Society

- **CO1:** Understood the status of the primary education system.
- **CO2:** Understood education as a national mission and its vision/policies.
- **CO3:** Acquired knowledge of modern concept and methodology of education.
- **CO4:** Engaged with discourses on contemporary Indian society.
- **CO5:** Understood educational objectives and accreditation. A detailed analysis for each expected course

outcome is given below.

#### CO 1.1. Understood the status of the primary education system.

Graph-13: Attainment Profile – CO1.1

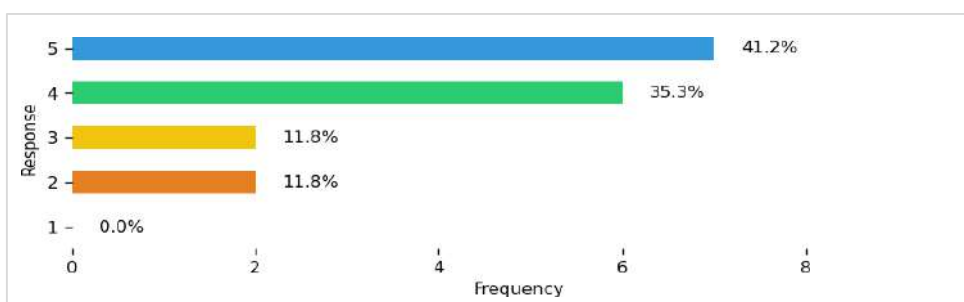


Table-16: Attainment Profile – CO1.1

| Response     | Frequency | Percentage  |
|--------------|-----------|-------------|
| 1            | 0         | 0.0%        |
| 2            | 2         | 11.76%      |
| 3            | 2         | 11.76%      |
| 4            | 6         | 35.29%      |
| 5            | 7         | 41.18%      |
| <b>Total</b> | <b>17</b> | <b>100%</b> |

**CO 1.2. Understood education as a national mission and its vision/policies.**

**Graph-14: Attainment Profile – CO1.2**

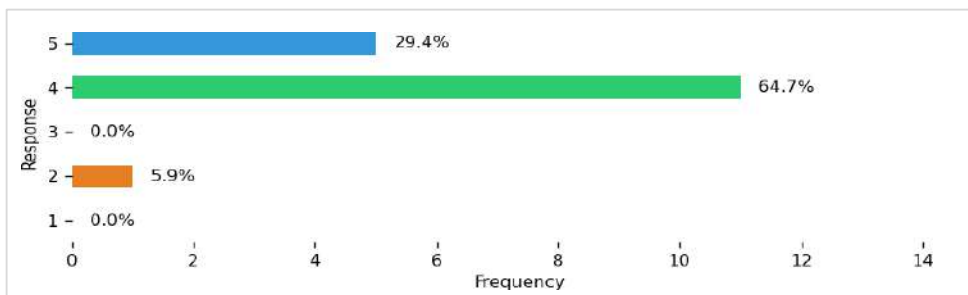


**Table-16: Attainment Profile – CO1.2**

| Response | Frequency | Percentage |
|----------|-----------|------------|
| 1        | 0         | 0.0%       |
| 2        | 1         | 5.88%      |
| 3        | 0         | 0.0%       |
| 4        | 11        | 64.71%     |
| 5        | 5         | 29.41%     |
| Total    | 17        | 100%       |

**CO 1.3. Acquired knowledge of modern concept and methodology of education.**

**Graph-15: Attainment Profile – CO1.3**

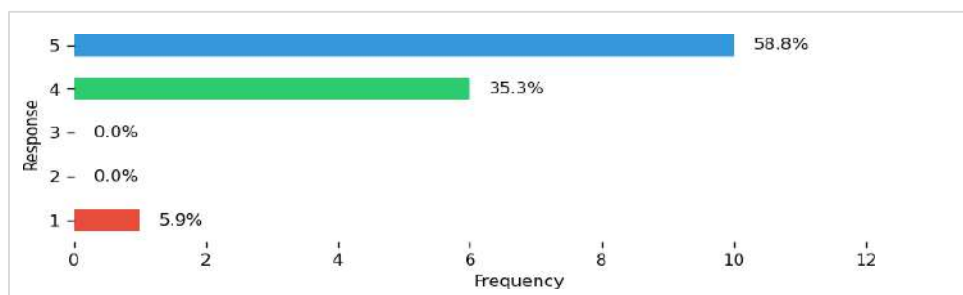


**Table-17: Attainment Profile – CO1.3**

| Response | Frequency | Percentage |
|----------|-----------|------------|
| 1        | 1         | 5.88%      |
| 2        | 0         | 0.0%       |
| 3        | 0         | 0.0%       |
| 4        | 6         | 35.29%     |
| 5        | 10        | 58.82%     |
| Total    | 17        | 100%       |

**CO 1. 4. Engaged with discourses on contemporary Indian society.**

**Graph-16: Attainment Profile – CO1.4**

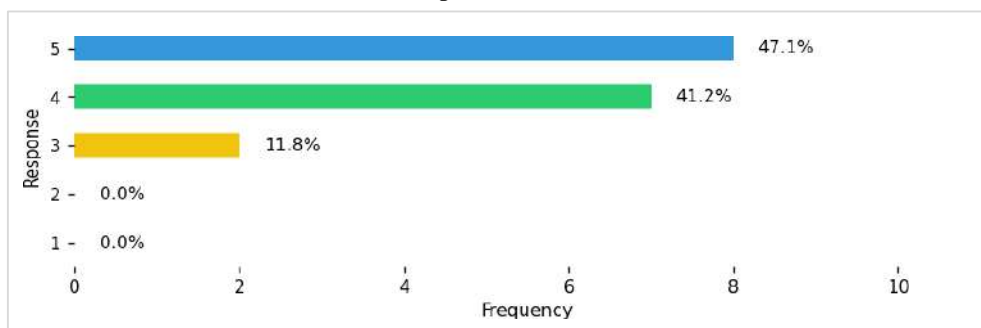


**Table-18: Attainment Profile – CO1.4**

| Response | Frequency | Percentage |
|----------|-----------|------------|
| 1        | 0         | 0.0%       |
| 2        | 0         | 0.0%       |
| 3        | 2         | 11.76%     |
| 4        | 7         | 41.18%     |
| 5        | 8         | 47.06%     |
| Total    | 17        | 100%       |

**CO 1. 5. Understood educational objectives and accreditation.**

**Graph-17: Attainment Profile – CO1.5**

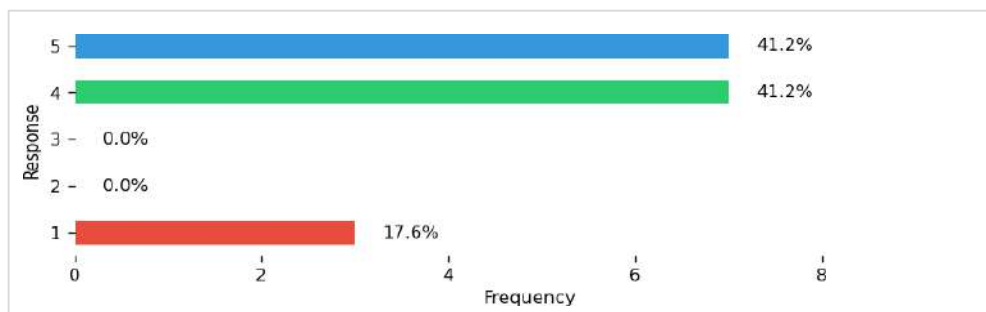


**Table-19: Attainment Profile – CO1.5**

| Response | Frequency | Percentage |
|----------|-----------|------------|
| 1        | 3         | 17.65%     |
| 2        | 0         | 0.0%       |
| 3        | 0         | 0.0%       |
| 4        | 7         | 41.18%     |
| 5        | 7         | 41.18%     |
| Total    | 17        | 100%       |

**CO 02: Educational Psychology**

**CO 2.1.** Understood growth and development at various stages.

**CO 2.2.** Recognized child's behaviour, interest, attitude and personality. **CO 2.3.** Appreciated developmental needs of children and pre-adolescents. **CO 2.4.** Comprehended integrated personality.

**CO 2.5.** Applied child psychology in teaching-learning situations.

**Table-20: Consolidated CO 02 Attainment Distribution**

| COs   | 5      | 4      | 3      | 2      | 1    |
|-------|--------|--------|--------|--------|------|
| CO2.1 | 41.18% | 47.06% | 5.88%  | 5.88%  | 0.0% |
| CO2.2 | 64.71% | 23.53% | 5.88%  | 5.88%  | 0.0% |
| CO2.3 | 58.82% | 29.41% | 11.76% | 0.0%   | 0.0% |
| CO2.4 | 47.06% | 41.18% | 0.0%   | 11.76% | 0.0% |
| CO2.5 | 41.18% | 47.06% | 5.88%  | 5.88%  | 0.0% |
| Avg.  | 50.59% | 37.65% | 5.88%  | 5.88%  | 0.0% |

Based on the provided Course Outcomes (COs) rating distribution dataset, here is an analysis of student performance and feedback ratings (on a 1–5 scale):

- Overall Positive Attainment: The vast majority of ratings fall into the top two categories (5 and 4 rating). Across all outcomes, 50.59% of responses received a rating of 5 and 37.65% received a rating of 4, resulting in an average high-satisfaction benchmark of 88.24% (Ratings 4 & 5 combined).
- Minority Lower Ratings: Only 5.88% of responses received a rating of 3, and 5.88% received a rating of 2 on average.
- CO2.1 & CO2.5 (Identical Distribution): Both outcomes show strong results, with 41.18% rating 5 and 47.06% rating 4 (88.24% positive). Only 5.88% rated 3 and 5.88% rated 2.
- CO2.2 (Highest Excellence): Achieved the highest percentage of top ratings (5s) at 64.71%. Combined with 4s (23.53%), this outcome reached an 88.24% positive rating.
- CO2.3 (Highest Overall Satisfaction): Performed the best overall in terms of minimal low scores. It achieved 58.82% in rating 5 and 29.41% in rating 4, totaling 88.23% positive ratings, with 0.0% receiving a rating of 2 or 1.
- CO2.4 (Highest Low-Rating Focus Area): While 88.24% of students rated this outcome high (47.06% at 5, 41.18% at 4), it registered the highest percentage of ratings at level 2 (11.76%) compared to other outcomes.
- Strength Areas: CO2.2 and CO2.3 represent the strongest outcomes, driven by high proportions of top-tier (5) ratings (64.71% and 58.82%, respectively).
- Areas for Targeted Improvement: CO2.4 has a slightly higher proportion of lower ratings (11.76% at rating 2) despite having 0% at rating 3. Reviewing the content or assessment methods for CO2.4 could help bridge the gap for the small group of students who struggled.

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

#### CO 2.1. Understood growth and development at various stages.

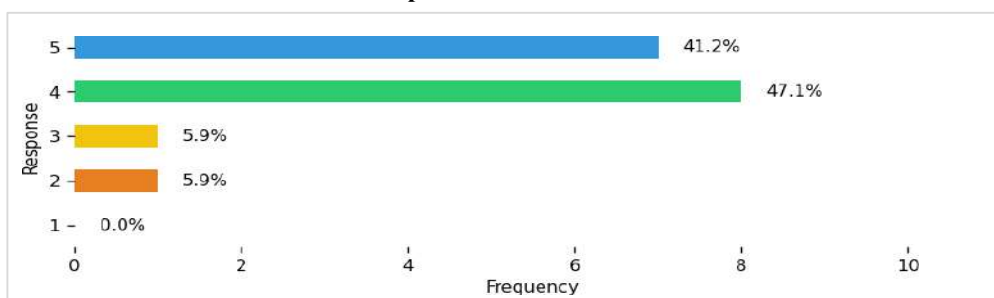
**Graph-18: Attainment Profile – CO2.1**

**Table-21: Attainment Profile – CO2.1**

| Response     | Frequency | Percentage  |
|--------------|-----------|-------------|
| 1            | 0         | 0.0%        |
| 2            | 1         | 5.88%       |
| 3            | 1         | 5.88%       |
| 4            | 8         | 47.06%      |
| 5            | 7         | 41.18%      |
| <b>Total</b> | <b>17</b> | <b>100%</b> |

**CO 2. 2. Recognized child's behaviour, interest, attitude and personality.**

**Graph-19: Attainment Profile – CO2.2**

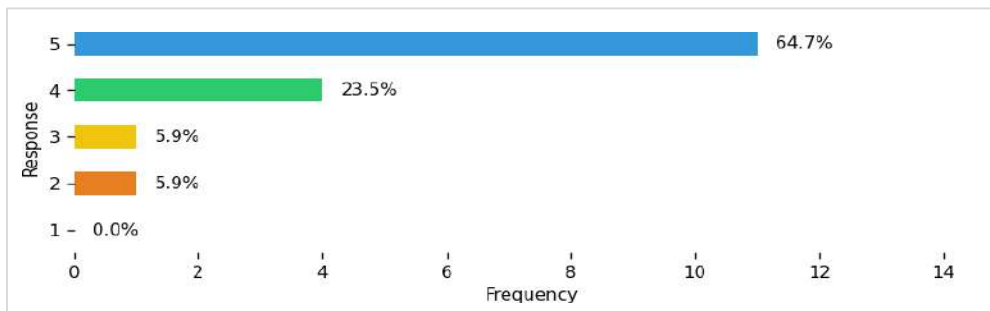


**Table-22: Attainment Profile – CO2.2**

| Response     | Frequency | Percentage  |
|--------------|-----------|-------------|
| 1            | 0         | 0.0%        |
| 2            | 1         | 5.88%       |
| 3            | 1         | 5.88%       |
| 4            | 4         | 23.53%      |
| 5            | 11        | 64.71%      |
| <b>Total</b> | <b>17</b> | <b>100%</b> |

**CO 2. 3. Appreciated developmental needs of children and pre-adolescents.**

**Graph-20: Attainment Profile – CO2.3**

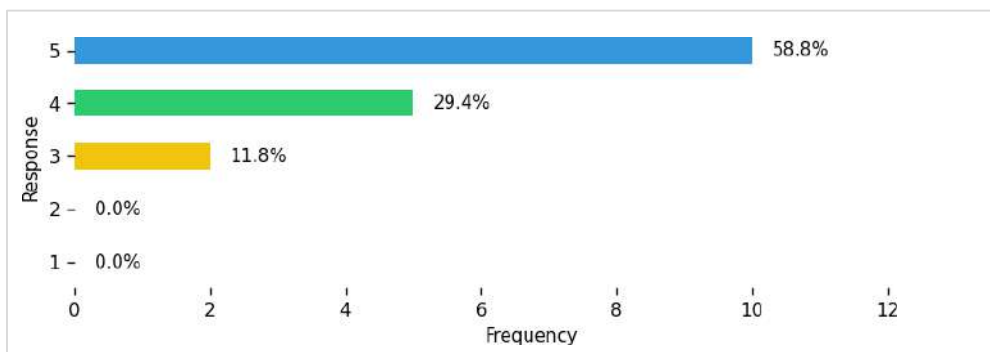


**Table-23: Attainment Profile – CO2.3**

| Response     | Frequency | Percentage  |
|--------------|-----------|-------------|
| 1            | 0         | 0.0%        |
| 2            | 0         | 0.0%        |
| 3            | 2         | 11.76%      |
| 4            | 5         | 29.41%      |
| 5            | 10        | 58.82%      |
| <b>Total</b> | <b>17</b> | <b>100%</b> |

**CO 2. 4. Comprhended integrated personality.**

**Graph-21: Attainment Profile – CO2.4**

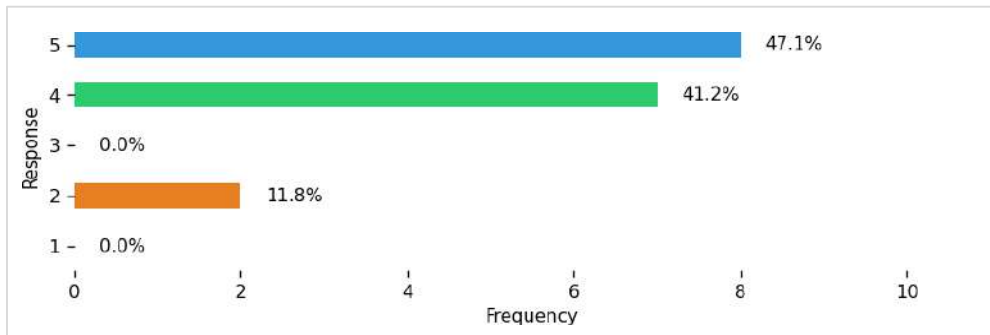


**Table-24: Attainment Profile – CO2.4**

| Response     | Frequency | Percentage  |
|--------------|-----------|-------------|
| 1            | 0         | 0.0%        |
| 2            | 2         | 11.76%      |
| 3            | 0         | 0.0%        |
| 4            | 7         | 41.18%      |
| 5            | 8         | 47.06%      |
| <b>Total</b> | <b>17</b> | <b>100%</b> |

**CO 2. 5. Applied child psychology in teaching-learning situations.**

**Graph-22: Attainment Profile – CO2.5**

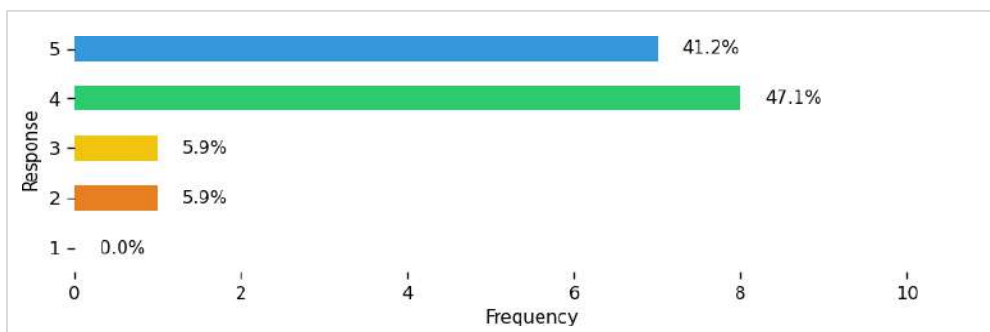


**Table-25: Attainment Profile – CO2.5**

| Response     | Frequency | Percentage  |
|--------------|-----------|-------------|
| 1            | 0         | 0.0%        |
| 2            | 1         | 5.88%       |
| 3            | 1         | 5.88%       |
| 4            | 8         | 47.06%      |
| 5            | 7         | 41.18%      |
| <b>Total</b> | <b>17</b> | <b>100%</b> |

**CO03: School Organization & Guidance and Counseling**

**CO3.1.** Understood school management—meaning, objectives, principles. **CO3.2.** Acquainted with service conditions/regulations of elementary education. **CO3.3.** Understood educational conditions and govt efforts for underprivileged. **CO3.4.** Understood guidance & counseling for elementary students.

**CO3.5.** Understood teachers' roles in educational change.

**CO3. 6.** Acquainted with UNICEF, NCERT, ICDS, Anganwadi and other agencies.

**Table-26: Consolidated CO 03 Attainment Distribution**

| COs   | 5      | 4      | 3      | 2      | 1      |
|-------|--------|--------|--------|--------|--------|
| CO3.1 | 58.82% | 29.41% | 0.0%   | 5.88%  | 5.88%  |
| CO3.2 | 23.53% | 58.82% | 0.0%   | 17.65% | 0.0%   |
| CO3.3 | 41.18% | 35.29% | 17.65% | 5.88%  | 0.0%   |
| CO3.4 | 52.94% | 29.41% | 11.76% | 5.88%  | 0.0%   |
| CO3.5 | 41.18% | 41.18% | 5.88%  | 0.0%   | 11.76% |
| CO3.6 | 41.18% | 47.06% | 5.88%  | 5.88%  | 0.0%   |
| Avg.  | 43.14% | 40.20% | 6.86%  | 6.86%  | 2.94%  |

**Key Observations**

- Overall High Attainment: Broadly, ratings remain strongly positive. Across all CO3 outcomes, 43.14% received a top rating of 5 and 40.20% received a rating of 4, combining for an average 83.34% positive satisfaction benchmark (Ratings 4 & 5 combined).
- Presence of Lowest Ratings: Unlike previous outcome sets, this batch shows a small percentage of level 1 ratings averaging 2.94%.
- Moderate Ratings: Ratings of 3 and 2 both average 6.86% across all outcomes.
- CO3.1 (Highest Top Rating & High Dissatisfaction Split): Attained the highest percentage of level 5 ratings at 58.82%. However, it also has a notable split with 5.88% at level 2 and 5.88% at level 1 (11.76% low rating total).
- CO3.2 (Shift Toward Moderation & Elevated Low Ratings): Lowest proportion of level 5 ratings at 23.53%, though compensated by a high level 4 score (58.82%). It saw the highest concentration of level 2 ratings among all outcomes at 17.65%.
- CO3.3 (Highest Neutral Score): Combined 76.47% positive ratings (41.18% at level 5, 35.29% at level 4). It received the highest level 3 (neutral) score at 17.65%.
- CO3.4 (Solid High Performance): Strong overall results with 52.94% at level 5 and 29.41% at level 4 (82.35% positive). Moderate ratings stand at 11.76% for level 3 and 5.88% for level 2.
- CO3.5 (Highest Lowest Rating Focus Area): Reached an 82.36% positive rating (41.18% at level 5 and 41.18%

at level 4). However, it recorded the highest 1 rating across all outcomes at 11.76%.

- CO3.6 (Most Consistent High Performance): Outstanding overall satisfaction with 88.24% positive ratings (41.18% at level 5, 47.06% at level 4). Only 5.88% at level 3 and 5.88% at level 2, with 0.0% at level 1.
- Top Performers: CO3.1 leads in excellence (58.82% level 5), while CO3.6 is the most consistently well-received outcome with 0% level 1 ratings.
- CO3.2: High level 2 ratings (17.65%) point to specific comprehension hurdles or challenging assessment tasks.
- CO3.5: A significant 11.76% rating at level 1 indicates a distinct subgroup of students who completely struggled with this specific outcome.

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

### CO 3.1. Understood school management—meaning, objectives, principles.

**Graph-23: Attainment Profile – CO3.1**

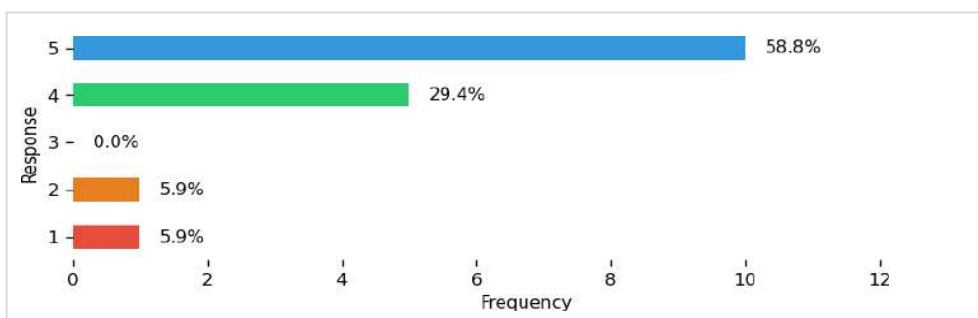


**Table-27: Attainment Profile – CO3.1**

| Response     | Frequency | Percentage  |
|--------------|-----------|-------------|
| 1            | 1         | 5.88%       |
| 2            | 1         | 5.88%       |
| 3            | 0         | 0.0%        |
| 4            | 5         | 29.41%      |
| 5            | 10        | 58.82%      |
| <b>Total</b> | <b>17</b> | <b>100%</b> |

### CO 3. 2. Acquainted with service conditions/regulations of elementary education.

**Graph-24: Attainment Profile – CO3.2**

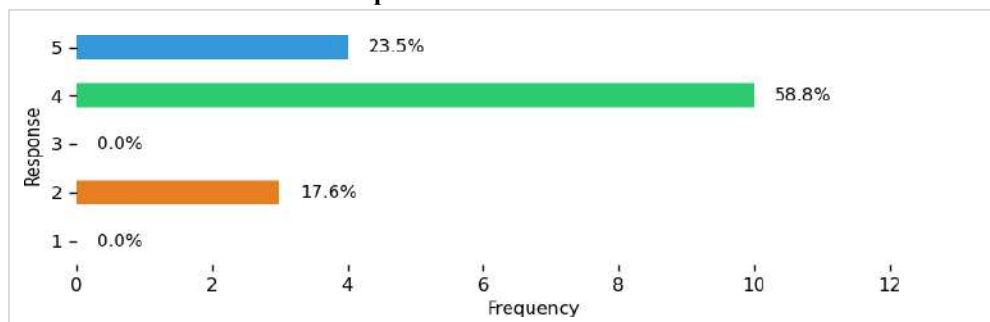


**Table-28: Attainment Profile – CO3.2**

| Response | Frequency | Percentage |
|----------|-----------|------------|
| 1        | 0         | 0.0%       |
| 2        | 3         | 17.65%     |
| 3        | 0         | 0.0%       |
| 4        | 10        | 58.82%     |
| 5        | 4         | 23.53%     |
| Total    | 17        | 100%       |

**CO 3. 3. Understood educational conditions and govt efforts for underprivileged.**

**Graph-25: Attainment Profile – CO3.3**

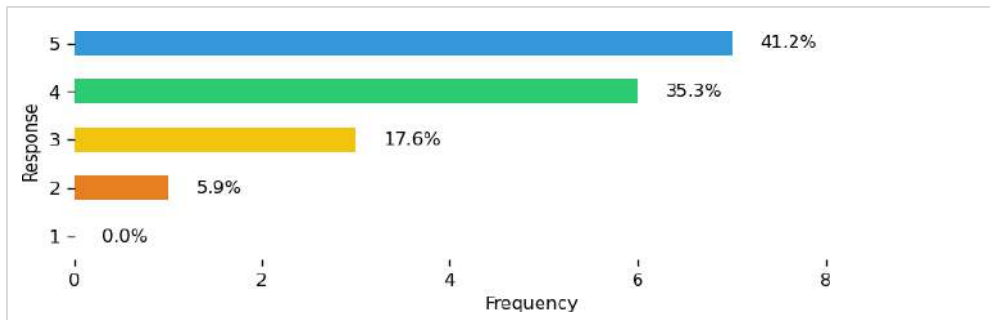


**Table-29: Attainment Profile – CO3.3**

| Response | Frequency | Percentage |
|----------|-----------|------------|
| 1        | 0         | 0.0%       |
| 2        | 1         | 5.88%      |
| 3        | 3         | 17.65%     |
| 4        | 6         | 35.29%     |
| 5        | 7         | 41.18%     |
| Total    | 17        | 100%       |

**CO 3. 4. Understood guidance & counseling for elementary students.**

**Graph-26: Attainment Profile – CO3.4**

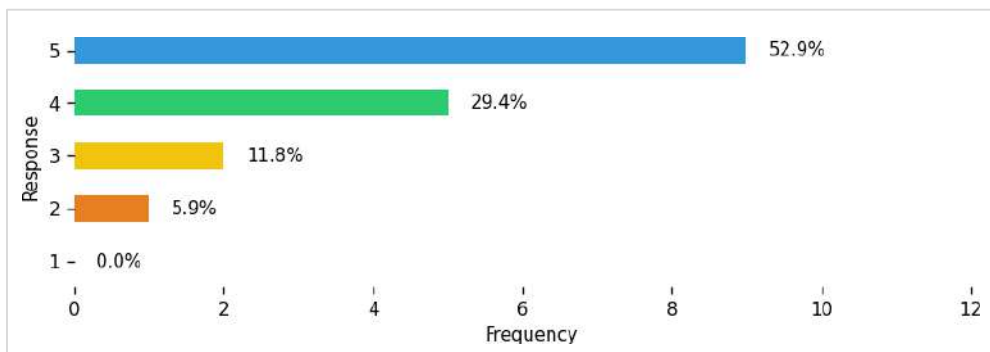
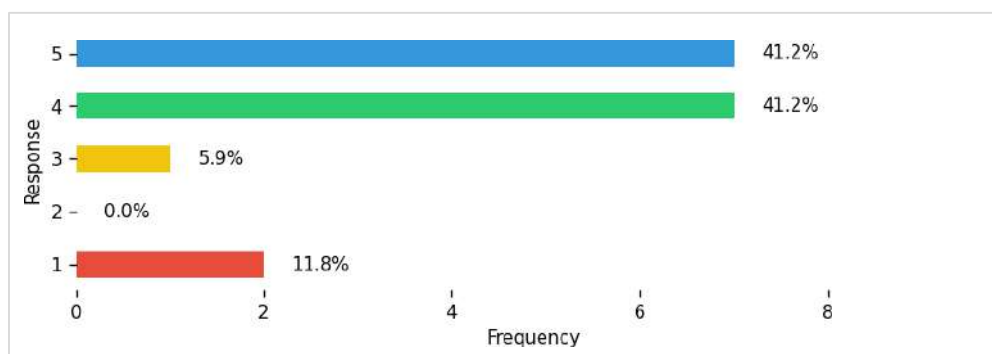


**Table-30: Attainment Profile – CO3.4**

| Response | Frequency | Percentage |
|----------|-----------|------------|
| 1        | 0         | 0.0%       |
| 2        | 1         | 5.88%      |
| 3        | 2         | 11.76%     |
| 4        | 5         | 29.41%     |
| 5        | 9         | 52.94%     |
| Total    | 17        | 100%       |

**CO 3.5. Understood teachers' roles in educational change.**

**Graph-27: Attainment Profile – CO3.5****Table-31: Attainment Profile – CO3.5**

| Response | Frequency | Percentage |
|----------|-----------|------------|
| 1        | 2         | 11.76%     |
| 2        | 0         | 0.0%       |
| 3        | 1         | 5.88%      |
| 4        | 7         | 41.18%     |
| 5        | 7         | 41.18%     |
| Total    | 17        | 100%       |

**CO 3. 6. Acquainted with UNICEF, NCERT, ICDS, Anganwadi and other agencies.**

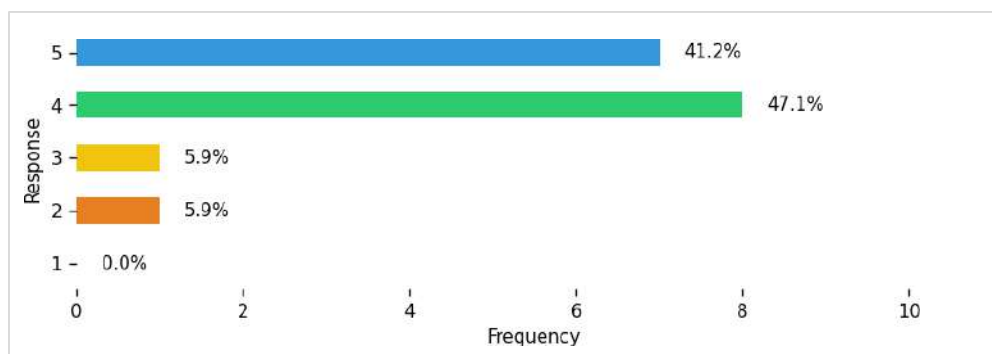
**Graph-28: Attainment Profile – CO3.6**

**Table-32: Attainment Profile – CO3.6**

| Response | Frequency | Percentage |
|----------|-----------|------------|
| 1        | 0         | 0.0%       |
| 2        | 1         | 5.88%      |
| 3        | 1         | 5.88%      |
| 4        | 8         | 47.06%     |
| 5        | 7         | 41.18%     |
| Total    | 17        | 100%       |

**CO 04: Educational Technology and Evaluation**

CO4.1. Acquired knowledge of educational technology and applications. CO 4. 2. Understood curriculum and syllabus.

CO 4. 3. Understood evaluation and its application. CO 4.4 Acquired planning/lesson development skills.

CO 4. 5. Understood basic statistics and its use in evaluation.

**Table-33: Consolidated CO 04 Attainment Distribution**

| COs   | 5      | 4      | 3      | 2      | 1     |
|-------|--------|--------|--------|--------|-------|
| CO4.1 | 47.06% | 35.29% | 5.88%  | 5.88%  | 5.88% |
| CO4.2 | 64.71% | 23.53% | 0.0%   | 11.76% | 0.0%  |
| CO4.3 | 64.71% | 17.65% | 11.76% | 5.88%  | 0.0%  |
| CO4.4 | 70.59% | 17.65% | 0.0%   | 5.88%  | 5.88% |
| CO4.5 | 58.82% | 23.53% | 5.88%  | 11.76% | 0.0%  |
| Avg.  | 61.18% | 23.53% | 4.70%  | 8.23%  | 2.35% |

**Key Observations**

- Highest Top-Tier Satisfaction (Rating 5): The CO4 series achieved the highest overall proportion of level 5 ratings across all sets analyzed, averaging 61.18%.
- Overall Positive Attainment: Combined high ratings (Ratings 4 & 5) average 84.71% (61.18% at level 5 and 23.53% at level 4).
- Low/Moderate Rating Distribution: Ratings at level 3 average 4.70%, level 2 ratings average 8.23%, and level 1 ratings sit at 2.35% on average.

**Course Outcome Breakdown**

- CO4.1 (Most Spread Out / Bimodal): Has the lowest level 5 score in this module (47.06%) but maintains 35.29% at level 4 (82.35% positive). However, ratings are evenly distributed among levels 3, 2, and 1 at 5.88% each.
- CO4.2 (Strong Top-End Performance with Level 2 Polarization): Reached a very high level 5 rating of 64.71% and 23.53% at level 4 (88.24% positive). It recorded 0.0% at level 3, but 11.76% of ratings dropped directly to level 2.
- CO4.3 (Strong Top-Tier Excellence): Matches CO4.2's top rating with 64.71% at level 5 and 17.65% at level 4 (82.36% positive). It has 11.76% at level 3 and 5.88% at level 2, with 0.0% at level 1.
- CO4.4 (Peak Top Rating Across All Modules): Achieved the single highest level 5 rating across all course outcomes analysed at 70.59%. Combined with 17.65% at level 4, it reached 88.24% positive note. However, 5.88% rated it at level 2 and 5.88% at level 1.

- CO4.5 (High Satisfaction with Level 2 Drop): Achieved strong positive results with 58.82% at level 5 and 23.53% at level 4 (82.35% positive). Similar to CO4.2, it registered an elevated level 2 rating of 11.76%.
- CO4.4 is an exceptional highlight, with over 70% of respondents giving it the highest possible score. Both CO4.2 and CO4.3 also display superior level 5 engagement (64.71% each).
- CO4.2 & CO4.5: Both show a notable gap where 11.76% of students gave level 2 ratings while level 3 ratings were minimal or zero. This suggests a subset of students encountered specific conceptual blocks or delivery issues while the majority excelled.
- CO4.1 & CO4.4 (Level 1 Ratings): Both retain 5.88% at level 1, indicating a small group requiring foundational support or prerequisite remediation.

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

#### CO 4.1. Acquired knowledge of educational technology and applications.

**Graph-29: Attainment Profile – CO4.1**

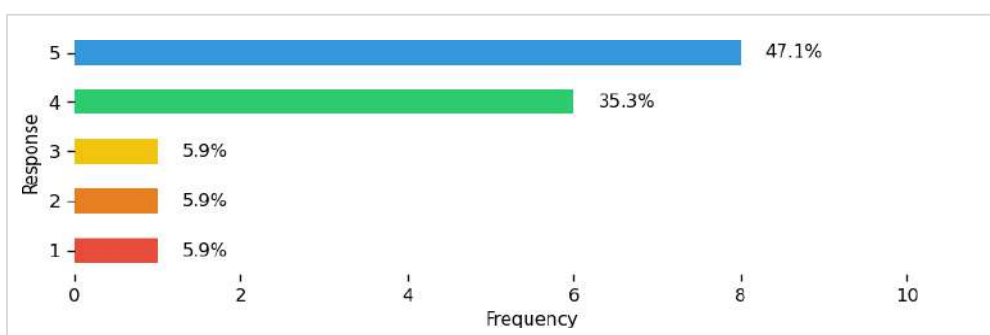


**Table-34: Attainment Profile – CO4.1**

| Response | Frequency | Percentage |
|----------|-----------|------------|
| 1        | 1         | 5.88%      |
| 2        | 1         | 5.88%      |
| 3        | 1         | 5.88%      |
| 4        | 6         | 35.29%     |
| 5        | 8         | 47.06%     |
| Total    | 17        | 100%       |

#### CO 4. 2. Understood curriculum and syllabus.

**Graph-30: Attainment Profile – CO4.2**

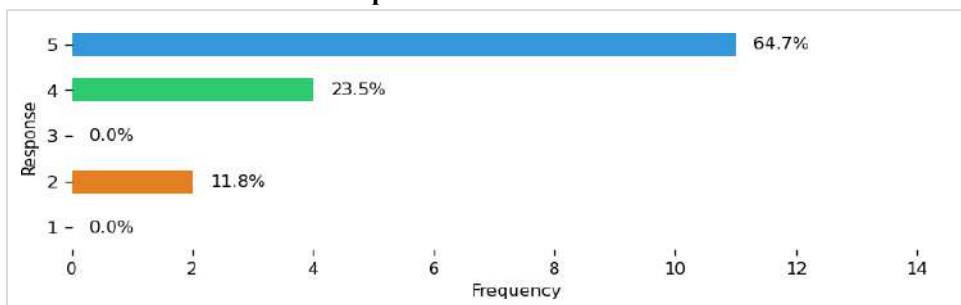


**Table-35: Attainment Profile – CO4.2**

| Response | Frequency | Percentage |
|----------|-----------|------------|
| 1        | 0         | 0.0%       |
| 2        | 2         | 11.76%     |
| 3        | 0         | 0.0%       |
| 4        | 4         | 23.53%     |
| 5        | 11        | 64.71%     |
| Total    | 17        | 100%       |

**CO 4. 3. Understood evaluation and its application.**

**Graph-31: Attainment Profile – CO4.3**

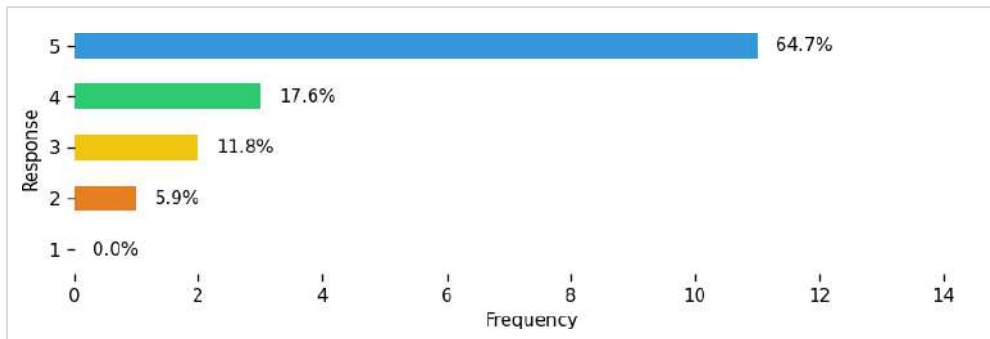


**Table-36: Attainment Profile – CO4.3**

| Response | Frequency | Percentage |
|----------|-----------|------------|
| 1        | 0         | 0.0%       |
| 2        | 1         | 5.88%      |
| 3        | 2         | 11.76%     |
| 4        | 3         | 17.65%     |
| 5        | 11        | 64.71%     |
| Total    | 17        | 100%       |

**CO 4.4 Acquired planning/lesson development skills.**

**Graph-32: Attainment Profile – CO4.4**

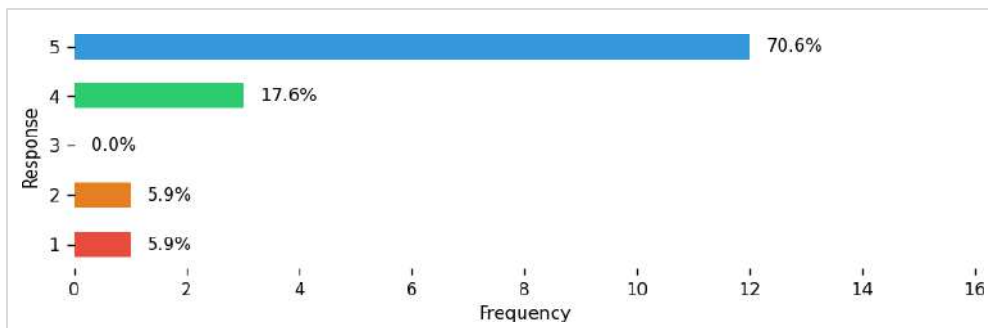
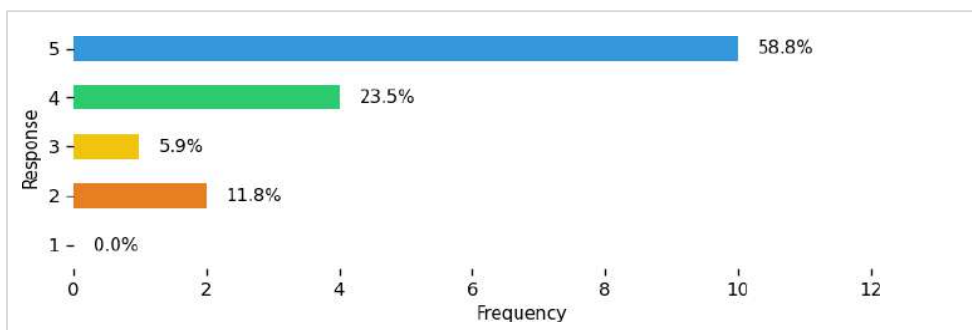


**Table-37: Attainment Profile – CO4.4**

| Response | Frequency | Percentage |
|----------|-----------|------------|
| 1        | 1         | 5.88%      |
| 2        | 1         | 5.88%      |
| 3        | 0         | 0.0%       |
| 4        | 3         | 17.65%     |
| 5        | 12        | 70.59%     |
| Total    | 17        | 100%       |

**CO 4. 5. Understood basic statistics and its use in evaluation.****Graph-33: Attainment Profile – CO4.5****Table-38: Attainment Profile – CO4.5**

| Response | Frequency | Percentage |
|----------|-----------|------------|
| 1        | 0         | 0.0%       |
| 2        | 2         | 11.76%     |
| 3        | 1         | 5.88%      |
| 4        | 4         | 23.53%     |
| 5        | 10        | 58.82%     |
| Total    | 17        | 100%       |

**CO 05: Hindi Language Teaching**

CO 5. 1. Acquainted with aims and objectives of teaching Hindi. CO 5. 2. Mastered Hindi language skills (LSRW).

CO 5. 3. Mastered skills in applying methods and techniques in Hindi teaching. CO 5. 4. Used pedagogy to prepare and deliver Hindi lessons.

CO 5. 5. Acquired content knowledge of Hindi textbooks (Class I–VIII).

**Table-39: Consolidated CO 05 Attainment Distribution**

| COs   | 5      | 4      | 3      | 2      | 1     |
|-------|--------|--------|--------|--------|-------|
| CO5.1 | 70.59% | 17.65% | 0.0%   | 11.76% | 0.0%  |
| CO5.2 | 70.59% | 17.65% | 5.88%  | 5.88%  | 0.0%  |
| CO5.3 | 64.71% | 23.53% | 5.88%  | 5.88%  | 0.0%  |
| CO5.4 | 58.82% | 29.41% | 0.0%   | 5.88%  | 5.88% |
| CO5.5 | 64.71% | 23.53% | 11.76% | 0.0%   | 0.0%  |
| Avg.  | 65.88% | 22.35% | 4.70%  | 5.88%  | 1.18% |

## Key Observations

- The CO5 module demonstrates the highest overall mastery and satisfaction across all modules analysed so far, with an outstanding average of 65.88% at level 5.
- High Overall Positive Attainment is achieved with a combined ratings for levels 4 and 5 reach an average of 88.23% (65.88% at level 5 and 22.35% at level 4).
- A minimal severe dissatisfaction at Level 1 ratings is indicated with average low 1.18% across all outcomes, with four out of five outcomes achieving 0.0% at level 1. Level 3 (neutral) and level 2 ratings average 4.70% and 5.88%, respectively.
- CO5.1 achieved an impressive 70.59% rating at level 5 and 17.65% at level 4 (88.24% positive). However, while level 3 and level 1 were 0.0%, 11.76% of responses dropped directly into level 2.
- CO5.2 shows an exceptional & well-balanced high performance). It matches CO5.1 with 70.59% at level 5 and 17.65% at level 4 (88.24% positive). Lower ratings are minimally split between level 3 (5.88%) and level 2 (5.88%), with 0.0% at level 1.
- CO5.3 shows a consistently high performance. with favorable results with 64.71% at level 5 and 23.53% at level 4 (88.24% positive). Minimal lower-level scores stand at 5.88% for level 3 and 5.88% for level 2, with 0.0% at level 1.
- CO5.4 shows high attainment with minor polarization and reached 58.82% at level 5 and 29.41% at level 4 (88.23% positive). It is the only outcome in this set with a level 1 rating (5.88%), alongside 5.88% at level 2.
- CO5.5 achieved 64.71% at level 5 and 23.53% at level 4 (88.24% positive). It is the top-performing outcome for overall comprehension, registering 0.0% ratings for both level 2 and level 1.

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

### CO 5. 1. Acquainted with aims and objectives of teaching Hindi.

**Graph-34: Attainment Profile – CO5.1**

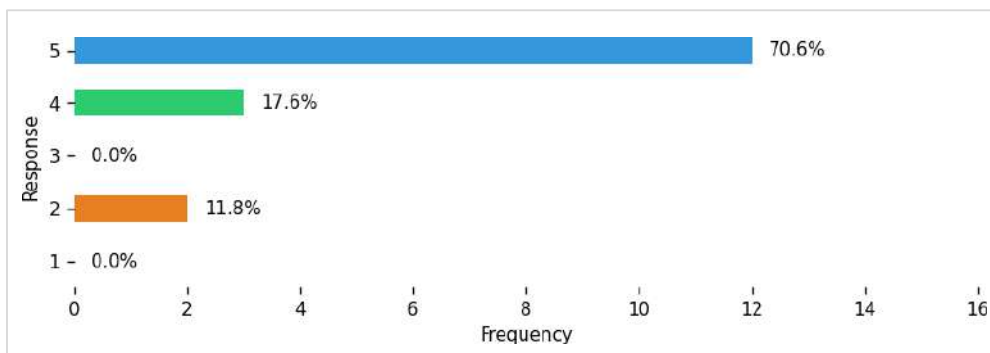


**Table-40: Attainment Profile – CO 5.1**

| Response | Frequency | Percentage |
|----------|-----------|------------|
| 1        | 0         | 0.0%       |
| 2        | 2         | 11.76%     |
| 3        | 0         | 0.0%       |
| 4        | 3         | 17.65%     |
| 5        | 12        | 70.59%     |
| Total    | 17        | 100%       |

**CO 5. 2. Mastered Hindi language skills (LSRW).**

**Graph-35: Attainment Profile – CO5.2**

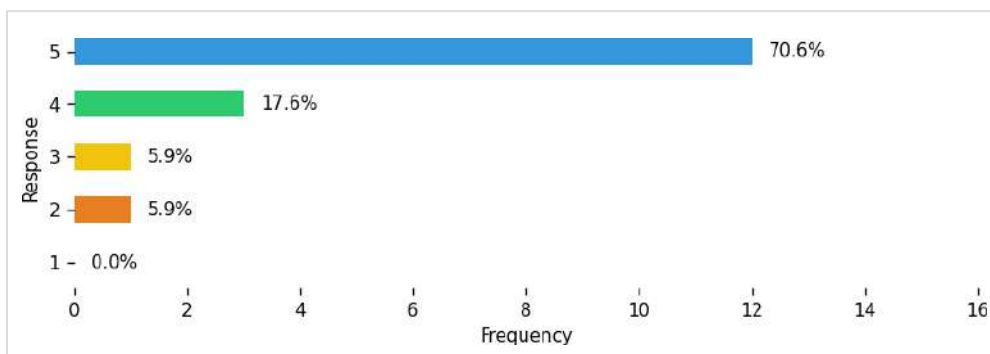


**Table-41: Attainment Profile – CO 5.2**

| Response | Frequency | Percentage |
|----------|-----------|------------|
| 1        | 0         | 0.0%       |
| 2        | 1         | 5.88%      |
| 3        | 1         | 5.88%      |
| 4        | 3         | 17.65%     |
| 5        | 12        | 70.59%     |
| Total    | 17        | 100%       |

**CO 5. 3. Mastered skills in applying methods and techniques in Hindi teaching.**

**Graph-36: Attainment Profile – CO5.3**

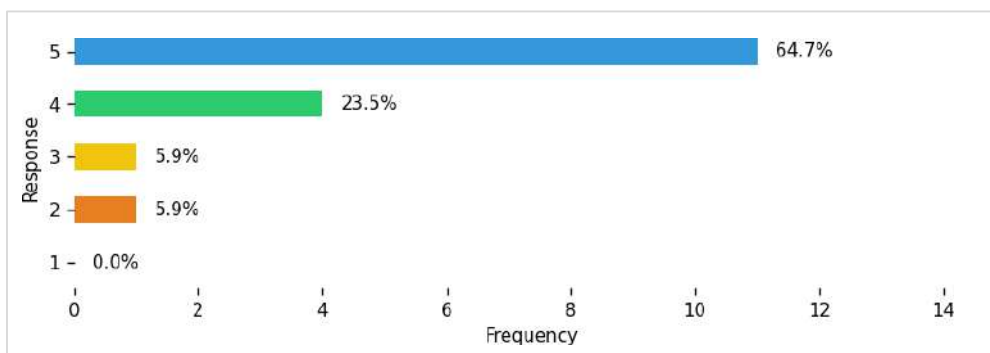


**Table-42: Attainment Profile – CO 5.3**

| Response | Frequency | Percentage |
|----------|-----------|------------|
| 1        | 0         | 0.0%       |
| 2        | 1         | 5.88%      |
| 3        | 1         | 5.88%      |
| 4        | 4         | 23.53%     |
| 5        | 11        | 64.71%     |
| Total    | 17        | 100%       |

**CO 5. 4. Used pedagogy to prepare and deliver Hindi lessons.**

**Graph-37: Attainment Profile – CO5.4**

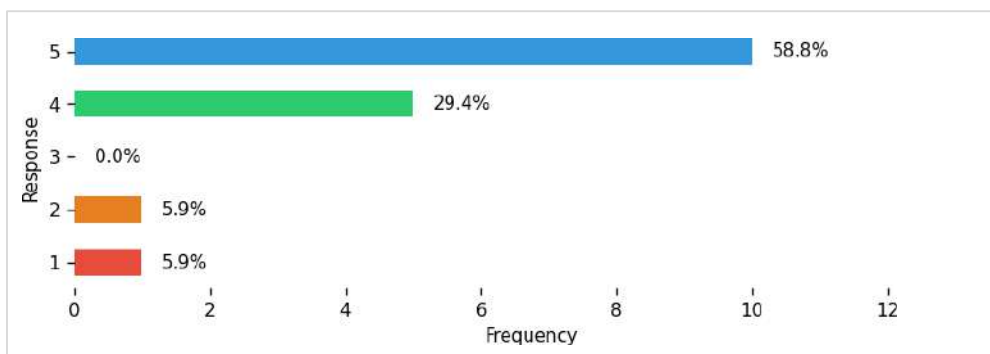


**Table-43: Attainment Profile – CO 5.4**

| Response | Frequency | Percentage |
|----------|-----------|------------|
| 1        | 1         | 5.88%      |
| 2        | 1         | 5.88%      |
| 3        | 0         | 0.0%       |
| 4        | 5         | 29.41%     |
| 5        | 10        | 58.82%     |
| Total    | 17        | 100%       |

**CO 5. 5. Acquired content knowledge of Hindi textbooks (Class I–VIII).**

**Graph-38: Attainment Profile – CO5.5**

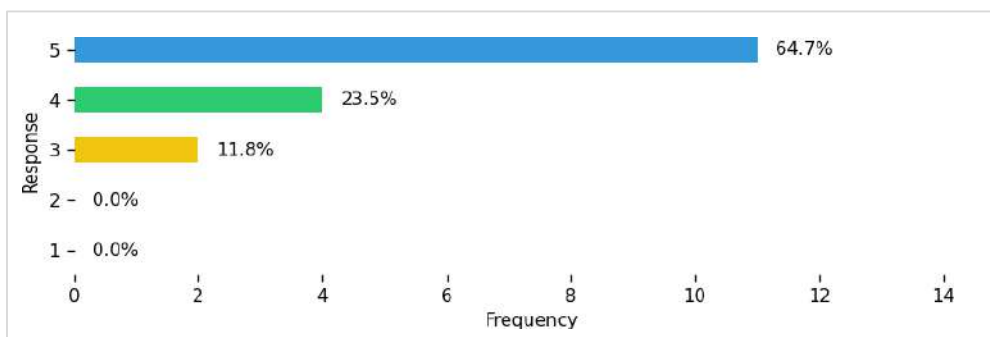


**Table-44: Attainment Profile – CO 5.5**

| Response | Frequency | Percentage |
|----------|-----------|------------|
| 1        | 0         | 0.0%       |
| 2        | 0         | 0.0%       |
| 3        | 2         | 11.76%     |
| 4        | 4         | 23.53%     |
| 5        | 11        | 64.71%     |
| Total    | 17        | 100%       |

## CO 06: Teaching English

CO 6.1. Understood need and status of English at primary level. CO 6. 2. Acquainted with aims/objectives of teaching English. CO 6. 3. Able to apply approaches/methods/techniques.

CO 6. 4. Understood lesson plan importance. CO 6. 5. Able to apply teaching techniques.

CO 6. 6. Acquainted with oral expression and dramatization. CO 6. 7. Able to analyse English textbooks (Class I–VIII).

**Table-45:** Consolidated CO 06 Attainment Distribution

| COs   | 5      | 4      | 3      | 2      | 1      |
|-------|--------|--------|--------|--------|--------|
| CO6.1 | 58.82% | 23.53% | 5.88%  | 0.0%   | 11.76% |
| CO6.2 | 64.71% | 11.76% | 11.76% | 11.76% | 0.0%   |
| CO6.3 | 47.06% | 35.29% | 11.76% | 5.88%  | 0.0%   |
| CO6.4 | 41.18% | 41.18% | 5.88%  | 11.76% | 0.0%   |
| CO6.5 | 41.18% | 47.06% | 5.88%  | 5.88%  | 0.0%   |
| CO6.6 | 47.06% | 47.06% | 0.0%   | 5.88%  | 0.0%   |
| CO6.7 | 64.71% | 23.53% | 0.0%   | 5.88%  | 5.88%  |
| Avg.  | 52.10% | 32.77% | 5.88%  | 6.72%  | 2.52%  |

### Key Observations

- Strong Overall Attainment: Across the CO6 module, an average of 52.10% of students gave a top rating of 5, and 32.77% gave a rating of 4, bringing the combined positive attainment rate (Ratings 4 & 5) to 84.87%.
- Balanced Moderate/Low Ratings: Neutral scores at rating 3 average 5.88%, while lower ratings average 6.72% for level 2 and 2.52% for level 1.
- Bimodal Polarization in Specific Outcomes: Certain outcomes show high top-tier scores alongside localized spikes at ratings 2 or 1, pointing to specific areas where a minority group faced distinct difficulties.
- CO6.1 (High Performance with Level 1 Polarization): Achieved a strong 58.82% at level 5 and 23.53% at level 4 (82.35% positive). However, it recorded the highest level 1 rating in the set at 11.76%.
- CO6.2 (High Top-Tier Score with Elevated Level 2 Drop): Reached 64.71% at level 5 and 11.76% at level 4 (76.47% positive). It saw an elevated concentration of ratings at both level 3 (11.76%) and level 2 (11.76%).
- CO6.3 (Solid High Performance): Recorded 47.06% at level 5 and 35.29% at level 4 (82.35% positive). Lower ratings remain modest with 11.76% at level 3, 5.88% at level 2, and 0.0% at level 1.
- CO6.4 (Moderate Satisfaction Spread): Reached 41.18% at level 5 and 41.18% at level 4 (82.36% positive). It shows an elevated level 2 score of 11.76%.
- CO6.5 (Consistent & Balanced Attainment): Yielded 41.18% at level 5 and 47.06% at level 4 (88.24%). Only 5.88% rated it at level 3 and 5.88% at level 2, with 0.0% at level 1.
- CO6.6 (Highest Overall Positive Attainment): Shared top honors for total positive sentiment, reaching 47.06% at level 5 and 47.06% at level 4 (94.12% positive). Level 3 and level 1 ratings stand at 0.0%, with only 5.88% at level 2.
- CO6.7 (High Top-Tier Score with Minor Split): Reached an impressive 64.71% at level 5 and 23.53% at level 4 (88.24% positive). Lower ratings are split between level 2 (5.88%) and level 1 (5.88%).
- CO6.6 demonstrates the highest combined positive attainment (94.12% positive ratings with 0% level 1 ratings). CO6.2 and CO6.7 lead in top-tier (level 5) mastery at 64.71% each.
- CO6.1: The 11.76% rating at level 1 indicates a small cluster of students experiencing major conceptual

barriers. Targeted remediation or additional learning materials will help bridge this gap.

- CO6.2 & CO6.4 both outcomes registered 11.76% at level 2. Reviewing assignment difficulty, delivery methods, or formative feedback in these modules will help support struggling learners.

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

#### CO 6.1. Understood need and status of English at primary level.

**Graph-39: Attainment Profile – CO6.1**

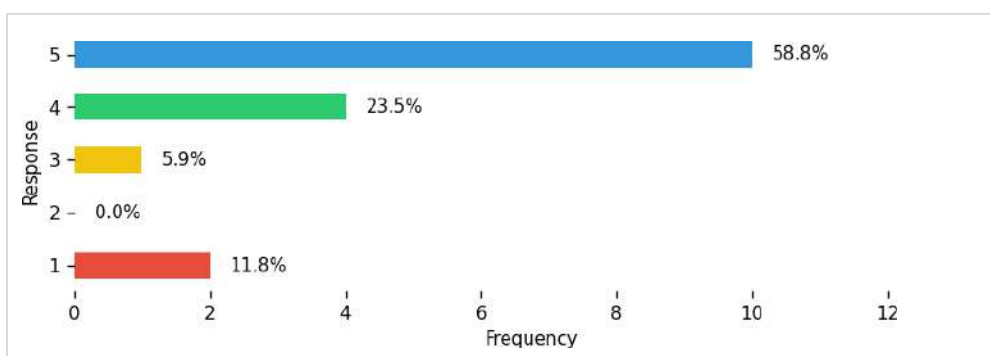


**Table-46: Attainment Profile – CO 6.1**

| Response | Frequency | Percentage |
|----------|-----------|------------|
| 1        | 2         | 11.76%     |
| 2        | 0         | 0.0%       |
| 3        | 1         | 5.88%      |
| 4        | 4         | 23.53%     |
| 5        | 10        | 58.82%     |
| Total    | 17        | 100%       |

#### CO 6. 2. Acquainted with aims/objectives of teaching English.

**Graph-40: Attainment Profile – CO 6.2**

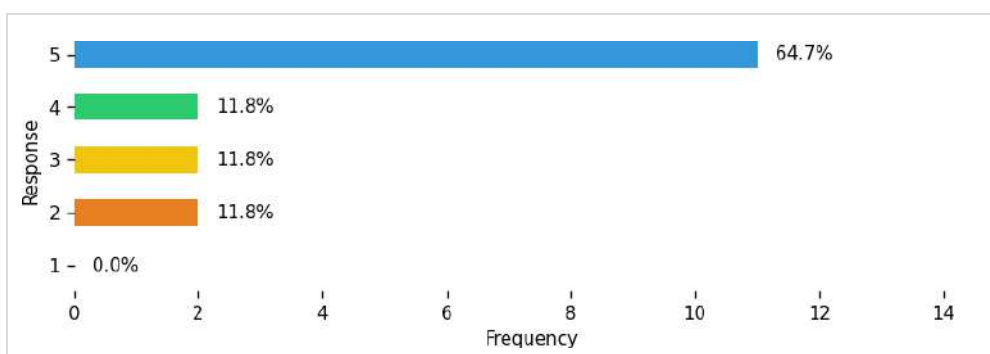


**Table-47: Attainment Profile – CO 6.2**

| Response | Frequency | Percentage |
|----------|-----------|------------|
| 1        | 0         | 0.0%       |
| 2        | 2         | 11.76%     |
| 3        | 2         | 11.76%     |
| 4        | 2         | 11.76%     |
| 5        | 11        | 64.71%     |
| Total    | 17        | 100%       |

**CO 6. 3. Able to apply approaches/methods/techniques.**

**Graph-41: Attainment Profile – CO 6.3**

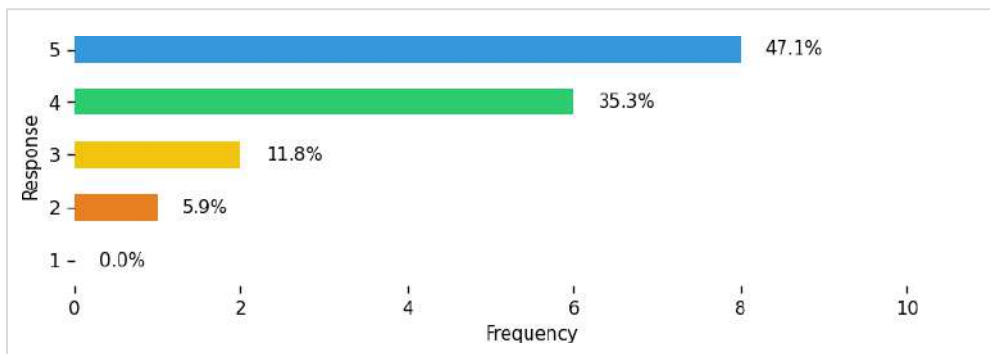


**Table-48: Attainment Profile – CO 6.3**

| Response | Frequency | Percentage |
|----------|-----------|------------|
| 1        | 0         | 0.0%       |
| 2        | 1         | 5.88%      |
| 3        | 2         | 11.76%     |
| 4        | 6         | 35.29%     |
| 5        | 8         | 47.06%     |
| Total    | 17        | 100%       |

**CO 6. 4. Understood lesson plan importance.**

**Graph-42: Attainment Profile – CO 6.4**

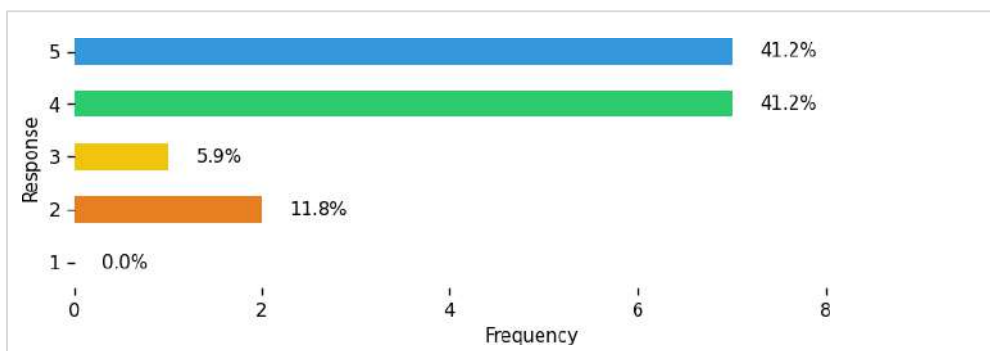


**Table-49: Attainment Profile – CO 6.4**

| Response | Frequency | Percentage |
|----------|-----------|------------|
| 1        | 0         | 0.0%       |
| 2        | 2         | 11.76%     |
| 3        | 1         | 5.88%      |
| 4        | 7         | 41.18%     |
| 5        | 7         | 41.18%     |
| Total    | 17        | 100%       |

**CO 6. 5. Able to apply teaching techniques.**

**Graph-43: Attainment Profile – CO 6.5**

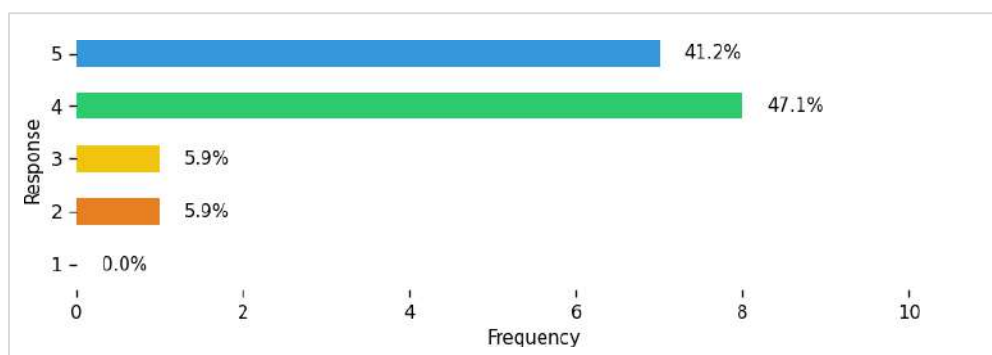


**Table-50: Attainment Profile – CO 6.5**

| Response | Frequency | Percentage |
|----------|-----------|------------|
| 1        | 0         | 0.0%       |
| 2        | 1         | 5.88%      |
| 3        | 1         | 5.88%      |
| 4        | 8         | 47.06%     |
| 5        | 7         | 41.18%     |
| Total    | 17        | 100%       |

**CO 6. 6. Acquainted with oral expression and dramatization.**

**Graph-44: Attainment Profile – CO 6.6**

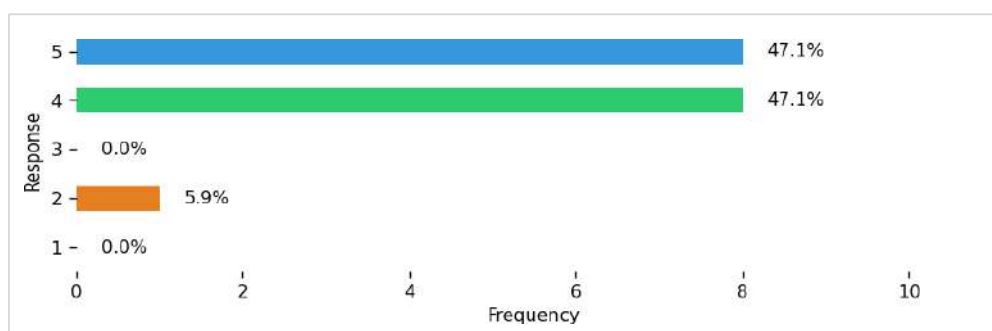
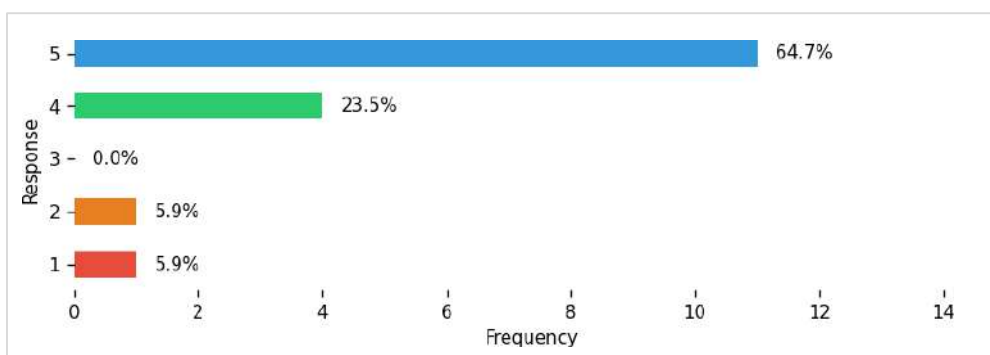


**Table-51: Attainment Profile – CO 6.6**

| Response | Frequency | Percentage |
|----------|-----------|------------|
| 1        | 0         | 0.0%       |
| 2        | 1         | 5.88%      |
| 3        | 0         | 0.0%       |
| 4        | 8         | 47.06%     |
| 5        | 8         | 47.06%     |
| Total    | 17        | 100%       |

**CO 6. 7. Able to analyse English textbooks (Class I–VIII).**

**Graph-45: Attainment Profile – CO 6.7****Table-52: Attainment Profile – CO 6.7**

| Response | Frequency | Percentage |
|----------|-----------|------------|
| 1        | 1         | 5.88%      |
| 2        | 1         | 5.88%      |
| 3        | 0         | 0.0%       |
| 4        | 4         | 23.53%     |
| 5        | 11        | 64.71%     |
| Total    | 17        | 100%       |

### **CO 7A: Teaching Sanskrit**

CO 7. 1A. Acquainted with aims/objectives of Sanskrit teaching. CO 7. 3.A Mastered pronunciation/recitation skills.  
CO 7. 4.A Acquired knowledge of Sanskrit grammar. CO 7. 5.A Mastered teaching techniques of Sanskrit.

**Table-53: Consolidated CO 07A Attainment Distribution**

| COs    | 5      | 4      | 3      | 2      | 1      |
|--------|--------|--------|--------|--------|--------|
| CO7.1A | 29.41% | 47.06% | 17.65% | 5.88%  | 0.0%   |
| CO7.2A | 35.29% | 47.06% | 5.88%  | 5.88%  | 5.88%  |
| CO7.3A | 41.18% | 29.41% | 5.88%  | 11.76% | 11.76% |
| CO7.4A | 41.18% | 29.41% | 29.41% | 0.0%   | 0.0%   |
| CO7.5A | 35.29% | 41.18% | 17.65% | 5.88%  | 0.0%   |
| Avg.   | 36.47% | 38.82% | 15.29% | 5.88%  | 3.53%  |

## Key Observations

- Strong Overall Attainment: Across the CO6 module, an average of 52.10% of students gave a top rating of 5, and 32.77% gave a rating of 4, bringing the combined positive attainment rate (Ratings 4 & 5) to 84.87%.
- Balanced Moderate/Low Ratings: Neutral scores at rating 3 average 5.88%, while lower ratings average 6.72% for level 2 and 2.52% for level 1.
- Bimodal Polarization in Specific Outcomes: Certain outcomes show high top-tier scores alongside localized spikes at ratings 2 or 1, pointing to specific areas where a minority group faced distinct difficulties.
- CO6.1 with high performance with level 1 polarization achieved a strong 58.82% at level 5 and 23.53% at level 4 (82.35% positive). However, it logged highest level 1 rating in the set at 11.76%.
- CO6.2 with high top-tier score with elevated level 2 drop reached 64.71% at level 5 and 11.76% at level 4 (76.47% positive). It saw an elevated concentration of ratings at both level 3 (11.76%) and level 2 (11.76%).
- Similarly, CO6.3 shows high performance and recorded 47.06% at level 5 and 35.29% at level 4 (82.35% positive). Lower ratings remain modest with 11.76% at level 3, 5.88% at level 2, and 0.0% at level 1.
- CO6.4 has a moderate satisfaction spread as it reached 41.18% at level 5 and 41.18% at level 4 (82.36% positive). It shows an elevated level 2 score of 11.76%.
- CO6.5 indicates a consistent & balanced attainment and yielded 41.18% at level 5 and 47.06% at level 4 (88.24% positive). Only 5.88% rated it at level 3 and 5.88% at level 2, with 0.0% at level 1.
- CO6.6 shows a Highest Overall Positive Attainment): Shared top honours for total positive sentiment, reaching 47.06% at level 5 and 47.06% at level 4 (94.12% positive). Level 3 and level 1 ratings stand at 0.0%, with only 5.88% at level 2.
- CO6.7 (High Top-Tier Score with Minor Split): Reached an impressive 64.71% at level 5 and 23.53% at level 4 (88.24% positive). Lower ratings are split between 2 (5.88%) and level 1 (5.88%).
- CO6.6 demonstrates the highest combined positive attainment (94.12% positive ratings with 0% level 1 ratings). CO6.2 and CO6.7 lead in top-tier (level 5) mastery at 64.71% each.
- CO6.1: The 11.76% rating at level 1 indicates a small cluster of students experiencing major conceptual barriers. Targeted remediation or additional learning materials will help bridge this gap.
- CO6.2 & CO6.4 registered 11.76% at level 2. Reviewing assignment difficulty, delivery methods, or formative feedback in these modules will help support struggling learners.

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

### CO 7. 1A. Acquainted with aims/objectives of Sanskrit teaching.

Graph-46: Attainment Profile – CO 7.1A

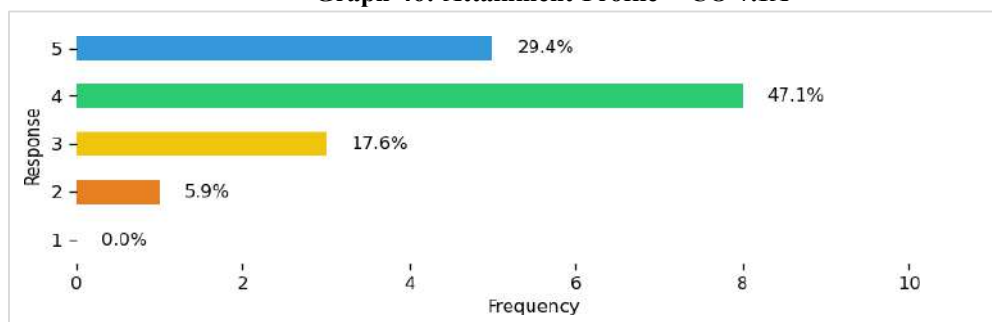


**Table-54: Attainment Profile – CO 7.1A**

| Response | Frequency | Percentage |
|----------|-----------|------------|
| 1        | 0         | 0.0%       |
| 2        | 1         | 5.88%      |
| 3        | 3         | 17.65%     |
| 4        | 8         | 47.06%     |
| 5        | 5         | 29.41%     |
| Total    | 17        | 100%       |

**CO 7. 2A. Understood ancient methods of teaching Sanskrit.**

**Graph-47: Attainment Profile – CO 7.2A**

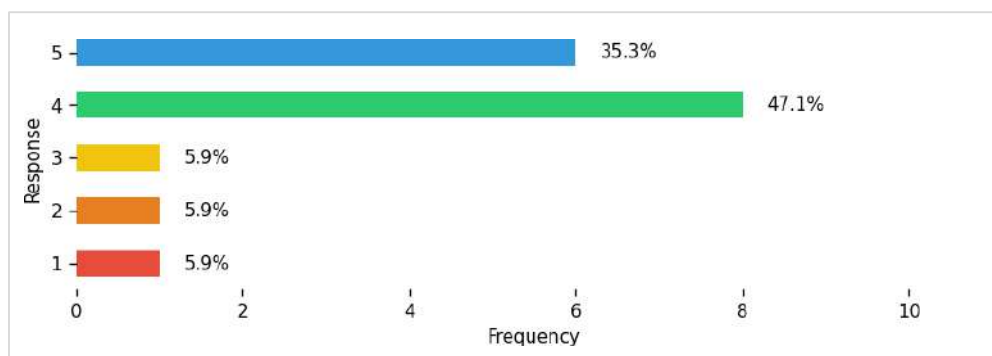


**Table-55: Attainment Profile – CO 7.2A**

| Response | Frequency | Percentage |
|----------|-----------|------------|
| 1        | 1         | 5.88%      |
| 2        | 1         | 5.88%      |
| 3        | 1         | 5.88%      |
| 4        | 8         | 47.06%     |
| 5        | 6         | 35.29%     |
| Total    | 17        | 100%       |

**CO 7. 3A. Mastered pronunciation/recitation skills.**

**Graph-48: Attainment Profile – CO 7.3A**

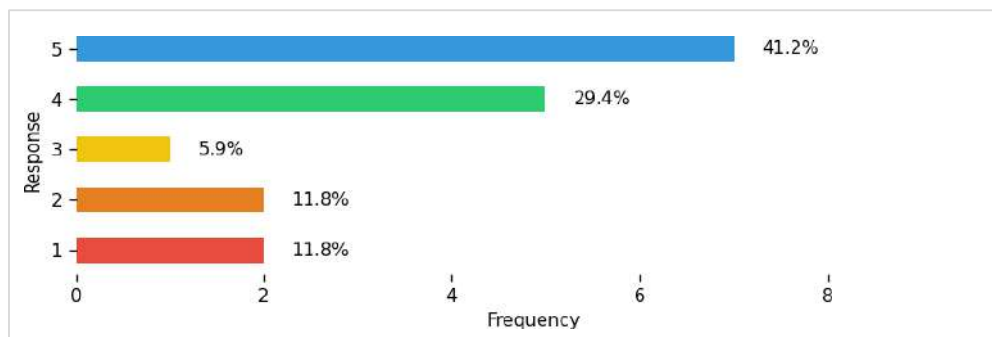


**Table-56: Attainment Profile – CO 7.3A**

| Response | Frequency | Percentage |
|----------|-----------|------------|
| 1        | 2         | 11.76%     |
| 2        | 2         | 11.76%     |
| 3        | 1         | 5.88%      |
| 4        | 5         | 29.41%     |
| 5        | 7         | 41.18%     |
| Total    | 17        | 100%       |

**CO 7. 4.A Acquired knowledge of Sanskrit grammar.**

**Graph-49: Attainment Profile – CO 7.4A**

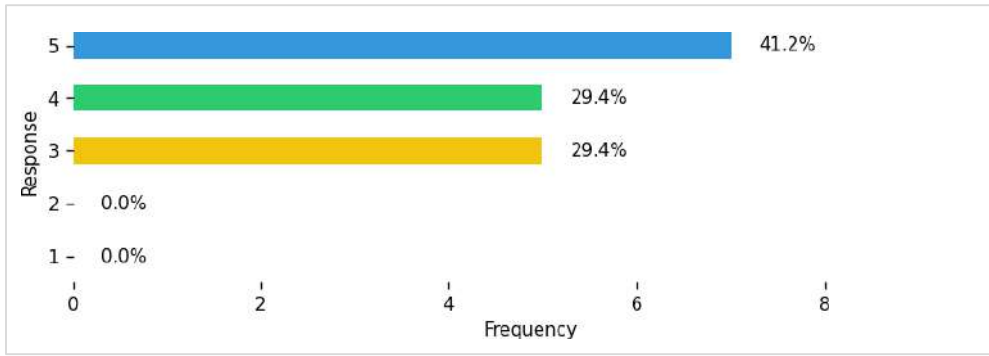


**Table-57: Attainment Profile – CO 7.4A**

| Response | Frequency | Percentage |
|----------|-----------|------------|
| 1        | 0         | 0.0%       |
| 2        | 0         | 0.0%       |
| 3        | 5         | 29.41%     |
| 4        | 5         | 29.41%     |
| 5        | 7         | 41.18%     |
| Total    | 17        | 100%       |

**CO 7. 5. A Mastered teaching techniques of Sanskrit.**

**Graph-50: Attainment Profile – CO 7.5A**

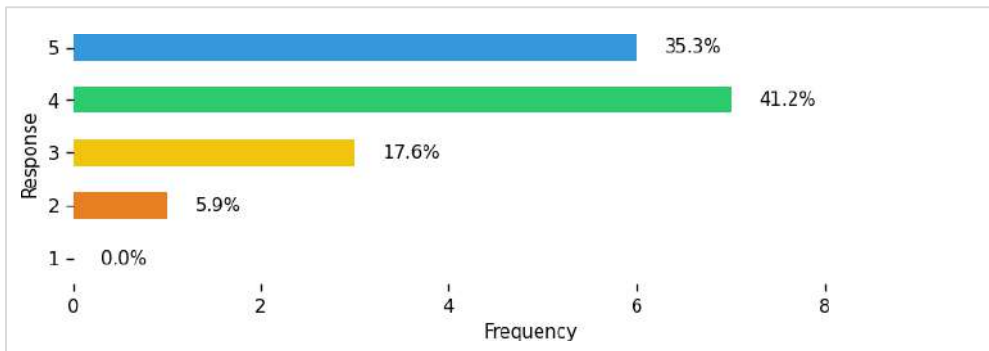


**Table-58: Attainment Profile – CO 7.5A**

| Response | Frequency | Percentage |
|----------|-----------|------------|
| 1        | 0         | 0.0%       |
| 2        | 1         | 5.88%      |
| 3        | 3         | 17.65%     |
| 4        | 7         | 41.18%     |
| 5        | 6         | 35.29%     |
| Total    | 17        | 100%       |

**07B: Teaching Bengali**

CO 7.1B. Aims/objectives of Bengali teaching.

CO 7.2B. Acquired knowledge of teaching Bengali language/literature. CO 7.3B. Mastered pronunciation/recitation.

CO 7.4B. Acquired creative writing skills.

CO 7.5B. Acquired Bengali grammar and composition knowledge. CO 7.6B. Mastered teaching techniques for Bengali.

**Table-59: Consolidated CO 07B Attainment Distribution**

| COs    | 5      | 4      | 3      | 2      | 1      |
|--------|--------|--------|--------|--------|--------|
| CO7.1B | 23.53% | 41.18% | 11.76% | 17.65% | 5.88%  |
| CO7.2B | 17.65% | 52.94% | 11.76% | 17.65% | 0.0%   |
| CO7.3B | 35.29% | 29.41% | 11.76% | 11.76% | 11.76% |
| CO7.4B | 47.06% | 35.29% | 0.0%   | 5.88%  | 11.76% |
| CO7.5B | 35.29% | 23.53% | 17.65% | 11.76% | 11.76% |
| CO7.6B | 29.41% | 35.29% | 17.65% | 11.76% | 5.88%  |
| Avg.   | 31.37% | 36.27% | 11.76% | 12.74% | 7.84%  |

Overall Positive Attainment:

- A combined 67.64% of student responses fall into the top performance bands (Rating 5: 31.37%, Rating 4: 36.27%).
- Moderate Performance: 11.76% of responses reflect mid-level attainment (Rating 3).
- Areas Requiring Intervention: A total of 20.58% of responses fall into lower performance bands (Rating 2: 12.74%, Rating 1: 7.84%).
- Highest Overall Attainment is CO7.4B which achieved the highest percentage of top-tier (Rating 5) ratings at 47.06%.
- Combined positive rating (5 & 4) stands at 82.35%. It recorded 0.00% in Rating 3, indicating a strong clarity split where students predominantly mastered the outcome.
- Strong areas are CO7.2B & CO7.1B wherein CO7.2B shows highest overall satisfactory rate with 70.59% scoring 4 or 5, and 0.00% scoring in the lowest tier (Rating 1) and CO7.1B with solid overall engagement with 64.71% achieving Ratings 4 and 5 combined.
- Highest Dissatisfaction / Difficulty has been CO7.3B, CO7.4B, & CO7.5B. CO7.3B, CO7.4B, and CO7.5B all recorded the highest level of Rating 1 responses at 11.76% each.

- Also, there is underperformance in CO7.1B which recorded highest concentration in rating 2 (17.65%) alongside CO7.2B, suggesting concepts were partially understood but lack depth or application accuracy.
- CO7.5B shows balanced spread with a broader spread across lower levels (rating 3: 17.65%, rating 2: 11.76%, rating 1: 11.76%), indicating uneven mastery across the cohort.

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

#### CO 7.1B. Aims/objectives of Bengali teaching.

**Graph-51: Attainment Profile – CO 7.1B**

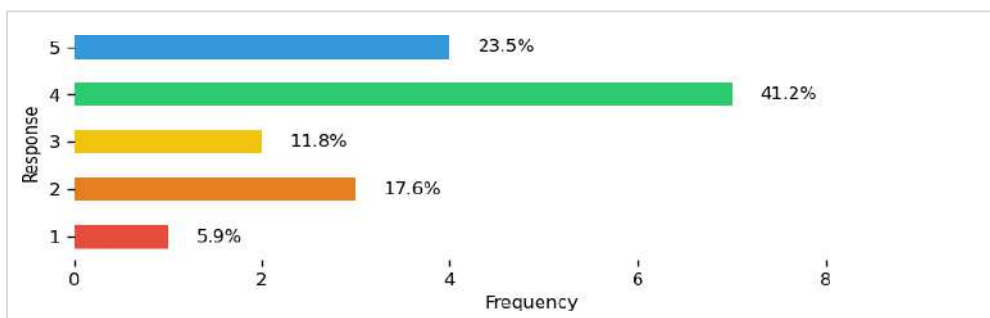


**Table-60: Attainment Profile – CO 7.1B**

| Response | Frequency | Percentage |
|----------|-----------|------------|
| 1        | 1         | 5.88%      |
| 2        | 3         | 17.65%     |
| 3        | 2         | 11.76%     |
| 4        | 7         | 41.18%     |
| 5        | 4         | 23.53%     |
| Total    | 17        | 100%       |

#### CO 7. 2B. Acquired knowledge of teaching Bengali language/literature.

**Graph-52: Attainment Profile – CO 7.2B**

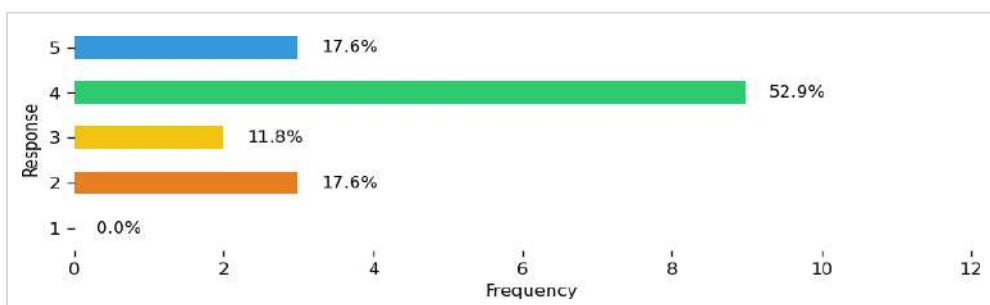


**Table-61: Attainment Profile – CO 7.2B**

| Response | Frequency | Percentage |
|----------|-----------|------------|
| 1        | 0         | 0.0%       |
| 2        | 3         | 17.65%     |
| 3        | 2         | 11.76%     |
| 4        | 9         | 52.94%     |
| 5        | 3         | 17.65%     |
| Total    | 17        | 100%       |

**CO 7. 3B. Mastered pronunciation/recitation.**

**Graph-53: Attainment Profile – CO 7.3B**

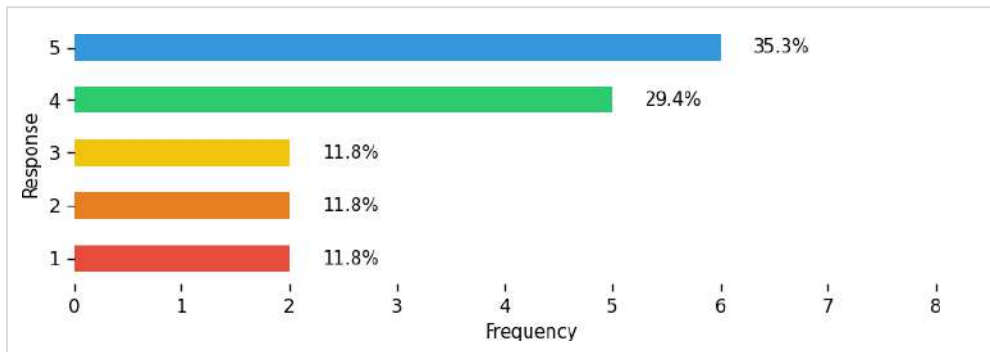


**Table-62: Attainment Profile – CO 7.3B**

| Response | Frequency | Percentage |
|----------|-----------|------------|
| 1        | 2         | 11.76%     |
| 2        | 2         | 11.76%     |
| 3        | 2         | 11.76%     |
| 4        | 5         | 29.41%     |
| 5        | 6         | 35.29%     |
| Total    | 17        | 100%       |

**CO 7. 4B. Acquired creative writing skills.**

**Graph-54: Attainment Profile – CO 7.4B**

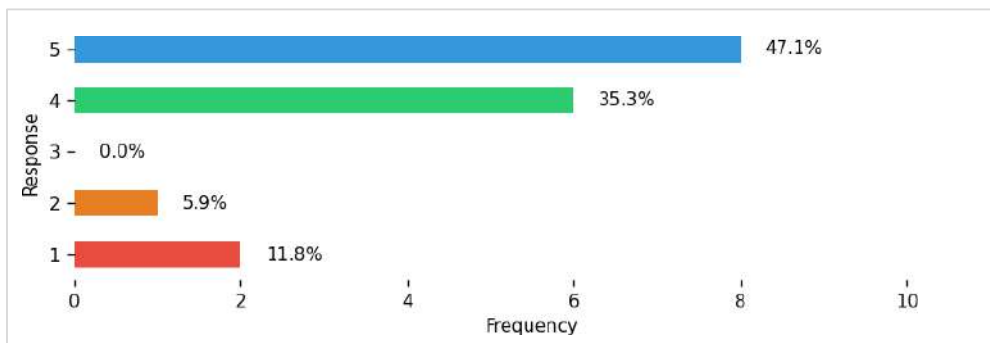


**Table-63: Attainment Profile – CO 7.4B**

| Response | Frequency | Percentage |
|----------|-----------|------------|
| 1        | 2         | 11.76%     |
| 2        | 1         | 5.88%      |
| 3        | 0         | 0.0%       |
| 4        | 6         | 35.29%     |
| 5        | 8         | 47.06%     |
| Total    | 17        | 100%       |

## CO 7. 5. Acquired Bengali grammar and composition knowledge.

**Graph-55: Attainment Profile – CO 7.5B**

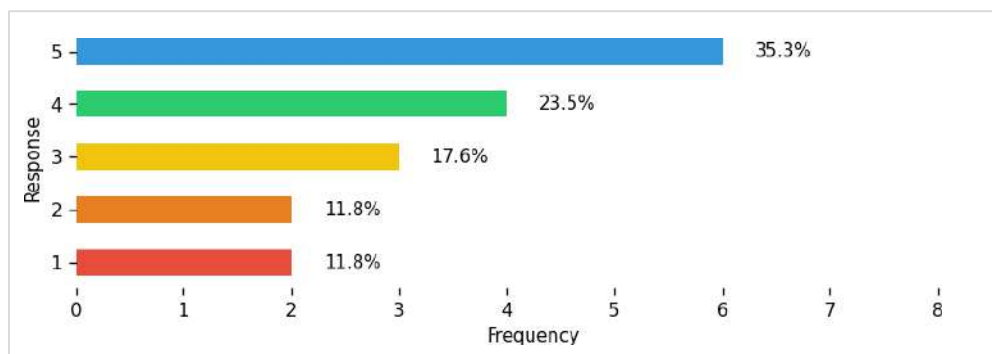


**Table-64: Attainment Profile – CO 7.5B**

| Response | Frequency | Percentage |
|----------|-----------|------------|
| 1        | 2         | 11.76%     |
| 2        | 2         | 11.76%     |
| 3        | 3         | 17.65%     |
| 4        | 4         | 23.53%     |
| 5        | 6         | 35.29%     |
| Total    | 17        | 100%       |

## 7. 6. Mastered teaching techniques for Bengali.

**Graph-56: Attainment Profile – CO 7.6B**

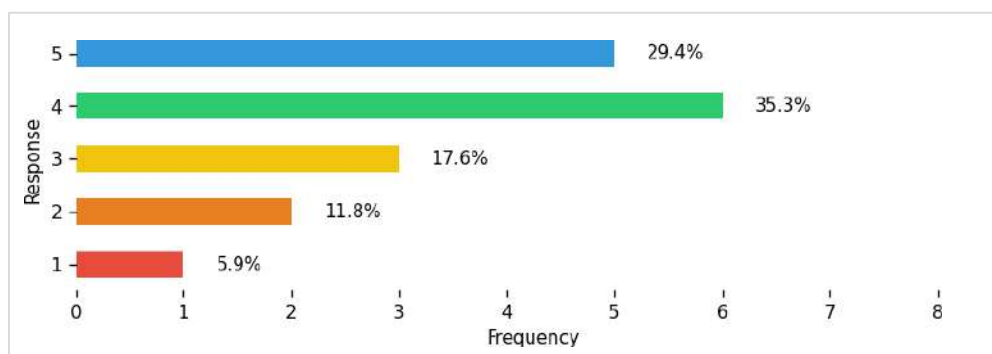


**Table-65: Attainment Profile – CO 7.6B**

| Response | Frequency | Percentage |
|----------|-----------|------------|
| 1        | 1         | 5.88%      |
| 2        | 2         | 11.76%     |
| 3        | 3         | 17.65%     |
| 4        | 6         | 35.29%     |
| 5        | 5         | 29.41%     |
| Total    | 17        | 100%       |

## CO 08: Teaching Mathematics

CO 8.1. Understood nature and scope of Mathematics teaching.

CO 8. 2. Acquainted with aims/objectives of teaching Mathematics. CO 8. 3. Mastered teaching skills, methods, techniques.

CO 8. 4. Understood arithmetic, algebra and geometry.

**Table-66: Consolidated CO 08 Attainment Distribution**

| COs   | 5      | 4      | 3      | 2     | 1     |
|-------|--------|--------|--------|-------|-------|
| CO8.1 | 52.94% | 17.65% | 23.53% | 5.88% | 0.0%  |
| CO8.2 | 47.06% | 29.41% | 17.65% | 5.88% | 0.0%  |
| CO8.3 | 41.18% | 41.18% | 17.65% | 0.0%  | 0.0%  |
| CO8.4 | 52.94% | 29.41% | 5.88%  | 5.88% | 5.88% |
| Avg.  | 48.53% | 29.41% | 16.18% | 4.41% | 1.47% |

Here is an analysis of the provided Course Outcomes (CO8) performance data:

- This aspect shows exceptional top-tier attainment. An overwhelming majority of 77.94% of student responses fall into the top two performance bands (Rating 5: 48.53%, Rating 4: 29.41%).
- Solid Mid-Level Baseline: 16.18% of responses reflect moderate attainment (Rating 3).
- Minimal Underperformance is indicated here only 5.88% of responses fall into the lower bands (Rating 2: 4.41%, Rating 1: 1.47%), indicating strong overall learning retention across the cohort.
- An outstanding Mastery in CO8.3 wherein 82.36% combined positive performance (41.18% in Rating 5, 41.18% in Rating 4).
- It also recorded 0.00% in both Rating 2 and Rating 1, meaning every single student achieved at least a satisfactory/moderate level of understanding.
- Highest Peak Mastery is indicated in CO8.1 & CO8.4 with both outcomes achieved the highest % of top ratings (Rating 5) at 52.94% and where CO8.1 recorded 0.00% the lowest (Rating 1).

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

### CO 8.1. Understood nature and scope of Mathematics teaching.

**Graph-57: Attainment Profile – CO 8.1B**

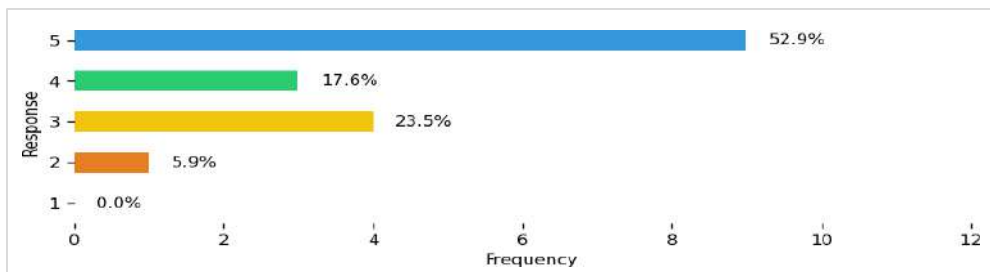
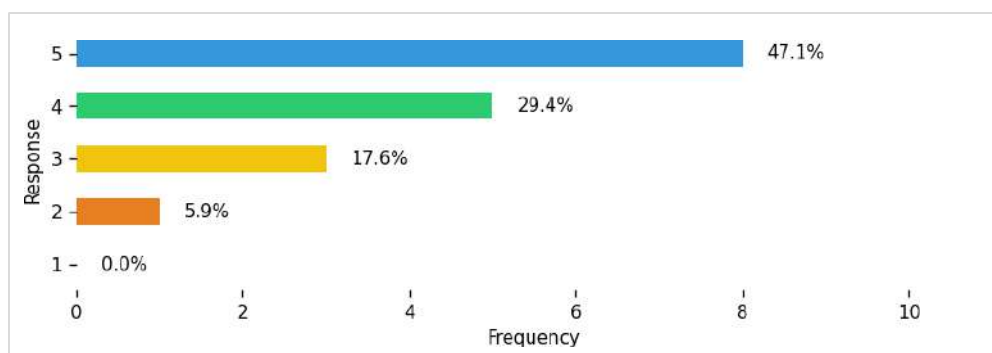


**Table-67: Attainment Profile – CO 8.1**

| Response | Frequency | Percentage |
|----------|-----------|------------|
| 1        | 0         | 0.0%       |
| 2        | 1         | 5.88%      |
| 3        | 4         | 23.53%     |
| 4        | 3         | 17.65%     |
| 5        | 9         | 52.94%     |
| Total    | 17        | 100%       |

**CO 8. 2. Acquainted with aims/objectives of teaching Mathematics.**

**Graph-58: Attainment Profile – CO 8.2B****Table-68: Attainment Profile – CO 8.2**

| Response | Frequency | Percentage |
|----------|-----------|------------|
| 1        | 0         | 0.0%       |
| 2        | 1         | 5.88%      |
| 3        | 3         | 17.65%     |
| 4        | 5         | 29.41%     |
| 5        | 8         | 47.06%     |
| Total    | 17        | 100%       |

**CO 8. 3. Mastered teaching skills, methods, techniques.**

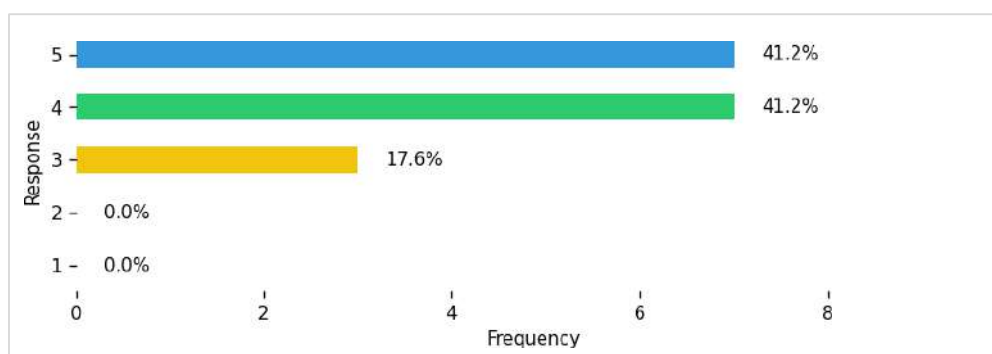
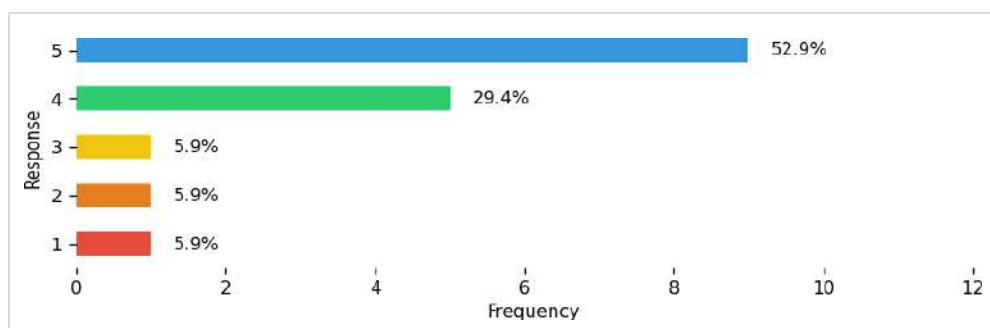
**Graph-59: Attainment Profile – CO 8.3B**

**Table-69: Attainment Profile – CO 8.3**

| Response | Frequency | Percentage |
|----------|-----------|------------|
| 1        | 0         | 0.0%       |
| 2        | 0         | 0.0%       |
| 3        | 3         | 17.65%     |
| 4        | 7         | 41.18%     |
| 5        | 7         | 41.18%     |
| Total    | 17        | 100%       |

**CO 8. 4. Understood arithmetic, algebra and geometry.**

**Graph-59: Attainment Profile – CO 8.4B****Table-70: Attainment Profile – CO 8.4**

| Response | Frequency | Percentage |
|----------|-----------|------------|
| 1        | 1         | 5.88%      |
| 2        | 1         | 5.88%      |
| 3        | 1         | 5.88%      |
| 4        | 5         | 29.41%     |
| 5        | 9         | 52.94%     |
| Total    | 17        | 100%       |

### **CO 09: EVS–1 (Social Science)**

CO 9.1. Acquired knowledge of earth, motion, climate, latitude & longitude. CO 9. 2. Understood ancient history and civilizations.

CO 9. 3. Acquainted with Indian Constitution. CO 9. 4. Understood judiciary & administration.

CO 9. 5. Understood local administration (Panchayat, Municipal, District).

**Table-71: Consolidated CO 09 Attainment Distribution**

| COs   | 5      | 4      | 3      | 2      | 1      |
|-------|--------|--------|--------|--------|--------|
| CO9.1 | 58.82% | 23.53% | 5.88%  | 11.76% | 0.0%   |
| CO9.2 | 58.82% | 23.53% | 0.0%   | 5.88%  | 11.76% |
| CO9.3 | 52.94% | 35.29% | 11.76% | 0.0%   | 0.0%   |
| CO9.4 | 47.06% | 41.18% | 5.88%  | 5.88%  | 0.0%   |
| CO9.5 | 47.06% | 29.41% | 11.76% | 0.0%   | 11.76% |
| Avg.  | 52.94% | 30.59% | 7.06%  | 4.70%  | 4.70%  |

Here is an analysis of the provided Course Outcomes (CO9) performance data:

- High Overall attainment is indicated. An overwhelming 83.53% of student responses fall into the top two performance bands (Rating 5: 52.94%, Rating 4: 30.59%).
- Low Mid-Tier Retention: Only 7.06% of responses fall into Rating 3, indicating that most students either grasp the concepts thoroughly or experience noticeable learning gaps.
- Controlled Underperformance: Lower-tier scores account for 9.40% overall (Rating 2: 4.70%, Rating 1: 4.70%), with specific clusters requiring targeted intervention.
- Exceptional Attainment is seen in CO9.3 & CO9.4. CO9.3: Highest overall positive attainment at 88.23% (Rating 5 + 4), with 0.00% scoring in lower tiers (Ratings 2 & 1) whereas CO9.4: shows 88.24% positive attainment, with 0.00% in lowest tier (Rating 1).
- Similarly, both CO9.1 & CO9.2 outcomes achieved the highest percentage of top ratings (Rating 5) at 58.82%. CO9.1 maintained 0.00% in the lowest tier (Rating 1).

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

#### CO 9.1. Acquired knowledge of earth, motion, climate, latitude & longitude.

**Graph-60: Attainment Profile – CO 9.1**

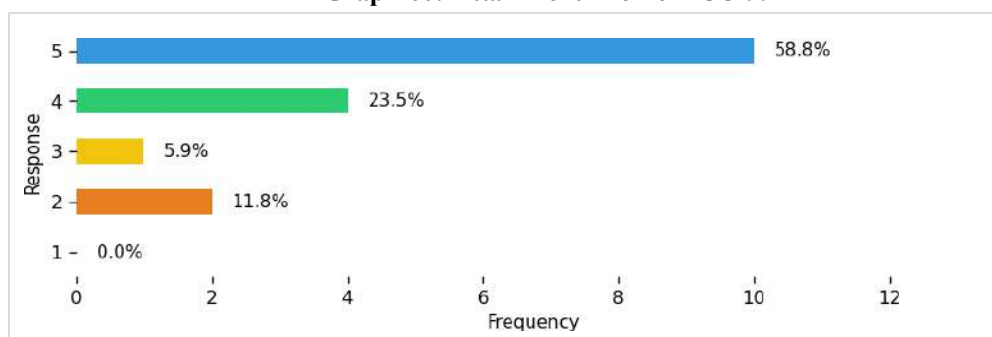


**Table-72: Attainment Profile – CO 9.1**

| Response | Frequency | Percentage |
|----------|-----------|------------|
| 1        | 0         | 0.0%       |
| 2        | 2         | 11.76%     |
| 3        | 1         | 5.88%      |
| 4        | 4         | 23.53%     |
| 5        | 10        | 58.82%     |
| Total    | 17        | 100%       |

#### CO 9.2. Understood ancient history and civilizations.

**Graph-61: Attainment Profile – CO 9.2**

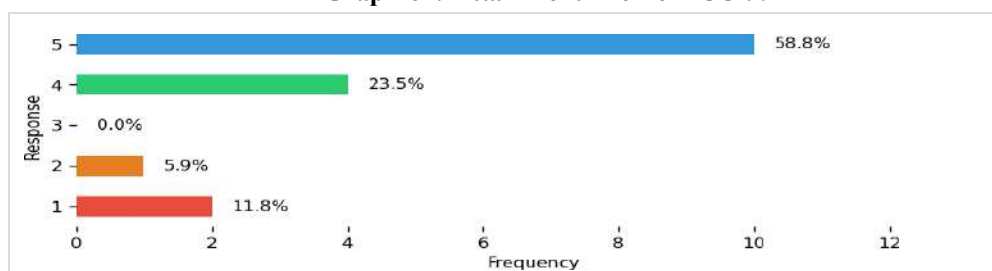
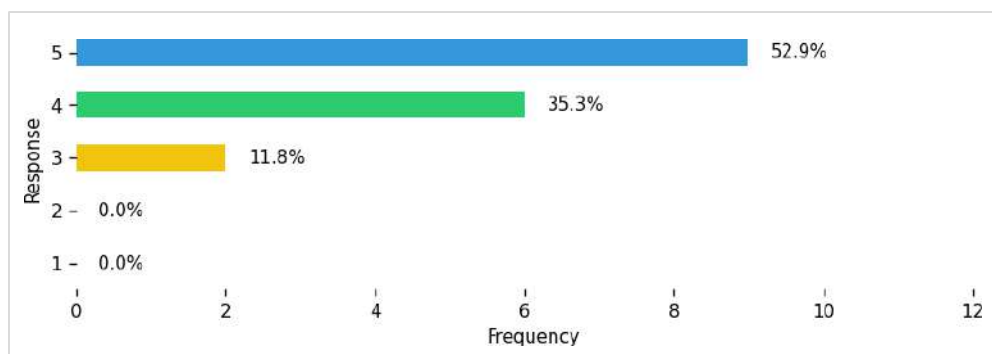


**Table-73: Attainment Profile – CO 9.2**

| Response | Frequency | Percentage |
|----------|-----------|------------|
| 1        | 2         | 11.76%     |
| 2        | 1         | 5.88%      |
| 3        | 0         | 0.0%       |
| 4        | 4         | 23.53%     |
| 5        | 10        | 58.82%     |
| Total    | 17        | 100%       |

**CO 9.3. Acquainted with Indian Constitution.****Graph-62: Attainment Profile – CO 9.3****Table-74: Attainment Profile – CO 9.3**

| Response | Frequency | Percentage |
|----------|-----------|------------|
| 1        | 0         | 0.0%       |
| 2        | 0         | 0.0%       |
| 3        | 2         | 11.76%     |
| 4        | 6         | 35.29%     |
| 5        | 9         | 52.94%     |
| Total    | 17        | 100%       |

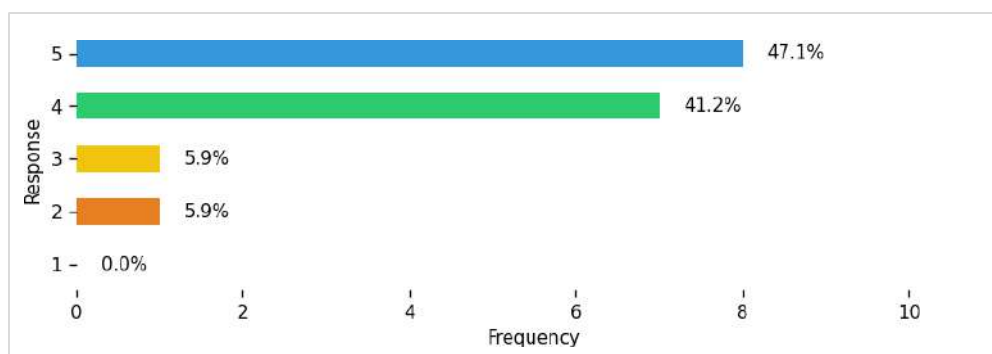
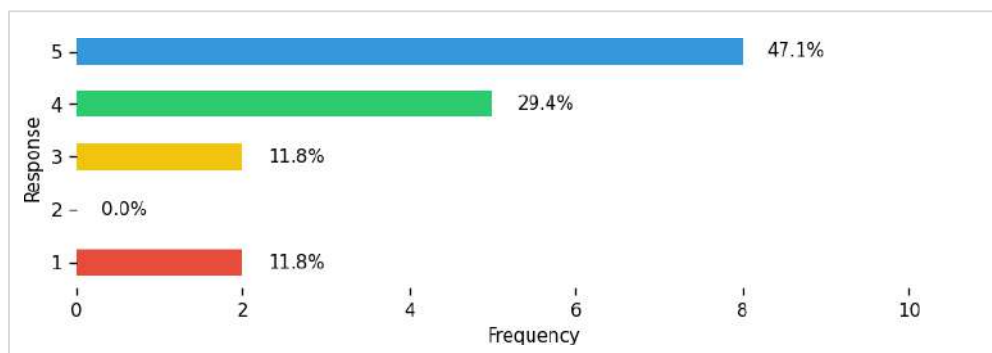
**CO 9.4. Understood judiciary & administration.****Graph-63: Attainment Profile – CO 9.4**

**Table-75: Attainment Profile – CO 9.4**

| Response | Frequency | Percentage |
|----------|-----------|------------|
| 1        | 0         | 0.0%       |
| 2        | 1         | 5.88%      |
| 3        | 1         | 5.88%      |
| 4        | 7         | 41.18%     |
| 5        | 8         | 47.06%     |
| Total    | 17        | 100%       |

**CO 9. 5. Understood local administration (Panchayat, Municipal, District).**

**Graph-64: Attainment Profile – CO 9.5****Table-76: Attainment Profile – CO 9.5**

| Response | Frequency | Percentage |
|----------|-----------|------------|
| 1        | 2         | 11.76%     |
| 2        | 0         | 0.0%       |
| 3        | 2         | 11.76%     |
| 4        | 5         | 29.41%     |
| 5        | 8         | 47.06%     |
| Total    | 17        | 100%       |

## **10: EVS–2 (General Science)**

CO 10.1. Understood Physical & Biological Science.

CO 10. 2. Acquired knowledge of motion/energy/power/force.

CO 10.3. Understood concepts of chemistry (atom, compound etc.).

CO 10.4. Understood living/non-living, cells, human & plant body parts.

**Table-77: Consolidated CO 10 Attainment Distribution**

| COs    | 5      | 4      | 3      | 2     | 1      |
|--------|--------|--------|--------|-------|--------|
| CO10.1 | 52.94% | 35.29% | 11.76% | 0.0%  | 0.0%   |
| CO10.2 | 52.94% | 23.53% | 11.76% | 0.0%  | 11.76% |
| CO10.3 | 58.82% | 23.53% | 11.76% | 5.88% | 0.0%   |
| CO10.4 | 52.94% | 35.29% | 5.88%  | 0.0%  | 5.88%  |
| Avg.   | 54.41% | 29.41% | 10.29% | 1.47% | 4.41%  |

Here is an analysis of the provided Course Outcomes (CO10) performance data:

- Strong Overall Attainment is indicated here with an overwhelming majority of 83.82% of student responses fall into the top two performance bands (Rating 5: 54.41%, Rating 4: 29.41%).
- There is a moderate Baseline with 10.29% of responses reflecting mid-tier performance (Rating 3).
- On the other side, a minimal total of 5.88% of responses fall into lower performance bands (Rating 2: 1.47%, Rating 1: 4.41%), indicating strong retention across the module.
- Exceptional Performance is indicated in CO10.1 with highest overall positive attainment at 88.23% (Rating 5 + 4).
- There is 0.00% in both Rating 2 and Rating 1, indicating complete absence of severe learning gaps among students.

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

#### CO 10.1. Understood Physical & Biological Science.

**Graph-65: Attainment Profile – CO 10.1.**

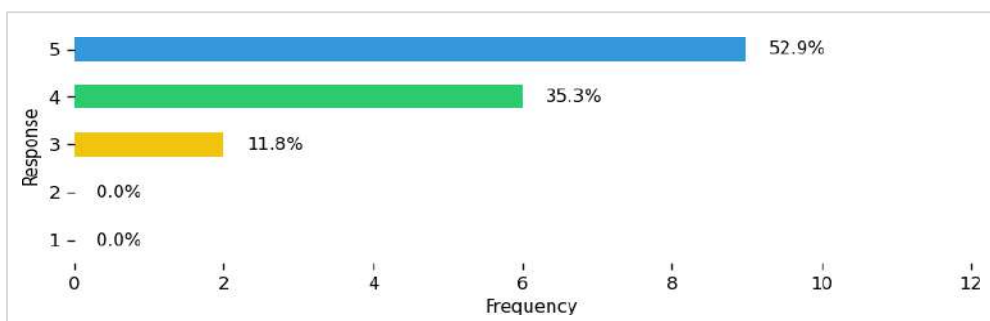


**Table-78: Attainment Profile – CO 10.1**

| Response | Frequency | Percentage |
|----------|-----------|------------|
| 1        | 0         | 0.0%       |
| 2        | 0         | 0.0%       |
| 3        | 2         | 11.76%     |
| 4        | 6         | 35.29%     |
| 5        | 9         | 52.94%     |
| Total    | 17        | 100%       |

#### CO 10.2. Acquired knowledge of motion/energy/power/force.

**Graph-66: Attainment Profile – CO 10.2.**

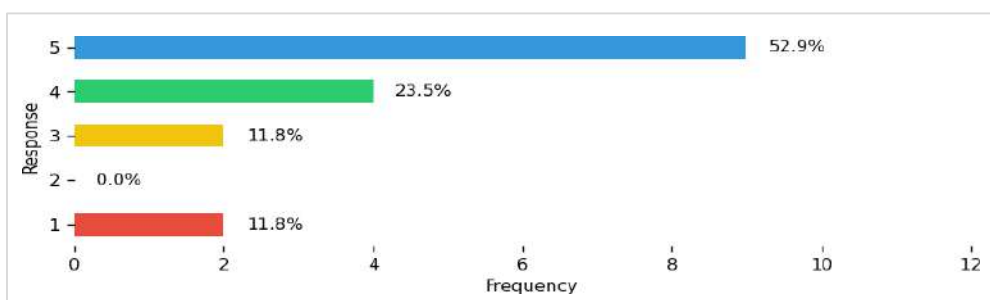
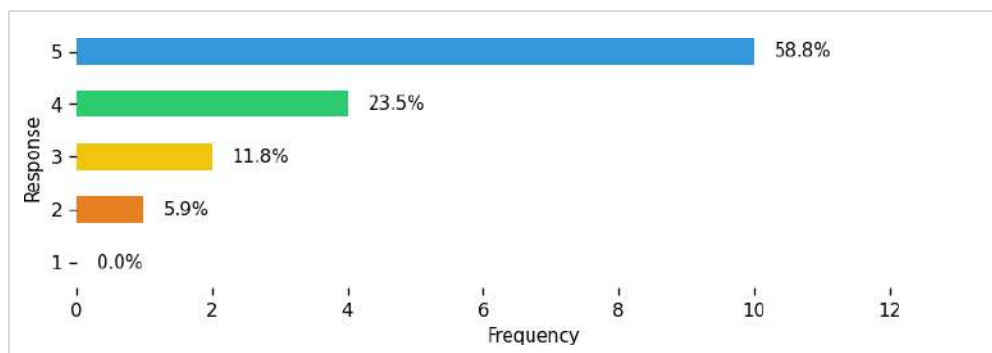


**Table-79: Attainment Profile – CO 10.2**

| Response | Frequency | Percentage |
|----------|-----------|------------|
| 1        | 2         | 11.76%     |
| 2        | 0         | 0.0%       |
| 3        | 2         | 11.76%     |
| 4        | 4         | 23.53%     |
| 5        | 9         | 52.94%     |
| Total    | 17        | 100%       |

**CO 10.3. Understood concepts of chemistry (atom, compound etc.).**

**Graph-67: Attainment Profile – CO 10.3.****Table-80: Attainment Profile – CO 10.3**

| Response | Frequency | Percentage |
|----------|-----------|------------|
| 1        | 0         | 0.0%       |
| 2        | 1         | 5.88%      |
| 3        | 2         | 11.76%     |
| 4        | 4         | 23.53%     |
| 5        | 10        | 58.82%     |
| Total    | 17        | 100%       |

**CO 10.4. Understood living/non-living, cells, human & plant body parts.**

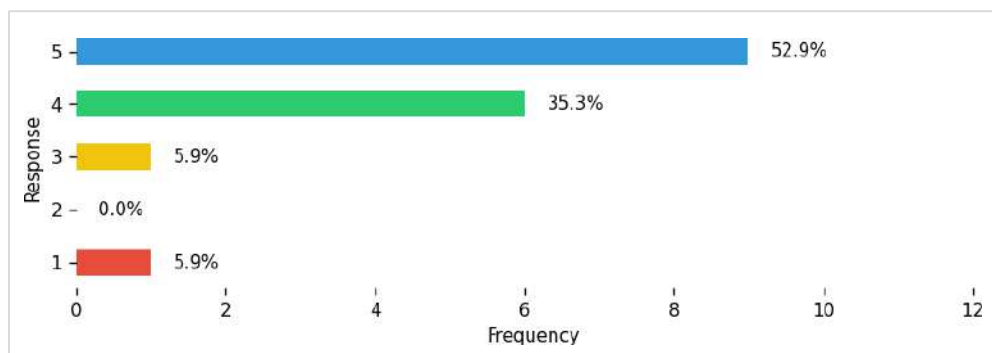
**Graph-68: Attainment Profile – CO 10.4.**

**Table-81: Attainment Profile – CO 10.4**

| Response | Frequency | Percentage |
|----------|-----------|------------|
| 1        | 1         | 5.88%      |
| 2        | 0         | 0.0%       |
| 3        | 1         | 5.88%      |
| 4        | 6         | 35.29%     |
| 5        | 9         | 52.94%     |
| Total    | 17        | 100%       |

**CO 11: Practice Teaching**

CO 11. 2. Prepared and applied lesson plans. CO 11. 3. Used teaching skills to teach topics. CO 11. 4. Prepared teaching aids.

CO 11. 5. Acted as facilitator, manager and observer. CO 11. 6. Prepared tests to evaluate learning.

**Table-82: Consolidated CO 11 Attainment Distribution**

| COs    | 5      | 4      | 3      | 2      | 1      |
|--------|--------|--------|--------|--------|--------|
| CO11.1 | 58.82% | 23.53% | 5.88%  | 5.88%  | 5.88%  |
| CO11.2 | 52.94% | 23.53% | 11.76% | 5.88%  | 5.88%  |
| CO11.3 | 64.71% | 11.76% | 5.88%  | 5.88%  | 11.76% |
| CO11.4 | 52.94% | 23.53% | 11.76% | 11.76% | 0.0%   |
| CO11.5 | 47.06% | 23.53% | 11.76% | 5.88%  | 11.76% |
| CO11.6 | 47.06% | 29.41% | 17.65% | 0.0%   | 5.88%  |
| Avg.   | 53.92% | 22.55% | 10.78% | 5.88%  | 6.86%  |

Here is an analysis of the provided Course Outcome (CO10) summary data:

- Strong Overall Attainment is indicated across Module 10, with positive student performance (Ratings 5 + 4) remaining high, ranging from 76.47% to 88.23% across all outcomes.
- Consistent Mid-Tier Baseline shown with neutral performance (Rating 3) is low and stable (5.88% to 11.76%), showing that majority of the unit has successfully moved beyond basic comprehension.
- Minimal Overall Attrition: Needs Support ratings (Ratings 2 + 1) are kept under 12% across all categories, with two outcomes reaching 5.88% or lower.
- Top attainment areas are CO10.1 & CO10.4 with both CO10.1 and CO10.4 achieved the highest overall positive attainment at 88.23%.
- CO10.1 stands out as the benchmark outcome with 0.00% requiring support, representing 100% satisfactory-to-excellent attainment.
- Peak High-Band Attainment is at CO10.3; it achieved 82.35% positive attainment and recorded the highest individual top-band rating across the module at 58.82%.
- CO10.2 registered the lowest positive rate (76.47%) and the highest need for support (11.76%), primarily driven by drop-offs into the lowest performance band (Rating 1).
- Both CO10.3 and CO10.4 have a minor 5.88% support gap that requires brief remedial attention to ensure full cohort inclusion.

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

### CO 11.1. Experienced real classroom teaching.

**Graph-69: Attainment Profile – CO 11.1**

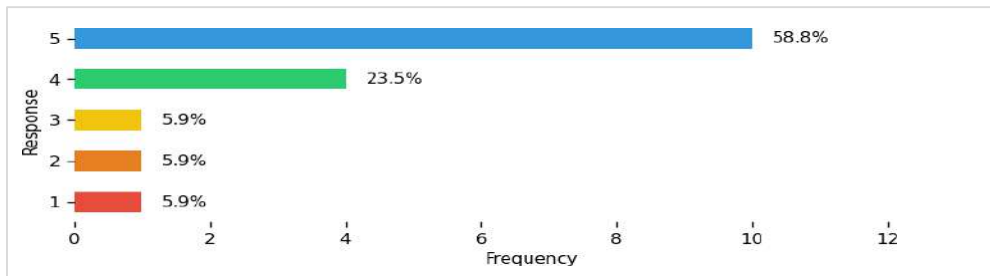


**Table-83: Attainment Profile – CO 11.1**

| Response | Frequency | Percentage |
|----------|-----------|------------|
| 1        | 1         | 5.88%      |
| 2        | 1         | 5.88%      |
| 3        | 1         | 5.88%      |
| 4        | 4         | 23.53%     |
| 5        | 10        | 58.82%     |
| Total    | 17        | 100%       |

### CO 11.2. Prepared and applied lesson plans.

**Graph-70: Attainment Profile – CO 11.2**

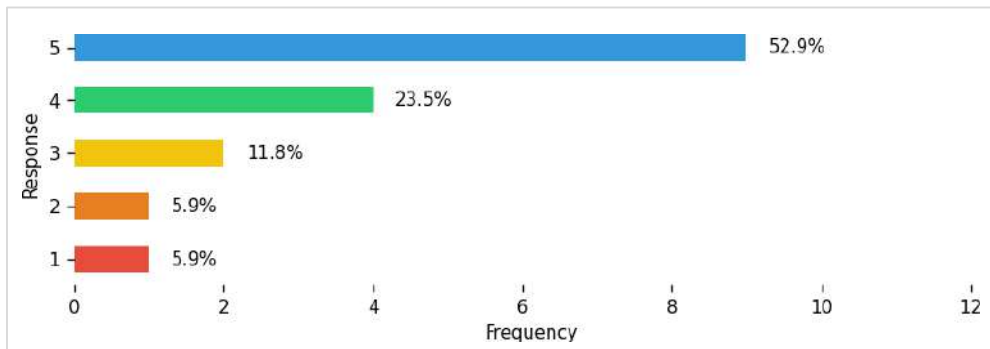


**Table-84: Attainment Profile – CO 11.2**

| Response | Frequency | Percentage |
|----------|-----------|------------|
| 1        | 1         | 5.88%      |
| 2        | 1         | 5.88%      |
| 3        | 2         | 11.76%     |
| 4        | 4         | 23.53%     |
| 5        | 9         | 52.94%     |
| Total    | 17        | 100%       |

### CO 11.3. Used teaching skills to teach topics.

**Graph-71: Attainment Profile – CO 11.3**

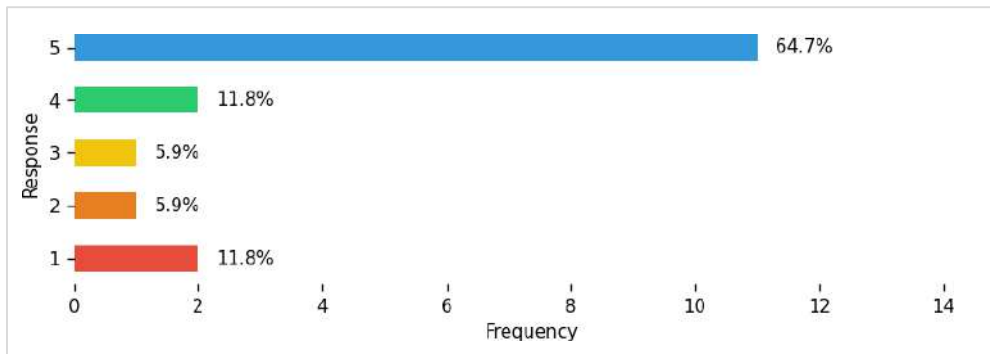


**Table-85: Attainment Profile – CO 11.3**

| Response | Frequency | Percentage |
|----------|-----------|------------|
| 1        | 2         | 11.76%     |
| 2        | 1         | 5.88%      |
| 3        | 1         | 5.88%      |
| 4        | 2         | 11.76%     |
| 5        | 11        | 64.71%     |
| Total    | 17        | 100%       |

### CO 11.4. Prepared teaching aids.

**Graph-72: Attainment Profile – CO 11.4**

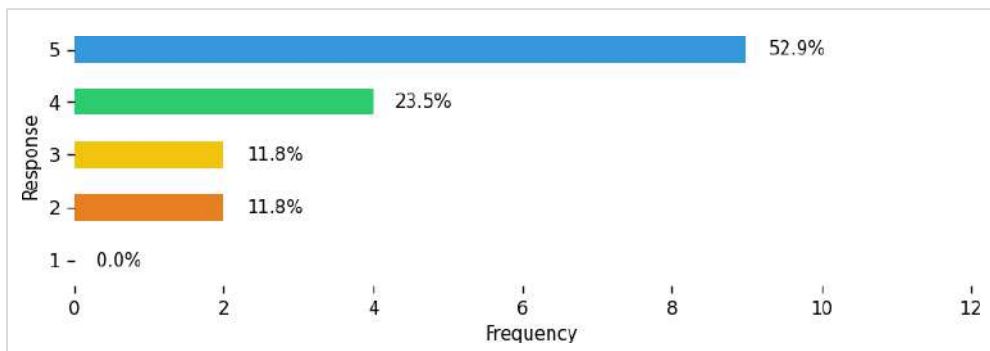


**Table-86: Attainment Profile – CO 11.4**

| Response | Frequency | Percentage |
|----------|-----------|------------|
| 1        | 0         | 0.0%       |
| 2        | 2         | 11.76%     |
| 3        | 2         | 11.76%     |
| 4        | 4         | 23.53%     |
| 5        | 9         | 52.94%     |
| Total    | 17        | 100%       |

**CO 11. 5. Acted as facilitator, manager and observer.**

**Graph-73: Attainment Profile – CO 11.5**

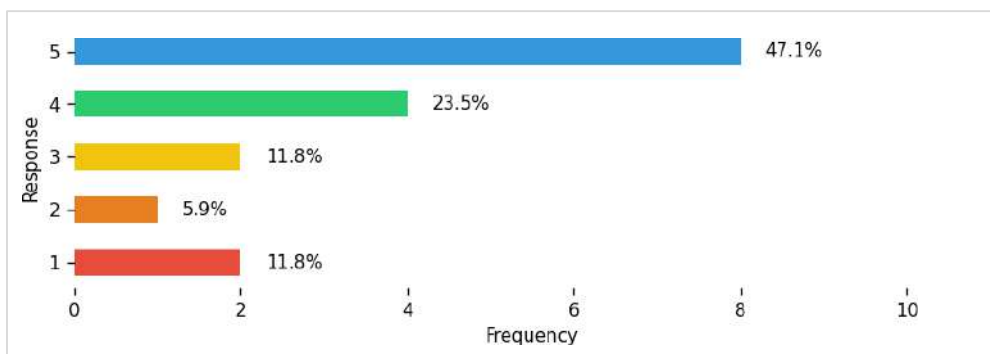


**Table-87: Attainment Profile – CO 11.5**

| Response | Frequency | Percentage |
|----------|-----------|------------|
| 1        | 2         | 11.76%     |
| 2        | 1         | 5.88%      |
| 3        | 2         | 11.76%     |
| 4        | 4         | 23.53%     |
| 5        | 8         | 47.06%     |
| Total    | 17        | 100%       |

**CO 11. 6. Prepared tests to evaluate learning.**

**Graph-74: Attainment Profile – CO 11.6**

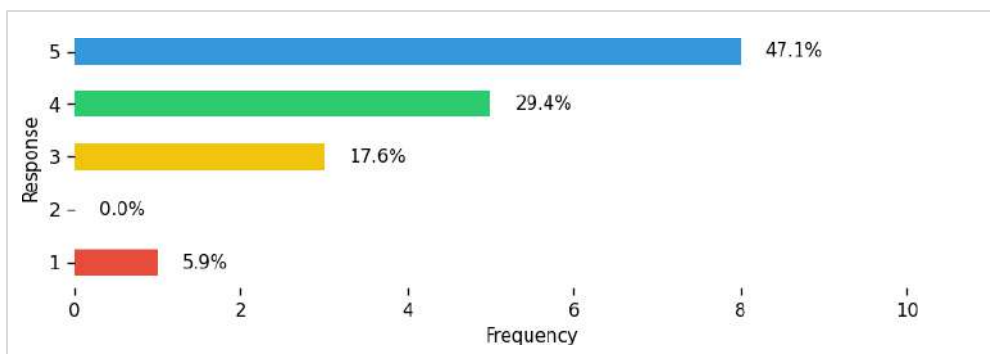


**Table-88: Attainment Profile – CO 11.6**

| Response | Frequency | Percentage |
|----------|-----------|------------|
| 1        | 1         | 5.88%      |
| 2        | 0         | 0.0%       |
| 3        | 3         | 17.65%     |
| 4        | 5         | 29.41%     |
| 5        | 8         | 47.06%     |
| Total    | 17        | 100%       |

## CO 12: Computer Practicum

CO 12.1. Understood concept and peripherals of computers. CO 12. 2. Identified commands/logos.

CO 12. 3. Acquired DW Basic programming knowledge. CO 12. 4. Used internet for teaching-learning.

**Table-89: Consolidated CO 12 Attainment Distribution**

| COs    | 5      | 4      | 3      | 2      | 1     |
|--------|--------|--------|--------|--------|-------|
| CO12.1 | 47.06% | 23.53% | 11.76% | 17.65% | 0.0%  |
| CO12.2 | 35.29% | 35.29% | 11.76% | 11.76% | 5.88% |
| CO12.3 | 35.29% | 41.18% | 17.65% | 5.88%  | 0.0%  |
| CO12.4 | 47.06% | 29.41% | 11.76% | 5.88%  | 5.88% |
| Avg.   | 41.18% | 34.31% | 14.21% | 7.35%  | 2.94% |

Here is an analysis of the provided Course Outcomes (CO12) performance data:

- Strong Overall Attainment is reflected here with a combined 75.49% of student responses falling into the top two performance bands (Rating 5: 41.18%, Rating 4: 34.31%).
- A 14.21% of responses reflect mid-tier performance (Rating 3).
- A total of 10.29% of responses fall into lower performance bands (Rating 2: 7.35%, Rating 1: 2.94%), with specific outcomes showing noticeable friction in partial understanding.
- Highest Positive Attainment is at CO12.3 & CO12.4. CO12.3 achieved the highest overall positive performance at 76.47% (Rating 5 + 4) and recorded 0.00% in the lowest tier (Rating 1). CO12.4 also tied for top positive performance at 76.47% (Rating 5 + 4) and shared the highest peak rating (Rating 5) at 47.06%.
- Both CO12.1 and CO12.4 achieved the highest percentage of top-tier (Rating 5) responses at 47.06%. CO12.1 also registered 0.00% in Rating 1.

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

### CO 12.1. Understood concept and peripherals of computers.

**Graph-75: Attainment Profile – CO 12.1**

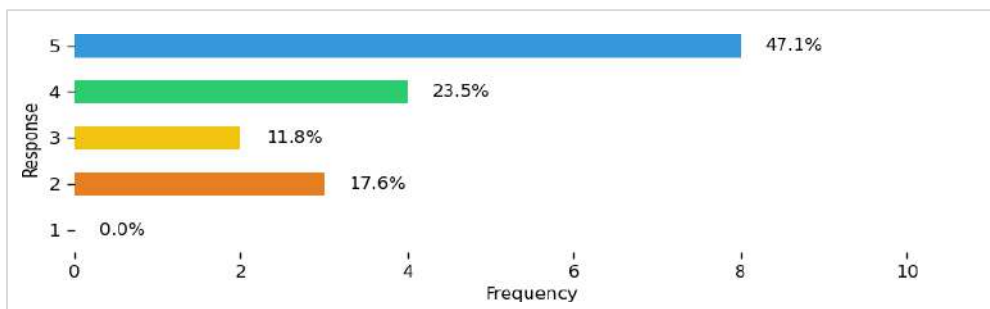


**Table-90: Attainment Profile – CO 12.1**

| Response | Frequency | Percentage |
|----------|-----------|------------|
| 1        | 0         | 0.0%       |
| 2        | 3         | 17.65%     |
| 3        | 2         | 11.76%     |
| 4        | 4         | 23.53%     |
| 5        | 8         | 47.06%     |
| Total    | 17        | 100%       |

### CO 12. 2. Identified commands/logos.

**Graph-76: Attainment Profile – CO 12.2**

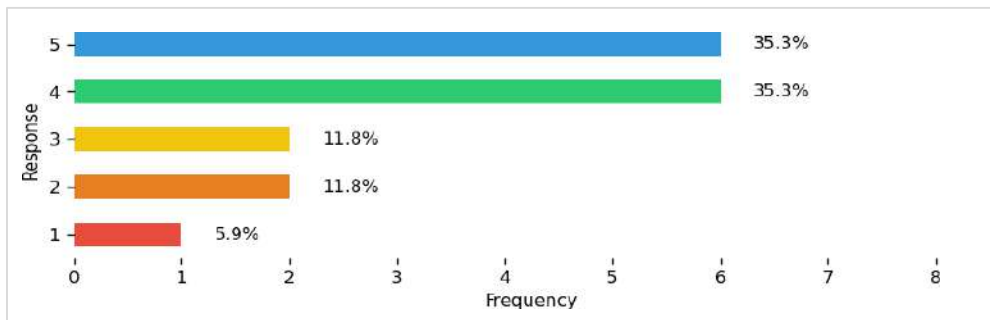


**Table-91: Attainment Profile – CO 12.2**

| Response | Frequency | Percentage |
|----------|-----------|------------|
| 1        | 1         | 5.88%      |
| 2        | 2         | 11.76%     |
| 3        | 2         | 11.76%     |
| 4        | 6         | 35.29%     |
| 5        | 6         | 35.29%     |
| Total    | 17        | 100%       |

### CO 12. 3. Acquired DW Basic programming knowledge.

**Graph-77: Attainment Profile – CO 12.3**

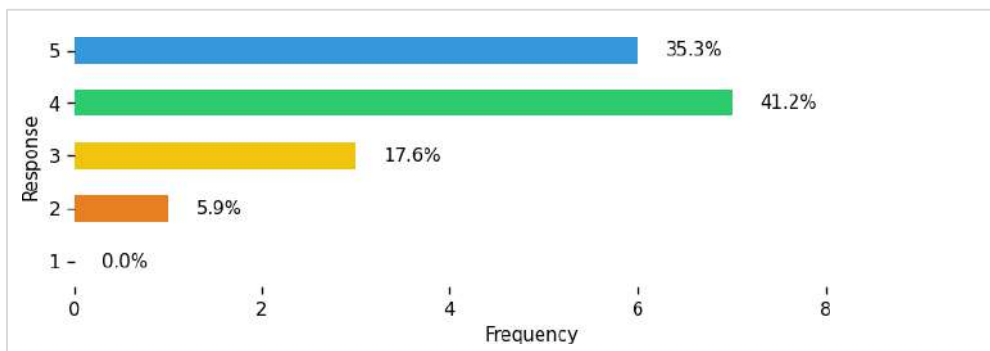


**Table-92: Attainment Profile – CO 12.3**

| Response | Frequency | Percentage |
|----------|-----------|------------|
| 1        | 0         | 0.0%       |
| 2        | 1         | 5.88%      |
| 3        | 3         | 17.65%     |
| 4        | 7         | 41.18%     |
| 5        | 6         | 35.29%     |
| Total    | 17        | 100%       |

#### CO 12. 4. Used internet for teaching-learning.

**Graph-78: Attainment Profile – CO 12.4**

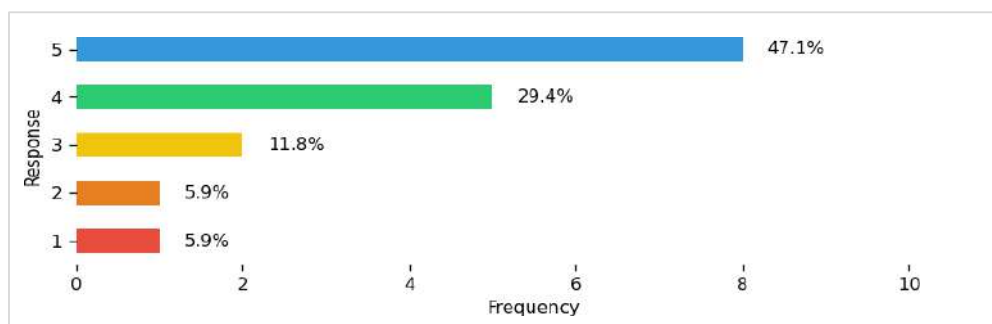


**Table-93: Attainment Profile – CO 12.4**

| Response | Frequency | Percentage |
|----------|-----------|------------|
| 1        | 1         | 5.88%      |
| 2        | 1         | 5.88%      |
| 3        | 2         | 11.76%     |
| 4        | 5         | 29.41%     |
| 5        | 8         | 47.06%     |
| Total    | 17        | 100%       |

#### CO 13: Work Experience & Physical Education

CO 13.1. Developed skills in tailoring and crafts. CO 13. 2. Understood tools for cutting/stitching. CO 13. 3. Applied stitching styles.

CO 13. 4. Prepared garments and materials.

CO 13. 5. Developed sportsmanship & personality. CO 13. 6. Participated in physical activities.

CO 13. 7. Performed yogic asanas.

**Table-94: Consolidated CO 13 Attainment Distribution**

| COs    | 5      | 4      | 3      | 2     | 1      |
|--------|--------|--------|--------|-------|--------|
| CO13.1 | 47.06% | 35.29% | 5.88%  | 5.88% | 5.88%  |
| CO13.2 | 47.06% | 23.53% | 23.53% | 5.88% | 0.0%   |
| CO13.3 | 58.82% | 23.53% | 11.76% | 5.88% | 0.0%   |
| CO13.4 | 41.18% | 29.41% | 17.65% | 5.88% | 5.88%  |
| CO13.5 | 58.82% | 23.53% | 5.88%  | 5.88% | 5.88%  |
| CO13.6 | 52.94% | 35.29% | 0.0%   | 0.0%  | 11.76% |
| CO13.7 | 47.06% | 35.29% | 5.88%  | 5.88% | 5.88%  |
| Avg.   | 50.42% | 29.41% | 10.08% | 5.04% | 5.04%  |

Here is an analysis of the provided Course Outcomes (CO13) performance data:

- Strong Overall Attainment is indicated here with a solid 79.83% of student responses falling into the top two performance bands (Rating 5: 50.42%, Rating 4: 29.41%).
- Moderate Baseline is shown at 10.08% of responses reflecting mid-tier performance (Rating 3).
- A combined 10.08% of responses fall into lower performance bands (Rating 2: 5.04%, Rating 1: 5.04%), showing persistent tail-end gaps across several outcomes.
- Highest Positive Attainment is shown at CO13.6 & CO13.3. CO13.6 achieved the highest overall positive performance at 88.23% (Rating 5 + 4) with 0.00% in middle or lower-middle bands (Ratings 3 & 2). CO13.3 reached 82.35% positive attainment and recorded 0.00% in the lowest tier (Rating 1).
- Both CO13.3 and CO13.5 also achieved the highest single top-band rating (Rating 5) at 58.82%.

- Similarly, Both CO13.1 & CO13.7 outcomes recorded identical distributions with 82.35% positive attainment (47.06% at Rating 5, 35.29% at Rating 4).
- Consolidate Successes: The instructional methods used in CO13.3 and CO13.6 for high-band mastery should be referenced for future module planning.

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

#### CO 13.1. Developed skills in tailoring and crafts.

**Graph-79: Attainment Profile – CO 13.1**

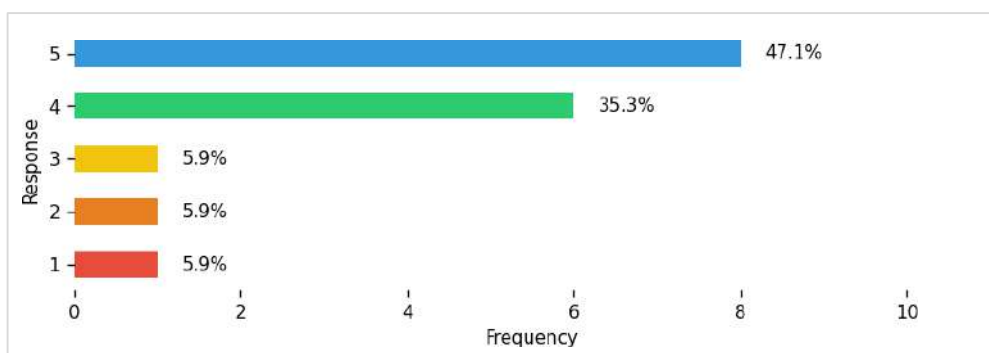


**Table-95: Attainment Profile – CO 13.1**

| Response | Frequency | Percentage |
|----------|-----------|------------|
| 1        | 1         | 5.88%      |
| 2        | 1         | 5.88%      |
| 3        | 1         | 5.88%      |
| 4        | 6         | 35.29%     |
| 5        | 8         | 47.06%     |
| Total    | 17        | 100%       |

#### CO 13. 2. Understood tools for cutting/stitching.

**Graph-80: Attainment Profile – CO 13.2**

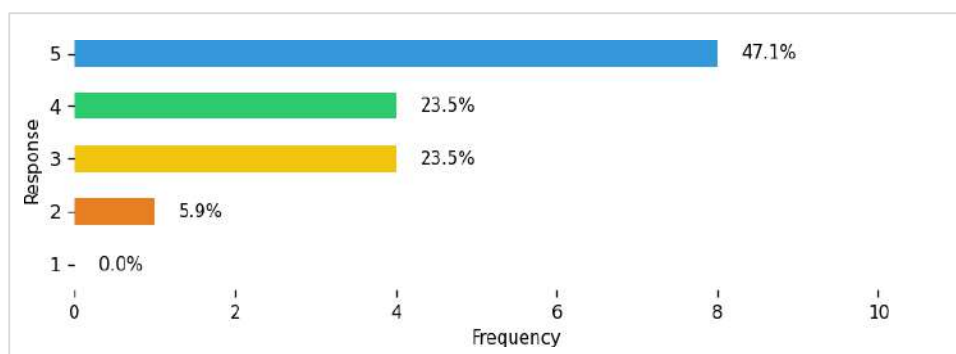


**Table-96: Attainment Profile – CO 13.2**

| Response | Frequency | Percentage |
|----------|-----------|------------|
| 1        | 0         | 0.0%       |
| 2        | 1         | 5.88%      |
| 3        | 4         | 23.53%     |
| 4        | 4         | 23.53%     |
| 5        | 8         | 47.06%     |
| Total    | 17        | 100%       |

**CO 13. 3. Applied stitching styles.**

**Graph-81: Attainment Profile – CO 13.3**

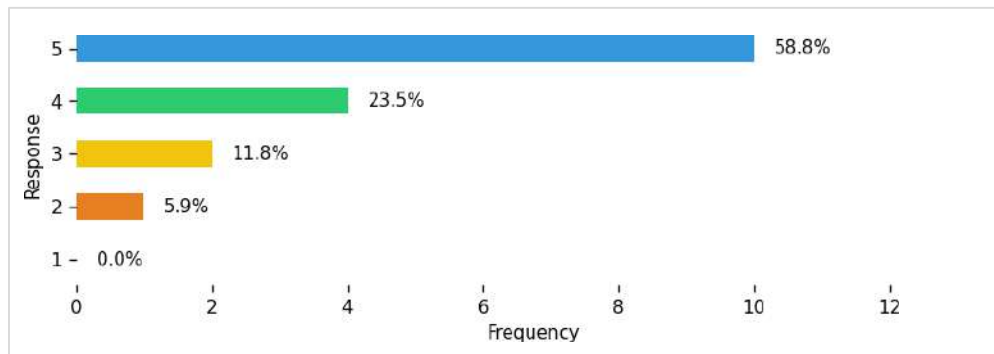


**Table-97: Attainment Profile – CO 13.3**

| Response | Frequency | Percentage |
|----------|-----------|------------|
| 1        | 0         | 0.0%       |
| 2        | 1         | 5.88%      |
| 3        | 2         | 11.76%     |
| 4        | 4         | 23.53%     |
| 5        | 10        | 58.82%     |
| Total    | 17        | 100%       |

**CO 13. 4. Prepared garments and materials.**

**Graph-82: Attainment Profile – CO 13.4**

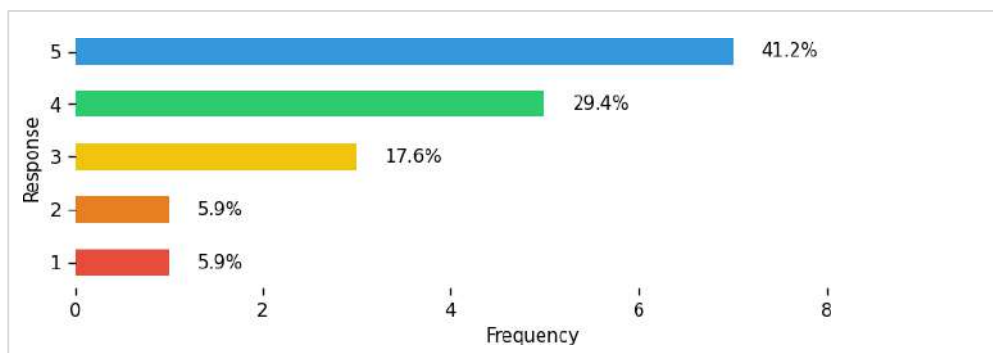


**Table-98: Attainment Profile – CO 13.4**

| Response | Frequency | Percentage |
|----------|-----------|------------|
| 1        | 1         | 5.88%      |
| 2        | 1         | 5.88%      |
| 3        | 3         | 17.65%     |
| 4        | 5         | 29.41%     |
| 5        | 7         | 41.18%     |
| Total    | 17        | 100%       |

**CO 13. 5. Developed sportsmanship & personality.**

**Graph-83: Attainment Profile – CO 13.5**

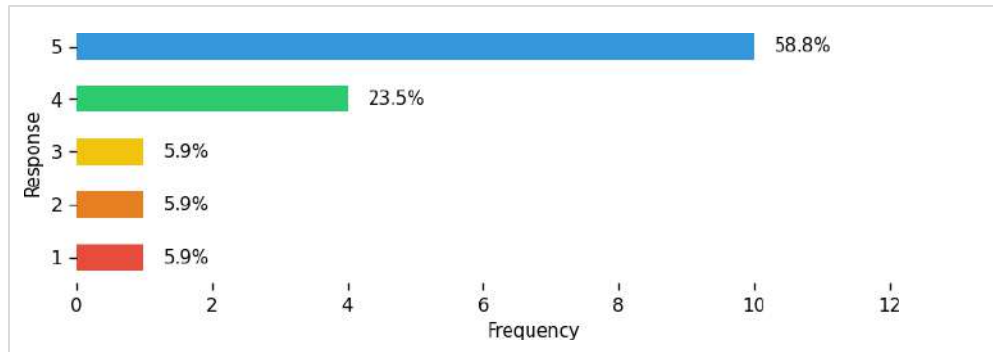


**Table-99: Attainment Profile – CO 13.5**

| Response | Frequency | Percentage |
|----------|-----------|------------|
| 1        | 1         | 5.88%      |
| 2        | 1         | 5.88%      |
| 3        | 1         | 5.88%      |
| 4        | 4         | 23.53%     |
| 5        | 10        | 58.82%     |
| Total    | 17        | 100%       |

**CO 13. 6. Participated in physical activities.**

**Graph-84: Attainment Profile – CO 13.6**

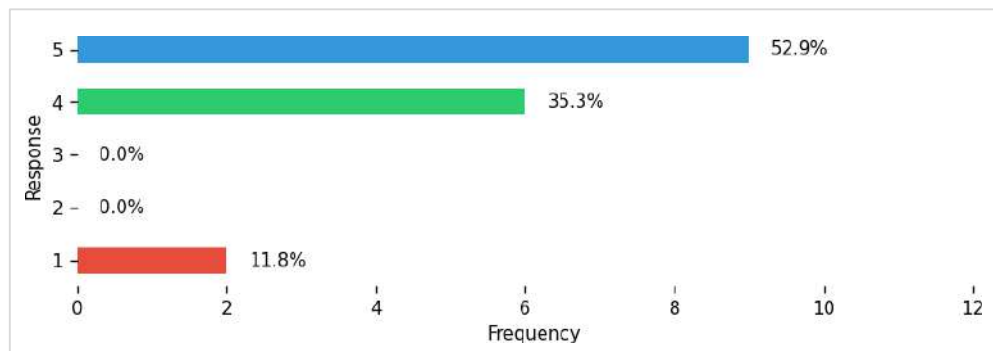
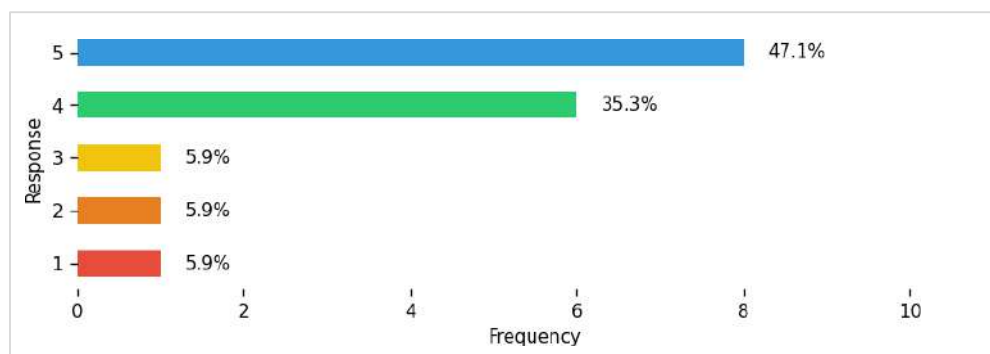


**Table-100: Attainment Profile – CO 13.6**

| Response | Frequency | Percentage |
|----------|-----------|------------|
| 1        | 2         | 11.76%     |
| 2        | 0         | 0.0%       |
| 3        | 0         | 0.0%       |
| 4        | 6         | 35.29%     |
| 5        | 9         | 52.94%     |
| Total    | 17        | 100%       |

**CO 13. 7. Performed yogic asanas.****Graph-85: Attainment Profile – CO 13.7****Table-101: Attainment Profile – CO 13.7**

| Response | Frequency | Percentage |
|----------|-----------|------------|
| 1        | 1         | 5.88%      |
| 2        | 1         | 5.88%      |
| 3        | 1         | 5.88%      |
| 4        | 6         | 35.29%     |
| 5        | 8         | 47.06%     |
| Total    | 17        | 100%       |

**CO 14: Community Life**

CO 14.1. Prepared community survey report. CO 14. 2. Volunteered in service camps.

CO 14. 3. Organised cultural programs.

CO 14. 4. Assisted literacy/women empowerment programs.

CO 14. 5. Protected public property and promoted adult education CO 14. 6. Participated in rural festivals.

**Table-102: Consolidated CO 14 Attainment Distribution**

| COs    | 5      | 4      | 3      | 2      | 1      |
|--------|--------|--------|--------|--------|--------|
| CO14.1 | 58.82% | 23.53% | 5.88%  | 11.76% | 0.0%   |
| CO14.2 | 58.82% | 17.65% | 17.65% | 0.0%   | 5.88%  |
| CO14.3 | 47.06% | 29.41% | 11.76% | 11.76% | 0.0%   |
| CO14.4 | 47.06% | 23.53% | 11.76% | 11.76% | 5.88%  |
| CO14.5 | 47.06% | 17.65% | 23.53% | 11.76% | 0.0%   |
| CO14.6 | 58.82% | 17.65% | 11.76% | 0.0%   | 11.76% |
| Avg.   | 52.94% | 21.57% | 13.72% | 7.84%  | 3.92%  |

Here is an analysis of the provided Course Outcomes (CO14) performance data:

- Strong Top-Tier Performance is indicated here with a solid 74.51% of student responses falling into the top two performance bands (Rating 5: 52.94%, Rating 4: 21.57%).
- 13.72% of responses reflect mid-tier performance (Rating 3).
- Also, a total of 11.76% of responses fall into lower performance bands (Rating 2: 7.84%, Rating 1: 3.92%), showing notable friction in partial comprehension across several outcomes.
- All three outcomes CO14.1, CO14.2, & CO14.6 achieved the highest percentage of top-tier (Rating 5) ratings at 58.82%.
- CO14.1 leads in overall positive attainment at 82.35% (Rating 5 + 4) with 0.00% in the lowest performance band (Rating 1).
- Consistent Mid-Level Attainment is achieved CO14.3 with 76.47% combined positive performance and recorded 0.00% in the lowest tier (Rating 1).

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

#### CO 14.1. Prepared community survey report.

**Graph-86: Attainment Profile – CO 14.1**

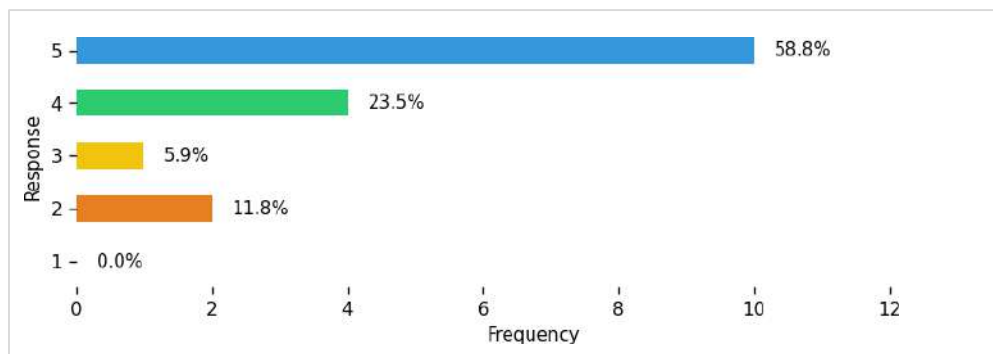


**Table-103: Attainment Profile – CO 14.1**

| Response | Frequency | Percentage |
|----------|-----------|------------|
| 1        | 0         | 0.0%       |
| 2        | 2         | 11.76%     |
| 3        | 1         | 5.88%      |
| 4        | 4         | 23.53%     |
| 5        | 10        | 58.82%     |
| Total    | 17        | 100%       |

### CO 14. 2. Volunteered in service camps.

Graph-87: Attainment Profile – CO 14.2

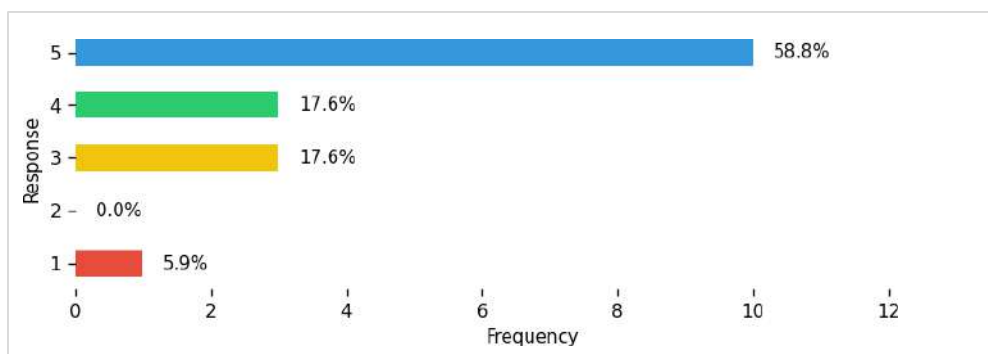


Table-104: Attainment Profile – CO 14.2

| Response | Frequency | Percentage |
|----------|-----------|------------|
| 1        | 1         | 5.88%      |
| 2        | 0         | 0.0%       |
| 3        | 3         | 17.65%     |
| 4        | 3         | 17.65%     |
| 5        | 10        | 58.82%     |
| Total    | 17        | 100%       |

### CO 14. 3. Organised cultural programs.

Graph-88: Attainment Profile – CO 14.3

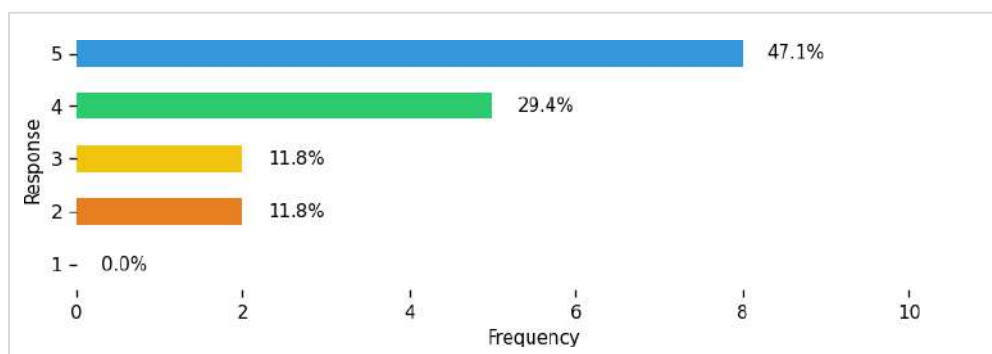


Table-105: Attainment Profile – CO 14.3

| Response | Frequency | Percentage |
|----------|-----------|------------|
| 1        | 0         | 0.0%       |
| 2        | 2         | 11.76%     |
| 3        | 2         | 11.76%     |
| 4        | 5         | 29.41%     |
| 5        | 8         | 47.06%     |
| Total    | 17        | 100%       |

#### 14. 4. Assisted literacy/women empowerment programs.

**Graph-89: Attainment Profile – CO 14.4**

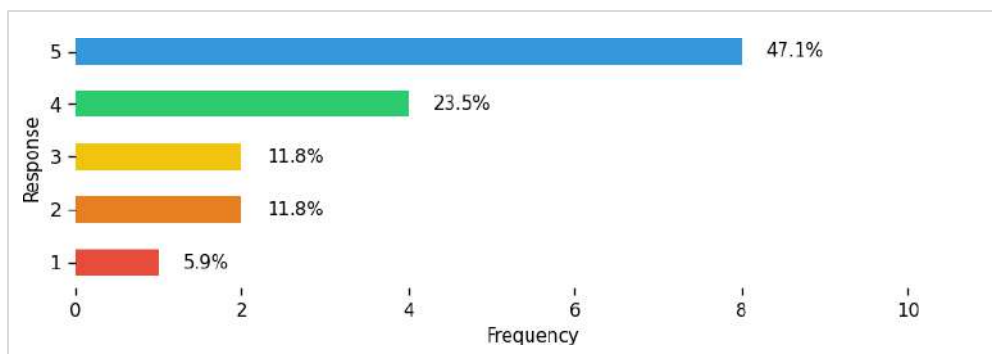


**Table-106: Attainment Profile – CO 14.4**

| Response | Frequency | Percentage |
|----------|-----------|------------|
| 1        | 1         | 5.88%      |
| 2        | 2         | 11.76%     |
| 3        | 2         | 11.76%     |
| 4        | 4         | 23.53%     |
| 5        | 8         | 47.06%     |
| Total    | 17        | 100%       |

#### CO 14. 5. Protected public property and promoted adult education.

**Graph-90: Attainment Profile – CO 14.5**

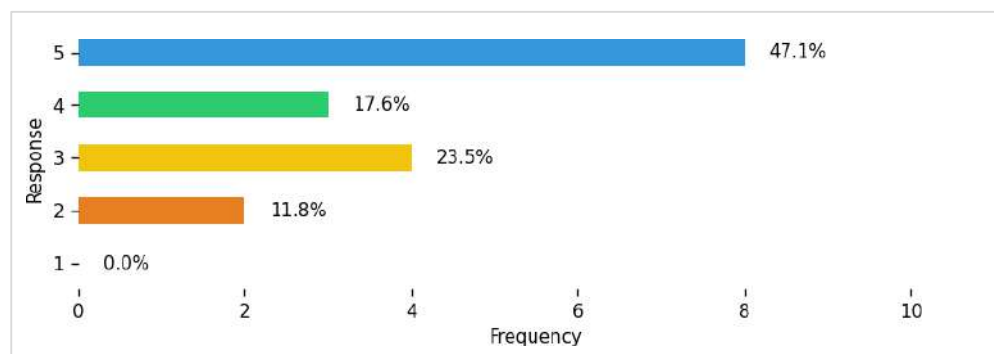


**Table-107: Attainment Profile – CO 14.5**

| Response | Frequency | Percentage |
|----------|-----------|------------|
| 1        | 0         | 0.0%       |
| 2        | 2         | 11.76%     |
| 3        | 4         | 23.53%     |
| 4        | 3         | 17.65%     |
| 5        | 8         | 47.06%     |
| Total    | 17        | 100%       |

#### CO 14. 6. Participated in rural festivals.

Graph-91: Attainment Profile – CO 14.6

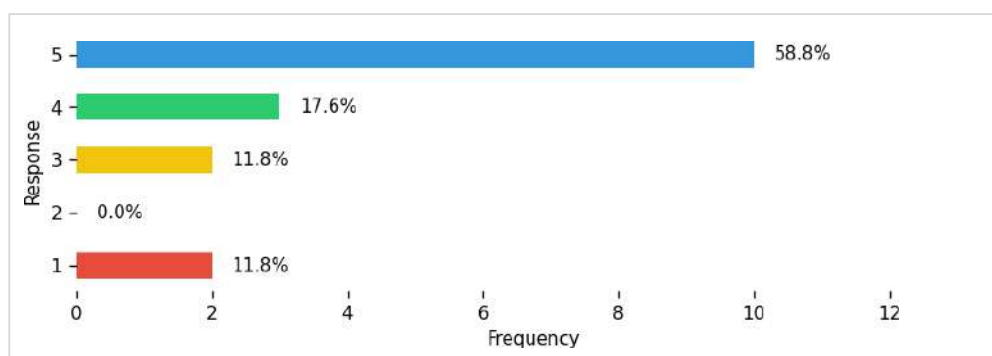


Table-108: Attainment Profile – CO 14.6

| Response | Frequency | Percentage |
|----------|-----------|------------|
| 1        | 2         | 11.76%     |
| 2        | 0         | 0.0%       |
| 3        | 2         | 11.76%     |
| 4        | 3         | 17.65%     |
| 5        | 10        | 58.82%     |
| Total    | 17        | 100%       |

#### Conclusion:

The structured mapping of POs, PSOs and COs in the D.El.Ed. programme changes elementary teacher preparation from a traditional content-centric model into an outcome-driven, competency-based framework. By creating a clear line of sight between daily lesson plans COs, specialized primary-level strategies like Foundational Literacy & Numeracy PSOs, and broader professional attributes POs, the framework ensures that student-teachers do not merely accumulate theoretical knowledge. Instead, they graduate with measurable, reflective, and child-centric competencies needed to nurture foundational learning, bridge diverse classroom realities, and drive school-level educational transformation in alignment with modern national standards.