



Dev Sangha Institute of Professional Studies and Educational Research

Programme: Master in Education (M. 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 M.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), 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 postgraduate teacher education, shifting the instructional focus from traditional knowledge transmission to what postgraduates and educational scholars can demonstrate upon completion. In the context of the Master of Education (M.Ed.) programme, this

framework ensures that prospective teacher educators, curriculum developers, researchers, and educational leaders acquire the advanced theoretical knowledge, policy analysis skills, research competencies, and leadership capabilities required to transform teacher education and school systems.

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 postgraduate academic training with national higher education standards, advanced educational research, and systemic reform practices.

A reporting framework relates individual master's level teaching modules and research dissertations to broad teacher-educator training goals, ensuring postgraduate scholars acquire high-level research methodologies, curriculum design expertise, institutional management abilities, and advanced educational psychology principles.

In the Master of Education (M.Ed.) curriculum, Outcome-Based Education (OBE) operates through a three-tiered hierarchy. Each level shifts the focus from syllabus coverage to measurable academic and professional leadership competencies, ensuring scholars develop the analytical rigor, pedagogical insight, and ethical leadership required for higher education and educational administration.

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 M.Ed. program. The evaluation serves as a key mechanism for continuous quality improvement, academic auditing, and institutional accreditation.

Definitions of Outcome Levels:

Program Outcomes (POs): POs represent the overarching professional attributes, research aptitudes, leadership qualities, and ethical perspectives that every M.Ed. graduate must demonstrate. They apply broadly to the entire postgraduate teacher educator program regardless of specialized subject areas. They are broad in scope and encompass program-wide attributes.

Program Specific Outcomes (PSOs): PSOs narrow the focus to the specific domains of teacher education, educational leadership, policy design, advanced educational research, and specialized curriculum development. They define what an M.Ed. graduate can specifically execute in teacher education institutions (TEIs), administrative setups, research organizations, and higher education contexts.

Course Outcomes (COs): COs are granular, action-oriented statements defining what postgraduate scholars will know, analyze, and perform after completing a specific core course, specialization module, practicum, or dissertation project within the M.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 theoretical examination, empirical dissertation project, field internship in a teacher education institution, seminar presentation, or statistical data analysis assignment evaluates specific COs, which collectively demonstrate achievement of the PSOs and ultimate fulfillment of the overall POs.

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

M.Ed. Programme:

The Master of Education (M.Ed.) is a 2-year full-time professional postgraduate programme designed to train teacher educators, educational administrators, researchers, and curriculum specialists. Governed and regulated by the National Council for Teacher Education (NCTE) and affiliated with Sido Kanhu Murmu University, Dumka, it equips prospective educational leaders with advanced skills in educational theory, quantitative and qualitative research methodologies, learning analytics, inclusive education strategies, and institutional governance. The POs, PSOs, COs and their attainment with respect to the M.Ed. programme are enumerated hereunder.

POs, PSOs, COs

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

Programme Outcomes (POs)

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

PO1: Understand the central concepts, structures of disciplines & create learning experiences that make the aspects of subject matter meaningful

PO2: Identify own educational needs and requirements, keep academic development and learning in an independent way in the context of change in different aspects of education and teacher education

PO3: Inculcate spirit of work in diversified situations and apply knowledge and skill to cope up educational issues in complex situations.

PO4: Understand the basis, principles and process of curriculum development at primary and secondary level, analysis of curriculum, selection of appropriate teaching strategies according to the needs of students and conducting action. research to solve classroom problems.

PO5: Understand the innovative technology and tools of ICT, analysis and interpretation of the research data with the help of ICT.

PO6: Use diversified tools and technologies of communications and communication skills.

PO7: Develop self-study component, helping in self-directed learning as it provides the student with an opportunity to study in-depth about a particular issue and gain knowledge.

PO8: Demonstrate the ability to integrate knowledge skills in assessment and evaluation to determine the overall effectiveness of organizational programs and products.

PO9: Understand and use formal & informal assessment strategies to evaluate and ensure the continuous Intellectual, social and physical development of the learner

PO10: Plan learning experiences that are based on learner's existing proficiency, Interest and experiences

PO11: Recognize areas of commitment, accountability, constitutional values and national goals and perform accordingly

Program Outcome (PO) Attainment Summary

The accompanying frequency distribution tables present the quantitative responses collected from a sample of N = 7 participants across a standard 5-point rating scale. The Programme Outcome Analysis is based on evaluation on a 5-point scale, where 5 represents 'Maximum Attainment' and 1 represents 'Minimum Attainment'. Accordingly, the level of attainment of students has been measured vis-à-vis the expected Programme Outcomes (POs) enumerated above.

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

Table-1: Consolidated PO Attainment Distribution

POs	5	4	3	2	1
PO1	42.86%	14.29%	28.57%	14.29%	0.00%
PO2	42.86%	0.00%	28.57%	14.29%	14.29%
PO3	14.29%	28.57%	42.86%	0.00%	14.29%
PO4	42.86%	28.57%	28.57%	0.00%	0.00%
PO5	28.57%	14.29%	28.57%	28.57%	0.00%
PO6	28.57%	14.29%	57.14%	0.00%	0.00%
PO7	14.29%	14.29%	28.57%	28.57%	14.29%
PO8	42.86%	14.29%	28.57%	14.29%	0.00%
PO9	28.57%	14.29%	28.57%	14.29%	14.29%
PO10	28.57%	28.57%	28.57%	14.29%	0.00%
PO11	14.29%	28.57%	42.86%	14.29%	0.00%
Avg.	29.87%	18.18%	33.77%	12.99%	5.19%

Detailed Analysis of Programme Outcomes

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

PO1. Understand the central concepts, structures of disciplines & create learning experiences that make the aspects of subject matter meaningful

Attainment Profile: A favourable level of attainment was observed, with **57.14%** of respondents attaining Ratings 4 or 5. Rating 4 accounted for **14.29%** and Rating 5 for

42.86%. Another 28.57% were positioned at Rating 3, indicating some scope for further strengthening.

A graphical representation is given below -

Graph-1: Attainment Profile - PO1

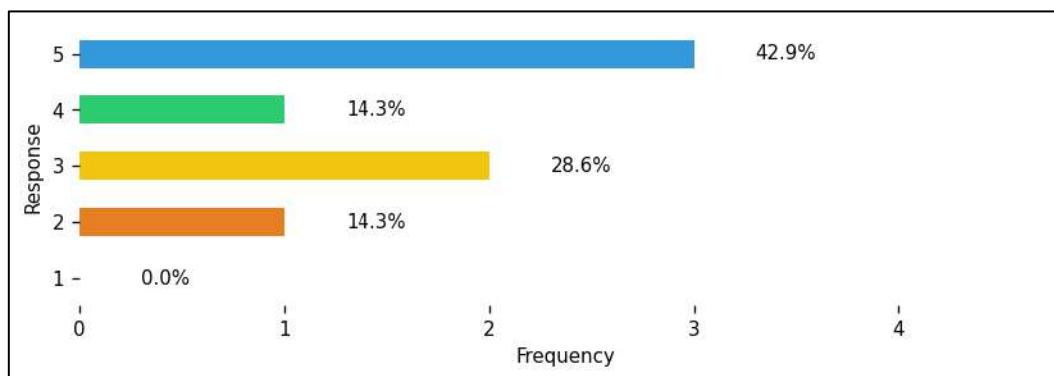


Table-2: Attainment Profile - PO1

Response	Frequency	Percentage
1	0	0.00%
2	1	14.29%
3	2	28.57%
4	1	14.29%
5	3	42.86%
Total	7	100%

PO2. Identify own educational needs and requirements, keep academic development and learning in an independent way in the context of change in different aspects of education and teacher education

Attainment Profile: A moderate level of attainment was observed, with **42.86%** of respondents attaining Ratings 4 or 5. Rating 4 accounted for **0.00%** and Rating 5 for **42.86%**. The combined 28.57% at Ratings 1 and 2 indicates that additional academic support and learning opportunities may be useful.

Graph-2: Attainment Profile - PO2

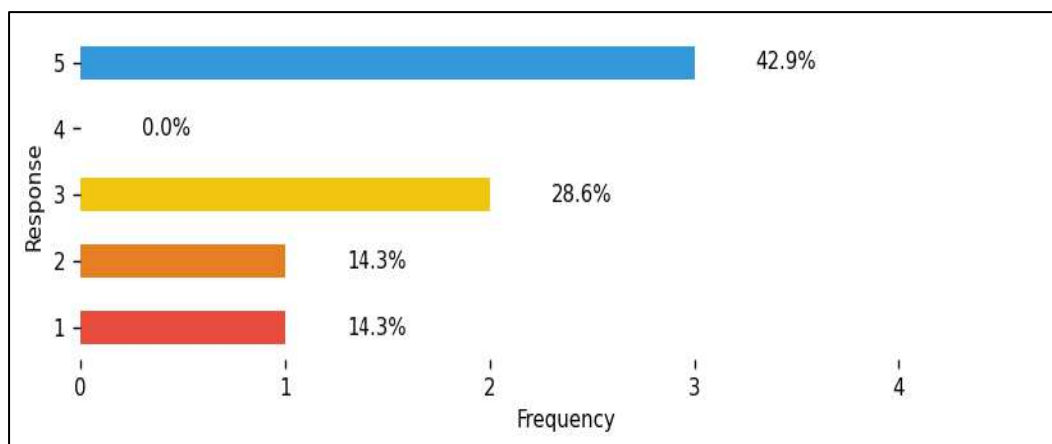
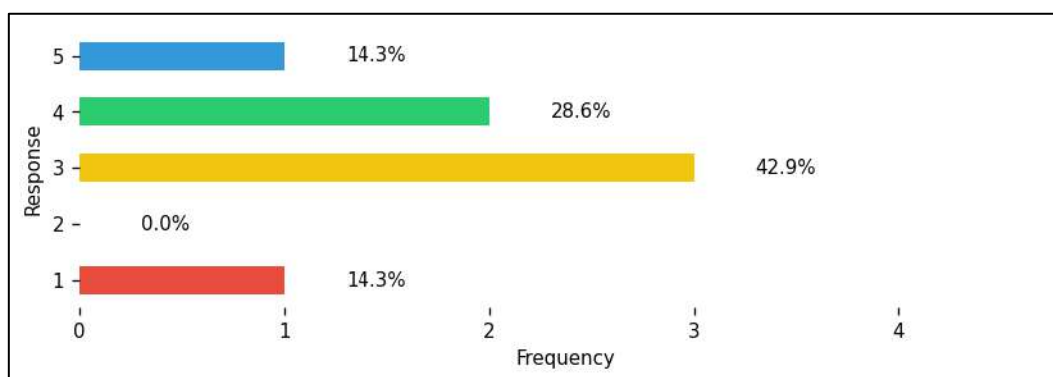


Table-3: Attainment Profile - PO2

Response	Frequency	Percentage
1	1	14.29%
2	1	14.29%
3	2	28.57%
4	0	0.00%
5	3	42.86%
Total	7	100%

PO3. Inculcate spirit of work in diversified situations and apply knowledge and skill to cope up educational issues in complex situations.

Attainment Profile: A moderate level of attainment was observed, with **42.86%** of respondents attaining Ratings 4 or 5. Rating 4 accounted for **28.57%** and Rating 5 for **14.29%**. A comparatively large 42.86% at Rating 3 suggests scope for further consolidation of this outcome.

Graph-3: Attainment Profile - PO3**Table-4: Attainment Profile - PO3**

Response	Frequency	Percentage
1	1	14.29%
2	0	0.00%
3	3	42.86%
4	2	28.57%
5	1	14.29%
Total	7	100%

PO4. Understand the basis, principles and process of curriculum development at primary and secondary level, analysis of curriculum, selection of appropriate teaching strategies according to the needs of students and conducting action. research to solve classroom problems.

Attainment Profile: A strong level of attainment was observed, with **71.43%** of respondents attaining Ratings 4 or 5. Rating 4 accounted for **28.57%** and Rating 5 for **42.86%**. Another 28.57% were positioned at Rating 3, indicating some scope for further strengthening.

Graph-4: Attainment Profile - PO4

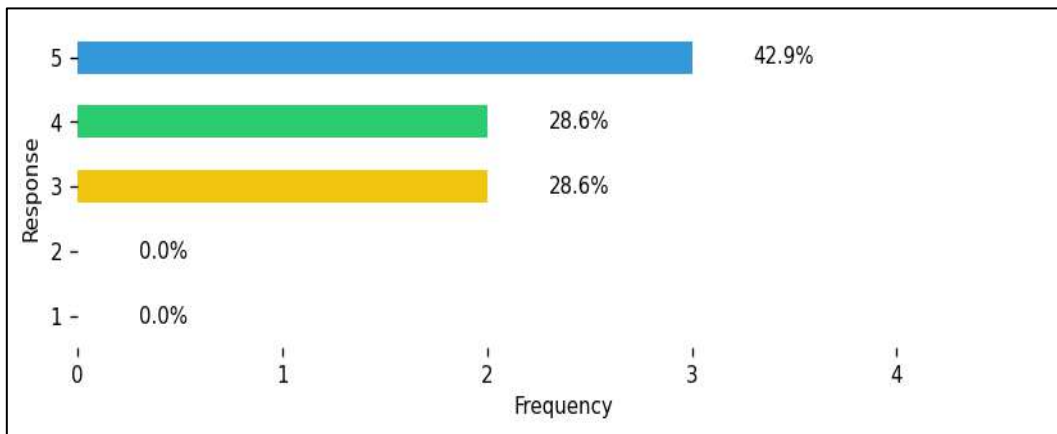


Table-5: Attainment Profile - PO4

Response	Frequency	Percentage
1	0	0.00%
2	0	0.00%
3	2	28.57%
4	2	28.57%
5	3	42.86%
Total	7	100%

PO5. Understand the innovative technology and tools of ICT, analysis and interpretation of the research data with the help of ICT.

Attainment Profile: A moderate level of attainment was observed, with **42.86%** of respondents attaining Ratings 4 or 5. Rating 4 accounted for **14.29%** and Rating 5 for **28.57%**. The combined 28.57% at Ratings 1 and 2 indicates that additional academic support and learning opportunities may be useful.

Graph-5: Attainment Profile - PO5

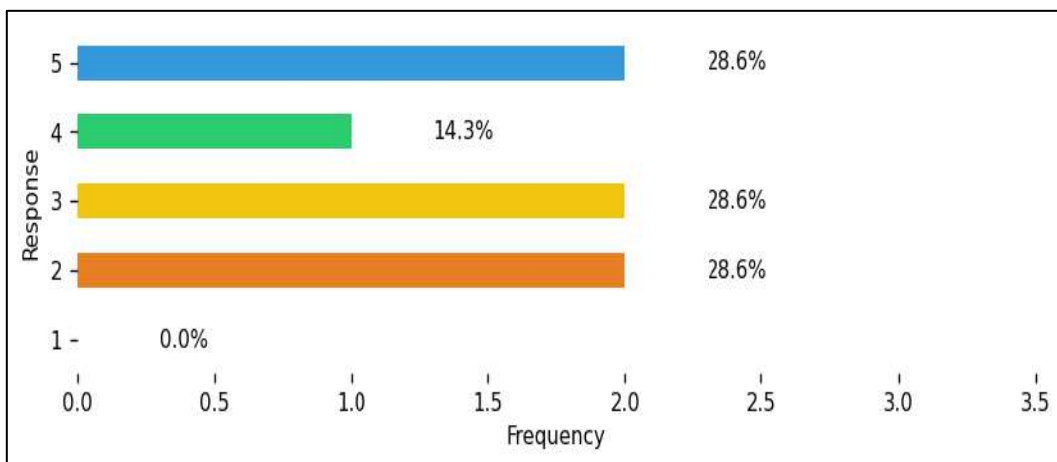


Table-6: Attainment Profile - PO5

Response	Frequency	Percentage
1	0	0.00%
2	2	28.57%
3	2	28.57%
4	1	14.29%
5	2	28.57%
Total	7	100%

PO6. Use diversified tools and technologies of communications and communication skills.

Attainment Profile: A moderate level of attainment was observed, with **42.86%** of respondents attaining Ratings 4 or 5. Rating 4 accounted for **14.29%** and Rating 5 for **28.57%**. A comparatively large 57.14% at Rating 3 suggests scope for further consolidation of this outcome.

Graph-6: Attainment Profile - PO6

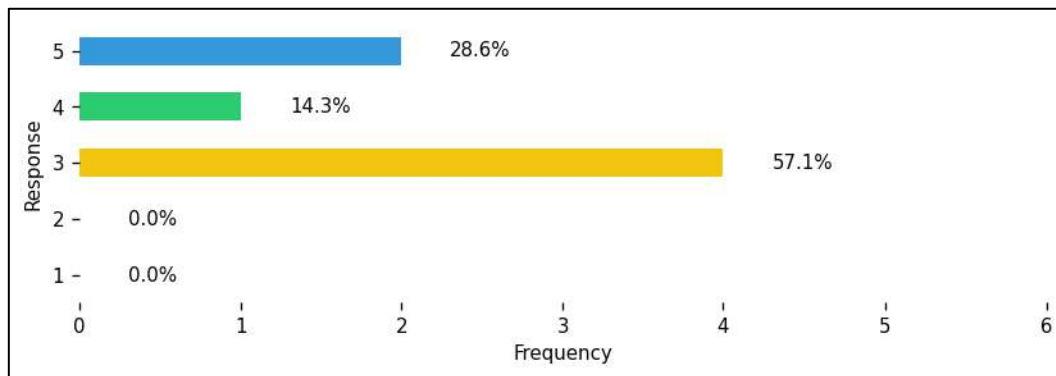


Table-7: Attainment Profile - PO6

Response	Frequency	Percentage
1	0	0.00%
2	0	0.00%
3	4	57.14%
4	1	14.29%
5	2	28.57%
Total	7	100%

PO7. Develop self-study component, helping in self-directed learning as it provides the student with an opportunity to study in-depth about a particular issue and gain knowledge.

Attainment Profile: The attainment profile indicates a need for further strengthening, with **28.57%** of respondents attaining Ratings 4 or 5. Rating 4 accounted for **14.29%** and Rating 5 for **14.29%**. The combined 42.86% at Ratings 4 and 5 indicates that additional academic support and learning opportunities may be useful.

Graph-7: Attainment Profile - PO7

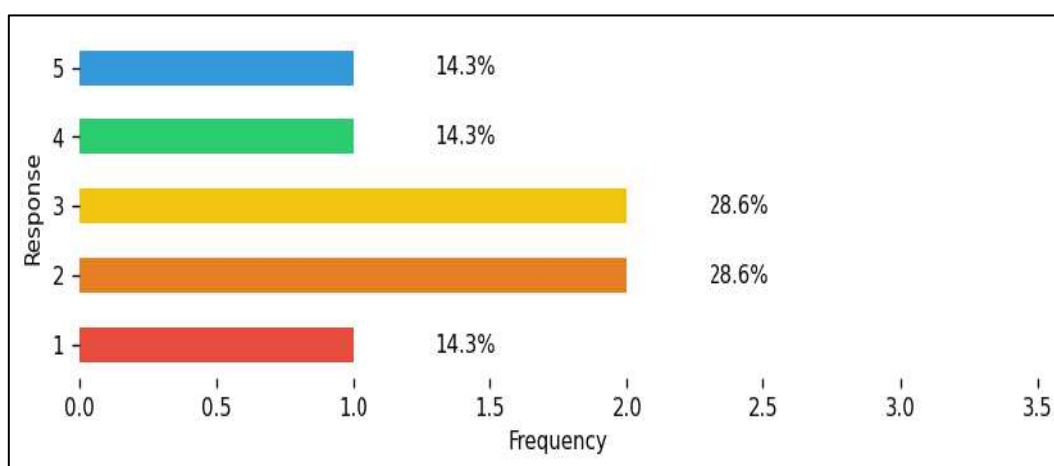


Table-8: Attainment Profile - PO7

Response	Frequency	Percentage
1	1	14.29%
2	2	28.57%
3	2	28.57%
4	1	14.29%
5	1	14.29%
Total	7	100%

PO8. Demonstrate the ability to integrate knowledge skills in assessment and evaluation to determine the overall effectiveness of organizational programs and products.

Attainment Profile: A favourable level of attainment was observed, with **57.14%** of respondents attaining Ratings 4 or 5. Rating 4 accounted for **14.29%** and Rating 5 for **42.86%**. Another 28.57% were positioned at Rating 3, indicating some scope for further strengthening.

Graph-8: Attainment Profile - PO8

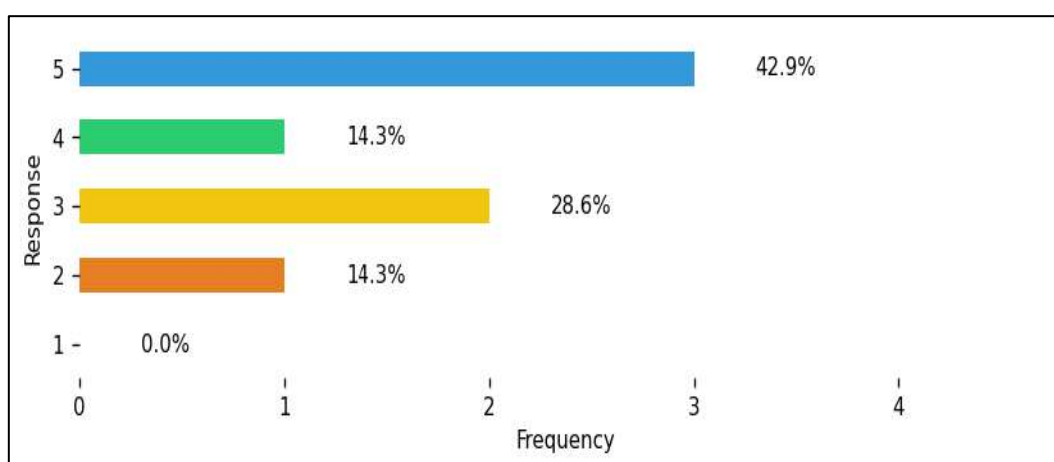
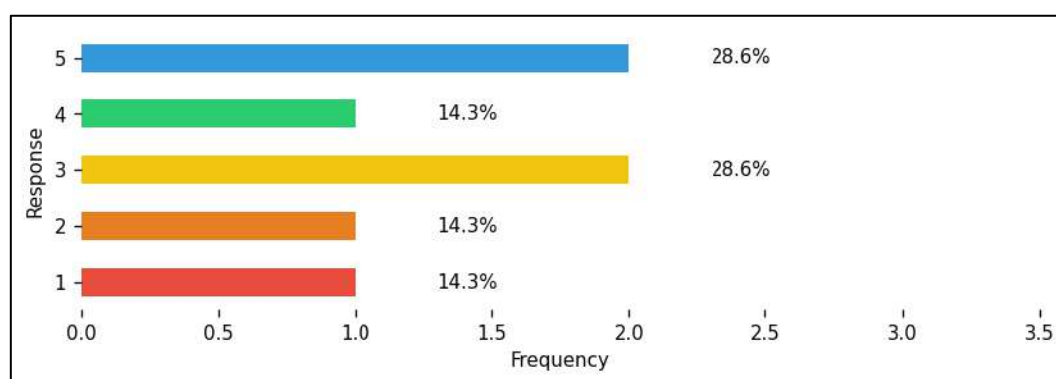


Table-9: Attainment Profile - PO8

Response	Frequency	Percentage
1	0	0.00%
2	1	14.29%
3	2	28.57%
4	1	14.29%
5	3	42.86%
Total	7	100%

PO9. Understand and use formal & informal assessment strategies to evaluate and ensure the continuous Intellectual, social and physical development of the learner

Attainment Profile: A moderate level of attainment was observed, with **42.86%** of respondents attaining Ratings 4 or 5. Rating 4 accounted for **14.29%** and Rating 5 for **28.57%**. The combined 28.57% at Ratings 1 and 2 indicates that additional academic support and learning opportunities may be useful.

Graph-9: Attainment Profile - PO9**Table-10: Attainment Profile - PO9**

Response	Frequency	Percentage
1	1	14.29%
2	1	14.29%
3	2	28.57%
4	1	14.29%
5	2	28.57%
Total	7	100%

PO10. Plan learning experiences that are based on learner's existing proficiency, Interest and experiences

Attainment Profile: A favourable level of attainment was observed, with **57.14%** of respondents attaining Ratings 4 or 5. Rating 4 accounted for **28.57%** and Rating 5 for **28.57%**. Another 28.57% were positioned at Rating 3, indicating some scope for further strengthening.

Graph-10: Attainment Profile - PO10

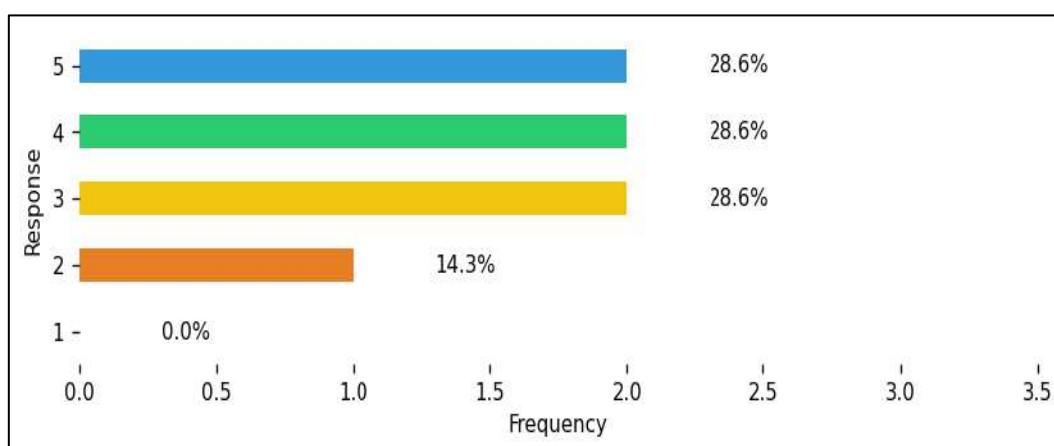


Table-11: Attainment Profile - PO10

Response	Frequency	Percentage
1	0	0.00%
2	1	14.29%
3	2	28.57%
4	2	28.57%
5	2	28.57%
Total	7	100%

PO11. Recognize areas of commitment, accountability, constitutional values and national goals and perform accordingly

Attainment Profile: A moderate level of attainment was observed, with **42.86%** of respondents attaining Ratings 4 or 5. Rating 4 accounted for **28.57%** and Rating 5 for **14.29%**. A comparatively large 42.86% at Rating 3 suggests scope for further consolidation of this outcome.

Graph-11: Attainment Profile - PO11

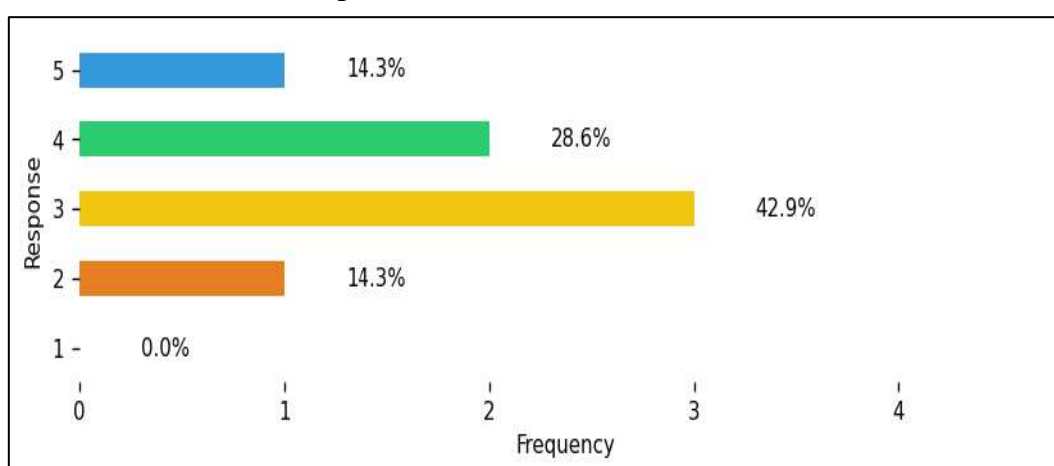


Table-12: Attainment Profile - PO11

Response	Frequency	Percentage
1	0	0.00%
2	1	14.29%
3	3	42.86%
4	2	28.57%
5	1	14.29%
Total	7	100%

Key Conclusions

High Overall Attainment: An average of 48.05% of responses across all programme outcomes falls within Ratings 4 and 5. This indicates the overall level of attainment recorded in the survey.

Core Strength: PO4 recorded the highest combined attainment at Ratings 4 and 5 (71.43%).

Action Item: PO7 showed the comparatively lowest combined attainment at Ratings 4 and 5 (28.57%). Greater emphasis may therefore be placed on activities and learning experiences directly aligned with this outcome.

Programme Specific Outcomes (PSOs)

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

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

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

PSO1: Understand social entities and be able to tolerate, absorb and cope up with adverse conditions of life

PSO2: Evolve a system of education which enhances the potential of every learner to acquire, retain and transform knowledge, providing wisdom to society through creative, experimental and joyful modes of learning

PSO3: Develop sensitivity towards language diversity and Inclusion in the classroom and its role in teaching learning process

PSO4: Understand the relation amongst teaching history of education and psychology

PSO5: Formulate research questions, collect relevant data, perform data analysis and interpret/report research results

PSO6: Understand objectives, functions and role of various agencies of teacher education program

PSO7: Understand the types and educational programmes for prevention and rehabilitation of various types of special children.

PSO8: Understand different values, morality, social service and accept responsibility for society

PSO9: Understand the social structure, multiculturalism socialization and social and education equity

PSO10: Explain the models of instructional design and describe the audio-visual media In education.

PSO11: Identify basics of planning and organizing of in service teacher education program.

PSO12: Assess learning of children with special needs (CWSN) using alternative techniques.

PSO13: Understand the significance of Inclusive Education and role of various organizations, institutions, agencies and research in bringing positive changes in elementary education

Program Specific Outcome (PSO) Attainment Summary

The accompanying frequency distribution tables present the quantitative responses collected from a sample of N = 7 participants across a standard 5-point rating scale. The Programme Specific Outcome Analysis is based on evaluation on a 5-point scale, where 5 represents 'Maximum Attainment' and 1 represents 'Minimum Attainment'. Accordingly, the level of attainment of students has been measured with reference to the expected Programme Specific Outcomes enumerated above.

Table-13: Consolidated PSO Attainment Distribution

PSOs	5	4	3	2	1
PSO1	28.57%	28.57%	28.57%	0.00%	14.29%
PSO2	57.14%	14.29%	28.57%	0.00%	0.00%
PSO3	28.57%	28.57%	42.86%	0.00%	0.00%
PSO4	14.29%	42.86%	28.57%	0.00%	14.29%
PSO5	28.57%	14.29%	42.86%	14.29%	0.00%
PSO6	14.29%	57.14%	28.57%	0.00%	0.00%
PSO7	0.00%	57.14%	42.86%	0.00%	0.00%
PSO8	28.57%	14.29%	57.14%	0.00%	0.00%
PSO9	14.29%	28.57%	42.86%	0.00%	14.29%
PSO10	28.57%	28.57%	28.57%	14.29%	0.00%
PSO11	28.57%	28.57%	28.57%	14.29%	0.00%
PSO12	0.00%	42.86%	28.57%	28.57%	0.00%
PSO13	14.29%	42.86%	28.57%	14.29%	0.00%
Avg.	21.98%	32.97%	35.16%	6.59%	3.30%

Detailed Analysis of Programme Specific Outcomes

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

PSO1. Understand social entities and be able to tolerate, absorb and cope up with adverse conditions of life

Graph-12: Attainment Profile - PSO1

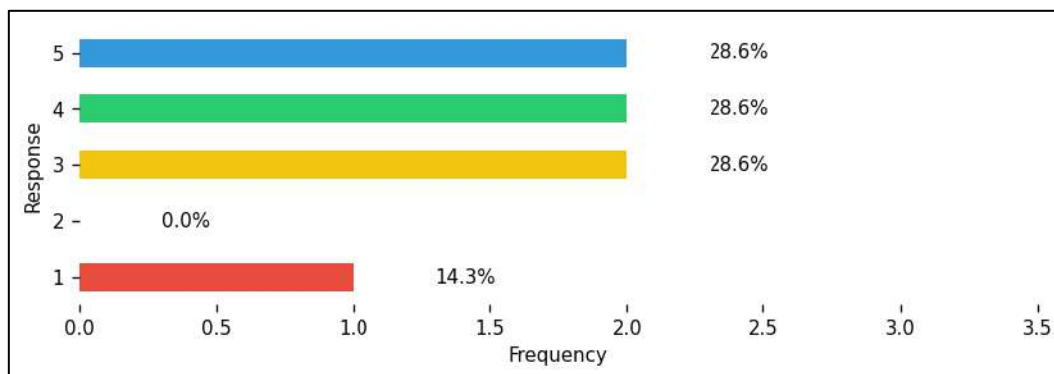


Table-14: Attainment Profile - PSO1

Response	Frequency	Percentage
1	1	14.29%
2	0	0.00%
3	2	28.57%
4	2	28.57%
5	2	28.57%
Total	7	100%

Analysis: A favourable level of attainment was observed, with **57.14%** of respondents attaining Ratings 4 or 5. Rating 4 accounted for **28.57%** and Rating 5 for **28.57%**. Another 28.57% were positioned at Rating 3, indicating some scope for further strengthening.

PSO2. Evolve a system of education which enhances the potential of every learner to acquire, retain and transform knowledge, providing wisdom to society through creative, experimental and joyful modes of learning.

Graph-13: Attainment Profile - PSO2

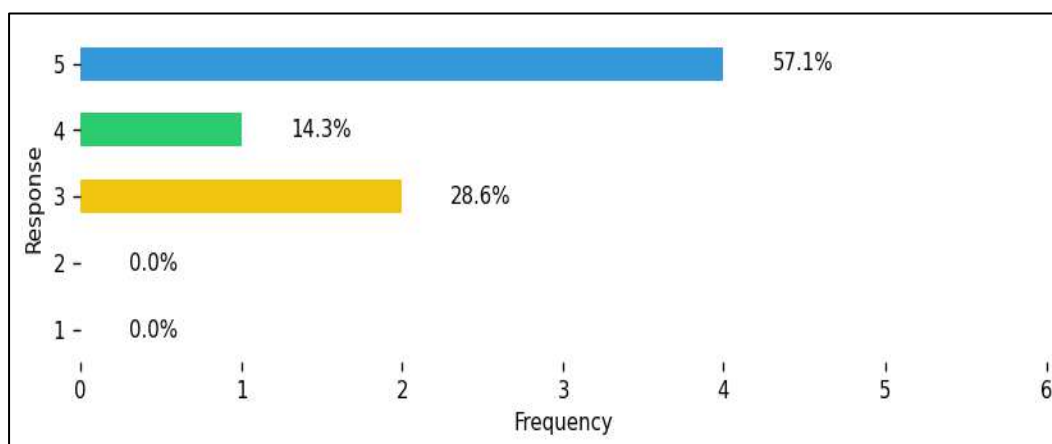
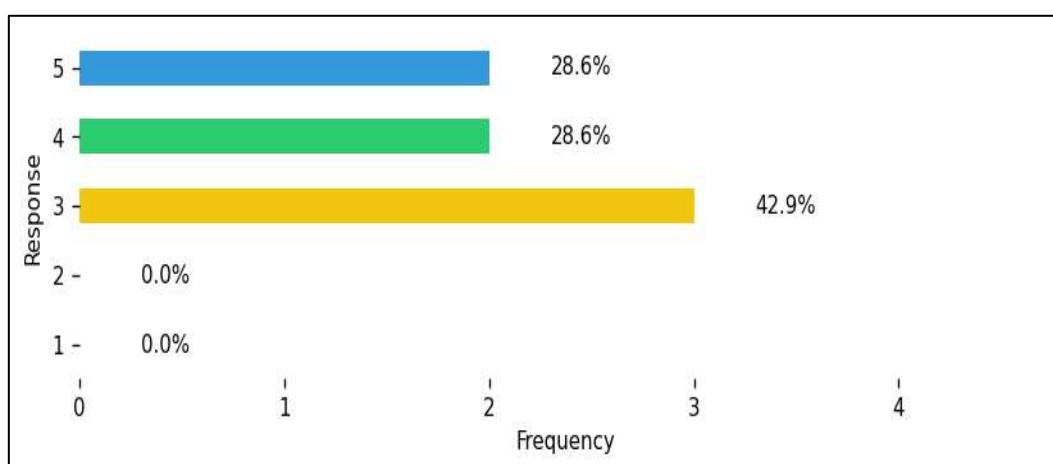


Table-15: Attainment Profile - PSO2

Response	Frequency	Percentage
1	0	0.00%
2	0	0.00%
3	2	28.57%
4	1	14.29%
5	4	57.14%
Total	7	100%

Analysis: A strong level of attainment was observed, with **71.43%** of respondents attaining Ratings 4 or 5. Rating 4 accounted for **14.29%** and Rating 5 for **57.14%**. Another 28.57% were positioned at Rating 3, indicating some scope for further strengthening.

PSO3. Develop sensitivity towards language diversity and Inclusion in the classroom and its role in teaching learning process

Graph-14: Attainment Profile - PSO3**Table-16: Attainment Profile - PSO3**

Response	Frequency	Percentage
1	0	0.00%
2	0	0.00%
3	3	42.86%
4	2	28.57%
5	2	28.57%
Total	7	100%

Analysis: A favourable level of attainment was observed, with **57.14%** of respondents attaining Ratings 4 or 5. Rating 4 accounted for **28.57%** and Rating 5 for **28.57%**. A comparatively large 42.86% at Rating 3 suggests scope for further consolidation of this outcome.

PSO4. Understand the relation amongst teaching history of education and psychology

Graph-15: Attainment Profile - PSO4

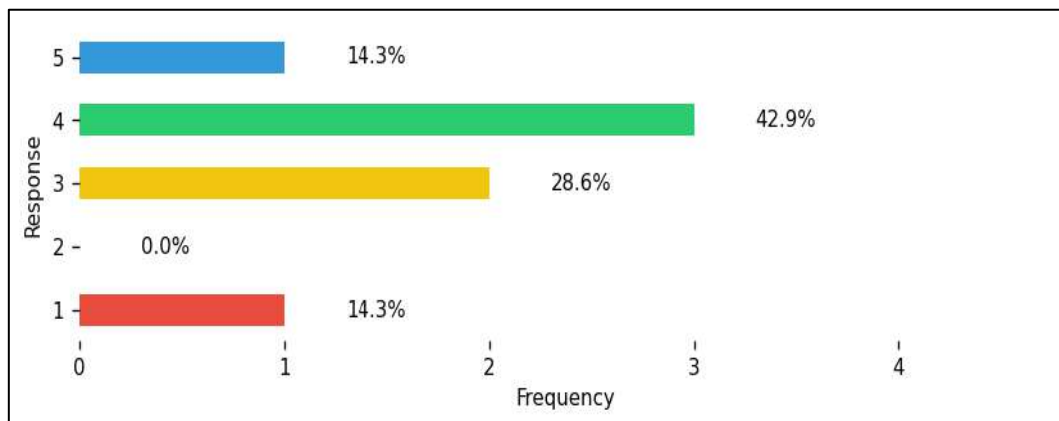


Table-17: Attainment Profile - PSO4

Response	Frequency	Percentage
1	1	14.29%
2	0	0.00%
3	2	28.57%
4	3	42.86%
5	1	14.29%
Total	7	100%

Analysis: A favourable level of attainment was observed, with **57.14%** of respondents attaining Ratings 4 or 5. Rating 4 accounted for **42.86%** and Rating 5 for **14.29%**. Another 28.57% were positioned at Rating 3, indicating some scope for further strengthening.

PSO5. Formulate research questions, collect relevant data, perform data analysis and interpret/report research results

Graph-16: Attainment Profile - PSO5

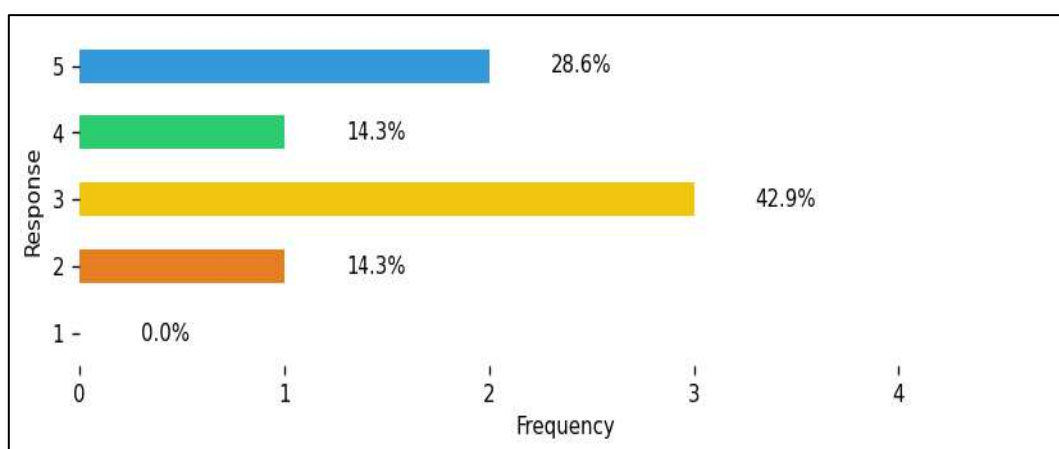
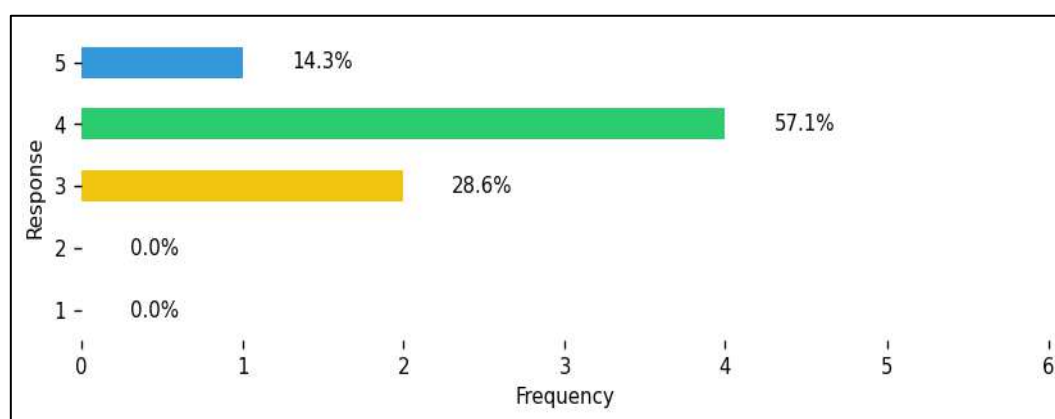


Table-18: Attainment Profile - PSO5

Response	Frequency	Percentage
1	0	0.00%
2	1	14.29%
3	3	42.86%
4	1	14.29%
5	2	28.57%
Total	7	100%

Analysis: A moderate level of attainment was observed, with **42.86%** of respondents attaining Ratings 4 or 5. Rating 4 accounted for **14.29%** and Rating 5 for **28.57%**. A comparatively large 42.86% at Rating 3 suggests scope for further consolidation of this outcome.

PSO6. Understand objectives, functions and role of various agencies of teacher education program

Graph-17: Attainment Profile - PSO6**Table-19: Attainment Profile - PSO6**

Response	Frequency	Percentage
1	0	0.00%
2	0	0.00%
3	2	28.57%
4	4	57.14%
5	1	14.29%
Total	7	100%

Analysis: A strong level of attainment was observed, with **71.43%** of respondents attaining Ratings 4 or 5. Rating 4 accounted for **57.14%** and Rating 5 for **14.29%**. Another 28.57% were positioned at Rating 3, indicating some scope for further strengthening.

PSO7. Understand the types and educational programmes for prevention and rehabilitation of various types of special children.

Graph-18: Attainment Profile - PSO7

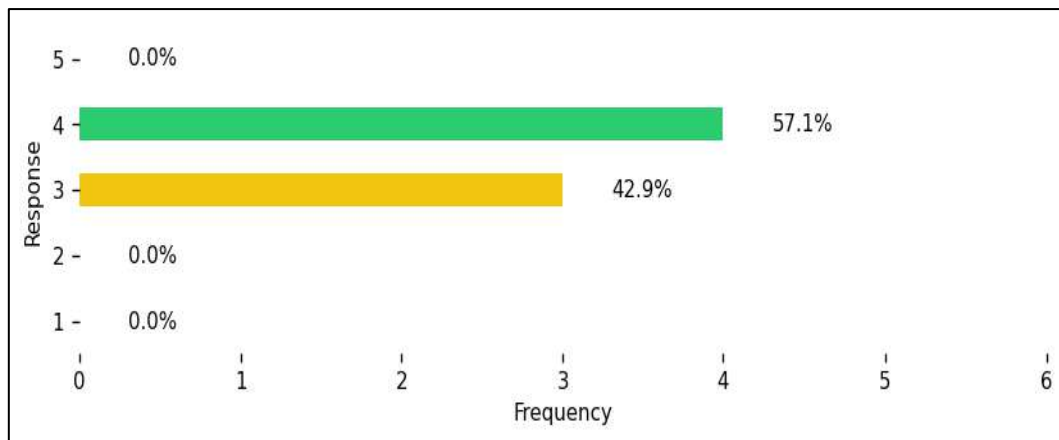


Table-20: Attainment Profile - PSO7

Response	Frequency	Percentage
1	0	0.00%
2	0	0.00%
3	3	42.86%
4	4	57.14%
5	0	0.00%
Total	7	100%

Analysis: A favourable level of attainment was observed, with **57.14%** of respondents attaining Ratings 4 or 5. Rating 4 accounted for **57.14%** and Rating 5 for **0.00%**. A comparatively large 42.86% at Rating 3 suggests scope for further consolidation of this outcome.

PSO8. Understand different values, morality, social service and accept responsibility for society

Graph-19: Attainment Profile - PSO8

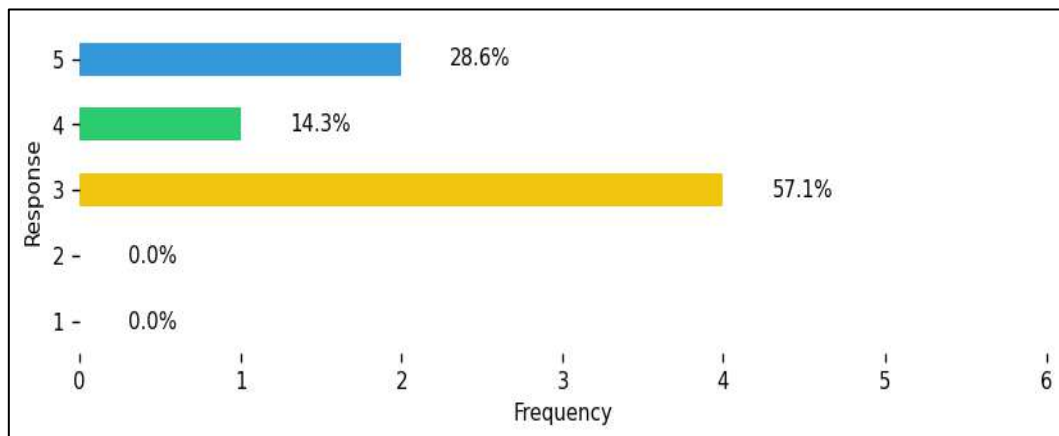
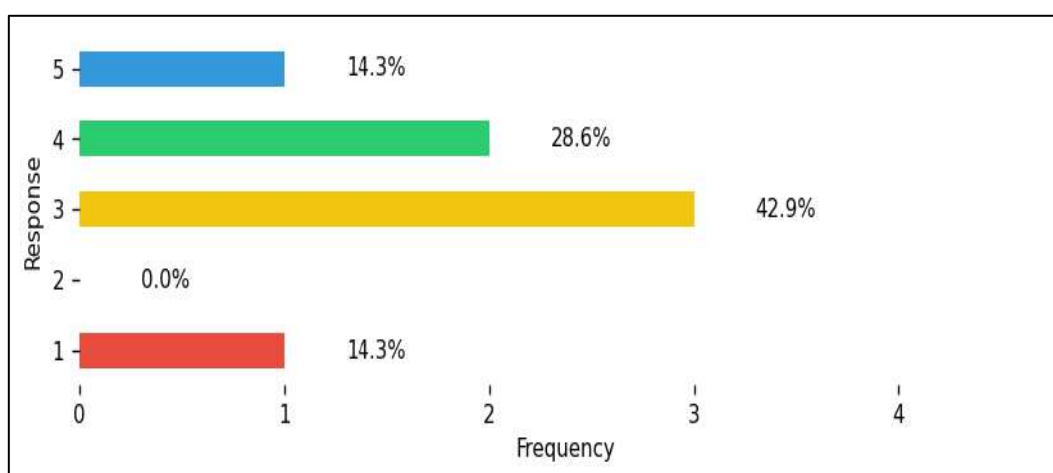


Table-21: Attainment Profile - PSO8

Response	Frequency	Percentage
1	0	0.00%
2	0	0.00%
3	4	57.14%
4	1	14.29%
5	2	28.57%
Total	7	100%

Analysis: A moderate level of attainment was observed, with **42.86%** of respondents attaining Ratings 4 or 5. Rating 4 accounted for **14.29%** and Rating 5 for **28.57%**. A comparatively large 57.14% at Rating 3 suggests scope for further consolidation of this outcome.

PSO9. Understand the social structure, multiculturalism socialization and social and education equity

Graph-20: Attainment Profile - PSO9**Table-22: Attainment Profile - PSO9**

Response	Frequency	Percentage
1	1	14.29%
2	0	0.00%
3	3	42.86%
4	2	28.57%
5	1	14.29%
Total	7	100%

Analysis: A moderate level of attainment was observed, with **42.86%** of respondents attaining Ratings 4 or 5. Rating 4 accounted for **28.57%** and Rating 5 for **14.29%**. A comparatively large 42.86% at Rating 3 suggests scope for further consolidation of this outcome.

PSO10. Explain the models of instructional design and describe the audio-visual media In education.

Graph-21: Attainment Profile - PSO10

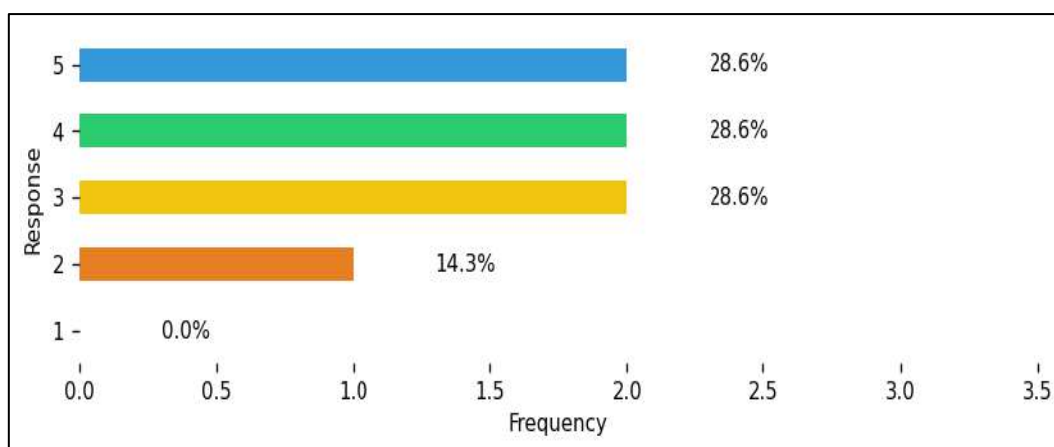


Table-23: Attainment Profile - PSO10

Response	Frequency	Percentage
1	0	0.00%
2	1	14.29%
3	2	28.57%
4	2	28.57%
5	2	28.57%
Total	7	100%

Analysis: A favourable level of attainment was observed, with **57.14%** of respondents attaining Ratings 4 or 5. Rating 4 accounted for **28.57%** and Rating 5 for **28.57%**. Another 28.57% were positioned at Rating 3, indicating some scope for further strengthening.

PSO11. Identify basics of planning and organizing of in service teacher education program.

Graph-22: Attainment Profile - PSO11

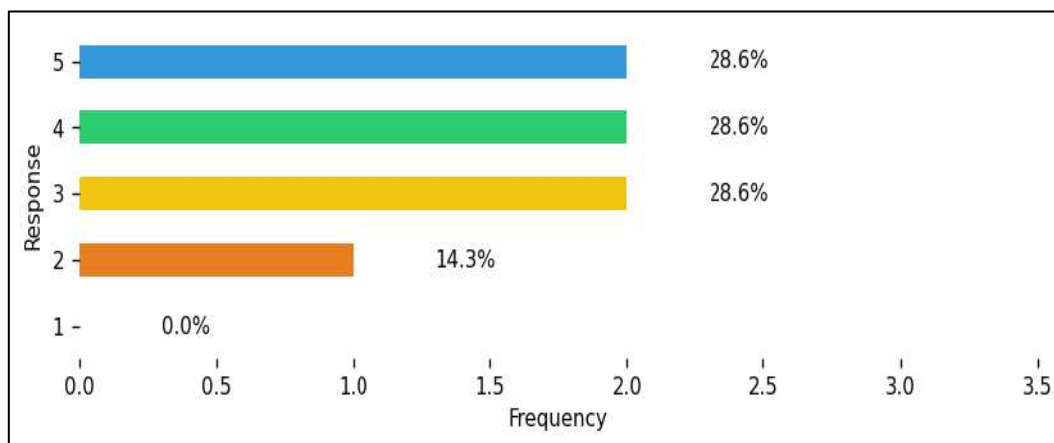
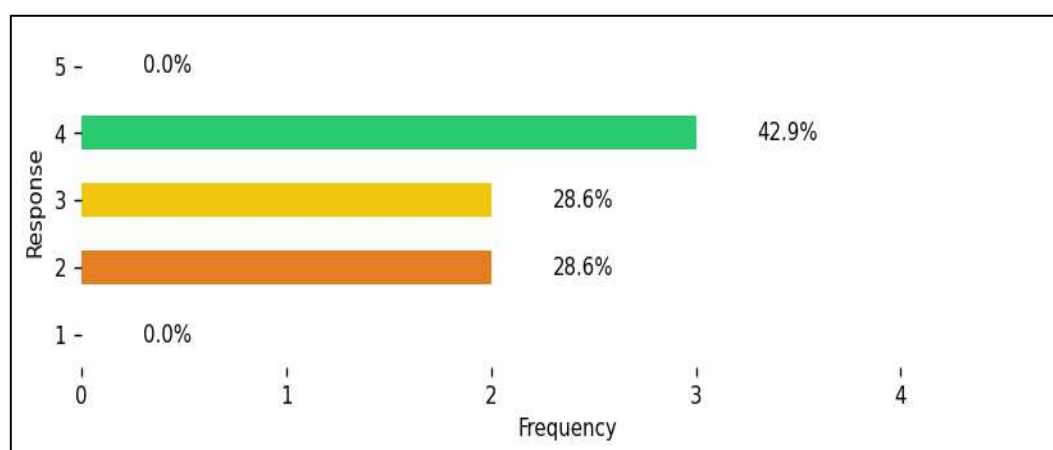


Table-24: Attainment Profile - PSO11

Response	Frequency	Percentage
1	0	0.00%
2	1	14.29%
3	2	28.57%
4	2	28.57%
5	2	28.57%
Total	7	100%

Analysis: A favourable level of attainment was observed, with **57.14%** of respondents attaining Ratings 4 or 5. Rating 4 accounted for **28.57%** and Rating 5 for **28.57%**. Another 28.57% were positioned at Rating 3, indicating some scope for further strengthening.

PSO12. Assess learning of children with special needs (CWSN) using alternative techniques.

Graph-23: Attainment Profile - PSO12**Table-25: Attainment Profile - PSO12**

Response	Frequency	Percentage
1	0	0.00%
2	2	28.57%
3	2	28.57%
4	3	42.86%
5	0	0.00%
Total	7	100%

Analysis: A moderate level of attainment was observed, with **42.86%** of respondents attaining Ratings 4 or 5. Rating 4 accounted for **42.86%** and Rating 5 for **0.00%**. The combined 28.57% at Ratings 1 and 2 indicates that additional academic support and learning opportunities may be useful.

PSO13. Understand the significance of Inclusive Education and role of various organizations, institutions, agencies and research in bringing positive changes in elementary education

Graph-24: Attainment Profile - PSO13

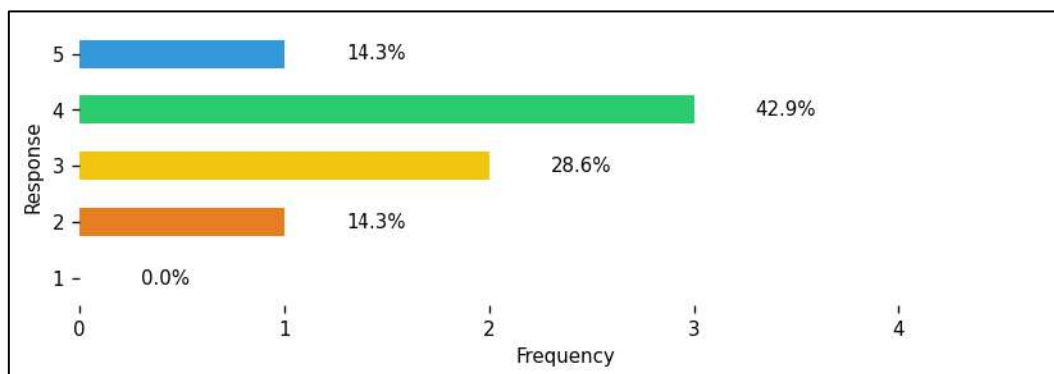


Table-26: Attainment Profile - PSO13

Response	Frequency	Percentage
1	0	0.00%
2	1	14.29%
3	2	28.57%
4	3	42.86%
5	1	14.29%
Total	7	100%

Analysis: A favourable level of attainment was observed, with **57.14%** of respondents attaining Ratings 4 or 5. Rating 4 accounted for **42.86%** and Rating 5 for **14.29%**. Another 28.57% were positioned at Rating 3, indicating some scope for further strengthening.

Course Outcomes (COs)

Paper I: Psychology of Learning and Development

CO1: Understand psychology of development.

CO2: Develop understanding about school of psychology.

CO3: Develop understanding about theories of learning and its educational implications.

CO4: Understand individual difference and pupil's readiness towards learning.

Paper II: History & Political Economy of Education

CO1: Understand Indian Education System in the context of social, historical and political economy

CO2: Justify the stance of socially and economically disadvantaged sections of society

CO3: Relate Education with Democracy, Freedom, National Integration and International Understanding

CO4: Describe social theories

CO5: Explain education as related to social equity and equality.

Paper III: Educational Studies

CO1: Understand the nature of education as a discipline/an area of study

CO2: Examine issues related to education as interdisciplinary knowledge.

CO3: Examine critically the theories and basic concepts of education, drawn from various disciplines cognate to education such as Philosophy, Psychology, Sociology, Management, Economics etc. in such a way that their linkages with methods, pedagogy and practices in the classroom could be established.

CO4: Examine critically the concerns arise from vision of school education and teacher education and also the vision of great educators.

CO5: Reflect on the multiple contexts in which the school and teacher education Institutions are working

CO6: Discuss the emerging dimensions of school and teacher education

Paper IV: Research Method in Education

CO1: Describe the nature, purpose, scope, areas and types of research in education

CO2: Explain the characteristics of quantitative, qualitative and mixed research

CO3: Select and explain the method appropriate for a research study.

CO4: Conduct literature review and develop a research proposal.

CO5: Explain a sampling design appropriate for a research study

CO6: Explain tools, design and procedure for collection of data.

CO7: Explain the importance of documentation and dissemination of research in education.

Paper V: Philosophy of Education

CO1: Define the concept of Education and Philosophy.

CO2: Explain the relationship between education and philosophy.

CO3: Write critical notes on contribution of philosophy to the field of education

CO4: Write critical notes on contribution of education to the field of philosophy.

CO5: .5. Evaluate role of Indian and Western schools of philosophy to the field of education

Paper VI: Sociology of Education

CO1: Be familiarized with sociological inquiry.

CO2: Understand education as a social process.

CO3: Understand Social Interactions and their educational implications.

CO4: Use Education as a means of social changes.

Paper VII: Curriculum Studies

CO1: Define curriculum.

CO2: Identify the components of curriculum.

CO3: Describe the various principles of curriculum development.

- CO4:** Explain various determinants of curriculum.
- CO5:** Describe and analyze various approaches to curriculum development.
- CO6:** Explain and compare various types of curricula.
- CO7:** State the meaning of curriculum development.
- CO8:** State major issues to be addressed through curriculum.
- CO9:** Describe various modes of curriculum development.
- CO10:** Explain various considerations for curriculum development.
- CO11:** Describe various guiding principles for selection and organization of learning experiences.

Paper VIII: Teacher Education Conceptual Framework

- CO1:** Understand the role and responsibilities of teachers and teacher educators.
- CO2:** Use various methods of teaching for transacting the curriculum in schools.
- CO3:** Prepare teachers for reflective teaching.
- CO4:** Critically examine the role and contribution of various regulating bodies.
- CO5:** Support institutions for improving quality of teachers' education, gain insight into the status of teachers' in-service education in the country.
- CO6:** Develop understanding of the process of in-service education in the country.
- CO7:** Reflect on the issues and problems related to teacher education in the country examine the nature and objectives of teacher education.
- CO8:** Critically examine the growth and development of teacher education in the country.
- CO9:** Appraise the existing teacher education curriculum from the standpoint of its relevance to the demands of present-day school curriculum.
- CO10:** Use various methods and techniques for transaction of curriculum.
- CO11:** Develop understanding regarding organization and supervision SEP.
- CO12:** Critically examine the role and contribution of various regulatory bodies and support institutions for improving quality of Teacher Education.

Paper IX A: Elementary Education

- CO1:** Understand the context of elementary education.
- CO2:** Understand the concept, objectives, rationale, challenges and extent of success of Universal Elementary Education (UEE)
- CO3:** Discuss the development of elementary education in India since Independence.
- CO4:** Reflect on the relevance of strategies and programme of UEE.
- CO5:** Develop an understanding of underlying principles of curriculum development and evaluation at elementary stage
- CO6:** Reflect on the need and importance of work experience, art education, health physical education and working with the community.
- CO7:** Understand the importance of teaching language and mathematics at elementary level.

CO8: Understanding of underlying principles of curriculum development and evaluation at elementary stage.

CO9: Reflect on the need and importance of work experience, art education, health physical education and working with community.

Paper IX B: Preparation of Secondary and Higher Secondary Teacher (Pre-service & In-service)

CO1: Understand the nature scope and systems of secondary and senior secondary education.

CO2: Examine the status of development of secondary and senior secondary education in India after independence

CO3: Understanding the problems and challenges related to secondary and senior secondary education

CO4: Understand the interventions to solve the problems and issues related to alternative schooling at secondary schools

CO5: Understand the nature of education for multiple intelligence

CO6: Learn the modalities of educational projection

CO7: Understand the modalities of secondary education management information system.

CO8: Identify critical issues related to universalization of secondary education

CO9: Visualize the impact of Rights of children to free and Compulsory Education Act, 2009 to universalization of Secondary Education.

Paper X A: Early Childhood Care and Education

CO1: Understand the need and significance of early childhood care and education.

CO2: Understand the policy perspectives on ECCE in India and world.

CO3: Understand social and personal development of children (3-6 years)

CO4: Understand the quality dimensions i.e. curriculum, programmes and work force for ECCE

CO5: Develop knowledge and skills for research and evaluation in ECCE and training of personnel.

Paper X B: Curriculum and Evaluation at Secondary and Sr. Secondary level

CO1: Reflect on the need and Importance of work experience, art education, health physical education and working with the community

CO2: Understand the importance of teaching language, science and mathematics at secondary level.

CO3: Develop the capability to use effectively various methods and approaches of teaching learning of various subjects at secondary level.

CO4: Develop research insight for curriculum development in elementary education.

CO5: Understand the nature and uses of different types of tools and techniques of evaluation in education

CO6: Acquire the skill to construct the achievement and diagnostic tests.

CO7: Administer the tests and interpret the best scores and its implication to students and parents.

CO8: Undertake action research and interpret the result.

Paper XI: Research Method in Education II

CO1: Explain the characteristics of qualitative research

CO2: Select and explain the method appropriate for a research study.

CO3: Conduct a literature search and develop a research proposal

CO4: Explain a sampling design appropriate for a research study

CO5: Explain tools, design and procedures for collection of data.

CO6: Write educational research report.

Paper XII: Teacher Education Issues and Challenges

CO1: Gain insight and reflect on the concept of teaching and the status of teaching as a profession

CO2: Develop understanding of various strategies of teacher's professional development.

CO3: Use various methods and techniques for the identification of training needs

CO4: Use various techniques for the evaluation of teacher education programmes.

CO5: Reflect on issues, concerns and problems of teacher in-service education of the teachers.

CO6: Appreciate the use of ICT for the professional development of the teachers

Paper XIII A: Pedagogy of Science Education

CO1: Understand the nature of science as a dynamic, expanding body of knowledge and as a social endeavor

CO2: Understand the difference and complementarities between Science and Technology

CO3: Understand the need to evaluate curricula and evaluate the same on the basis of different validities.

CO4: Know about and critically study Innovative curricular efforts in India and abroad.

CO5: Understand diversity of instructional materials, their role and the need for contextualization in science education.

CO6: Appreciate the role of co-curricular activities in science education

CO7: Understand the constructivist approach to science instruction.

CO8: Understand the role of assessment in the teaching-learning process in science.

CO9: Familiarize with innovative trends in assessment

CO10: Analyze issues in Science education pertaining to equity and access, gender, special groups and ethical aspects.

Paper XIII B: Pedagogy of Mathematics Education

CO1: Distinguish between science and mathematics

CO2: Appreciate the abstract nature of mathematics.

CO3: Distinguish between the roles of pure and applied mathematics.

CO4: Develop the skill of solving real life problems through mathematical modeling as an art

CO5: Develop the understanding of using constructivist approach in mathematics

CO6: Develop the skill of using various methods of teaching mathematics

CO7: Develop problem solving skills

CO8: Highlight the significance of mathematical laboratory.

CO9: Enable to distinguish between induction and mathematical induction.

CO10: Develop the skills required for action research in mathematics.

Paper XIII C: Pedagogy of Language Education

CO1: Gain an understanding of nature, function and the implications of planning for teaching language/languages.

CO2: Understand the psychology of language learning

CO3: Gain understanding in the pedagogy of language learning.

CO4: Study and analyze different approaches, methods and techniques for differentiating between teaching language and teaching literature in the context of first language and second language.

CO5: Examine various areas of research in language education

CO6: Survey various problems with respect to language learning.

CO7: Identify and reflect on factors affecting language policy

Paper XIII D: Pedagogy of Social Science Education

CO1: Understand the meaning, nature, scope of social science and social science education.

CO2: Find out the distinction and overlap between social sciences, humanities and liberal arts.

CO3: Understand of role of various methods and approaches of teaching social sciences

CO4: Employ appropriate for transaction of social science curriculum effectively.

CO5: Use different media, materials and resources for teaching social sciences.

CO6: Construct appropriate assessment tools for teaching learning of social sciences and undertake evaluation

Paper XIV A: Educational Administration

CO1: Develop understanding in administration and Implications in Educational Administration.

CO2: Develop insight into changing concept of educational management along with Its significance.

CO3: Understand educational administration as a process at various levels.

CO4: Develop administrative skills.

Paper XIV B: Inclusive Education for Children with Diverse Needs

CO1: Understand the global and national commitments towards the education of children with diverse needs.

CO2: Appreciate the need for promoting inclusive practice and the roles and responsibilities of all concerned personnel

CO3: Develop critical understanding of the recommendations of various commissions and committees towards teacher preparation for inclusive education

CO4: Understand the nature of difficulties encountered by children and prepare conducive teaching learning environment in inclusive schools.

CO5: Analyze special education, integrated education, mainstream and inclusive education practices

CO6: Appreciating the need for promoting inclusive practice and understanding the roles and responsibilities of all concerned

CO7: Developing a positive attitude and sense of commitment towards actualizing the right to education of all learners.

CO8: Seeking parental and community support for utilizing available resources for education in inclusive settings

Paper XIV C: Education of the Disadvantaged Groups

CO1: Understand the policy perspectives related to education of socially disadvantaged section in India.

CO2: Analyze the status of education of the socially disadvantaged children in the country.

CO3: Develop knowledge and skills to address issues like social group inequality In school and society

CO4: Understand the schemes and programmes for education of socially disadvantaged groups.

CO5: Identify research priorities and conduct research in the area of education of socially disadvantaged groups

CO6: Understand the concept and importance of gender justice and equality.

CO7: Analyze the status of education of girls in schools: access, enrolment, achievement etc

CO8: Develop an insight into policy, perspectives, Issues and concerns of girl's education in India.

CO9: Reflect on various schemes programmes for girls' education identify research gaps in the area of girls' education

Paper XIV D: Educational Technology

CO1: Understand the nature and scope of educational technology and also about the various forms of technology.

CO2: Understand the system approach to education, communication theories and modes of communication

CO3: Know the instructional design and modes of development of self-learning material

CO4: Develop the ability for critical appraisal of the audio-visual media.

CO5: Develop basic skills in the production of different types of instructional material

CO6: Know the recent innovations and future perspectives of Education Technology.

Paper XIV E: Educational Measurement and Evaluation

CO1: Understand the concept, scope and need of Evaluation and Measurement

CO2: Understand the levels of measurement.

CO3: Evaluate functions and basic principles of evaluation

CO4: Understand the interrelationship between measurement and evaluation

Paper XIV F: Computer Education

CO1: Develop awareness about uses of computers in teaching, learning, research, evaluation and administration.

CO2: Develop understanding about the various aspects multimedia development in education

CO3: Develop various skills in the use of Internet in education

CO4: Inculcate Interest about the use of Management Information System and Decision Support Systems.

CO5: Understand the integration of Information Communication Technology in educational research.

Paper XV A: Adult Education

CO1: Develop an understanding of different types of educational systems.

CO2: Develop understanding of the scope and nature of Non-formal Education.

CO3: Develop insight into adult education and development among the students

CO4: Develop understanding of different types of adult education programmes implemented in India

CO5: Develop understanding of lifelong education/continuing education concept.

CO6: Provide practical experience to students in adult education programmes

CO7: Give live experience to students in developmental programmes.

Paper XV B: Environmental Education

CO1: Understand the concept, scope and objectives of environmental education

CO2: Understand Environmental Education at various levels of education

CO3: Know about various components and use and abuse of natural resources.

CO4: Understand the concept and strategies of sustainable development

CO5: Understand about various activities related to protection of environment.

CO6: Know the environmental law in India.

Paper XV C: Human Right and Education

CO1: Understand the need and importance of value in education.

CO2: Develop broad view on different types of values.

CO3: Develop a comprehensive view on strategies and approaches to inculcate values.

CO4: Develop an insight into the concept, and importance of Human Rights.

CO5: Probe into various strategies of teaching Human Rights.

CO6: Explore various agencies which contribute for preserving Human Rights

CO7: Acquire the ability and skills of organizing and conducting programmes on human rights

CO8: Develop interest and extend guidance to the community on Human Rights.

Paper XV D: Guidance and Counseling

CO1: Understand and appreciate the need for guidance in our present day society

CO2: Understand the nature, basic principles and underlying assumption in guidance.

CO3: Understand the factors influencing vocational development.

CO4: Know the types of guidance

CO5: Develop knowledge of theories and practices of counseling.

CO6: Acquire knowledge regarding different techniques of counselling

CO7: Conduct case-study.

Paper XV E: Tribal Education

CO1: Understand the concept of tribes and their status.

CO2: Develop a deeper understanding of Tribal Welfare programmes in India & Jharkhand

CO3: Develop insight into the growth and development of Tribal Education in India & Jharkhand.

CO4: Understand the issues and trends in contemporary Tribal Education.

CO5: Have practical experience in Tribal Education programmes.

Paper XV F: Foundation of Distance Education

CO1: Understand the concept of Distance Education

CO2: Distinguish between Correspondence Education, Distance Education, and Open Learning.

CO3: Reflect on the socio-economic and socio-political issues faced by the institutions of education in India are currently.

CO4: Discuss the socio-academic relevance of Distance Education.

CO5: Develop an insight and examine critically the objectives of Distance Education.

CO6: Understand the nature of distance learners and distance learning process.

- CO7:** List the importance of self-learning material and relevant comprehension skills.
- CO8:** Discuss various evaluation techniques and its relevance to distance learning.
- CO9:** List different kinds of support to distance learners.
- CO10:** Discuss the various features of an LSS In DE & OL.
- CO11:** Describe and differentiate the different dimensions ie. academic/pedagogical and operational dimension.
- CO12:** Describe the role of study Centre in providing support to learners.
- CO13:** Describe the broad structure and management of any DE&OL Institutions.
- CO14:** Understand the management of operational sub-systems like course design and development.
- CO15:** Management of learning resources and learner support system management of admission and evaluation system.

Practicum Paper XVI: Dissertation

- CO1:** Explore the field of research and identify problems of research
- CO2:** Write research synopsis or proposal.
- CO3:** Formulate hypotheses.
- CO4:** Prepare tools and define procedure of their use.
- CO5:** Survey literature and try out on samples.
- CO6:** Collect, analyze and interpret data
- CO7:** Test hypothesis, prepare report in the form of dissertation.
- CO8:** Write Abstract, Index and Bibliography and append relevant data information materials

Paper XVII: Internship (Engagement with Teacher Education Institutions)

- CO1:** Conduct classes in the TEI (B.Ed./D. El. Ed.)
- CO2:** Observe teaching demonstration of Pupil teachers.
- CO3:** Construct and standardize Achievement Test in teaching subjects.
- CO4:** Administer, score and Interpret different tests Intelligence Test, Personality Test, Creativity Test, Study Habit Test, Adjustment Test etc
- CO5:** Prepare and submit report on project related to ICT

Paper XVIII: Internship (Community Participation & Institutional Study) - Project I: Community Participation

- CO1:** Be sensitized about issues of community.
- CO2:** Interact with community to assess it felt needs.
- CO3:** Plan and conduct a social survey to collect required information on school, literacy and human development aspects.
- CO4:** Conduct Interviews with parents to understand their perception on their children's education and institutes/teachers etc
- CO5:** Observe the functional aspects of various institutions at village/ward and nearby locality

CO6: Live in the community & participate in socio-economic & cultural activities of the community.

CO7: Document the entire programme / process and develop a report on the project undertaken

CO8: Work collaboratively to reflect and share their work with students and staff

Paper XVIII: Internship (Community Participation & Institutional Study) - Project II: Institutional Study

CO1: Study an institution / its vision and its mission.

CO2: Understand institutional climate and its various functions.

CO3: Assess institutional strengths and achievements.

CO4: Understand the historical evolution and growth of an institution

CO5: Study the contextual background of an institution.

CO6: Examine the contribution made by an institution

Paper XIX A: Communication and Expository Writing

CO1: Present papers before an audience.

CO2: Deliver speech on different issues.

CO3: Communicate ideas through speech and writing

CO4: Deliver lessons using Power Point Presentation

CO5: Exploit ICT for different educational requirements

CO6: Write articles on different topics

CO7: Write bibliographical writings

CO8: Write extracts from popular non-fictional writings on theme related to science, mathematics, history, geography, literature/language etc

CO9: Write review or summary of a text with comments and opinions.

CO10: Write articles for Newspaper, magazines etc. on topics of contemporary interests

Paper XIX B: Academic Writing

CO1: Develop understanding on different kinds of writings and writing styles

CO2: Understand essential requirements of academic writing

CO3: Distinguish a good academic writing from another.

CO4: Know academic sources and use them in reference.

CO5: Cite a source, paraphrase and acknowledge the source

CO6: Edit one's own writing.

Paper XX A: Dissertation (Preparation & Presentation of Synopsis / Research Proposal)

CO1: Understand the purpose and Importance of review of related studies in research.

CO2: Analyze the needs and the background of existing research

CO3: Review research literature.

CO4: Identify research problem/topic.

- CO5:** Formulate research objectives
- CO6:** Formulate hypothesis/research questions
- CO7:** Define terms operationally
- CO8:** Prepare synopsis/research proposal.
- CO9:** Identify tools and techniques of research
- CO10:** Present research proposal before an audience.

Paper XX B: Dissertation (Preparation & Presentation of Research Tools)

- CO1:** Identify criteria for selection of tools from the available standard tools.
- CO2:** Follow guidelines, principles and procedures for developing various tools.
- CO3:** Understand the process of data collection
- CO4:** Tabulate data according to the objectives of the study
- CO5:** Identify the need of tool for conducting a research study.
- CO6:** Identify different types of research tools
- CO7:** Understand the concept of reliability, validity, objectivity, usability etc, of a tool
- CO8:** Utilize the steps of tool preparation to construct a tool.
- CO9:** Prepare and standardize tool for conducting research study.

Individual Course-wise Outcomes

Paper I: Psychology of Learning and Development

The expected Course Outcomes (COs) of **Paper I: Psychology of Learning and Development** are as follows:

CO1: Understand psychology of development.

CO2: Develop understanding about school of psychology.

CO3: Develop understanding about theories of learning and its educational implications.

CO4: Understand individual difference and pupil's readiness towards learning.

Table-27: Consolidated Paper I Course Outcome Attainment Distribution

COs	5	4	3	2	1
CO1	42.86%	0.00%	42.86%	14.29%	0.00%
CO2	28.57%	14.29%	42.86%	0.00%	14.29%
CO3	42.86%	28.57%	14.29%	14.29%	0.00%
CO4	14.29%	57.14%	28.57%	0.00%	0.00%
Avg.	32.14%	25.00%	32.14%	7.14%	3.57%

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

Strong overall attainment is represented by an average of 57.14% of responses falling within Ratings 4 and 5. Rating 4 accounts for an average of 25.00% and Rating 5 for 32.14% across the course outcomes.

The middle attainment category of Rating 3 accounts for an average of 32.14% of responses, while the combined lower categories of Ratings 1 and 2 account for 10.71%.

CO3 recorded the highest combined attainment at Ratings 4 and 5 (71.43%), whereas CO1 recorded the comparatively lowest combined attainment (42.86%).

Instructional and assessment activities may therefore continue to reinforce the stronger outcomes while providing additional focused opportunities for the comparatively lower-attaining outcome, CO1.

Detailed Analysis of Course Outcomes

Paper I: Psychology of Learning and Development

CO1: Understand psychology of development.

CO2: Develop understanding about school of psychology.

CO3: Develop understanding about theories of learning and its educational implications.

CO4: Understand individual difference and pupil's readiness towards learning.

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

CO1. Understand psychology of development.

Graph-25: Attainment Profile - CO1

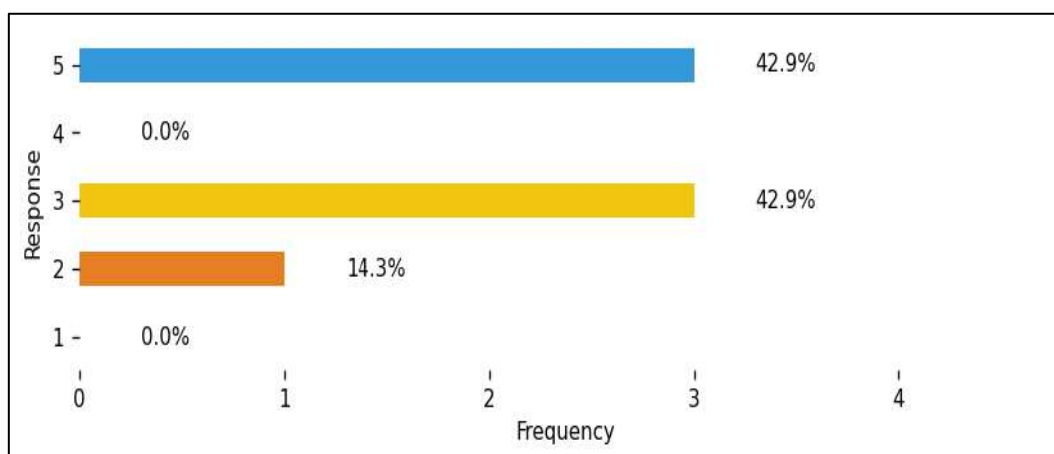


Table-28: Attainment Profile - CO1

Response	Frequency	Percentage
1	0	0.00%
2	1	14.29%
3	3	42.86%
4	0	0.00%
5	3	42.86%
Total	7	100%

Analysis: A moderate level of attainment was observed, with **42.86%** of respondents attaining Ratings 4 or 5. Rating 4 accounted for **0.00%** and Rating 5 for **42.86%**. A comparatively large 42.86% at Rating 3 suggests scope for further consolidation of this outcome.

CO2. Develop understanding about school of psychology.

Graph-26: Attainment Profile - CO2

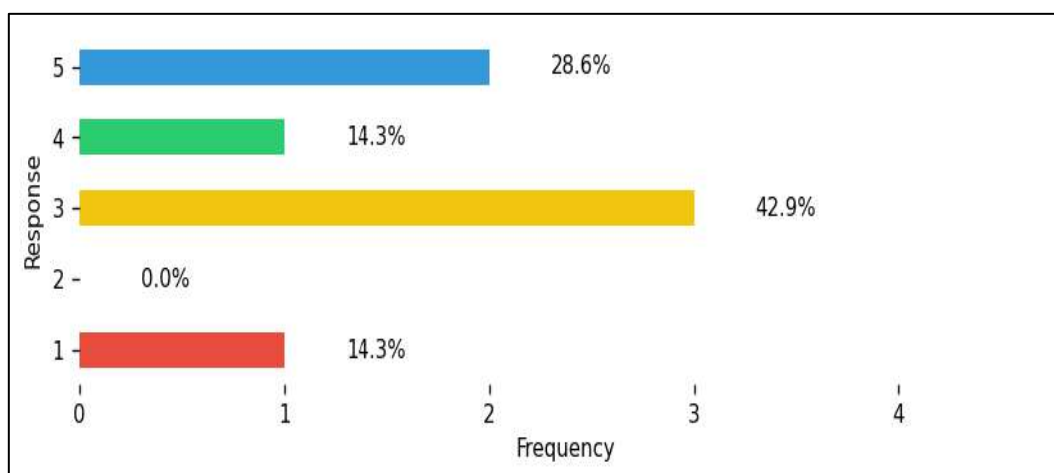
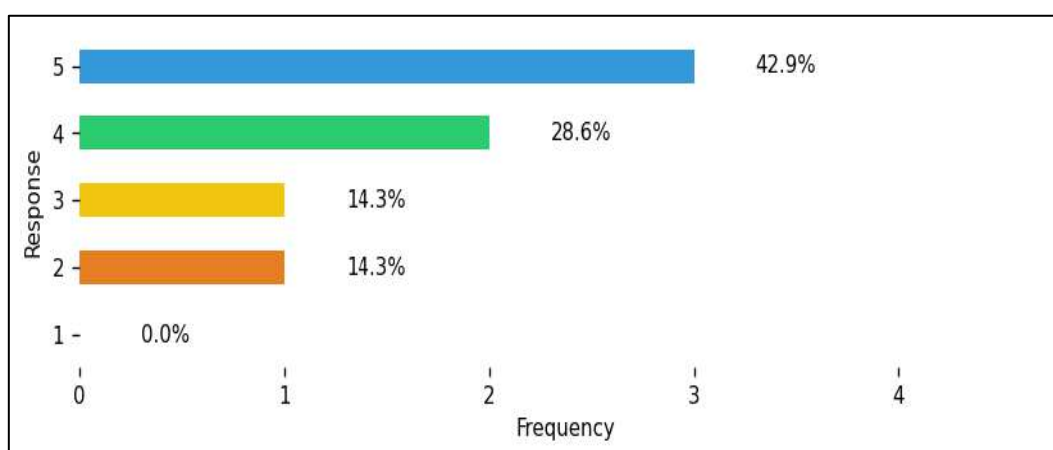


Table-29: Attainment Profile - CO2

Response	Frequency	Percentage
1	1	14.29%
2	0	0.00%
3	3	42.86%
4	1	14.29%
5	2	28.57%
Total	7	100%

Analysis: A moderate level of attainment was observed, with **42.86%** of respondents attaining Ratings 4 or 5. Rating 4 accounted for **14.29%** and Rating 5 for **28.57%**. A comparatively large 42.86% at Rating 3 suggests scope for further consolidation of this outcome.

CO3. Develop understanding about theories of learning and its educational implications.

Graph-27: Attainment Profile - CO3**Table-30: Attainment Profile - CO3**

Response	Frequency	Percentage
1	0	0.00%
2	1	14.29%
3	1	14.29%
4	2	28.57%
5	3	42.86%
Total	7	100%

Analysis: A strong level of attainment was observed, with **71.43%** of respondents attaining Ratings 4 or 5. Rating 4 accounted for **28.57%** and Rating 5 for **42.86%**. Another 14.29% were positioned at Rating 3, indicating some scope for further strengthening.

CO4. Understand individual difference and pupil's readiness towards learning.

Graph-28: Attainment Profile - CO4

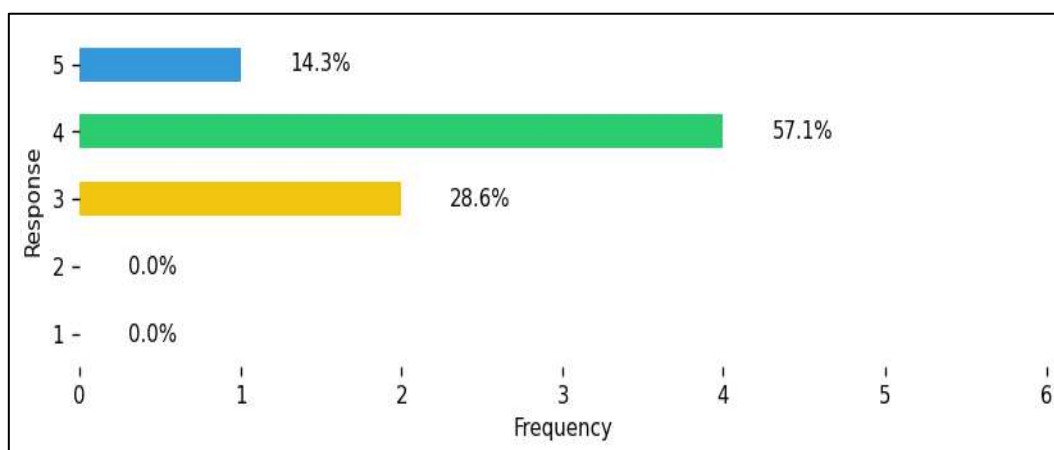


Table-31: Attainment Profile - CO4

Response	Frequency	Percentage
1	0	0.00%
2	0	0.00%
3	2	28.57%
4	4	57.14%
5	1	14.29%
Total	7	100%

Analysis: A strong level of attainment was observed, with **71.43%** of respondents attaining Ratings 4 or 5. Rating 4 accounted for **57.14%** and Rating 5 for **14.29%**. Another 28.57% were positioned at Rating 3, indicating some scope for further strengthening.

Key Course-Level Conclusions and Actionable Takeaways

Strong Overall Course Attainment: An average of 57.14% of responses falls within Ratings 4 and 5 across the expected outcomes of Paper I: Psychology of Learning and Development.

Core Strength: CO3 recorded the highest combined attainment at 71.43%.

Area for Further Strengthening: CO1 recorded the comparatively lowest combined attainment at 42.86%. Focused activities, practical applications, discussion and formative assessment may be used to strengthen this outcome.

Paper II: History & Political Economy of Education

The expected Course Outcomes (COs) of **Paper II: History & Political Economy of Education** are as follows:

CO1: Understand Indian Education System in the context of social, historical and political economy

CO2: Justify the stance of socially and economically disadvantaged sections of society

CO3: Relate Education with Democracy, Freedom, National Integration and International Understanding

CO4: Describe social theories

CO5: Explain education as related to social equity and equality.

Table-32: Consolidated Paper II Course Outcome Attainment Distribution

COs	5	4	3	2	1
CO1	14.29%	28.57%	42.86%	14.29%	0.00%
CO2	14.29%	28.57%	42.86%	0.00%	14.29%
CO3	0.00%	57.14%	42.86%	0.00%	0.00%
CO4	28.57%	28.57%	28.57%	0.00%	14.29%
CO5	14.29%	42.86%	28.57%	14.29%	0.00%
Avg.	14.29%	37.14%	37.14%	5.71%	5.71%

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

Strong overall attainment is represented by an average of 51.43% of responses falling within Ratings 4 and 5. Rating 4 accounts for an average of 37.14% and Rating 5 for 14.29% across the course outcomes.

The middle attainment category of Rating 3 accounts for an average of 37.14% of responses, while the combined lower categories of Ratings 1 and 2 account for 11.43%.

CO4 recorded the highest combined attainment at Ratings 4 and 5 (57.14%), whereas CO1 recorded the comparatively lowest combined attainment (42.86%).

Instructional and assessment activities may therefore continue to reinforce the stronger outcomes while providing additional focused opportunities for the comparatively lower-attaining outcome, CO1.

Detailed Analysis of Course Outcomes

Paper II: History & Political Economy of Education

CO1: Understand Indian Education System in the context of social, historical and political economy

CO2: Justify the stance of socially and economically disadvantaged sections of society

CO3: Relate Education with Democracy, Freedom, National Integration and International Understanding

CO4: Describe social theories

CO5: Explain education as related to social equity and equality.

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

CO1. Understand Indian Education System in the context of social, historical and political economy

Graph-29: Attainment Profile - CO1

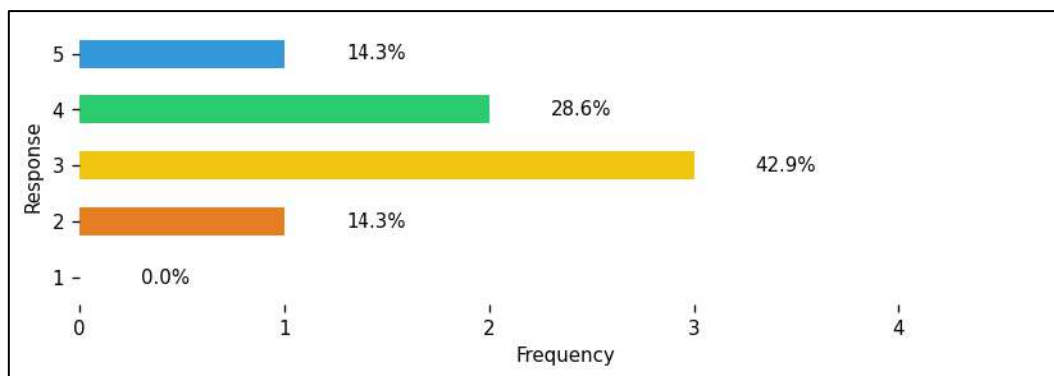


Table-33: Attainment Profile - CO1

Response	Frequency	Percentage
1	0	0.00%
2	1	14.29%
3	3	42.86%
4	2	28.57%
5	1	14.29%
Total	7	100%

Analysis: A moderate level of attainment was observed, with **42.86%** of respondents attaining Ratings 4 or 5. Rating 4 accounted for **28.57%** and Rating 5 for **14.29%**. A comparatively large 42.86% at Rating 3 suggests scope for further consolidation of this outcome.

CO2. Justify the stance of socially and economically disadvantaged sections of society

Graph-30: Attainment Profile - CO2

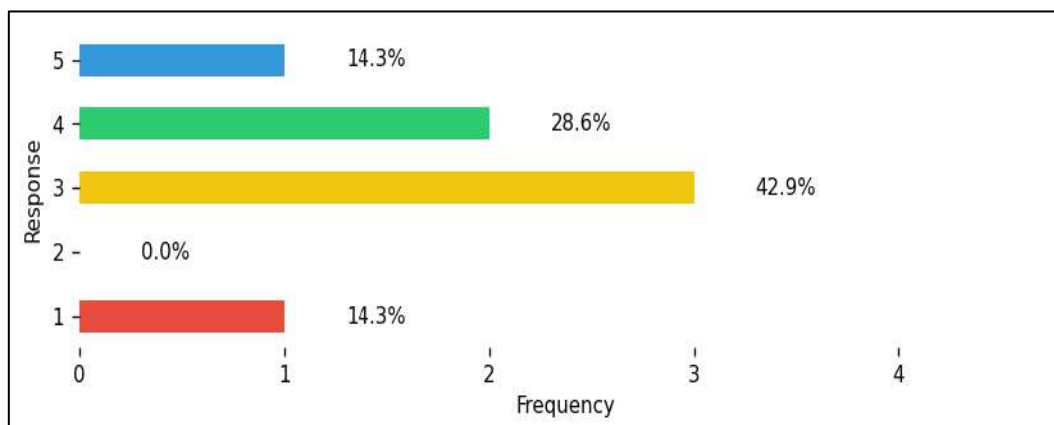
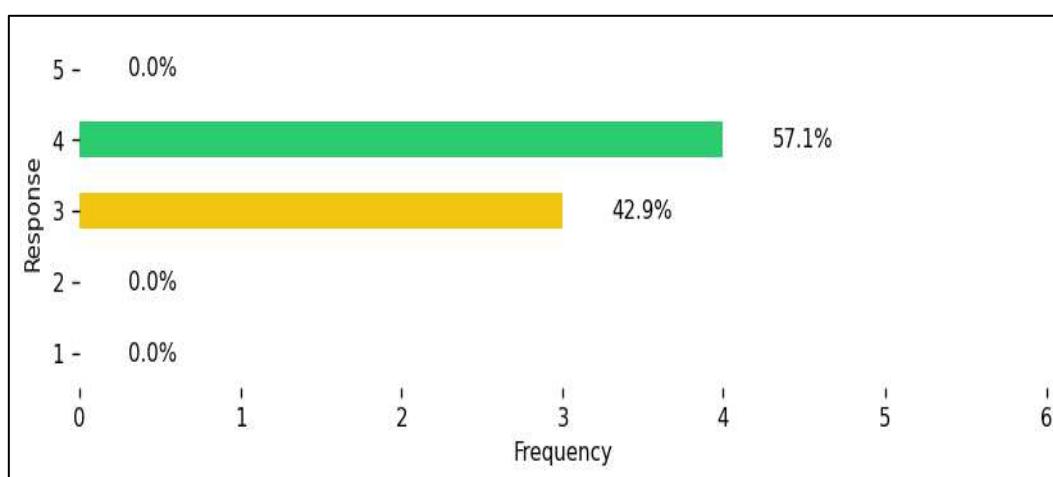


Table-34: Attainment Profile - CO2

Response	Frequency	Percentage
1	1	14.29%
2	0	0.00%
3	3	42.86%
4	2	28.57%
5	1	14.29%
Total	7	100%

Analysis: A moderate level of attainment was observed, with **42.86%** of respondents attaining Ratings 4 or 5. Rating 4 accounted for **28.57%** and Rating 5 for **14.29%**. A comparatively large 42.86% at Rating 3 suggests scope for further consolidation of this outcome.

CO3. Relate Education with Democracy, Freedom, National Integration and International Understanding

Graph-31: Attainment Profile - CO3**Table-35: Attainment Profile - CO3**

Response	Frequency	Percentage
1	0	0.00%
2	0	0.00%
3	3	42.86%
4	4	57.14%
5	0	0.00%
Total	7	100%

Analysis: A favourable level of attainment was observed, with **57.14%** of respondents attaining Ratings 4 or 5. Rating 4 accounted for **57.14%** and Rating 5 for **0.00%**. A comparatively large 42.86% at Rating 3 suggests scope for further consolidation of this outcome.

CO4. Describe social theories

Graph-32: Attainment Profile - CO4

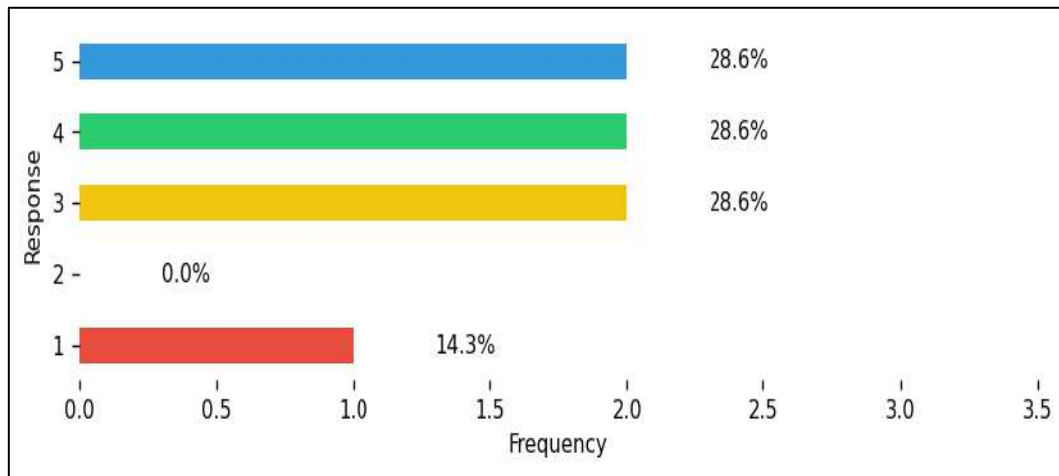


Table-36: Attainment Profile - CO4

Response	Frequency	Percentage
1	1	14.29%
2	0	0.00%
3	2	28.57%
4	2	28.57%
5	2	28.57%
Total	7	100%

Analysis: A favourable level of attainment was observed, with **57.14%** of respondents attaining Ratings 4 or 5. Rating 4 accounted for **28.57%** and Rating 5 for **28.57%**. Another 28.57% were positioned at Rating 3, indicating some scope for further strengthening.

CO5. Explain education as related to social equity and equality.

Graph-33: Attainment Profile - CO5

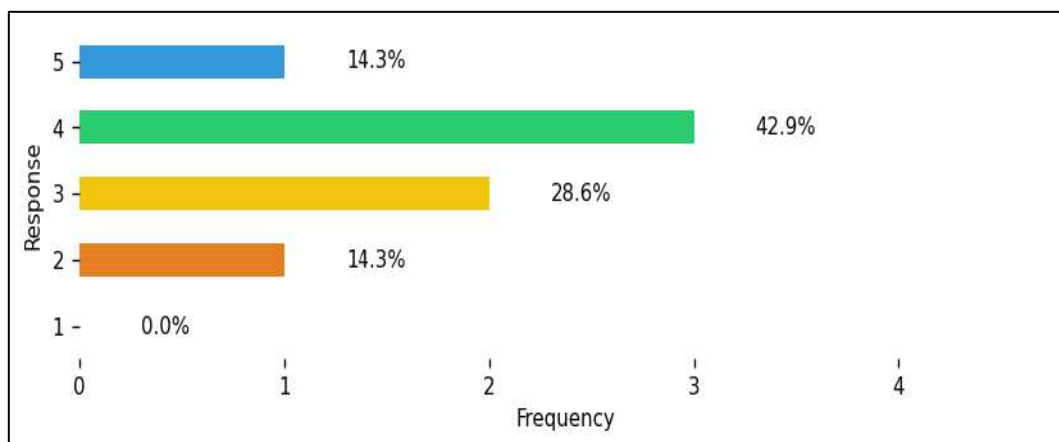


Table-37: Attainment Profile - CO5

Response	Frequency	Percentage
1	0	0.00%
2	1	14.29%
3	2	28.57%
4	3	42.86%
5	1	14.29%
Total	7	100%

Analysis: A favourable level of attainment was observed, with **57.14%** of respondents attaining Ratings 4 or 5. Rating 4 accounted for **42.86%** and Rating 5 for **14.29%**. Another 28.57% were positioned at Rating 3, indicating some scope for further strengthening.

Key Course-Level Conclusions and Actionable Takeaways

Strong Overall Course Attainment: An average of 51.43% of responses falls within Ratings 4 and 5 across the expected outcomes of Paper II: History & Political Economy of Education.

Core Strength: CO4 recorded the highest combined attainment at 57.14%.

Area for Further Strengthening: CO1 recorded the comparatively lowest combined attainment at 42.86%. Focused activities, practical applications, discussion and formative assessment may be used to strengthen this outcome.

Paper III: Educational Studies

The expected Course Outcomes (COs) of **Paper III: Educational Studies** are as follows:

CO1: Understand the nature of education as a discipline/an area of study

CO2: Examine issues related to education as interdisciplinary knowledge.

CO3: Examine critically the theories and basic concepts of education, drawn from various disciplines cognate to education such as Philosophy, Psychology, Sociology, Management, Economics etc. in such a way that their linkages with methods, pedagogy and practices in the classroom could be established.

CO4: Examine critically the concerns arise from vision of school education and teacher education and also the vision of great educators.

CO5: Reflect on the multiple contexts in which the school and teacher education Institutions are working

CO6: Discuss the emerging dimensions of school and teacher education

Table-38: Consolidated Paper III Course Outcome Attainment Distribution

COs	5	4	3	2	1
CO1	42.86%	28.57%	14.29%	14.29%	0.00%
CO2	28.57%	28.57%	28.57%	14.29%	0.00%
CO3	28.57%	42.86%	14.29%	14.29%	0.00%
CO4	28.57%	42.86%	28.57%	0.00%	0.00%
CO5	14.29%	28.57%	42.86%	0.00%	14.29%
CO6	28.57%	14.29%	28.57%	28.57%	0.00%
Avg.	28.57%	30.95%	26.19%	11.90%	2.38%

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

Strong overall attainment is represented by an average of 59.52% of responses falling within Ratings 4 and 5. Rating 4 accounts for an average of 30.95% and Rating 5 for 28.57% across the course outcomes.

The middle attainment category of Rating 3 accounts for an average of 26.19% of responses, while the combined lower categories of Ratings 1 and 2 account for 14.29%.

CO1 recorded the highest combined attainment at Ratings 4 and 5 (71.43%), whereas CO6 recorded the comparatively lowest combined attainment (42.86%).

Instructional and assessment activities may therefore continue to reinforce the stronger outcomes while providing additional focused opportunities for the comparatively lower-attaining outcome, CO6.

Detailed Analysis of Course Outcomes

Paper III: Educational Studies

CO1: Understand the nature of education as a discipline/an area of study

CO2: Examine issues related to education as interdisciplinary knowledge.

CO3: Examine critically the theories and basic concepts of education, drawn from various disciplines cognate to education such as Philosophy, Psychology, Sociology, Management, Economics etc. in such a way that their linkages with methods, pedagogy and practices in the classroom could be established.

CO4: Examine critically the concerns arise from vision of school education and teacher education and also the vision of great educators.

CO5: Reflect on the multiple contexts in which the school and teacher education Institutions are working

CO6: Discuss the emerging dimensions of school and teacher education

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

CO1. Understand the nature of education as a discipline/an area of study

Graph-34: Attainment Profile - CO1

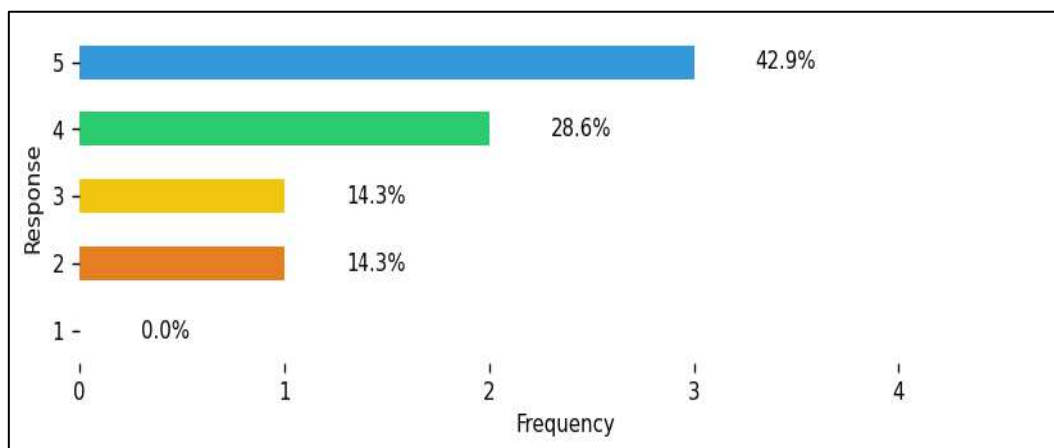


Table-39: Attainment Profile - CO1

Response	Frequency	Percentage
1	0	0.00%
2	1	14.29%
3	1	14.29%
4	2	28.57%
5	3	42.86%
Total	7	100%

Analysis: A strong level of attainment was observed, with **71.43%** of respondents attaining Ratings 4 or 5. Rating 4 accounted for **28.57%** and Rating 5 for **42.86%**. Another 14.29% were positioned at Rating 3, indicating some scope for further strengthening.

CO2. Examine issues related to education as interdisciplinary knowledge.

Graph-35: Attainment Profile - CO2

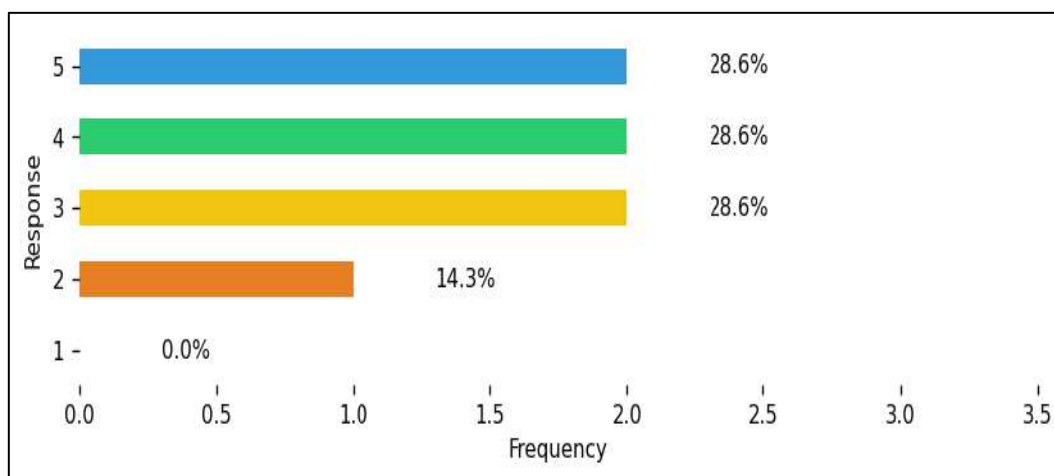
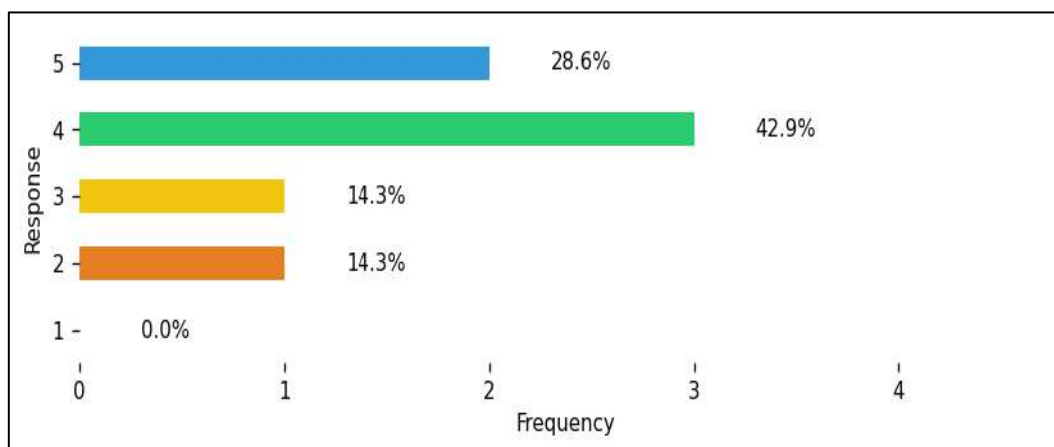


Table-40: Attainment Profile - CO2

Response	Frequency	Percentage
1	0	0.00%
2	1	14.29%
3	2	28.57%
4	2	28.57%
5	2	28.57%
Total	7	100%

Analysis: A favourable level of attainment was observed, with **57.14%** of respondents attaining Ratings 4 or 5. Rating 4 accounted for **28.57%** and Rating 5 for **28.57%**. Another 28.57% were positioned at Rating 3, indicating some scope for further strengthening.

CO3. Examine critically the theories and basic concepts of education, drawn from various disciplines cognate to education such as Philosophy, Psychology, Sociology, Management, Economics etc. in such a way that their linkages with methods, pedagogy and practices in the classroom could be established.

Graph-36: Attainment Profile - CO3**Table-41: Attainment Profile - CO3**

Response	Frequency	Percentage
1	0	0.00%
2	1	14.29%
3	1	14.29%
4	3	42.86%
5	2	28.57%
Total	7	100%

Analysis: A strong level of attainment was observed, with **71.43%** of respondents attaining Ratings 4 or 5. Rating 4 accounted for **42.86%** and Rating 5 for **28.57%**. Another 14.29% were positioned at Rating 3, indicating some scope for further strengthening.

CO4. Examine critically the concerns arise from vision of school education and teacher education and also the vision of great educators.

Graph-37: Attainment Profile - CO4

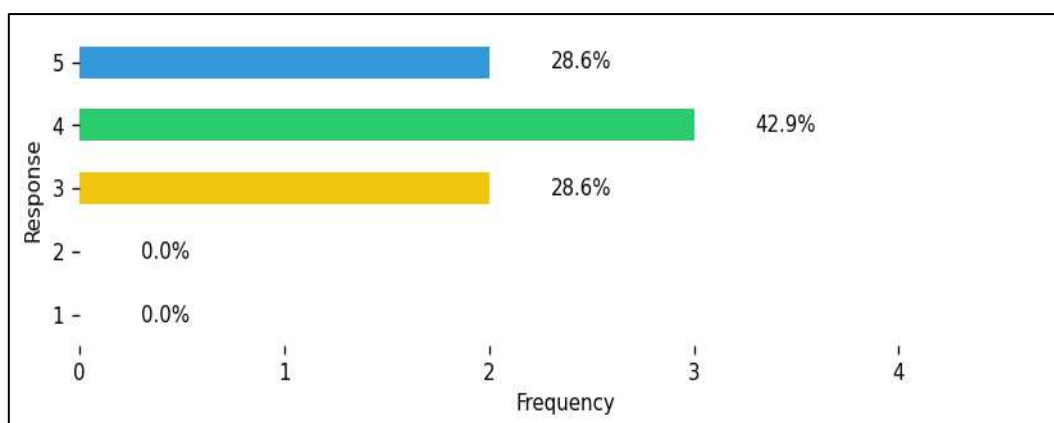


Table-42: Attainment Profile - CO4

Response	Frequency	Percentage
1	0	0.00%
2	0	0.00%
3	2	28.57%
4	3	42.86%
5	2	28.57%
Total	7	100%

Analysis: A strong level of attainment was observed, with **71.43%** of respondents attaining Ratings 4 or 5. Rating 4 accounted for **42.86%** and Rating 5 for **28.57%**. Another 28.57% were positioned at Rating 3, indicating some scope for further strengthening.

CO5. Reflect on the multiple contexts in which the school and teacher education Institutions are working

Graph-38: Attainment Profile - CO5

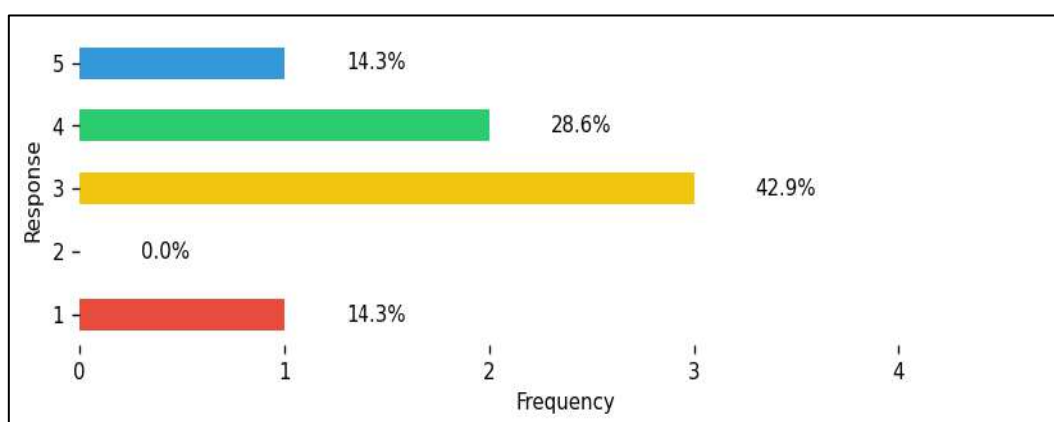
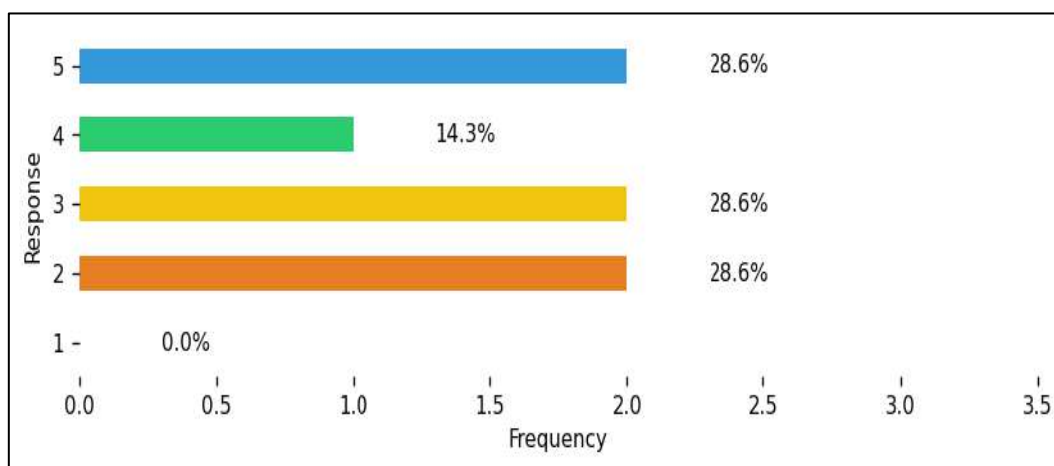


Table-43: Attainment Profile - CO5

Response	Frequency	Percentage
1	1	14.29%
2	0	0.00%
3	3	42.86%
4	2	28.57%
5	1	14.29%
Total	7	100%

Analysis: A moderate level of attainment was observed, with **42.86%** of respondents attaining Ratings 4 or 5. Rating 4 accounted for **28.57%** and Rating 5 for **14.29%**. A comparatively large 42.86% at Rating 3 suggests scope for further consolidation of this outcome.

CO6. Discuss the emerging dimensions of school and teacher education

Graph-39: Attainment Profile - CO6**Table-44: Attainment Profile - CO6**

Response	Frequency	Percentage
1	0	0.00%
2	2	28.57%
3	2	28.57%
4	1	14.29%
5	2	28.57%
Total	7	100%

Analysis: A moderate level of attainment was observed, with **42.86%** of respondents attaining Ratings 4 or 5. Rating 4 accounted for **14.29%** and Rating 5 for **28.57%**. The combined 28.57% at Ratings 1 and 2 indicates that additional academic support and learning opportunities may be useful.

Key Course-Level Conclusions and Actionable Takeaways

Strong Overall Course Attainment: An average of 59.52% of responses falls within Ratings 4 and 5 across the expected outcomes of Paper III: Educational Studies.

Core Strength: CO1 recorded the highest combined attainment at 71.43%.

Area for Further Strengthening: CO6 recorded the comparatively lowest combined attainment at 42.86%. Focused activities, practical applications, discussion and formative assessment may be used to strengthen this outcome.

Paper IV: Research Method in Education

The expected Course Outcomes (COs) of **Paper IV: Research Method in Education** are as follows:

CO1: Describe the nature, purpose, scope, areas and types of research in education

CO2: Explain the characteristics of quantitative, qualitative and mixed research

CO3: Select and explain the method appropriate for a research study.

CO4: Conduct literature review and develop a research proposal.

CO5: Explain a sampling design appropriate for a research study

CO6: Explain tools, design and procedure for collection of data.

CO7: Explain the importance of documentation and dissemination of research in education.

Table-45: Consolidated Paper IV Course Outcome Attainment Distribution

COs	5	4	3	2	1
CO1	28.57%	28.57%	28.57%	0.00%	14.29%
CO2	42.86%	28.57%	28.57%	0.00%	0.00%
CO3	42.86%	14.29%	42.86%	0.00%	0.00%
CO4	28.57%	28.57%	28.57%	14.29%	0.00%
CO5	14.29%	42.86%	28.57%	0.00%	14.29%
CO6	42.86%	28.57%	28.57%	0.00%	0.00%
CO7	42.86%	28.57%	28.57%	0.00%	0.00%
Avg.	34.69%	28.57%	30.61%	2.04%	4.08%

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

Strong overall attainment is represented by an average of 63.27% of responses falling within Ratings 4 and 5. Rating 4 accounts for an average of 28.57% and Rating 5 for 34.69% across the course outcomes.

The middle attainment category of Rating 3 accounts for an average of 30.61% of responses, while the combined lower categories of Ratings 1 and 2 account for 6.12%. CO2 recorded the highest combined attainment at Ratings 4 and 5 (71.43%), whereas CO3 recorded the comparatively lowest combined attainment (57.14%).

Instructional and assessment activities may therefore continue to reinforce the stronger outcomes while providing additional focused opportunities for the comparatively lower-attaining outcome, CO3.

Detailed Analysis of Course Outcomes

Paper IV: Research Method in Education

CO1: Describe the nature, purpose, scope, areas and types of research in education

CO2: Explain the characteristics of quantitative, qualitative and mixed research

CO3: Select and explain the method appropriate for a research study.

CO4: Conduct literature review and develop a research proposal.

CO5: Explain a sampling design appropriate for a research study

CO6: Explain tools, design and procedure for collection of data.

CO7: Explain the importance of documentation and dissemination of research in education.

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

CO1. Describe the nature, purpose, scope, areas and types of research in education

Graph-40: Attainment Profile - CO1

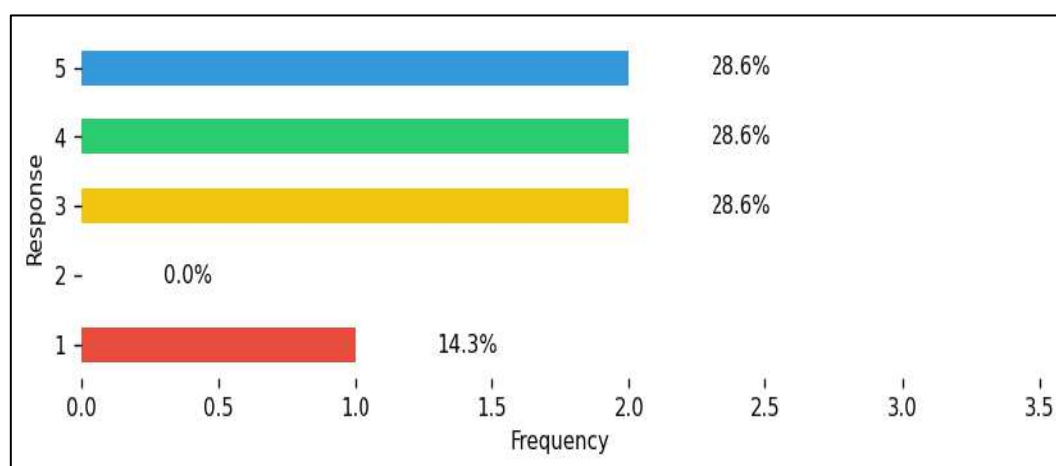


Table-46: Attainment Profile - CO1

Response	Frequency	Percentage
1	1	14.29%
2	0	0.00%
3	2	28.57%
4	2	28.57%
5	2	28.57%
Total	7	100%

Analysis: A favourable level of attainment was observed, with **57.14%** of respondents attaining Ratings 4 or 5. Rating 4 accounted for **28.57%** and Rating 5 for **28.57%**. Another 28.57% were positioned at Rating 3, indicating some scope for further strengthening.

CO2. Explain the characteristics of quantitative, qualitative and mixed research

Graph-41: Attainment Profile - CO2

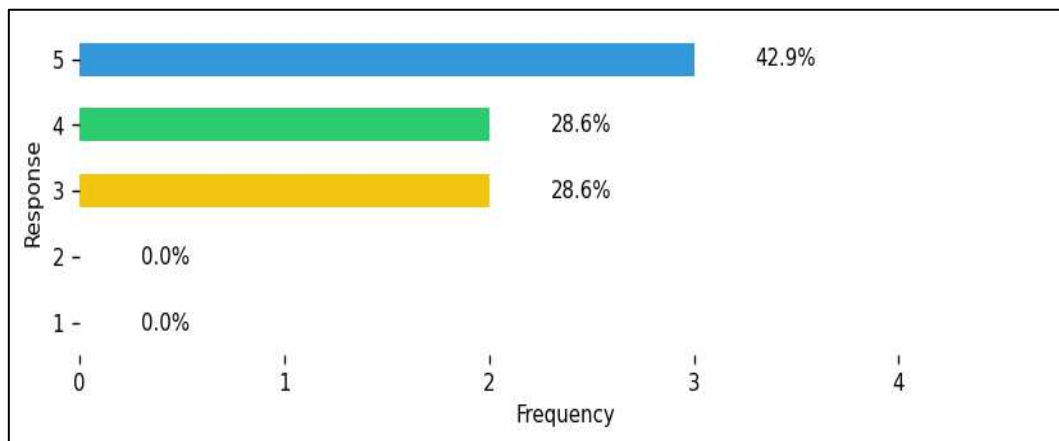


Table-47: Attainment Profile - CO2

Response	Frequency	Percentage
1	0	0.00%
2	0	0.00%
3	2	28.57%
4	2	28.57%
5	3	42.86%
Total	7	100%

Analysis: A strong level of attainment was observed, with **71.43%** of respondents attaining Ratings 4 or 5. Rating 4 accounted for **28.57%** and Rating 5 for **42.86%**. Another 28.57% were positioned at Rating 3, indicating some scope for further strengthening.

CO3. Select and explain the method appropriate for a research study.

Graph-42: Attainment Profile - CO3

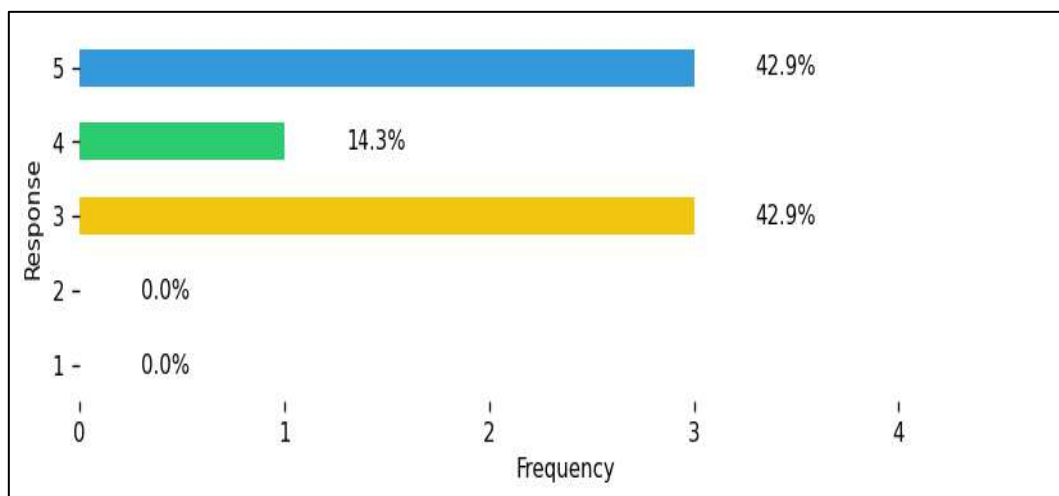
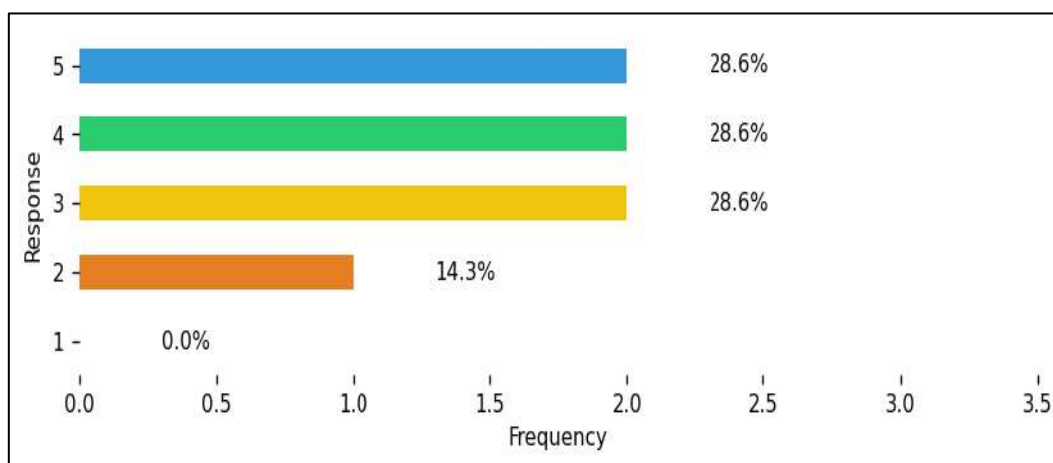


Table-48: Attainment Profile - CO3

Response	Frequency	Percentage
1	0	0.00%
2	0	0.00%
3	3	42.86%
4	1	14.29%
5	3	42.86%
Total	7	100%

Analysis: A favourable level of attainment was observed, with **57.14%** of respondents attaining Ratings 4 or 5. Rating 4 accounted for **14.29%** and Rating 5 for **42.86%**. A comparatively large 42.86% at Rating 3 suggests scope for further consolidation of this outcome.

CO4. Conduct literature review and develop a research proposal.

Graph-43: Attainment Profile - CO4**Table-49: Attainment Profile - CO4**

Response	Frequency	Percentage
1	0	0.00%
2	1	14.29%
3	2	28.57%
4	2	28.57%
5	2	28.57%
Total	7	100%

Analysis: A favourable level of attainment was observed, with **57.14%** of respondents attaining Ratings 4 or 5. Rating 4 accounted for **28.57%** and Rating 5 for **28.57%**. Another 28.57% were positioned at Rating 3, indicating some scope for further strengthening.

CO5. Explain a sampling design appropriate for a research study

Graph-44: Attainment Profile - CO5

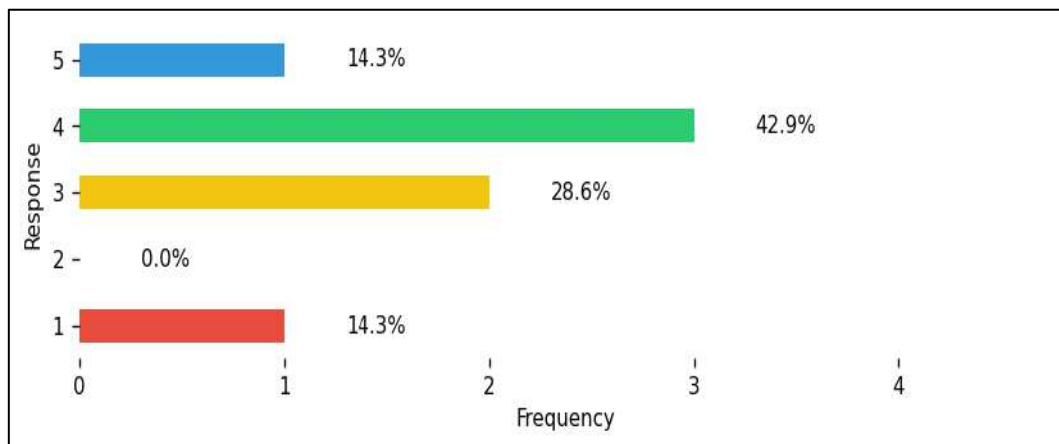


Table-50: Attainment Profile - CO5

Response	Frequency	Percentage
1	1	14.29%
2	0	0.00%
3	2	28.57%
4	3	42.86%
5	1	14.29%
Total	7	100%

Analysis: A favourable level of attainment was observed, with **57.14%** of respondents attaining Ratings 4 or 5. Rating 4 accounted for **42.86%** and Rating 5 for **14.29%**. Another 28.57% were positioned at Rating 3, indicating some scope for further strengthening.

CO6. Explain tools, design and procedure for collection of data.

Graph-45: Attainment Profile - CO6

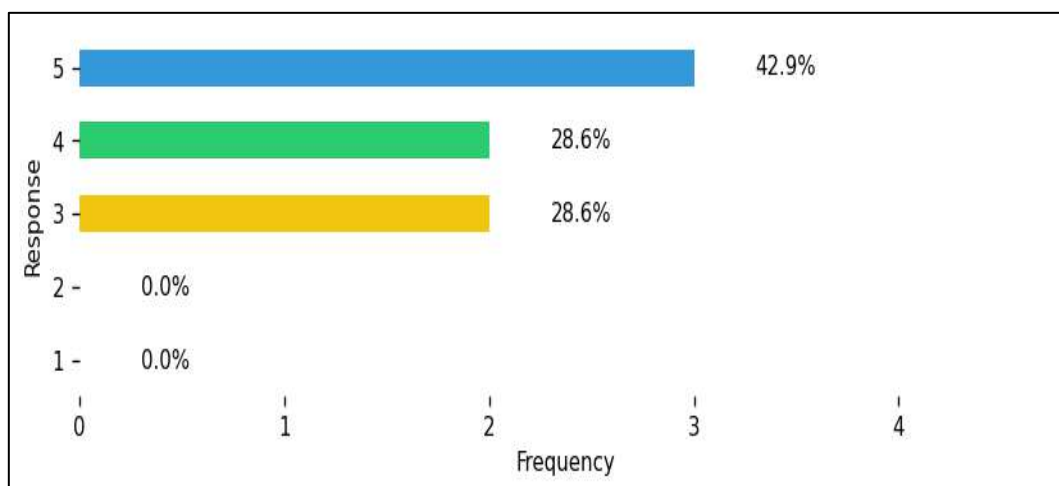
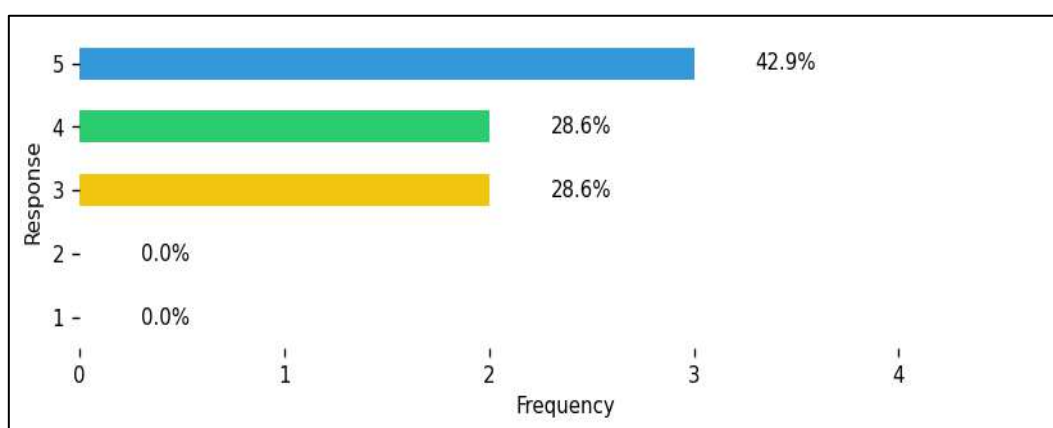


Table-51: Attainment Profile - CO6

Response	Frequency	Percentage
1	0	0.00%
2	0	0.00%
3	2	28.57%
4	2	28.57%
5	3	42.86%
Total	7	100%

Analysis: A strong level of attainment was observed, with **71.43%** of respondents attaining Ratings 4 or 5. Rating 4 accounted for **28.57%** and Rating 5 for **42.86%**. Another 28.57% were positioned at Rating 3, indicating some scope for further strengthening.

CO7. Explain the importance of documentation and dissemination of research in education.

Graph-46: Attainment Profile - CO7**Table-52: Attainment Profile - CO7**

Response	Frequency	Percentage
1	0	0.00%
2	0	0.00%
3	2	28.57%
4	2	28.57%
5	3	42.86%
Total	7	100%

Analysis: A strong level of attainment was observed, with **71.43%** of respondents attaining Ratings 4 or 5. Rating 4 accounted for **28.57%** and Rating 5 for **42.86%**. Another 28.57% were positioned at Rating 3, indicating some scope for further strengthening.

Key Course-Level Conclusions and Actionable Takeaways

Strong Overall Course Attainment: An average of 63.27% of responses falls within Ratings 4 and 5 across the expected outcomes of Paper IV: Research Method in Education.

Core Strength: CO2 recorded the highest combined attainment at 71.43%.

Area for Further Strengthening: CO3 recorded the comparatively lowest combined attainment at 57.14%. Focused activities, practical applications, discussion and formative assessment may be used to strengthen this outcome.

Paper V: Philosophy of Education

The expected Course Outcomes (COs) of **Paper V: Philosophy of Education** are as follows:

CO1: Define the concept of Education and Philosophy.

CO2: Explain the relationship between education and philosophy.

CO3: Write critical notes on contribution of philosophy to the field of education

CO4: Write critical notes on contribution of education to the field of philosophy.

CO5: .5. Evaluate role of Indian and Western schools of philosophy to the field of education

Table-53: Consolidated Paper V Course Outcome Attainment Distribution

COs	5	4	3	2	1
CO1	28.57%	14.29%	28.57%	14.29%	14.29%
CO2	42.86%	0.00%	28.57%	28.57%	0.00%
CO3	14.29%	42.86%	42.86%	0.00%	0.00%
CO4	28.57%	42.86%	14.29%	14.29%	0.00%
CO5	14.29%	42.86%	28.57%	14.29%	0.00%
Avg.	25.71%	28.57%	28.57%	14.29%	2.86%

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

Strong overall attainment is represented by an average of 54.29% of responses falling within Ratings 4 and 5. Rating 4 accounts for an average of 28.57% and Rating 5 for 25.71% across the course outcomes.

The middle attainment category of Rating 3 accounts for an average of 28.57% of responses, while the combined lower categories of Ratings 1 and 2 account for 17.14%.

CO4 recorded the highest combined attainment at Ratings 4 and 5 (71.43%), whereas CO2 recorded the comparatively lowest combined attainment (42.86%).

Instructional and assessment activities may therefore continue to reinforce the stronger outcomes while providing additional focused opportunities for the comparatively lower-attaining outcome, CO2.

Detailed Analysis of Course Outcomes

Paper V: Philosophy of Education

CO1: Define the concept of Education and Philosophy.

CO2: Explain the relationship between education and philosophy.

CO3: Write critical notes on contribution of philosophy to the field of education

CO4: Write critical notes on contribution of education to the field of philosophy.

CO5: .5. Evaluate role of Indian and Western schools of philosophy to the field of education

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

CO1. Define the concept of Education and Philosophy.

Graph-47: Attainment Profile - CO1

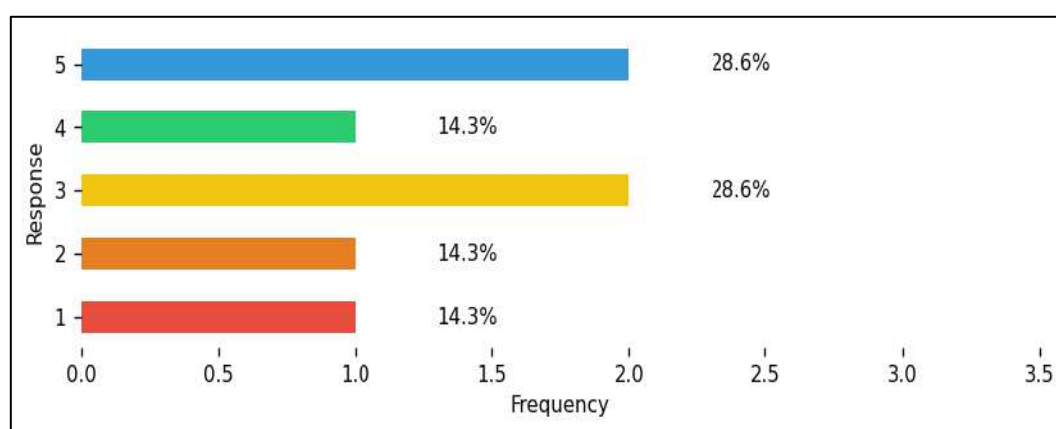


Table-54: Attainment Profile - CO1

Response	Frequency	Percentage
1	1	14.29%
2	1	14.29%
3	2	28.57%
4	1	14.29%
5	2	28.57%
Total	7	100%

Analysis: A moderate level of attainment was observed, with **42.86%** of respondents attaining Ratings 4 or 5. Rating 4 accounted for **14.29%** and Rating 5 for **28.57%**. The combined 28.57% at Ratings 1 and 2 indicates that additional academic support and learning opportunities may be useful.

CO2. Explain the relationship between education and philosophy.

Graph-48: Attainment Profile - CO2

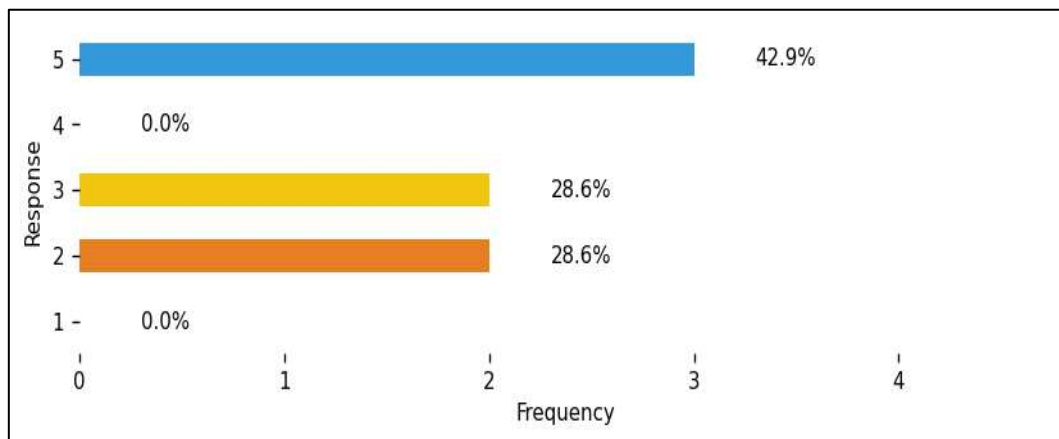


Table-55: Attainment Profile - CO2

Response	Frequency	Percentage
1	0	0.00%
2	2	28.57%
3	2	28.57%
4	0	0.00%
5	3	42.86%
Total	7	100%

Analysis: A moderate level of attainment was observed, with **42.86%** of respondents attaining Ratings 4 or 5. Rating 4 accounted for **0.00%** and Rating 5 for **42.86%**. The combined 28.57% at Ratings 1 and 2 indicates that additional academic support and learning opportunities may be useful.

CO3. Write critical notes on contribution of philosophy to the field of education

Graph-49: Attainment Profile - CO3

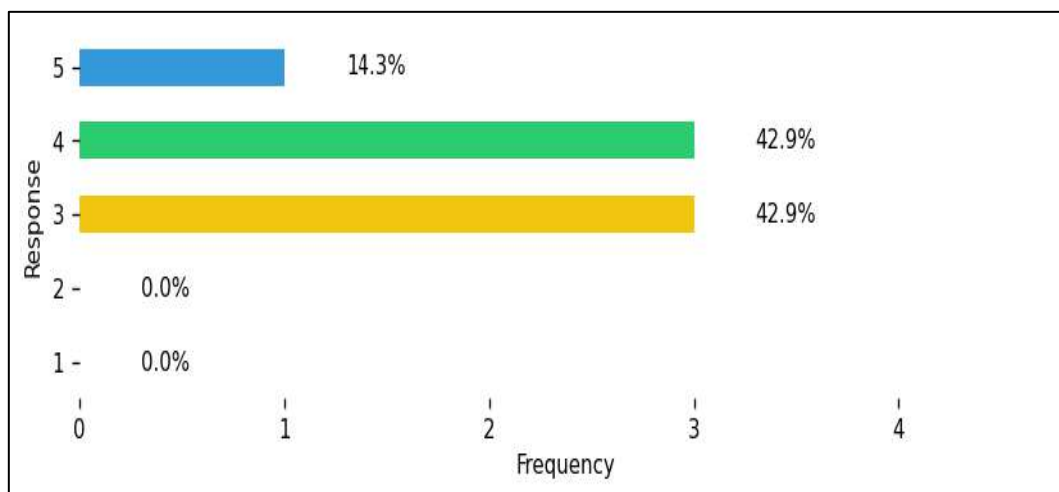
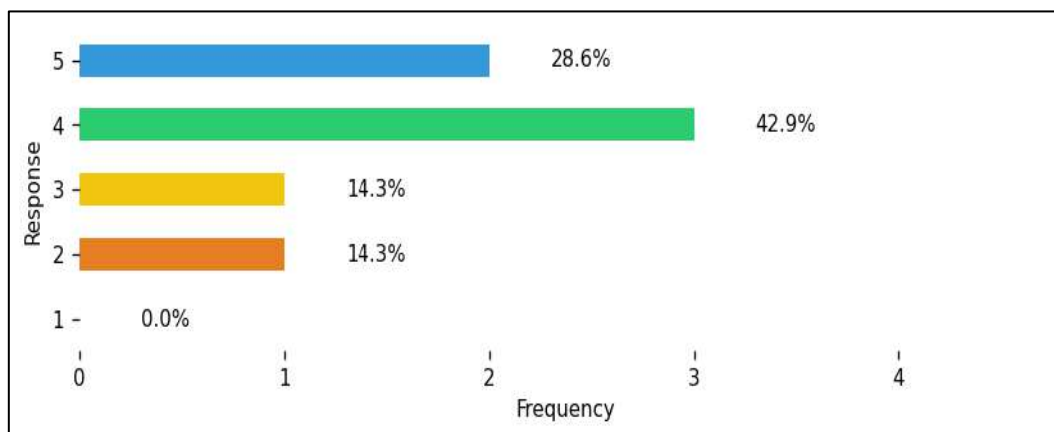


Table-56: Attainment Profile - CO3

Response	Frequency	Percentage
1	0	0.00%
2	0	0.00%
3	3	42.86%
4	3	42.86%
5	1	14.29%
Total	7	100%

Analysis: A favourable level of attainment was observed, with **57.14%** of respondents attaining Ratings 4 or 5. Rating 4 accounted for **42.86%** and Rating 5 for **14.29%**. A comparatively large 42.86% at Rating 3 suggests scope for further consolidation of this outcome.

CO4. Write critical notes on contribution of education to the field of philosophy.

Graph-50: Attainment Profile - CO4**Table-57: Attainment Profile - CO4**

Response	Frequency	Percentage
1	0	0.00%
2	1	14.29%
3	1	14.29%
4	3	42.86%
5	2	28.57%
Total	7	100%

Analysis: A strong level of attainment was observed, with **71.43%** of respondents attaining Ratings 4 or 5. Rating 4 accounted for **42.86%** and Rating 5 for **28.57%**. Another 14.29% were positioned at Rating 3, indicating some scope for further strengthening.

CO5. .5. Evaluate role of Indian and Western schools of philosophy to the field of education

Graph-51: Attainment Profile - CO5

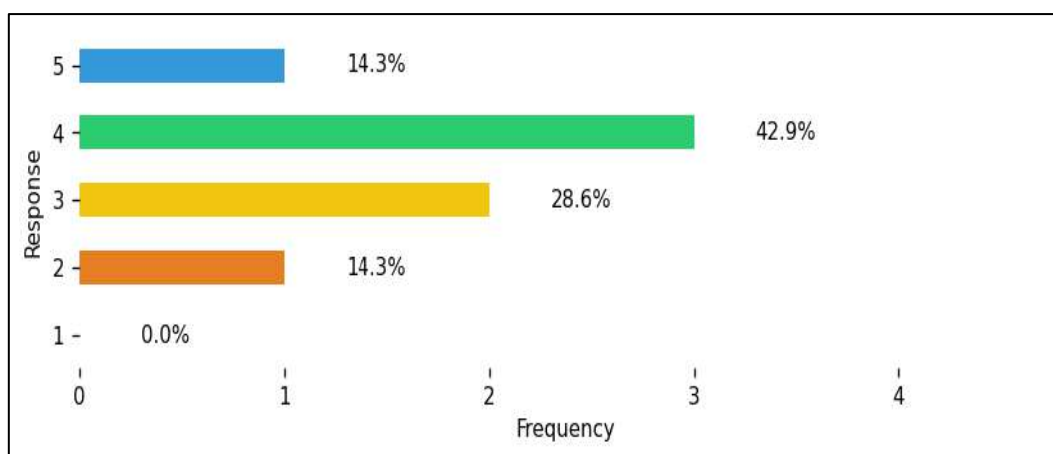


Table-58: Attainment Profile - CO5

Response	Frequency	Percentage
1	0	0.00%
2	1	14.29%
3	2	28.57%
4	3	42.86%
5	1	14.29%
Total	7	100%

Analysis: A favourable level of attainment was observed, with **57.14%** of respondents attaining Ratings 4 or 5. Rating 4 accounted for **42.86%** and Rating 5 for **14.29%**. Another 28.57% were positioned at Rating 3, indicating some scope for further strengthening.

Key Course-Level Conclusions and Actionable Takeaways

Strong Overall Course Attainment: An average of 54.29% of responses falls within Ratings 4 and 5 across the expected outcomes of Paper V: Philosophy of Education.

Core Strength: CO4 recorded the highest combined attainment at 71.43%.

Area for Further Strengthening: CO2 recorded the comparatively lowest combined attainment at 42.86%. Focused activities, practical applications, discussion and formative assessment may be used to strengthen this outcome.

Paper VI: Sociology of Education

The expected Course Outcomes (COs) of **Paper VI: Sociology of Education** are as follows:

CO1: Be familiarized with sociological inquiry.

CO2: Understand education as a social process.

CO3: Understand Social Interactions and their educational implications.

CO4: Use Education as a means of social changes.

Table-59: Consolidated Paper VI Course Outcome Attainment Distribution

COs	5	4	3	2	1
CO1	14.29%	42.86%	28.57%	0.00%	14.29%
CO2	28.57%	28.57%	28.57%	14.29%	0.00%
CO3	28.57%	28.57%	28.57%	14.29%	0.00%
CO4	14.29%	28.57%	28.57%	28.57%	0.00%
Avg.	21.43%	32.14%	28.57%	14.29%	3.57%

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

Strong overall attainment is represented by an average of 53.57% of responses falling within Ratings 4 and 5. Rating 4 accounts for an average of 32.14% and Rating 5 for 21.43% across the course outcomes.

The middle attainment category of Rating 3 accounts for an average of 28.57% of responses, while the combined lower categories of Ratings 1 and 2 account for 17.86%.

CO2 recorded the highest combined attainment at Ratings 4 and 5 (57.14%), whereas CO4 recorded the comparatively lowest combined attainment (42.86%).

Instructional and assessment activities may therefore continue to reinforce the stronger outcomes while providing additional focused opportunities for the comparatively lower-attaining outcome, CO4.

Detailed Analysis of Course Outcomes

Paper VI: Sociology of Education

CO1: Be familiarized with sociological inquiry.

CO2: Understand education as a social process.

CO3: Understand Social Interactions and their educational implications.

CO4: Use Education as a means of social changes.

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

CO1. Be familiarized with sociological inquiry.

Graph-52: Attainment Profile - CO1

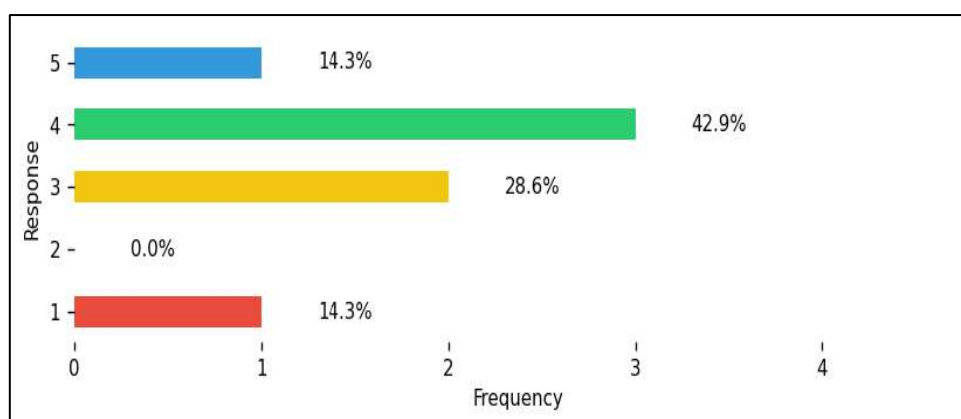
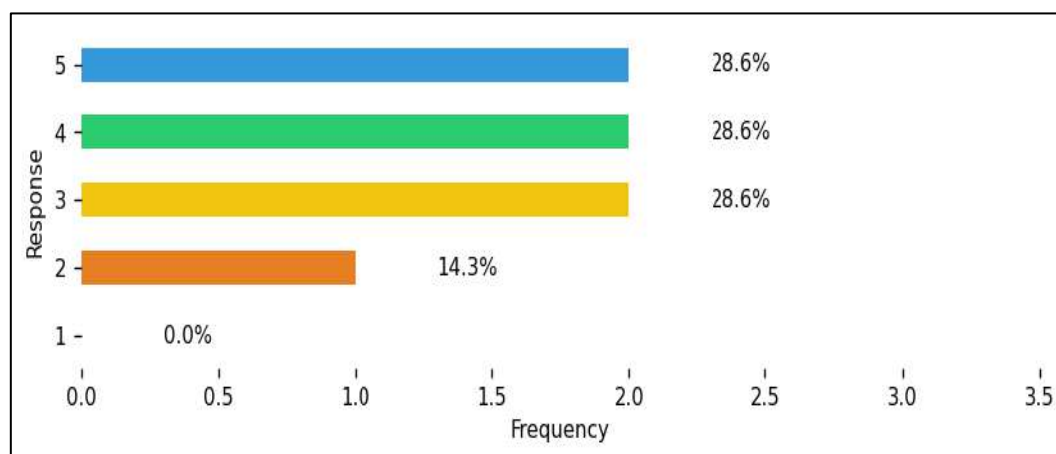


Table-60: Attainment Profile - CO1

Response	Frequency	Percentage
1	1	14.29%
2	0	0.00%
3	2	28.57%
4	3	42.86%
5	1	14.29%
Total	7	100%

Analysis: A favourable level of attainment was observed, with **57.14%** of respondents attaining Ratings 4 or 5. Rating 4 accounted for **42.86%** and Rating 5 for **14.29%**. Another 28.57% were positioned at Rating 3, indicating some scope for further strengthening.

CO2. Understand education as a social process.

Graph-53: Attainment Profile - CO2**Table-61: Attainment Profile - CO2**

Response	Frequency	Percentage
1	0	0.00%
2	1	14.29%
3	2	28.57%
4	2	28.57%
5	2	28.57%
Total	7	100%

Analysis: A favourable level of attainment was observed, with **57.14%** of respondents attaining Ratings 4 or 5. Rating 4 accounted for **28.57%** and Rating 5 for **28.57%**. Another 28.57% were positioned at Rating 3, indicating some scope for further strengthening.

CO3. Understand Social Interactions and their educational implications.

Graph-54: Attainment Profile - CO3

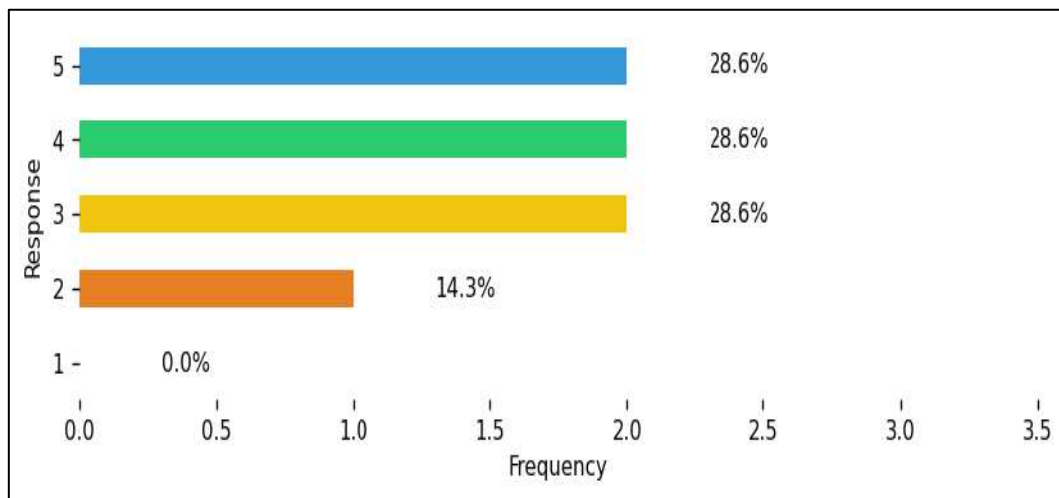


Table-62: Attainment Profile - CO3

Response	Frequency	Percentage
1	0	0.00%
2	1	14.29%
3	2	28.57%
4	2	28.57%
5	2	28.57%
Total	7	100%

Analysis: A favourable level of attainment was observed, with **57.14%** of respondents attaining Ratings 4 or 5. Rating 4 accounted for **28.57%** and Rating 5 for **28.57%**. Another 28.57% were positioned at Rating 3, indicating some scope for further strengthening.

CO4. Use Education as a means of social changes.

Graph-55: Attainment Profile - CO4

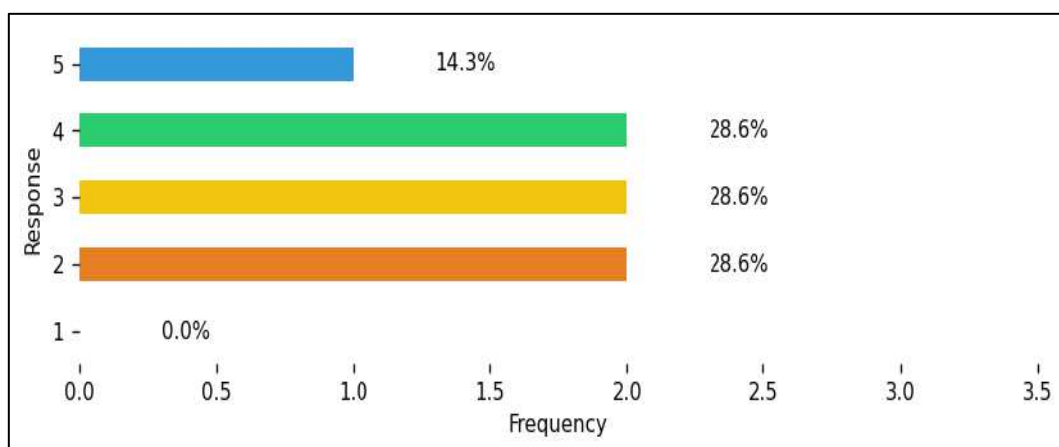


Table-63: Attainment Profile - CO4

Response	Frequency	Percentage
1	0	0.00%
2	2	28.57%
3	2	28.57%
4	2	28.57%
5	1	14.29%
Total	7	100%

Analysis: A moderate level of attainment was observed, with **42.86%** of respondents attaining Ratings 4 or 5. Rating 4 accounted for **28.57%** and Rating 5 for **14.29%**. The combined 28.57% at Ratings 1 and 2 indicates that additional academic support and learning opportunities may be useful.

Key Course-Level Conclusions and Actionable Takeaways

Strong Overall Course Attainment: An average of 53.57% of responses falls within Ratings 4 and 5 across the expected outcomes of Paper VI: Sociology of Education.

Core Strength: CO2 recorded the highest combined attainment at 57.14%.

Area for Further Strengthening: CO4 recorded the comparatively lowest combined attainment at 42.86%. Focused activities, practical applications, discussion and formative assessment may be used to strengthen this outcome.

Paper VII: Curriculum Studies

The expected Course Outcomes (COs) of **Paper VII: Curriculum Studies** are as follows:

CO1: Define curriculum.

CO2: Identify the components of curriculum.

CO3: Describe the various principles of curriculum development.

CO4: Explain various determinants of curriculum.

CO5: Describe and analyze various approaches to curriculum development.

CO6: Explain and compare various types of curricula.

CO7: State the meaning of curriculum development.

CO8: State major issues to be addressed through curriculum.

CO9: Describe various modes of curriculum development.

CO10: Explain various considerations for curriculum development.

CO11: Describe various guiding principles for selection and organization of learning experiences.

Table-64: Consolidated Paper VII Course Outcome Attainment Distribution

COs	5	4	3	2	1
CO1	14.29%	28.57%	42.86%	14.29%	0.00%
CO2	28.57%	28.57%	28.57%	14.29%	0.00%
CO3	42.86%	0.00%	42.86%	0.00%	14.29%
CO4	42.86%	28.57%	28.57%	0.00%	0.00%
CO5	14.29%	42.86%	42.86%	0.00%	0.00%
CO6	42.86%	14.29%	28.57%	14.29%	0.00%
CO7	42.86%	14.29%	14.29%	14.29%	14.29%
CO8	14.29%	42.86%	28.57%	0.00%	14.29%
CO9	14.29%	42.86%	14.29%	14.29%	14.29%
CO10	0.00%	42.86%	28.57%	14.29%	14.29%
CO11	14.29%	28.57%	42.86%	14.29%	0.00%
Avg.	24.68%	28.57%	31.17%	9.09%	6.49%

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

Strong overall attainment is represented by an average of 53.25% of responses falling within Ratings 4 and 5. Rating 4 accounts for an average of 28.57% and Rating 5 for 24.68% across the course outcomes.

The middle attainment category of Rating 3 accounts for an average of 31.17% of responses, while the combined lower categories of Ratings 1 and 2 account for 15.58%.

CO4 recorded the highest combined attainment at Ratings 4 and 5 (71.43%), whereas CO3 recorded the comparatively lowest combined attainment (42.86%).

Instructional and assessment activities may therefore continue to reinforce the stronger outcomes while providing additional focused opportunities for the comparatively lower-attaining outcome, CO3.

Detailed Analysis of Course Outcomes

Paper VII: Curriculum Studies

CO1: Define curriculum.

CO2: Identify the components of curriculum.

CO3: Describe the various principles of curriculum development.

CO4: Explain various determinants of curriculum.

CO5: Describe and analyze various approaches to curriculum development.

CO6: Explain and compare various types of curricula.

CO7: State the meaning of curriculum development.

CO8: State major issues to be addressed through curriculum.

CO9: Describe various modes of curriculum development.

CO10: Explain various considerations for curriculum development.

CO11: Describe various guiding principles for selection and organization of learning experiences.

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

CO1. Define curriculum.

Graph-56: Attainment Profile - CO1

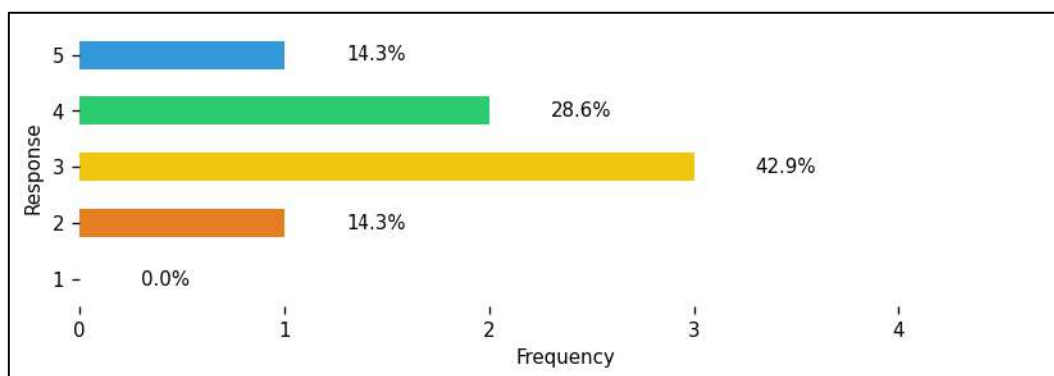


Table-65: Attainment Profile - CO1

Response	Frequency	Percentage
1	0	0.00%
2	1	14.29%
3	3	42.86%
4	2	28.57%
5	1	14.29%
Total	7	100%

Analysis: A moderate level of attainment was observed, with **42.86%** of respondents attaining Ratings 4 or 5. Rating 4 accounted for **28.57%** and Rating 5 for **14.29%**. A comparatively large 42.86% at Rating 3 suggests scope for further consolidation of this outcome.

CO2. Identify the components of curriculum.

Graph-57: Attainment Profile - CO2

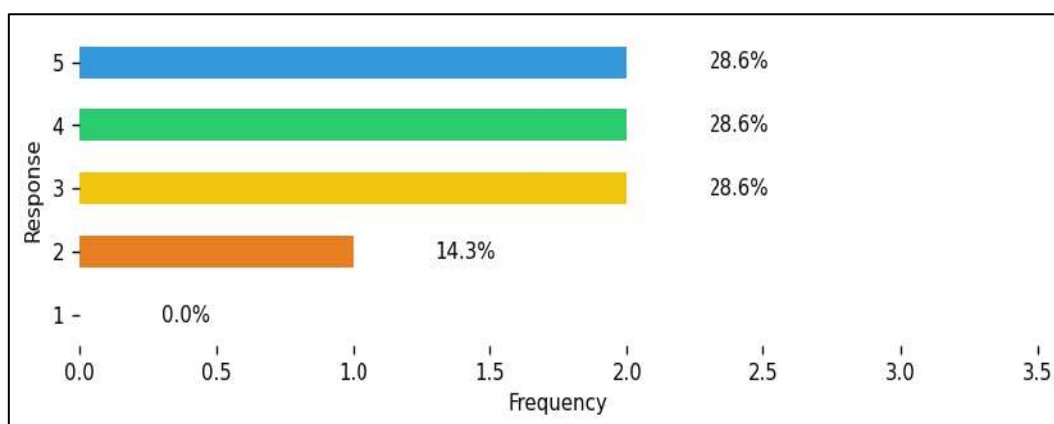
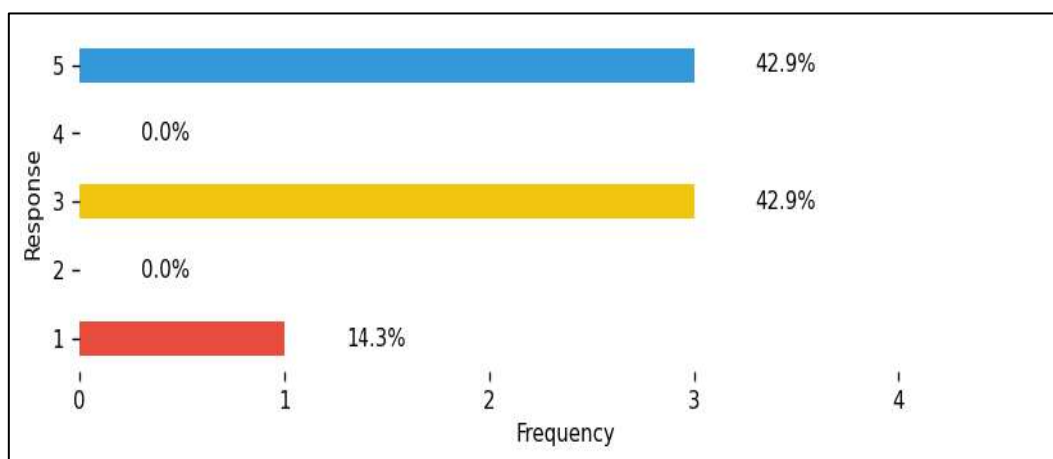


Table-66: Attainment Profile - CO2

Response	Frequency	Percentage
1	0	0.00%
2	1	14.29%
3	2	28.57%
4	2	28.57%
5	2	28.57%
Total	7	100%

Analysis: A favourable level of attainment was observed, with **57.14%** of respondents attaining Ratings 4 or 5. Rating 4 accounted for **28.57%** and Rating 5 for **28.57%**. Another 28.57% were positioned at Rating 3, indicating some scope for further strengthening.

CO3. Describe the various principles of curriculum development.

Graph-58: Attainment Profile - CO3**Table-67: Attainment Profile - CO3**

Response	Frequency	Percentage
1	1	14.29%
2	0	0.00%
3	3	42.86%
4	0	0.00%
5	3	42.86%
Total	7	100%

Analysis: A moderate level of attainment was observed, with **42.86%** of respondents attaining Ratings 4 or 5. Rating 4 accounted for **0.00%** and Rating 5 for **42.86%**. A comparatively large 42.86% at Rating 3 suggests scope for further consolidation of this outcome.

CO4. Explain various determinants of curriculum.

Graph-59: Attainment Profile - CO4

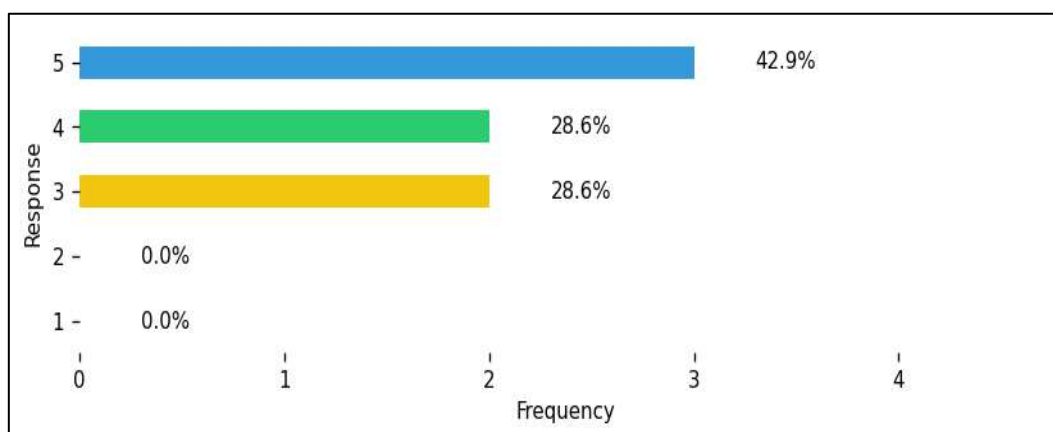


Table-68: Attainment Profile - CO4

Response	Frequency	Percentage
1	0	0.00%
2	0	0.00%
3	2	28.57%
4	2	28.57%
5	3	42.86%
Total	7	100%

Analysis: A strong level of attainment was observed, with **71.43%** of respondents attaining Ratings 4 or 5. Rating 4 accounted for **28.57%** and Rating 5 for **42.86%**. Another 28.57% were positioned at Rating 3, indicating some scope for further strengthening.

CO5. Describe and analyze various approaches to curriculum development.

Graph-60: Attainment Profile - CO5

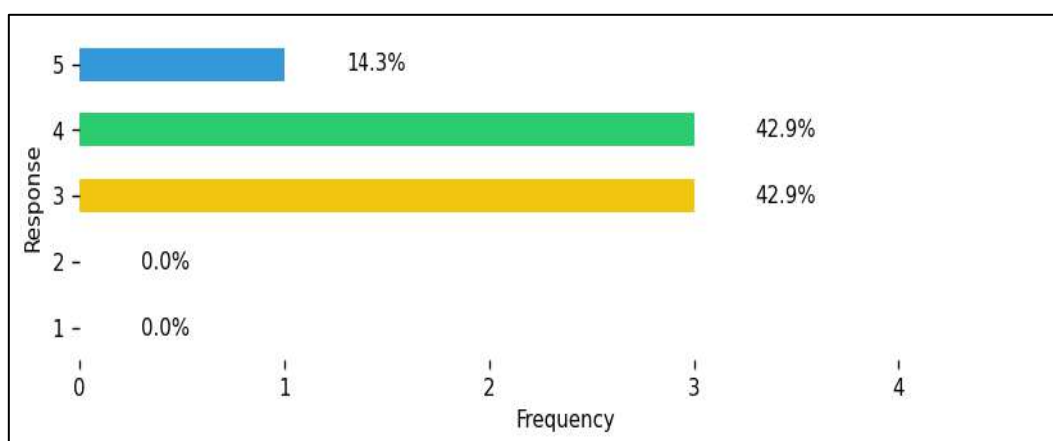
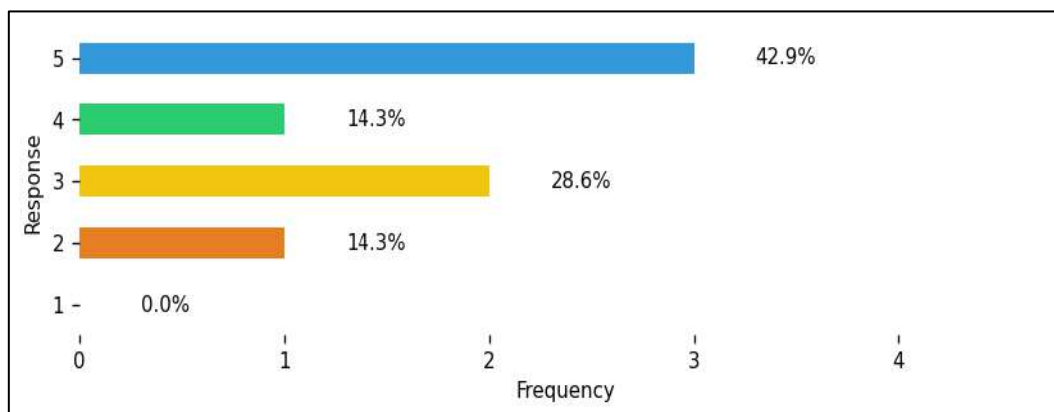


Table-69: Attainment Profile - CO5

Response	Frequency	Percentage
1	0	0.00%
2	0	0.00%
3	3	42.86%
4	3	42.86%
5	1	14.29%
Total	7	100%

Analysis: A favourable level of attainment was observed, with **57.14%** of respondents attaining Ratings 4 or 5. Rating 4 accounted for **42.86%** and Rating 5 for **14.29%**. A comparatively large 42.86% at Rating 3 suggests scope for further consolidation of this outcome.

CO6. Explain and compare various types of curricula.

Graph-61: Attainment Profile - CO6**Table-70: Attainment Profile - CO6**

Response	Frequency	Percentage
1	0	0.00%
2	1	14.29%
3	2	28.57%
4	1	14.29%
5	3	42.86%
Total	7	100%

Analysis: A favourable level of attainment was observed, with **57.14%** of respondents attaining Ratings 4 or 5. Rating 4 accounted for **14.29%** and Rating 5 for **42.86%**. Another 28.57% were positioned at Rating 3, indicating some scope for further strengthening.

CO7. State the meaning of curriculum development.

Graph-62: Attainment Profile - CO7

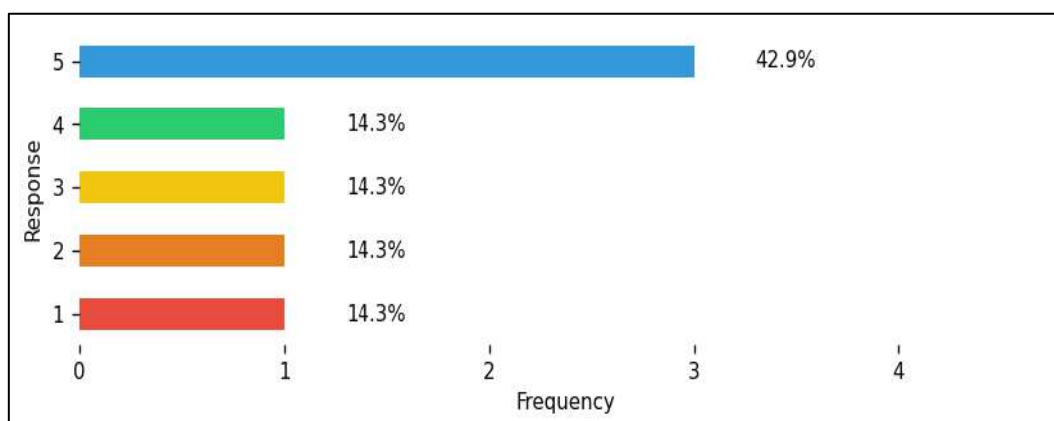


Table-71: Attainment Profile - CO7

Response	Frequency	Percentage
1	1	14.29%
2	1	14.29%
3	1	14.29%
4	1	14.29%
5	3	42.86%
Total	7	100%

Analysis: A favourable level of attainment was observed, with **57.14%** of respondents attaining Ratings 4 or 5. Rating 4 accounted for **14.29%** and Rating 5 for **42.86%**. The combined 28.57% at Ratings 1 and 2 indicates that additional academic support and learning opportunities may be useful.

CO8. State major issues to be addressed through curriculum.

Graph-63: Attainment Profile - CO8

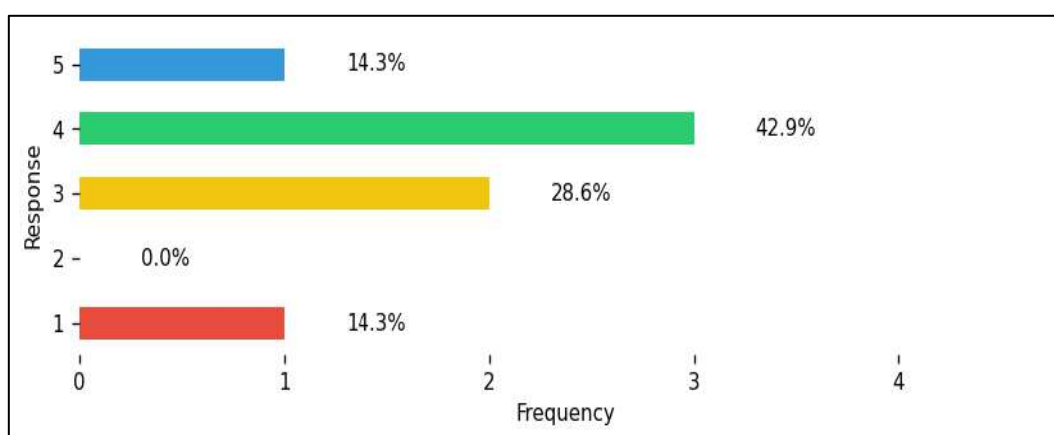
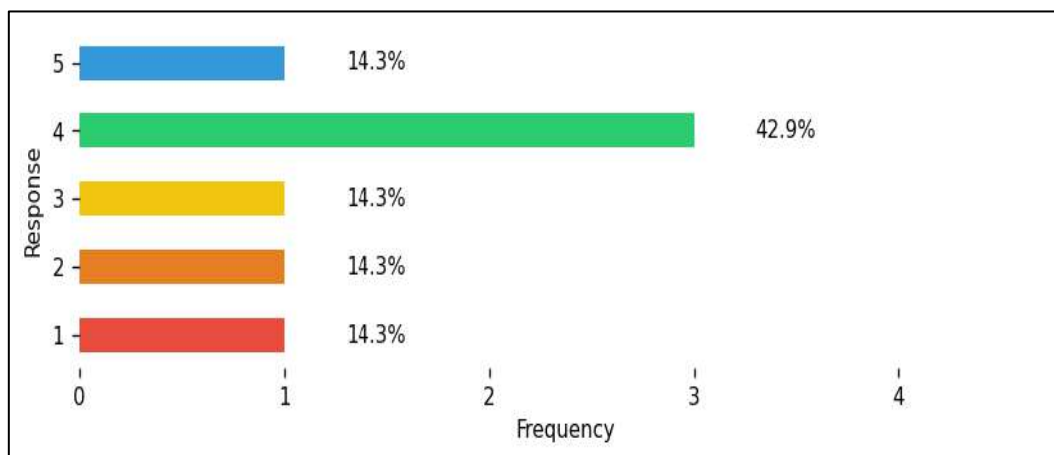


Table-72: Attainment Profile - CO8

Response	Frequency	Percentage
1	1	14.29%
2	0	0.00%
3	2	28.57%
4	3	42.86%
5	1	14.29%
Total	7	100%

Analysis: A favourable level of attainment was observed, with **57.14%** of respondents attaining Ratings 4 or 5. Rating 4 accounted for **42.86%** and Rating 5 for **14.29%**. Another 28.57% were positioned at Rating 3, indicating some scope for further strengthening.

CO9. Describe various modes of curriculum development.

Graph-64: Attainment Profile - CO9**Table-73: Attainment Profile - CO9**

Response	Frequency	Percentage
1	1	14.29%
2	1	14.29%
3	1	14.29%
4	3	42.86%
5	1	14.29%
Total	7	100%

Analysis: A favourable level of attainment was observed, with **57.14%** of respondents attaining Ratings 4 or 5. Rating 4 accounted for **42.86%** and Rating 5 for **14.29%**. The combined 28.57% at Ratings 1 and 2 indicates that additional academic support and learning opportunities may be useful.

CO10. Explain various considerations for curriculum development.

Graph-65: Attainment Profile - CO10

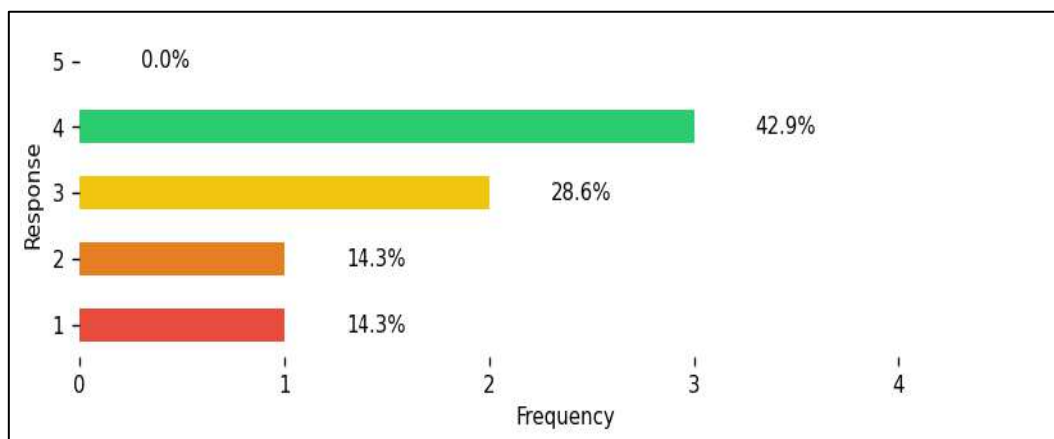


Table-74: Attainment Profile - CO10

Response	Frequency	Percentage
1	1	14.29%
2	1	14.29%
3	2	28.57%
4	3	42.86%
5	0	0.00%
Total	7	100%

Analysis: A moderate level of attainment was observed, with **42.86%** of respondents attaining Ratings 4 or 5. Rating 4 accounted for **42.86%** and Rating 5 for **0.00%**. The combined 28.57% at Ratings 1 and 2 indicates that additional academic support and learning opportunities may be useful.

CO11. Describe various guiding principles for selection and organization of learning experiences.

Graph-66: Attainment Profile - CO11

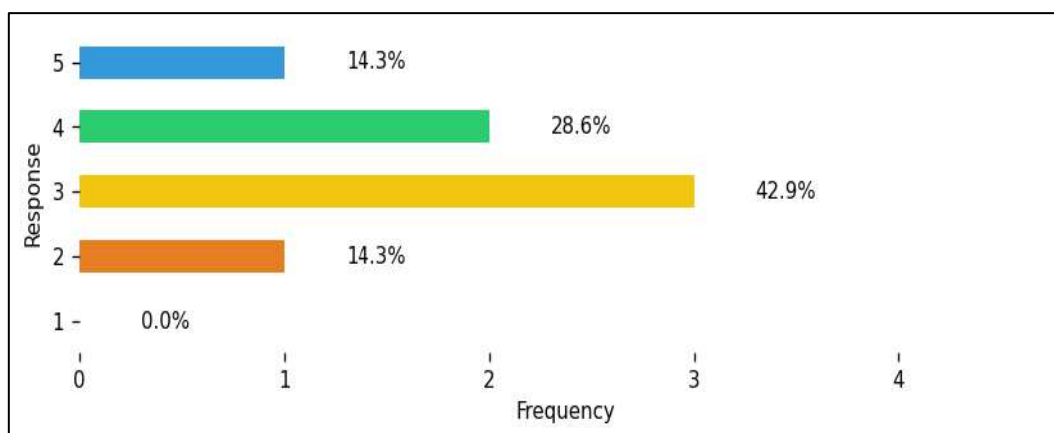


Table-75: Attainment Profile - CO11

Response	Frequency	Percentage
1	0	0.00%
2	1	14.29%
3	3	42.86%
4	2	28.57%
5	1	14.29%
Total	7	100%

Analysis: A moderate level of attainment was observed, with **42.86%** of respondents attaining Ratings 4 or 5. Rating 4 accounted for **28.57%** and Rating 5 for **14.29%**. A comparatively large 42.86% at Rating 3 suggests scope for further consolidation of this outcome.

Key Course-Level Conclusions and Actionable Takeaways

Strong Overall Course Attainment: An average of 53.25% of responses falls within Ratings 4 and 5 across the expected outcomes of Paper VII: Curriculum Studies.

Core Strength: CO4 recorded the highest combined attainment at 71.43%.

Area for Further Strengthening: CO3 recorded the comparatively lowest combined attainment at 42.86%. Focused activities, practical applications, discussion and formative assessment may be used to strengthen this outcome.

Paper VIII: Teacher Education Conceptual Framework

The expected Course Outcomes (COs) of **Paper VIII: Teacher Education Conceptual Framework** are as follows:

CO1: Understand the role and responsibilities of teachers and teacher educators.

CO2: Use various methods of teaching for transacting the curriculum in schools.

CO3: Prepare teachers for reflective teaching.

CO4: Critically examine the role and contribution of various regulating bodies.

CO5: Support institutions for improving quality of teachers' education, gain insight into the status of teachers' in-service education in the country.

CO6: Develop understanding of the process of in-service education in the country.

CO7: Reflect on the issues and problems related to teacher education in the country examine the nature and objectives of teacher education.

CO8: Critically examine the growth and development of teacher education in the country.

CO9: Appraise the existing teacher education curriculum from the standpoint of its relevance to the demands of present-day school curriculum.

CO10: Use various methods and techniques for transaction of curriculum.

CO11: Develop understanding regarding organization and supervision SEP.

CO12: Critically examine the role and contribution of various regulatory bodies and support institutions for improving quality of Teacher Education.

Table-76: Consolidated Paper VIII Course Outcome Attainment Distribution

COs	5	4	3	2	1
CO1	0.00%	42.86%	42.86%	0.00%	14.29%
CO2	28.57%	14.29%	28.57%	28.57%	0.00%
CO3	28.57%	42.86%	14.29%	14.29%	0.00%
CO4	28.57%	28.57%	28.57%	14.29%	0.00%
CO5	14.29%	57.14%	14.29%	14.29%	0.00%
CO6	28.57%	28.57%	14.29%	28.57%	0.00%
CO7	42.86%	14.29%	14.29%	14.29%	14.29%
CO8	28.57%	14.29%	28.57%	28.57%	0.00%
CO9	28.57%	42.86%	14.29%	14.29%	0.00%
CO10	0.00%	71.43%	28.57%	0.00%	0.00%
CO11	14.29%	28.57%	57.14%	0.00%	0.00%
CO12	28.57%	14.29%	42.86%	14.29%	0.00%
Avg.	22.62%	33.33%	27.38%	14.29%	2.38%

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

Strong overall attainment is represented by an average of 55.95% of responses falling within Ratings 4 and 5. Rating 4 accounts for an average of 33.33% and Rating 5 for 22.62% across the course outcomes.

The middle attainment category of Rating 3 accounts for an average of 27.38% of responses, while the combined lower categories of Ratings 1 and 2 account for 16.67%.

CO3 recorded the highest combined attainment at Ratings 4 and 5 (71.43%), whereas CO2 recorded the comparatively lowest combined attainment (42.86%).

Instructional and assessment activities may therefore continue to reinforce the stronger outcomes while providing additional focused opportunities for the comparatively lower-attaining outcome, CO2.

Detailed Analysis of Course Outcomes

Paper VIII: Teacher Education Conceptual Framework

CO1: Understand the role and responsibilities of teachers and teacher educators.

CO2: Use various methods of teaching for transacting the curriculum in schools.

CO3: Prepare teachers for reflective teaching.

CO4: Critically examine the role and contribution of various regulating bodies.

CO5: Support institutions for improving quality of teachers' education, gain insight into the status of teachers' in-service education in the country.

CO6: Develop understanding of the process of in-service education in the country.

CO7: Reflect on the issues and problems related to teacher education in the country examine the nature and objectives of teacher education.

CO8: Critically examine the growth and development of teacher education in the country.

CO9: Appraise the existing teacher education curriculum from the standpoint of its relevance to the demands of present-day school curriculum.

CO10: Use various methods and techniques for transaction of curriculum.

CO11: Develop understanding regarding organization and supervision SEP.

CO12: Critically examine the role and contribution of various regulatory bodies and support institutions for improving quality of Teacher Education.

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

CO1. Understand the role and responsibilities of teachers and teacher educators.

Graph-67: Attainment Profile - CO1

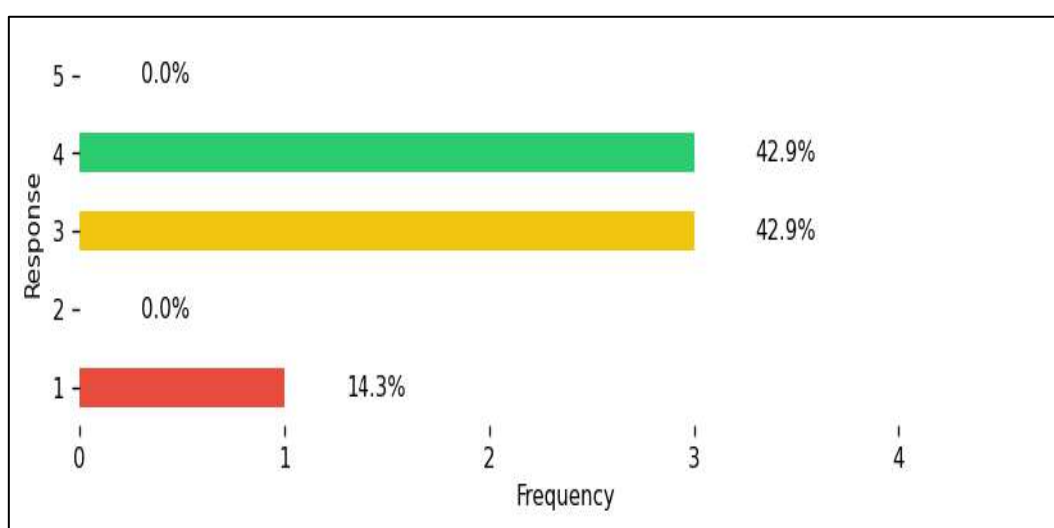


Table-77: Attainment Profile - CO1

Response	Frequency	Percentage
1	1	14.29%
2	0	0.00%
3	3	42.86%
4	3	42.86%
5	0	0.00%
Total	7	100%

Analysis: A moderate level of attainment was observed, with **42.86%** of respondents attaining Ratings 4 or 5. Rating 4 accounted for **42.86%** and Rating 5 for **0.00%**. A comparatively large 42.86% at Rating 3 suggests scope for further consolidation of this outcome.

CO2. Use various methods of teaching for transacting the curriculum in schools.

Graph-68: Attainment Profile - CO2

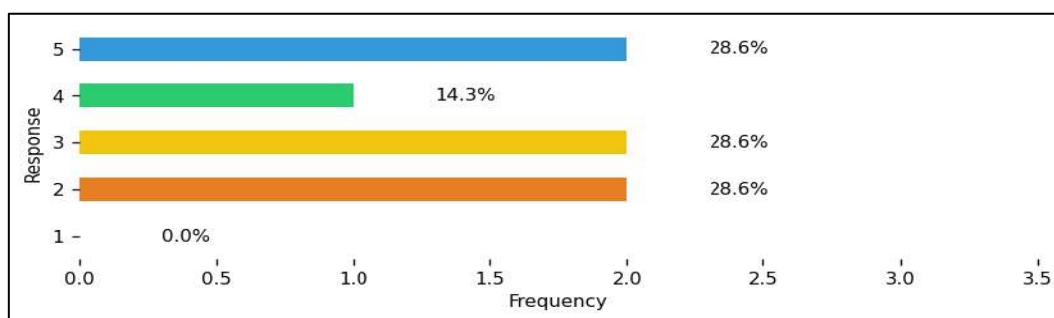


Table-78: Attainment Profile - CO2

Response	Frequency	Percentage
1	0	0.00%
2	2	28.57%
3	2	28.57%
4	1	14.29%
5	2	28.57%
Total	7	100%

Analysis: A moderate level of attainment was observed, with **42.86%** of respondents attaining Ratings 4 or 5. Rating 4 accounted for **14.29%** and Rating 5 for **28.57%**. The combined 28.57% at Ratings 1 and 2 indicates that additional academic support and learning opportunities may be useful.

CO3. Prepare teachers for reflective teaching.

Graph-69: Attainment Profile - CO3

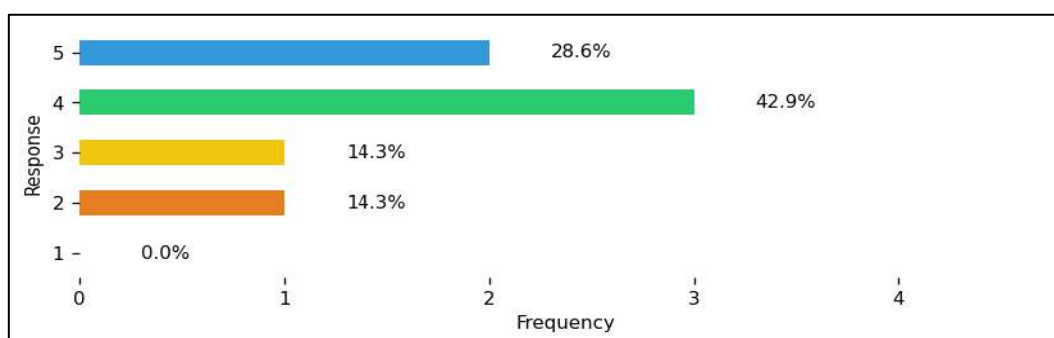


Table-79: Attainment Profile - CO3

Response	Frequency	Percentage
1	0	0.00%
2	1	14.29%
3	1	14.29%
4	3	42.86%
5	2	28.57%
Total	7	100%

Analysis: A strong level of attainment was observed, with **71.43%** of respondents attaining Ratings 4 or 5. Rating 4 accounted for **42.86%** and Rating 5 for **28.57%**. Another 14.29% were positioned at Rating 3, indicating some scope for further strengthening.

CO4. Critically examine the role and contribution of various regulating bodies.

Graph-70: Attainment Profile - CO4

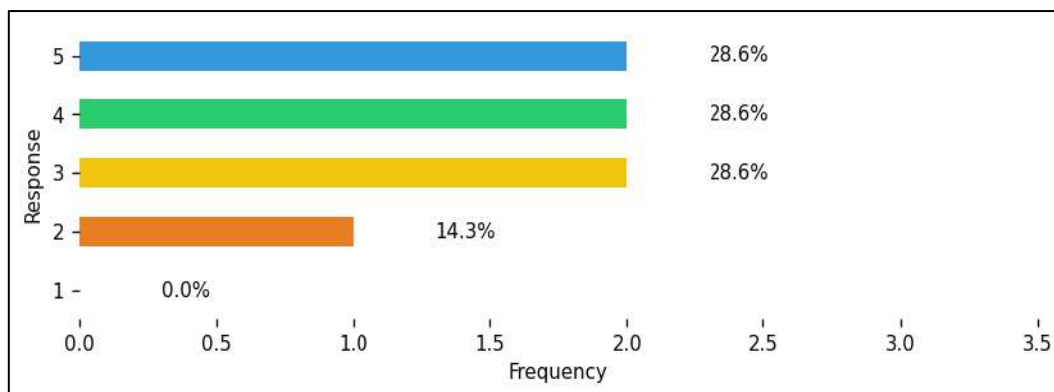


Table-80: Attainment Profile - CO4

Response	Frequency	Percentage
1	0	0.00%
2	1	14.29%
3	2	28.57%
4	2	28.57%
5	2	28.57%
Total	7	100%

Analysis: A favourable level of attainment was observed, with **57.14%** of respondents attaining Ratings 4 or 5. Rating 4 accounted for **28.57%** and Rating 5 for **28.57%**. Another 28.57% were positioned at Rating 3, indicating some scope for further strengthening.

CO5. Support institutions for improving quality of teachers' education, gain insight Into the status of teachers' in-service education in the country.

Graph-71: Attainment Profile - CO5

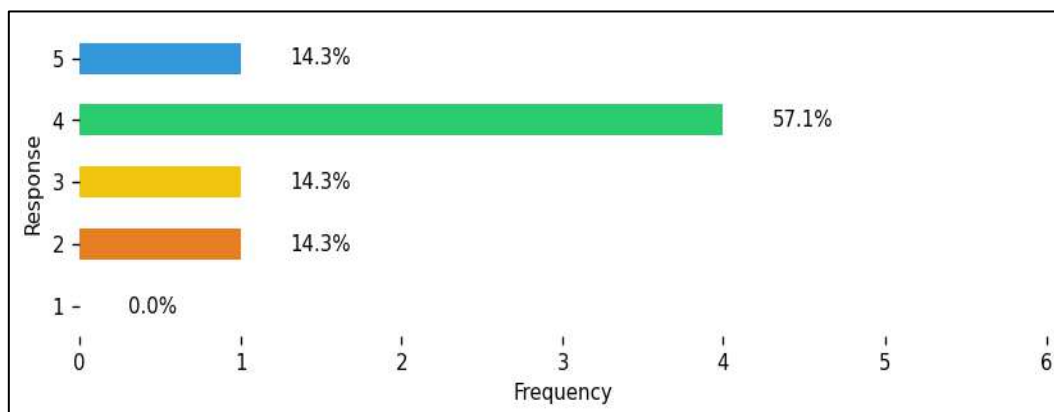
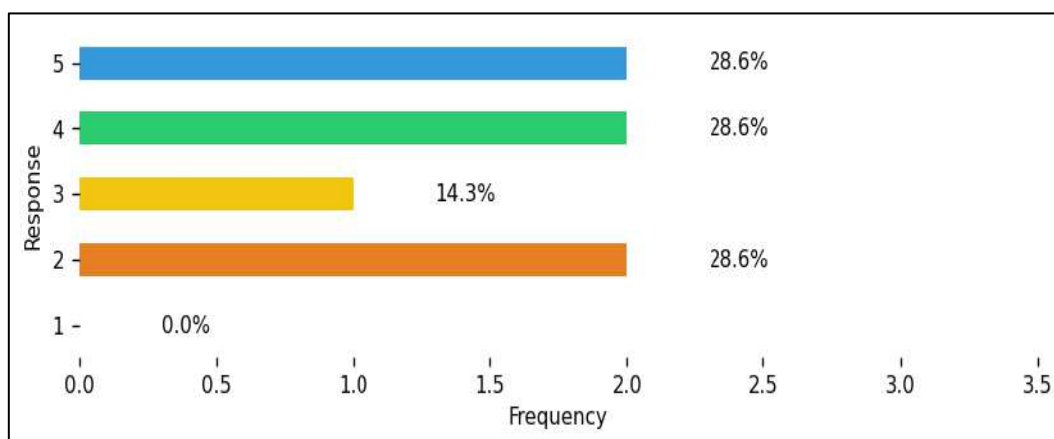


Table-81: Attainment Profile - CO5

Response	Frequency	Percentage
1	0	0.00%
2	1	14.29%
3	1	14.29%
4	4	57.14%
5	1	14.29%
Total	7	100%

Analysis: A strong level of attainment was observed, with **71.43%** of respondents attaining Ratings 4 or 5. Rating 4 accounted for **57.14%** and Rating 5 for **14.29%**. Another 14.29% were positioned at Rating 3, indicating some scope for further strengthening.

CO6. Develop understanding of the process of in-service education in the country.

Graph-72: Attainment Profile - CO6**Table-82: Attainment Profile - CO6**

Response	Frequency	Percentage
1	0	0.00%
2	2	28.57%
3	1	14.29%
4	2	28.57%
5	2	28.57%
Total	7	100%

Analysis: A favourable level of attainment was observed, with **57.14%** of respondents attaining Ratings 4 or 5. Rating 4 accounted for **28.57%** and Rating 5 for **28.57%**. The combined 28.57% at Ratings 1 and 2 indicates that additional academic support and learning opportunities may be useful.

CO7. Reflect on the issues and problems related to teacher education in the country examine the nature and objectives of teacher education.

Graph-73: Attainment Profile - CO7

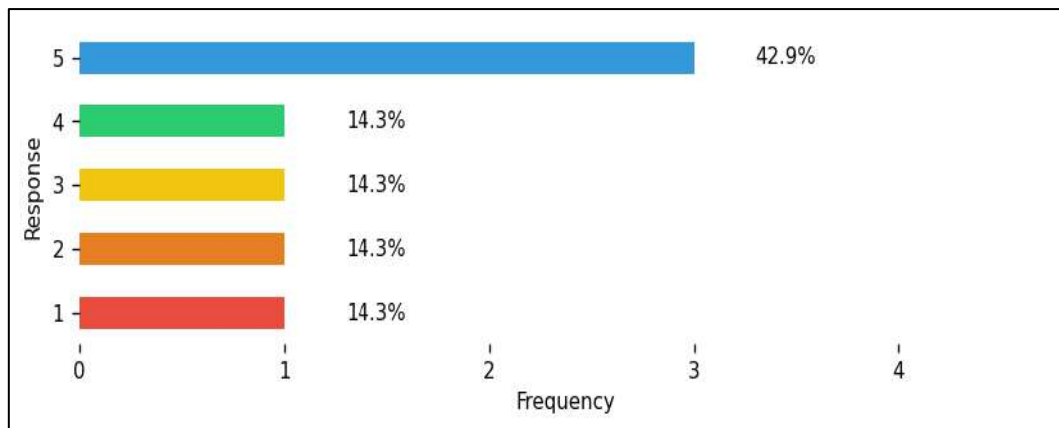


Table-83: Attainment Profile - CO7

Response	Frequency	Percentage
1	1	14.29%
2	1	14.29%
3	1	14.29%
4	1	14.29%
5	3	42.86%
Total	7	100%

Analysis: A favourable level of attainment was observed, with **57.14%** of respondents attaining Ratings 4 or 5. Rating 4 accounted for **14.29%** and Rating 5 for **42.86%**. The combined 28.57% at Ratings 1 and 2 indicates that additional academic support and learning opportunities may be useful.

CO8. Critically examine the growth and development of teacher education in the country.

Graph-74: Attainment Profile - CO8

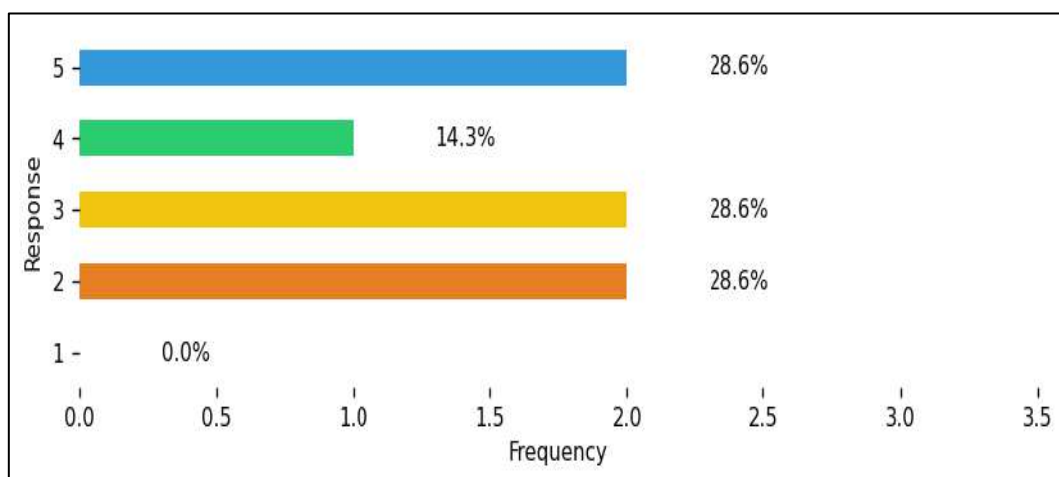
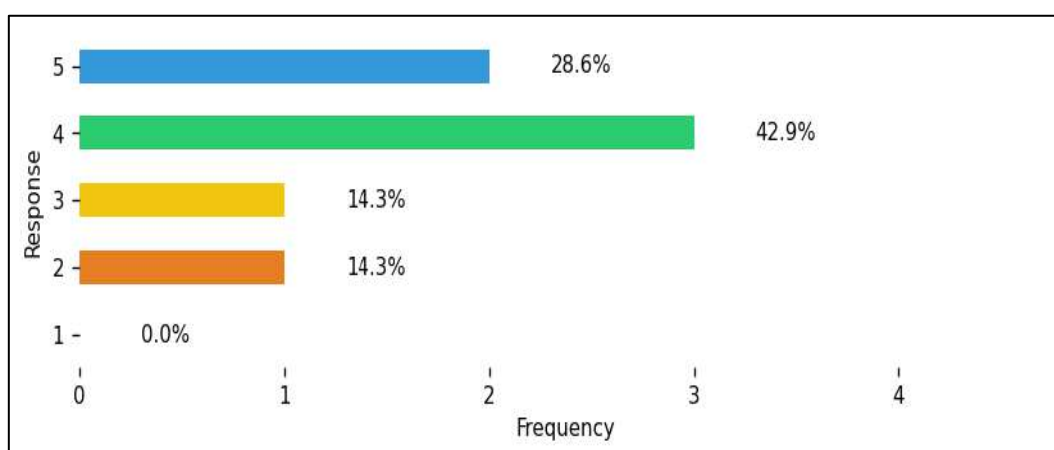


Table-84: Attainment Profile - CO8

Response	Frequency	Percentage
1	0	0.00%
2	2	28.57%
3	2	28.57%
4	1	14.29%
5	2	28.57%
Total	7	100%

Analysis: A moderate level of attainment was observed, with **42.86%** of respondents attaining Ratings 4 or 5. Rating 4 accounted for **14.29%** and Rating 5 for **28.57%**. The combined 28.57% at Ratings 1 and 2 indicates that additional academic support and learning opportunities may be useful.

CO9. Appraise the existing teacher education curriculum from the standpoint of its relevance to the demands of present-day school curriculum.

Graph-75: Attainment Profile - CO9**Table-85: Attainment Profile - CO9**

Response	Frequency	Percentage
1	0	0.00%
2	1	14.29%
3	1	14.29%
4	3	42.86%
5	2	28.57%
Total	7	100%

Analysis: A strong level of attainment was observed, with **71.43%** of respondents attaining Ratings 4 or 5. Rating 4 accounted for **42.86%** and Rating 5 for **28.57%**. Another 14.29% were positioned at Rating 3, indicating some scope for further strengthening.

CO10. Use various methods and techniques for transaction of curriculum.

Graph-76: Attainment Profile - CO10

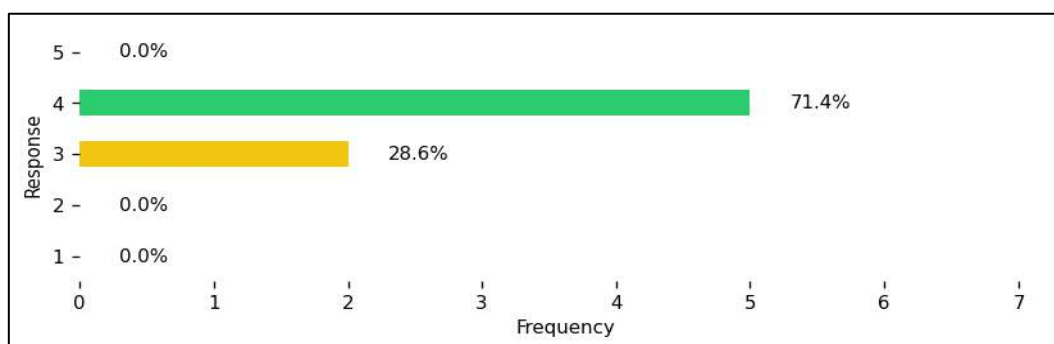


Table-86: Attainment Profile - CO10

Response	Frequency	Percentage
1	0	0.00%
2	0	0.00%
3	2	28.57%
4	5	71.43%
5	0	0.00%
Total	7	100%

Analysis: A strong level of attainment was observed, with **71.43%** of respondents attaining Ratings 4 or 5. Rating 4 accounted for **71.43%** and Rating 5 for **0.00%**. Another 28.57% were positioned at Rating 3, indicating some scope for further strengthening.

CO11. Develop understanding regarding organization and supervision SEP.

Graph-77: Attainment Profile - CO11

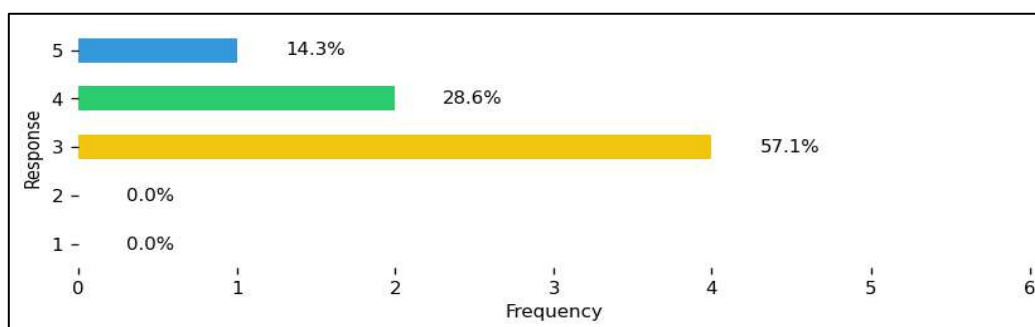


Table-87: Attainment Profile - CO11

Response	Frequency	Percentage
1	0	0.00%
2	0	0.00%
3	4	57.14%
4	2	28.57%
5	1	14.29%
Total	7	100%

Analysis: A moderate level of attainment was observed, with **42.86%** of respondents attaining Ratings 4 or 5. Rating 4 accounted for **28.57%** and Rating 5 for **14.29%**. A comparatively large 57.14% at Rating 3 suggests scope for further consolidation of this outcome.

CO12. Critically examine the role and contribution of various regulatory bodies and support institutions for improving quality of Teacher Education.

Graph-78: Attainment Profile - CO12

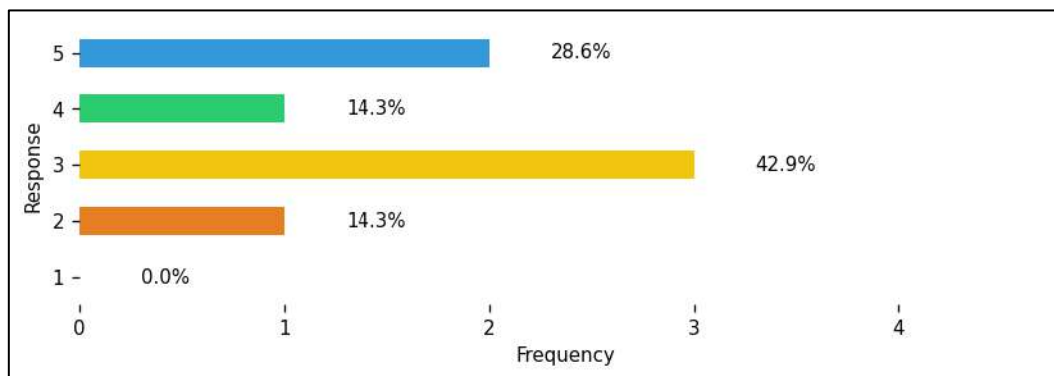


Table-88: Attainment Profile - CO12

Response	Frequency	Percentage
1	0	0.00%
2	1	14.29%
3	3	42.86%
4	1	14.29%
5	2	28.57%
Total	7	100%

Analysis: A moderate level of attainment was observed, with **42.86%** of respondents attaining Ratings 4 or 5. Rating 4 accounted for **14.29%** and Rating 5 for **28.57%**. A comparatively large 42.86% at Rating 3 suggests scope for further consolidation of this outcome.

Key Course-Level Conclusions and Actionable Takeaways

Strong Overall Course Attainment: An average of 55.95% of responses falls within Ratings 4 and 5 across the expected outcomes of Paper VIII: Teacher Education Conceptual Framework.

Core Strength: CO3 recorded the highest combined attainment at 71.43%.

Area for Further Strengthening: CO2 recorded the comparatively lowest combined attainment at 42.86%. Focused activities, practical applications, discussion and formative assessment may be used to strengthen this outcome.

Paper IX A: Elementary Education

The expected Course Outcomes (COs) of **Paper IX A: Elementary Education** are as follows:

CO1: Understand the context of elementary education.

CO2: Understand the concept, objectives, rationale, challenges and extent of success of Universal Elementary Education (UEE)

CO3: Discuss the development of elementary education in India since Independence.

CO4: Reflect on the relevance of strategies and programme of UEE.

CO5: Develop an understanding of underlying principles of curriculum development and evaluation at elementary stage

CO6: Reflect on the need and importance of work experience, art education, health physical education and working with the community.

CO7: Understand the importance of teaching language and mathematics at elementary level.

CO8: Understanding of underlying principles of curriculum development and evaluation at elementary stage.

CO9: Reflect on the need and importance of work experience, art education, health physical education and working with community.

Table-89: Consolidated Paper IX A Course Outcome Attainment Distribution

COs	5	4	3	2	1
CO1	28.57%	28.57%	28.57%	0.00%	14.29%
CO2	14.29%	57.14%	28.57%	0.00%	0.00%
CO3	0.00%	57.14%	42.86%	0.00%	0.00%
CO4	14.29%	57.14%	28.57%	0.00%	0.00%
CO5	14.29%	28.57%	42.86%	14.29%	0.00%
CO6	28.57%	28.57%	28.57%	0.00%	14.29%
CO7	42.86%	14.29%	14.29%	28.57%	0.00%
CO8	14.29%	28.57%	42.86%	14.29%	0.00%
CO9	28.57%	14.29%	28.57%	14.29%	14.29%
Avg.	20.63%	34.92%	31.75%	7.94%	4.76%

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

Strong overall attainment is represented by an average of 55.56% of responses falling within Ratings 4 and 5. Rating 4 accounts for an average of 34.92% and Rating 5 for 20.63% across the course outcomes.

The middle attainment category of Rating 3 accounts for an average of 31.75% of responses, while the combined lower categories of Ratings 1 and 2 account for 12.70%.

CO2 recorded the highest combined attainment at Ratings 4 and 5 (71.43%), whereas CO9 recorded the comparatively lowest combined attainment (42.86%).

Instructional and assessment activities may therefore continue to reinforce the stronger outcomes while providing additional focused opportunities for the comparatively lower-attaining outcome, CO9.

Detailed Analysis of Course Outcomes

Paper IX A: Elementary Education

CO1: Understand the context of elementary education.

CO2: Understand the concept, objectives, rationale, challenges and extent of success of Universal Elementary Education (UEE)

CO3: Discuss the development of elementary education in India since Independence.

CO4: Reflect on the relevance of strategies and programme of UEE.

CO5: Develop an understanding of underlying principles of curriculum development and evaluation at elementary stage

CO6: Reflect on the need and importance of work experience, art education, health physical education and working with the community.

CO7: Understand the importance of teaching language and mathematics at elementary level.

CO8: Understanding of underlying principles of curriculum development and evaluation at elementary stage.

CO9: Reflect on the need and importance of work experience, art education, health physical education and working with community.

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

CO1. Understand the context of elementary education.

Graph-79: Attainment Profile - CO1

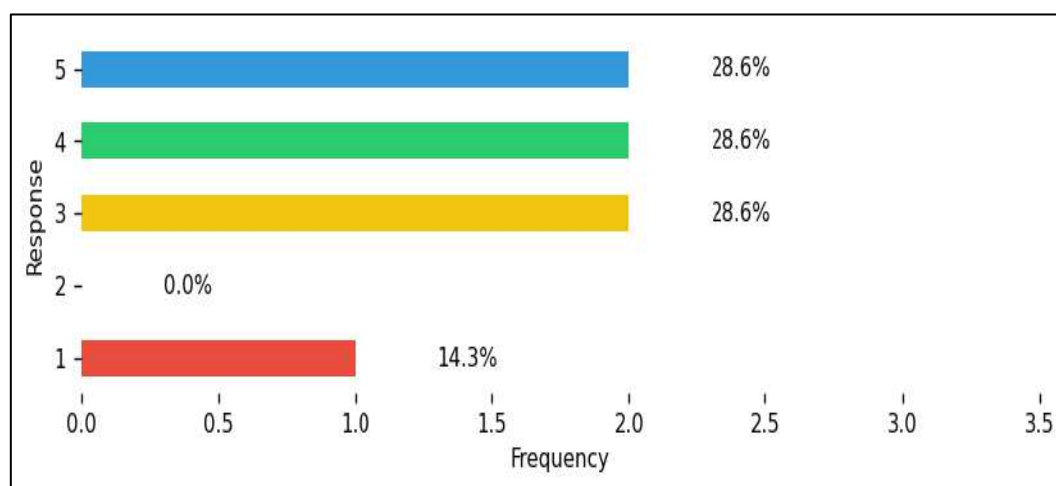
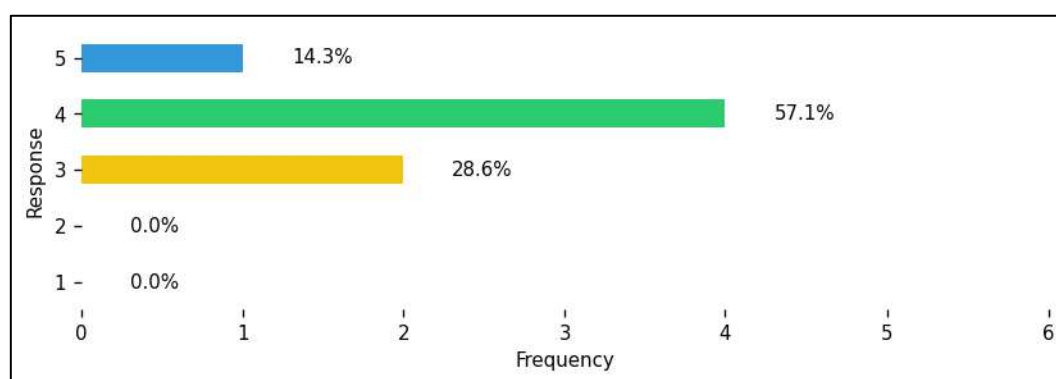


Table-90: Attainment Profile - CO1

Response	Frequency	Percentage
1	1	14.29%
2	0	0.00%
3	2	28.57%
4	2	28.57%
5	2	28.57%
Total	7	100%

Analysis: A favourable level of attainment was observed, with **57.14%** of respondents attaining Ratings 4 or 5. Rating 4 accounted for **28.57%** and Rating 5 for **28.57%**. Another 28.57% were positioned at Rating 3, indicating some scope for further strengthening.

CO2. Understand the concept, objectives, rationale, challenges and extent of success of Universal Elementary Education (UEE)

Graph-80: Attainment Profile - CO2**Table-91: Attainment Profile - CO2**

Response	Frequency	Percentage
1	0	0.00%
2	0	0.00%
3	2	28.57%
4	4	57.14%
5	1	14.29%
Total	7	100%

Analysis: A strong level of attainment was observed, with **71.43%** of respondents attaining Ratings 4 or 5. Rating 4 accounted for **57.14%** and Rating 5 for **14.29%**. Another 28.57% were positioned at Rating 3, indicating some scope for further strengthening.

CO3. Discuss the development of elementary education in India since Independence.

Graph-81: Attainment Profile - CO3

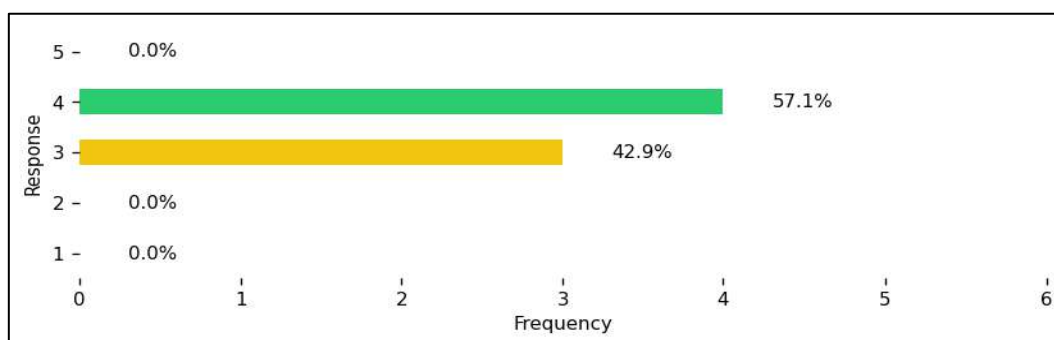


Table-92: Attainment Profile - CO3

Response	Frequency	Percentage
1	0	0.00%
2	0	0.00%
3	3	42.86%
4	4	57.14%
5	0	0.00%
Total	7	100%

Analysis: A favourable level of attainment was observed, with **57.14%** of respondents attaining Ratings 4 or 5. Rating 4 accounted for **57.14%** and Rating 5 for **0.00%**. A comparatively large 42.86% at Rating 3 suggests scope for further consolidation of this outcome.

CO4. Reflect on the relevance of strategies and programme of UEE.

Graph-82: Attainment Profile - CO4

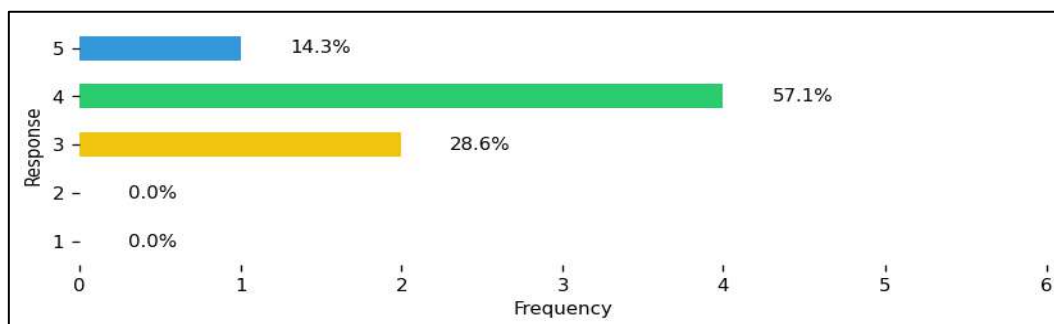


Table-93: Attainment Profile - CO4

Response	Frequency	Percentage
1	0	0.00%
2	0	0.00%
3	2	28.57%
4	4	57.14%
5	1	14.29%
Total	7	100%

Analysis: A strong level of attainment was observed, with **71.43%** of respondents attaining Ratings 4 or 5. Rating 4 accounted for **57.14%** and Rating 5 for **14.29%**. Another 28.57% were positioned at Rating 3, indicating some scope for further strengthening.

CO5. Develop an understanding of underlying principles of curriculum development and evaluation at elementary stage

Graph-83: Attainment Profile - CO5

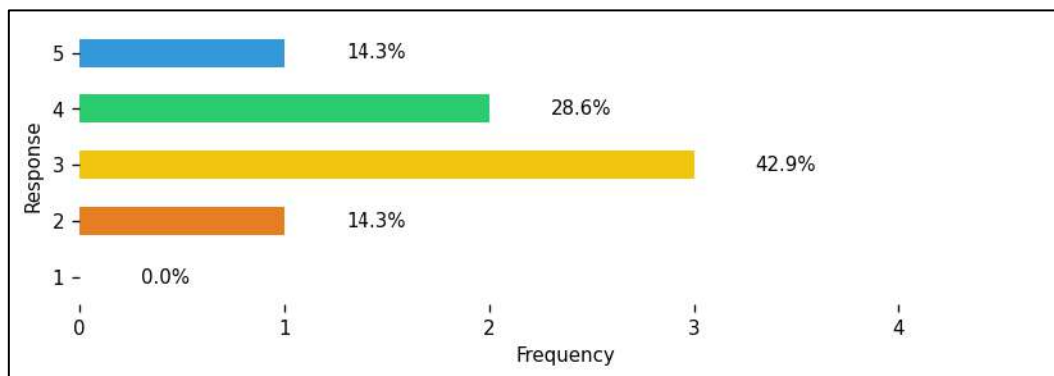


Table-94: Attainment Profile - CO5

Response	Frequency	Percentage
1	0	0.00%
2	1	14.29%
3	3	42.86%
4	2	28.57%
5	1	14.29%
Total	7	100%

Analysis: A moderate level of attainment was observed, with **42.86%** of respondents attaining Ratings 4 or 5. Rating 4 accounted for **28.57%** and Rating 5 for **14.29%**. A comparatively large 42.86% at Rating 3 suggests scope for further consolidation of this outcome.

CO6. Reflect on the need and importance of work experience, art education, health physical education and working with the community.

Graph-84: Attainment Profile - CO6

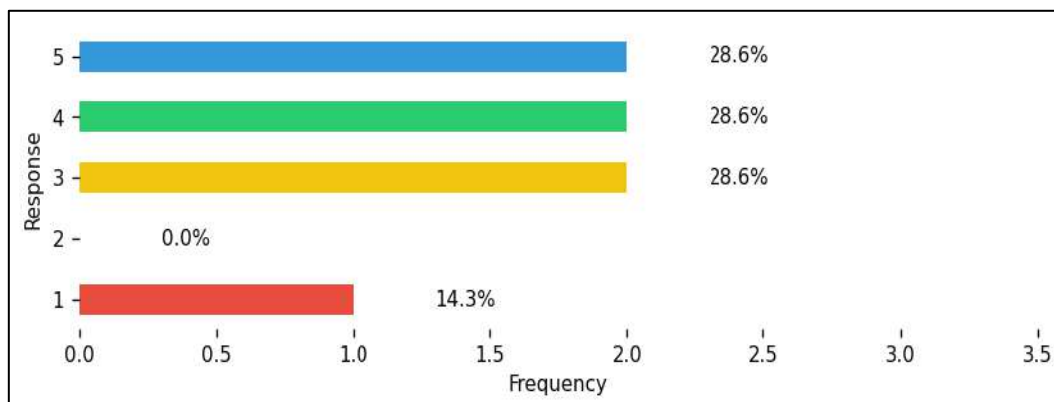
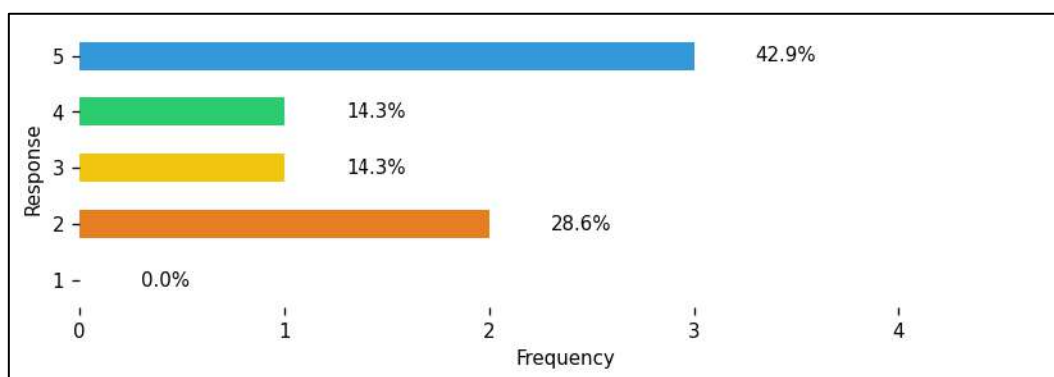


Table-95: Attainment Profile - CO6

Response	Frequency	Percentage
1	1	14.29%
2	0	0.00%
3	2	28.57%
4	2	28.57%
5	2	28.57%
Total	7	100%

Analysis: A favourable level of attainment was observed, with **57.14%** of respondents attaining Ratings 4 or 5. Rating 4 accounted for **28.57%** and Rating 5 for **28.57%**. Another 28.57% were positioned at Rating 3, indicating some scope for further strengthening.

CO7. Understand the importance of teaching language and mathematics at elementary level.

Graph-85: Attainment Profile - CO7**Table-96: Attainment Profile - CO7**

Response	Frequency	Percentage
1	0	0.00%
2	2	28.57%
3	1	14.29%
4	1	14.29%
5	3	42.86%
Total	7	100%

Analysis: A favourable level of attainment was observed, with **57.14%** of respondents attaining Ratings 4 or 5. Rating 4 accounted for **14.29%** and Rating 5 for **42.86%**. The combined 28.57% at Ratings 1 and 2 indicates that additional academic support and learning opportunities may be useful.

CO8. Understanding of underlying principles of curriculum development and evaluation at elementary stage.

Graph-86: Attainment Profile - CO8

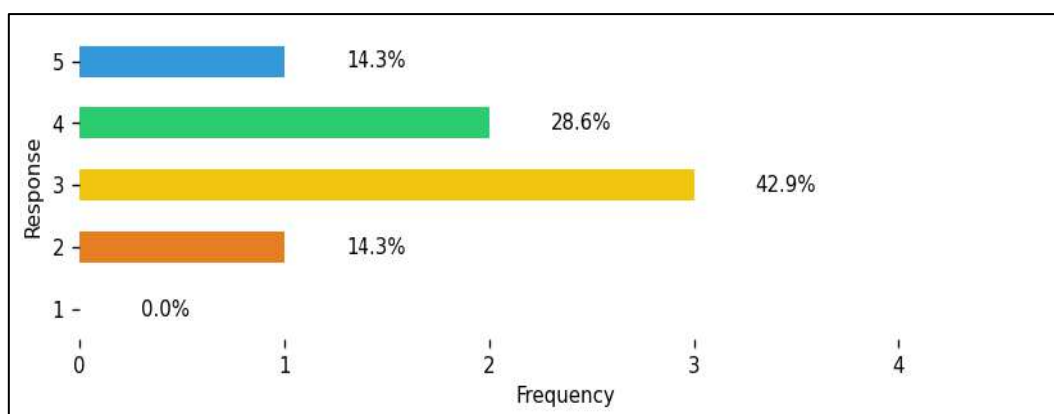


Table-97: Attainment Profile - CO8

Response	Frequency	Percentage
1	0	0.00%
2	1	14.29%
3	3	42.86%
4	2	28.57%
5	1	14.29%
Total	7	100%

Analysis: A moderate level of attainment was observed, with **42.86%** of respondents attaining Ratings 4 or 5. Rating 4 accounted for **28.57%** and Rating 5 for **14.29%**. A comparatively large 42.86% at Rating 3 suggests scope for further consolidation of this outcome.

CO9. Reflect on the need and importance of work experience, art education, health physical education and working with community.

Graph-87: Attainment Profile - CO9

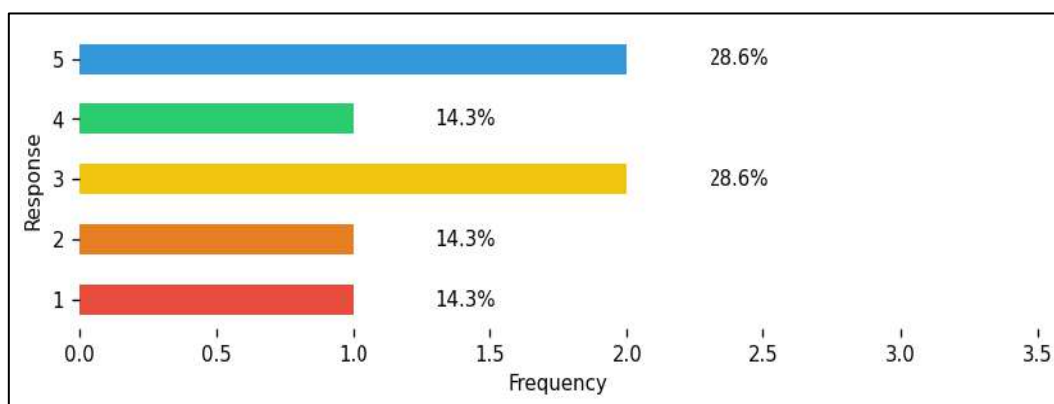


Table-98: Attainment Profile - CO9

Response	Frequency	Percentage
1	1	14.29%
2	1	14.29%
3	2	28.57%
4	1	14.29%
5	2	28.57%
Total	7	100%

Analysis: A moderate level of attainment was observed, with **42.86%** of respondents attaining Ratings 4 or 5. Rating 4 accounted for **14.29%** and Rating 5 for **28.57%**. The combined 28.57% at Ratings 1 and 2 indicates that additional academic support and learning opportunities may be useful.

Key Course-Level Conclusions and Actionable Takeaways

Strong Overall Course Attainment: An average of 55.56% of responses falls within Ratings 4 and 5 across the expected outcomes of Paper IX A: Elementary Education.

Core Strength: CO2 recorded the highest combined attainment at 71.43%.

Area for Further Strengthening: CO9 recorded the comparatively lowest combined attainment at 42.86%. Focused activities, practical applications, discussion and formative assessment may be used to strengthen this outcome.

Paper IX B: Preparation of Secondary and Higher Secondary Teacher (Pre-service & In-service)

The expected Course Outcomes (COs) of **Paper IX B: Preparation of Secondary and Higher Secondary Teacher (Pre-service & In-service)** are as follows:

CO1: Understand the nature scope and systems of secondary and senior secondary education.

CO2: Examine the status of development of secondary and senior secondary education in India after independence

CO3: Understanding the problems and challenges related to secondary and senior secondary education

CO4: Understand the interventions to solve the problems and issues related to alternative schooling at secondary schools

CO5: Understand the nature of education for multiple intelligence

CO6: Learn the modalities of educational projection

CO7: Understand the modalities of secondary education management information system.

CO8: Identify critical issues related to universalization of secondary education

CO9: Visualize the impact of Rights of children to free and Compulsory Education Act, 2009 to universalization of Secondary Education.

Table-99: Consolidated Paper IX B Course Outcome Attainment Distribution

COs	5	4	3	2	1
CO1	14.29%	42.86%	28.57%	14.29%	0.00%
CO2	14.29%	28.57%	42.86%	14.29%	0.00%
CO3	0.00%	42.86%	42.86%	14.29%	0.00%
CO4	28.57%	14.29%	42.86%	0.00%	14.29%
CO5	28.57%	28.57%	42.86%	0.00%	0.00%
CO6	28.57%	28.57%	42.86%	0.00%	0.00%
CO7	28.57%	14.29%	28.57%	28.57%	0.00%
CO8	28.57%	28.57%	14.29%	28.57%	0.00%
CO9	28.57%	28.57%	42.86%	0.00%	0.00%
Avg.	22.22%	28.57%	36.51%	11.11%	1.59%

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

Strong overall attainment is represented by an average of 50.79% of responses falling within Ratings 4 and 5. Rating 4 accounts for an average of 28.57% and Rating 5 for 22.22% across the course outcomes.

The middle attainment category of Rating 3 accounts for an average of 36.51% of responses, while the combined lower categories of Ratings 1 and 2 account for 12.70%.

CO5 recorded the highest combined attainment at Ratings 4 and 5 (57.14%), whereas CO4 recorded the comparatively lowest combined attainment (42.86%).

Instructional and assessment activities may therefore continue to reinforce the stronger outcomes while providing additional focused opportunities for the comparatively lower-attaining outcome, CO4.

Detailed Analysis of Course Outcomes

Paper IX B: Preparation of Secondary and Higher Secondary Teacher (Pre-service & In-service)

CO1: Understand the nature scope and systems of secondary and senior secondary education.

CO2: Examine the status of development of secondary and senior secondary education in India after independence

CO3: Understanding the problems and challenges related to secondary and senior secondary education

CO4: Understand the interventions to solve the problems and issues related to alternative schooling at secondary schools

CO5: Understand the nature of education for multiple intelligence

CO6: Learn the modalities of educational projection

CO7: Understand the modalities of secondary education management information system.

CO8: Identify critical issues related to universalization of secondary education

CO9: Visualize the impact of Rights of children to free and Compulsory Education Act, 2009 to universalization of Secondary Education.

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

CO1. Understand the nature scope and systems of secondary and senior secondary education.

Graph-88: Attainment Profile - CO1

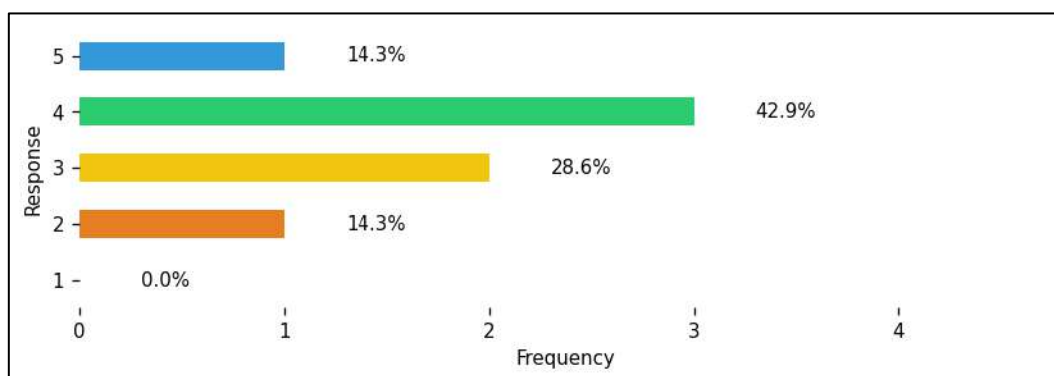


Table-100: Attainment Profile - CO1

Response	Frequency	Percentage
1	0	0.00%
2	1	14.29%
3	2	28.57%
4	3	42.86%
5	1	14.29%
Total	7	100%

Analysis: A favourable level of attainment was observed, with **57.14%** of respondents attaining Ratings 4 or 5. Rating 4 accounted for **42.86%** and Rating 5 for **14.29%**. Another 28.57% were positioned at Rating 3, indicating some scope for further strengthening.

CO2. Examine the status of development of secondary and senior secondary education in India after independence

Graph-89: Attainment Profile - CO2

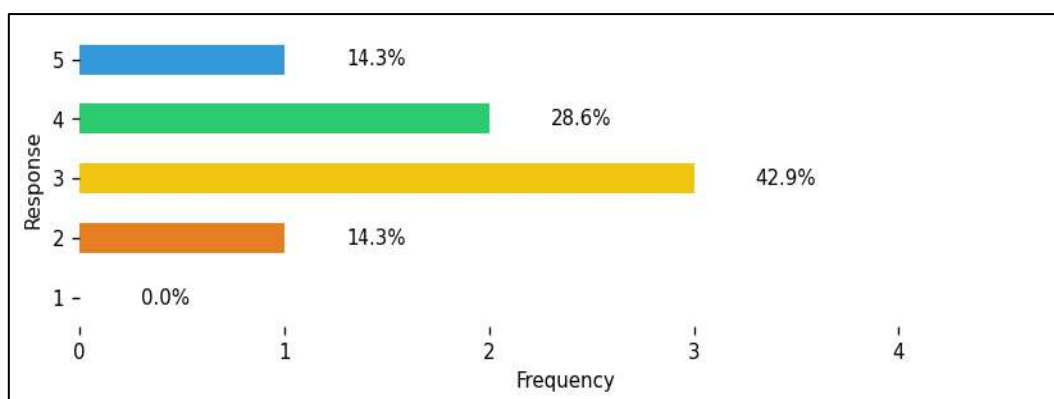


Table-101: Attainment Profile - CO2

Response	Frequency	Percentage
1	0	0.00%
2	1	14.29%
3	3	42.86%
4	2	28.57%
5	1	14.29%
Total	7	100%

Analysis: A moderate level of attainment was observed, with **42.86%** of respondents attaining Ratings 4 or 5. Rating 4 accounted for **28.57%** and Rating 5 for **14.29%**. A comparatively large 42.86% at Rating 3 suggests scope for further consolidation of this outcome.

CO3. Understanding the problems and challenges related to secondary and senior secondary education

Graph-90: Attainment Profile - CO3

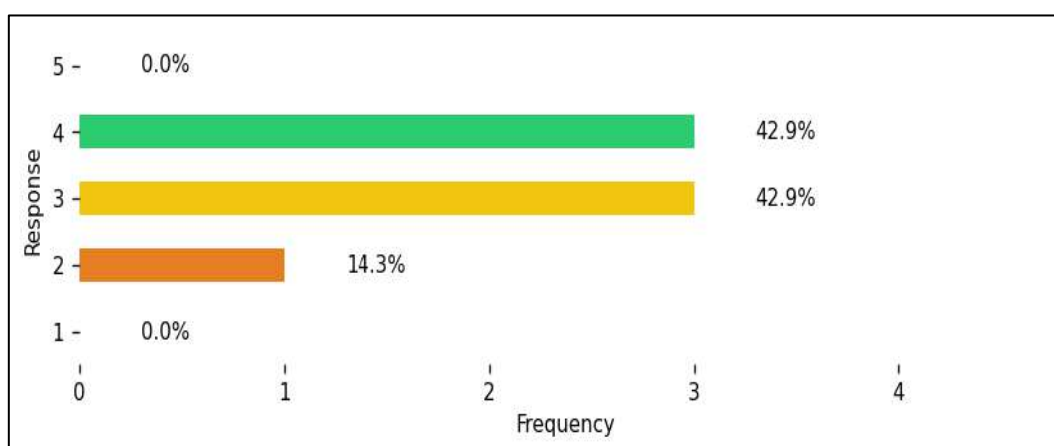
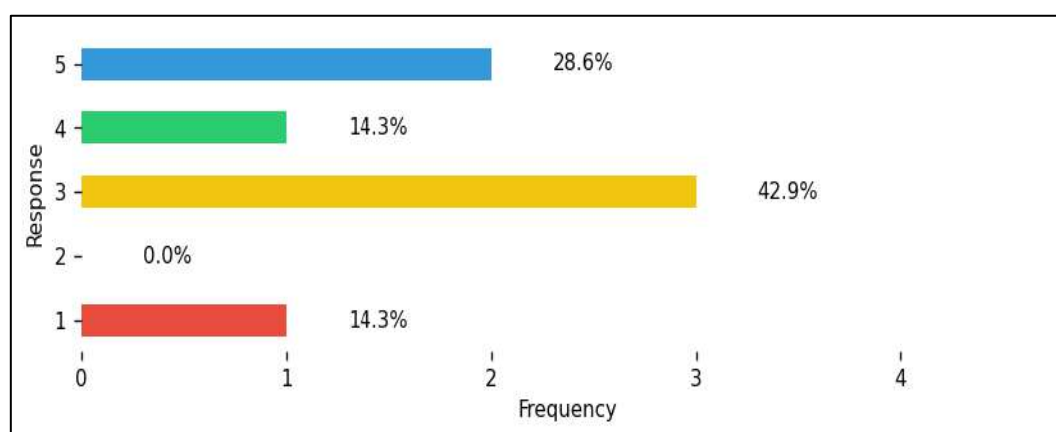


Table-102: Attainment Profile - CO3

Response	Frequency	Percentage
1	0	0.00%
2	1	14.29%
3	3	42.86%
4	3	42.86%
5	0	0.00%
Total	7	100%

Analysis: A moderate level of attainment was observed, with **42.86%** of respondents attaining Ratings 4 or 5. Rating 4 accounted for **42.86%** and Rating 5 for **0.00%**. A comparatively large 42.86% at Rating 3 suggests scope for further consolidation of this outcome.

CO4. Understand the interventions to solve the problems and issues related to alternative schooling at secondary schools

Graph-91: Attainment Profile - CO4**Table-103: Attainment Profile - CO4**

Response	Frequency	Percentage
1	1	14.29%
2	0	0.00%
3	3	42.86%
4	1	14.29%
5	2	28.57%
Total	7	100%

Analysis: A moderate level of attainment was observed, with **42.86%** of respondents attaining Ratings 4 or 5. Rating 4 accounted for **14.29%** and Rating 5 for **28.57%**. A comparatively large 42.86% at Rating 3 suggests scope for further consolidation of this outcome.

CO5. Understand the nature of education for multiple intelligence

Graph-92: Attainment Profile - CO5

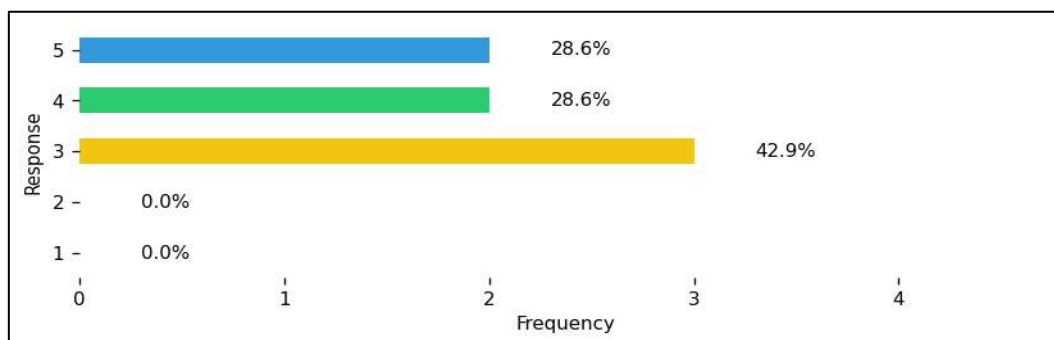


Table-104: Attainment Profile - CO5

Response	Frequency	Percentage
1	0	0.00%
2	0	0.00%
3	3	42.86%
4	2	28.57%
5	2	28.57%
Total	7	100%

Analysis: A favourable level of attainment was observed, with **57.14%** of respondents attaining Ratings 4 or 5. Rating 4 accounted for **28.57%** and Rating 5 for **28.57%**. A comparatively large 42.86% at Rating 3 suggests scope for further consolidation of this outcome.

CO6. Learn the modalities of educational projection

Graph-93: Attainment Profile - CO6

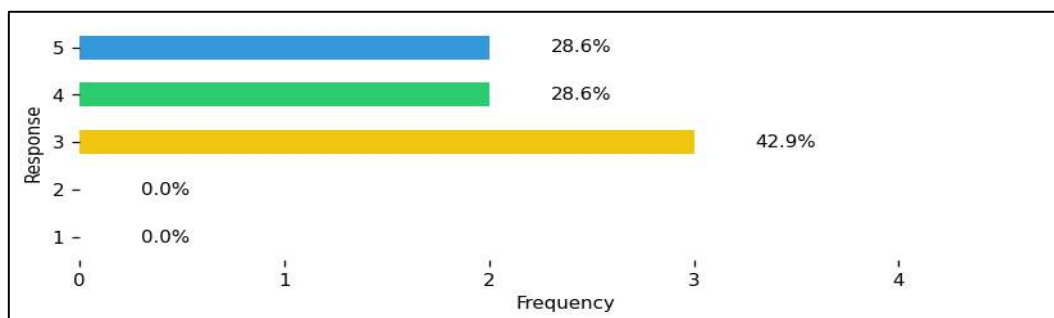


Table-105: Attainment Profile - CO6

Response	Frequency	Percentage
1	0	0.00%
2	0	0.00%
3	3	42.86%
4	2	28.57%
5	2	28.57%
Total	7	100%

Analysis: A favourable level of attainment was observed, with **57.14%** of respondents attaining Ratings 4 or 5. Rating 4 accounted for **28.57%** and Rating 5 for **28.57%**. A comparatively large 42.86% at Rating 3 suggests scope for further consolidation of this outcome.

CO7. Understand the modalities of secondary education management information system.

Graph-94: Attainment Profile - CO7

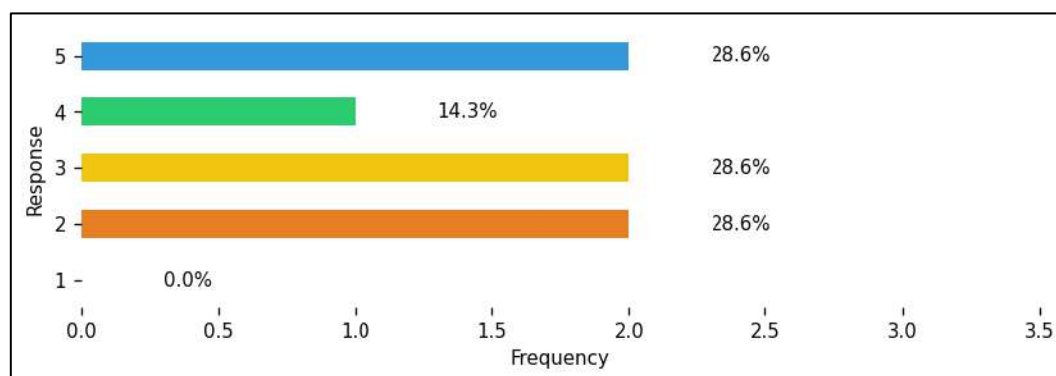


Table-106: Attainment Profile - CO7

Response	Frequency	Percentage
1	0	0.00%
2	2	28.57%
3	2	28.57%
4	1	14.29%
5	2	28.57%
Total	7	100%

Analysis: A moderate level of attainment was observed, with **42.86%** of respondents attaining Ratings 4 or 5. Rating 4 accounted for **14.29%** and Rating 5 for **28.57%**. The combined 28.57% at Ratings 1 and 2 indicates that additional academic support and learning opportunities may be useful.

CO8. Identify critical issues related to universalization of secondary education

Graph-95: Attainment Profile - CO8

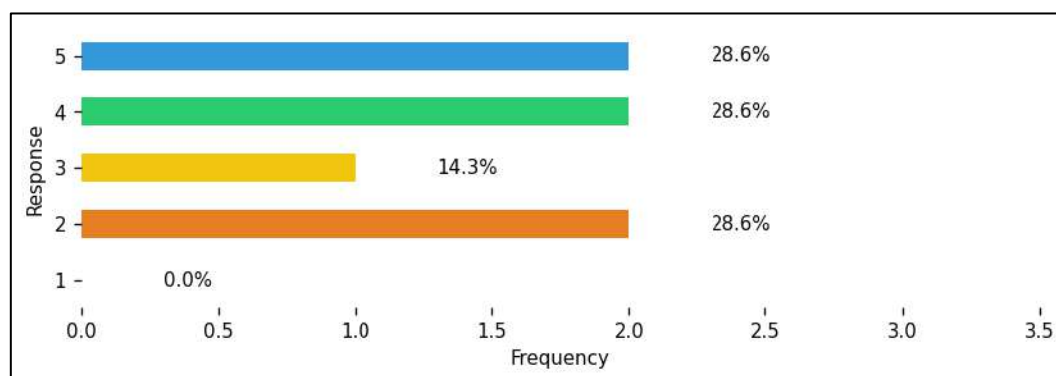
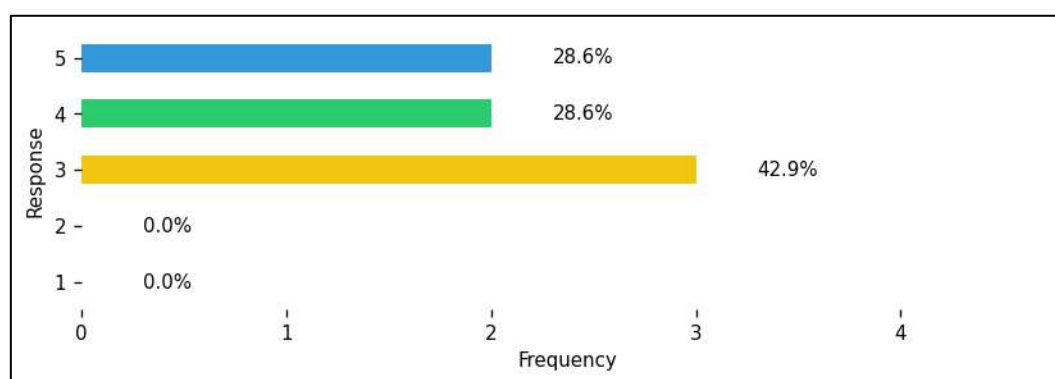


Table-107: Attainment Profile - CO8

Response	Frequency	Percentage
1	0	0.00%
2	2	28.57%
3	1	14.29%
4	2	28.57%
5	2	28.57%
Total	7	100%

Analysis: A favourable level of attainment was observed, with **57.14%** of respondents attaining Ratings 4 or 5. Rating 4 accounted for **28.57%** and Rating 5 for **28.57%**. The combined 28.57% at Ratings 1 and 2 indicates that additional academic support and learning opportunities may be useful.

CO9. Visualize the impact of Rights of children to free and Compulsory Education Act, 2009 to universalization of Secondary Education.

Graph-96: Attainment Profile - CO9**Table-108: Attainment Profile - CO9**

Response	Frequency	Percentage
1	0	0.00%
2	0	0.00%
3	3	42.86%
4	2	28.57%
5	2	28.57%
Total	7	100%

Analysis: A favourable level of attainment was observed, with **57.14%** of respondents attaining Ratings 4 or 5. Rating 4 accounted for **28.57%** and Rating 5 for **28.57%**. A comparatively large 42.86% at Rating 3 suggests scope for further consolidation of this outcome.

Key Course-Level Conclusions and Actionable Takeaways

Strong Overall Course Attainment: An average of 50.79% of responses falls within Ratings 4 and 5 across the expected outcomes of Paper IX B: Preparation of Secondary and Higher Secondary Teacher (Pre-service & In-service).

Core Strength: CO5 recorded the highest combined attainment at 57.14%.

Area for Further Strengthening: CO4 recorded the comparatively lowest combined attainment at 42.86%. Focused activities, practical applications, discussion and formative assessment may be used to strengthen this outcome.

Paper X A: Early Childhood Care and Education

The expected Course Outcomes (COs) of **Paper X A: Early Childhood Care and Education** are as follows:

CO1: Understand the need and significance of early childhood care and education.

CO2: Understand the policy perspectives on ECCE in India and world.

CO3: Understand social and personal development of children (3-6 years)

CO4: Understand the quality dimensions i.e. curriculum, programmes and work force for ECCE

CO5: Develop knowledge and skills for research and evaluation in ECCE and training of personnel.

Table-109: Consolidated Paper X A Course Outcome Attainment Distribution

COs	5	4	3	2	1
CO1	28.57%	42.86%	28.57%	0.00%	0.00%
CO2	14.29%	42.86%	42.86%	0.00%	0.00%
CO3	0.00%	57.14%	28.57%	0.00%	14.29%
CO4	28.57%	42.86%	28.57%	0.00%	0.00%
CO5	0.00%	71.43%	28.57%	0.00%	0.00%
Avg.	14.29%	51.43%	31.43%	0.00%	2.86%

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

Strong overall attainment is represented by an average of 65.71% of responses falling within Ratings 4 and 5. Rating 4 accounts for an average of 51.43% and Rating 5 for 14.29% across the course outcomes.

The middle attainment category of Rating 3 accounts for an average of 31.43% of responses, while the combined lower categories of Ratings 1 and 2 account for 2.86%.

CO1 recorded the highest combined attainment at Ratings 4 and 5 (71.43%), whereas CO2 recorded the comparatively lowest combined attainment (57.14%).

Instructional and assessment activities may therefore continue to reinforce the stronger outcomes while providing additional focused opportunities for the comparatively lower-attaining outcome, CO2.

Detailed Analysis of Course Outcomes

Paper X A: Early Childhood Care and Education

CO1: Understand the need and significance of early childhood care and education.

CO2: Understand the policy perspectives on ECCE in India and world.

CO3: Understand social and personal development of children (3-6 years)

CO4: Understand the quality dimensions i.e. curriculum, programmes and work force for ECCE

CO5: Develop knowledge and skills for research and evaluation in ECCE and training of personnel.

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

CO1. Understand the need and significance of early childhood care and education.

Graph-97: Attainment Profile - CO1

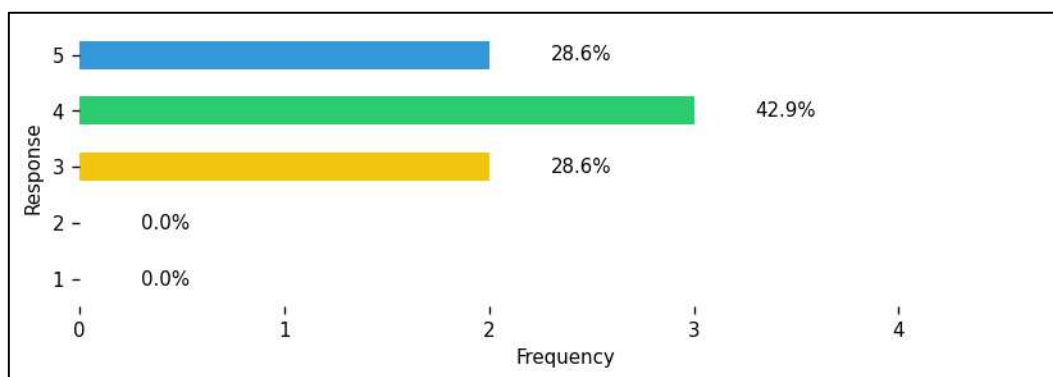


Table-110: Attainment Profile - CO1

Response	Frequency	Percentage
1	0	0.00%
2	0	0.00%
3	2	28.57%
4	3	42.86%
5	2	28.57%
Total	7	100%

Analysis: A strong level of attainment was observed, with **71.43%** of respondents attaining Ratings 4 or 5. Rating 4 accounted for **42.86%** and Rating 5 for **28.57%**. Another 28.57% were positioned at Rating 3, indicating some scope for further strengthening.

CO2. Understand the policy perspectives on ECCE in India and world.

Graph-98: Attainment Profile - CO2

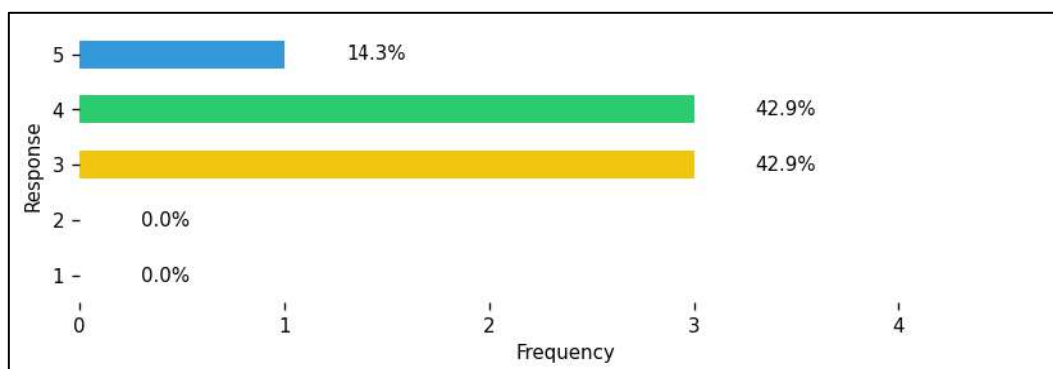
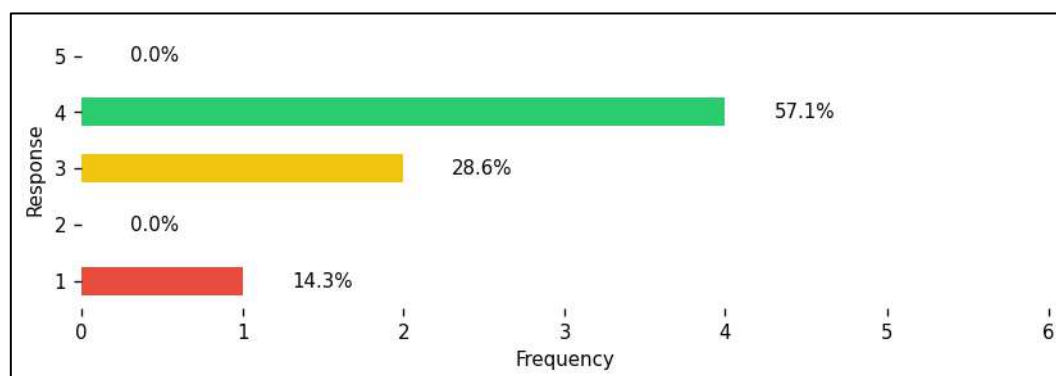


Table-111: Attainment Profile - CO2

Response	Frequency	Percentage
1	0	0.00%
2	0	0.00%
3	3	42.86%
4	3	42.86%
5	1	14.29%
Total	7	100%

Analysis: A favourable level of attainment was observed, with **57.14%** of respondents attaining Ratings 4 or 5. Rating 4 accounted for **42.86%** and Rating 5 for **14.29%**. A comparatively large 42.86% at Rating 3 suggests scope for further consolidation of this outcome.

CO3. Understand social and personal development of children (3-6 years)

Graph-99: Attainment Profile - CO3**Table-112: Attainment Profile - CO3**

Response	Frequency	Percentage
1	1	14.29%
2	0	0.00%
3	2	28.57%
4	4	57.14%
5	0	0.00%
Total	7	100%

Analysis: A favourable level of attainment was observed, with **57.14%** of respondents attaining Ratings 4 or 5. Rating 4 accounted for **57.14%** and Rating 5 for **0.00%**. Another 28.57% were positioned at Rating 3, indicating some scope for further strengthening.

CO4. Understand the quality dimensions i.e. curriculum, programmes and work force for ECCE

Graph-100: Attainment Profile - CO4

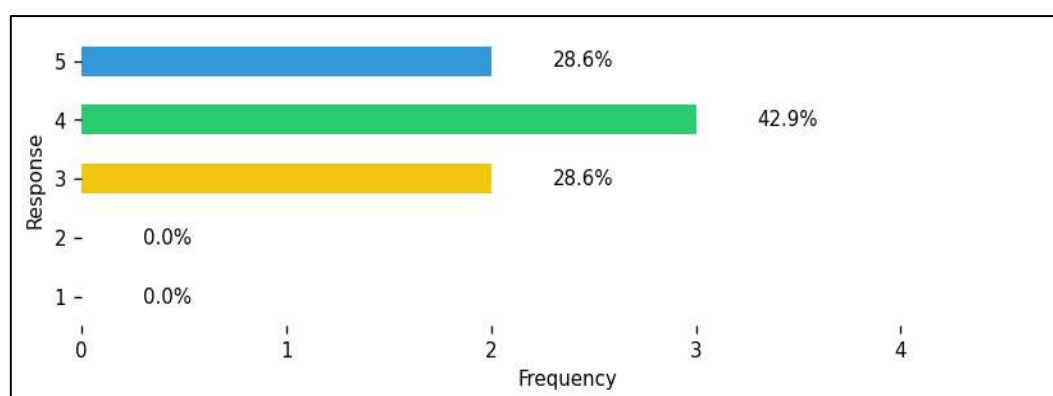


Table-113: Attainment Profile - CO4

Response	Frequency	Percentage
1	0	0.00%
2	0	0.00%
3	2	28.57%
4	3	42.86%
5	2	28.57%
Total	7	100%

Analysis: A strong level of attainment was observed, with **71.43%** of respondents attaining Ratings 4 or 5. Rating 4 accounted for **42.86%** and Rating 5 for **28.57%**. Another 28.57% were positioned at Rating 3, indicating some scope for further strengthening.

CO5. Develop knowledge and skills for research and evaluation in ECCE and training of personnel.

Graph-101: Attainment Profile - CO5

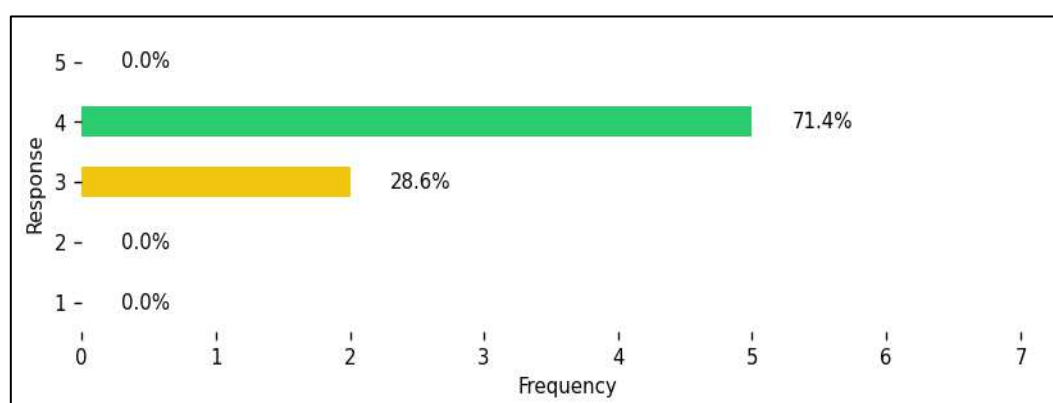


Table-114: Attainment Profile - CO5

Response	Frequency	Percentage
1	0	0.00%
2	0	0.00%
3	2	28.57%
4	5	71.43%
5	0	0.00%
Total	7	100%

Analysis: A strong level of attainment was observed, with **71.43%** of respondents attaining Ratings 4 or 5. Rating 4 accounted for **71.43%** and Rating 5 for **0.00%**. Another 28.57% were positioned at Rating 3, indicating some scope for further strengthening.

Key Course-Level Conclusions and Actionable Takeaways

Strong Overall Course Attainment: An average of 65.71% of responses falls within Ratings 4 and 5 across the expected outcomes of Paper X A: Early Childhood Care and Education.

Core Strength: CO1 recorded the highest combined attainment at 71.43%.

Area for Further Strengthening: CO2 recorded the comparatively lowest combined attainment at 57.14%. Focused activities, practical applications, discussion and formative assessment may be used to strengthen this outcome.

Paper X B: Curriculum and Evaluation at Secondary and Sr. Secondary level

The expected Course Outcomes (COs) of **Paper X B: Curriculum and Evaluation at Secondary and Sr. Secondary level** are as follows:

CO1: Reflect on the need and Importance of work experience, art education, health physical education and working with the community

CO2: Understand the importance of teaching language, science and mathematics at secondary level.

CO3: Develop the capability to use effectively various methods and approaches of teaching learning of various subjects at secondary level.

CO4: Develop research insight for curriculum development in elementary education.

CO5: Understand the nature and uses of different types of tools and techniques of evaluation in education

CO6: Acquire the skill to construct the achievement and diagnostic tests.

CO7: Administer the tests and interpret the best scores and its implication to students and parents.

CO8: Undertake action research and interpret the result.

Table-115: Consolidated Paper X B Course Outcome Attainment Distribution

COs	5	4	3	2	1
CO1	14.29%	42.86%	28.57%	0.00%	14.29%
CO2	28.57%	14.29%	57.14%	0.00%	0.00%
CO3	28.57%	28.57%	28.57%	0.00%	14.29%
CO4	42.86%	28.57%	28.57%	0.00%	0.00%
CO5	57.14%	0.00%	42.86%	0.00%	0.00%
CO6	28.57%	14.29%	57.14%	0.00%	0.00%
CO7	28.57%	14.29%	42.86%	0.00%	14.29%
CO8	28.57%	14.29%	42.86%	14.29%	0.00%
Avg.	32.14%	19.64%	41.07%	1.79%	5.36%

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

Strong overall attainment is represented by an average of 51.79% of responses falling within Ratings 4 and 5. Rating 4 accounts for an average of 19.64% and Rating 5 for 32.14% across the course outcomes.

The middle attainment category of Rating 3 accounts for an average of 41.07% of responses, while the combined lower categories of Ratings 1 and 2 account for 7.14%. CO4 recorded the highest combined attainment at Ratings 4 and 5 (71.43%), whereas CO2 recorded the comparatively lowest combined attainment (42.86%).

Instructional and assessment activities may therefore continue to reinforce the stronger outcomes while providing additional focused opportunities for the comparatively lower-attaining outcome, CO2.

Detailed Analysis of Course Outcomes

Paper X B: Curriculum and Evaluation at Secondary and Sr. Secondary level

CO1: Reflect on the need and Importance of work experience, art education, health physical education and working with the community

CO2: Understand the importance of teaching language, science and mathematics at secondary level.

CO3: Develop the capability to use effectively various methods and approaches of teaching learning of various subjects at secondary level.

CO4: Develop research insight for curriculum development in elementary education.

CO5: Understand the nature and uses of different types of tools and techniques of evaluation in education

CO6: Acquire the skill to construct the achievement and diagnostic tests.

CO7: Administer the tests and interpret the best scores and its implication to students and parents.

CO8: Undertake action research and interpret the result.

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

CO1. Reflect on the need and Importance of work experience, art education, health physical education and working with the community

Graph-102: Attainment Profile - CO1

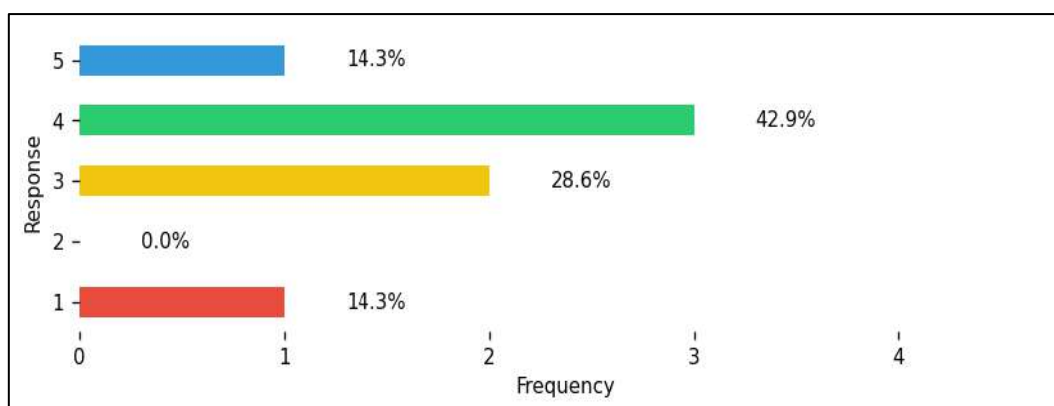


Table-116: Attainment Profile - CO1

Response	Frequency	Percentage
1	1	14.29%
2	0	0.00%
3	2	28.57%
4	3	42.86%
5	1	14.29%
Total	7	100%

Analysis: A favourable level of attainment was observed, with **57.14%** of respondents attaining Ratings 4 or 5. Rating 4 accounted for **42.86%** and Rating 5 for **14.29%**. Another 28.57% were positioned at Rating 3, indicating some scope for further strengthening.

CO2. Understand the importance of teaching language, science and mathematics at secondary level.

Graph-103: Attainment Profile - CO2

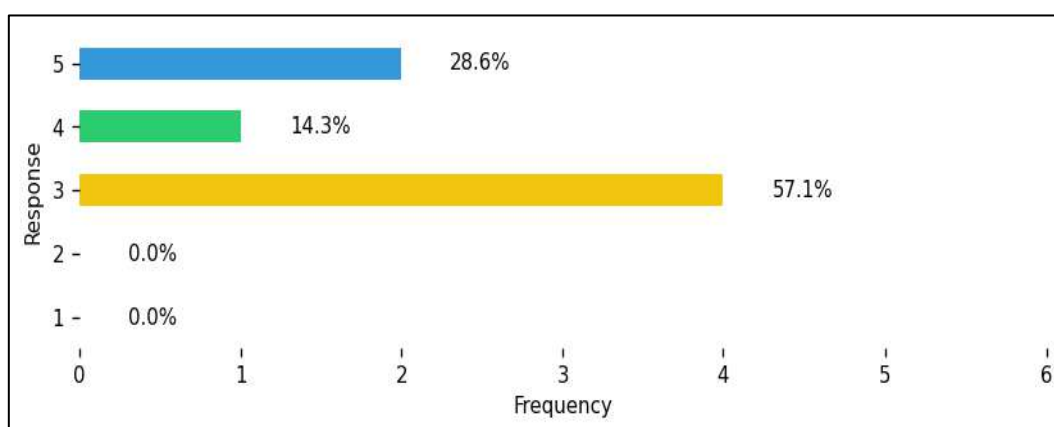
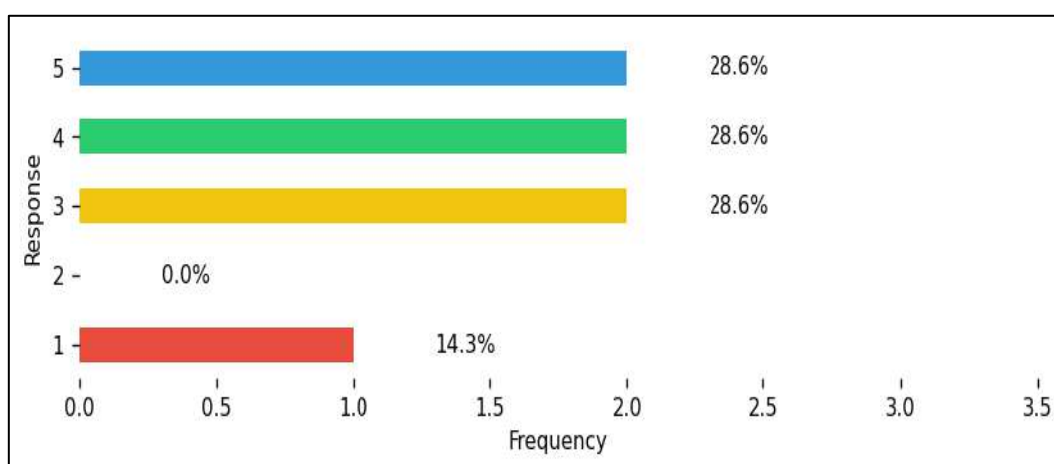


Table-117: Attainment Profile - CO2

Response	Frequency	Percentage
1	0	0.00%
2	0	0.00%
3	4	57.14%
4	1	14.29%
5	2	28.57%
Total	7	100%

Analysis: A moderate level of attainment was observed, with **42.86%** of respondents attaining Ratings 4 or 5. Rating 4 accounted for **14.29%** and Rating 5 for **28.57%**. A comparatively large 57.14% at Rating 3 suggests scope for further consolidation of this outcome.

CO3. Develop the capability to use effectively various methods and approaches of teaching learning of various subjects at secondary level.

Graph-104: Attainment Profile - CO3**Table-118: Attainment Profile - CO3**

Response	Frequency	Percentage
1	1	14.29%
2	0	0.00%
3	2	28.57%
4	2	28.57%
5	2	28.57%
Total	7	100%

Analysis: A favourable level of attainment was observed, with **57.14%** of respondents attaining Ratings 4 or 5. Rating 4 accounted for **28.57%** and Rating 5 for **28.57%**. Another 28.57% were positioned at Rating 3, indicating some scope for further strengthening.

CO4. Develop research insight for curriculum development in elementary education.

Graph-105: Attainment Profile - CO4

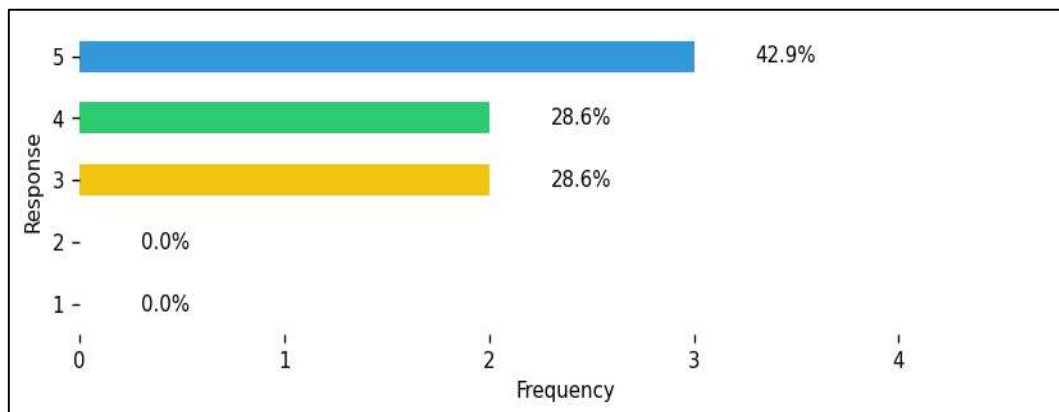


Table-119: Attainment Profile - CO4

Response	Frequency	Percentage
1	0	0.00%
2	0	0.00%
3	2	28.57%
4	2	28.57%
5	3	42.86%
Total	7	100%

Analysis: A strong level of attainment was observed, with **71.43%** of respondents attaining Ratings 4 or 5. Rating 4 accounted for **28.57%** and Rating 5 for **42.86%**. Another 28.57% were positioned at Rating 3, indicating some scope for further strengthening.

CO5. Understand the nature and uses of different types of tools and techniques of evaluation in education

Graph-106: Attainment Profile - CO5

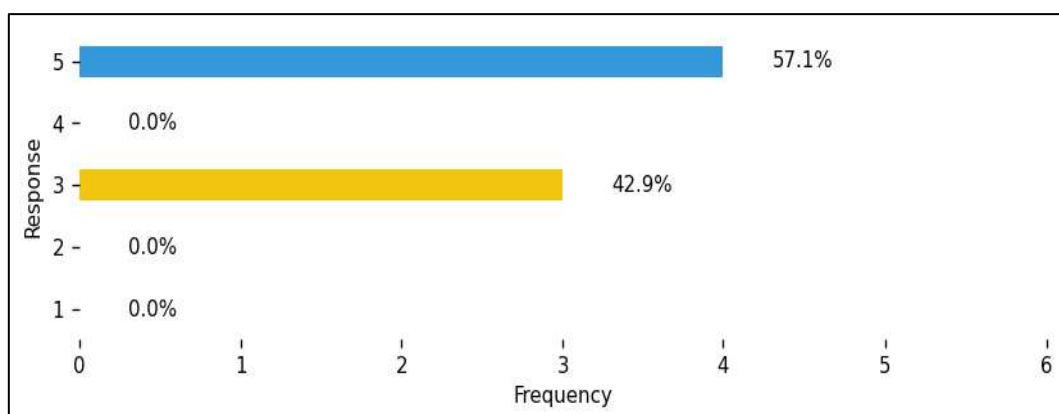
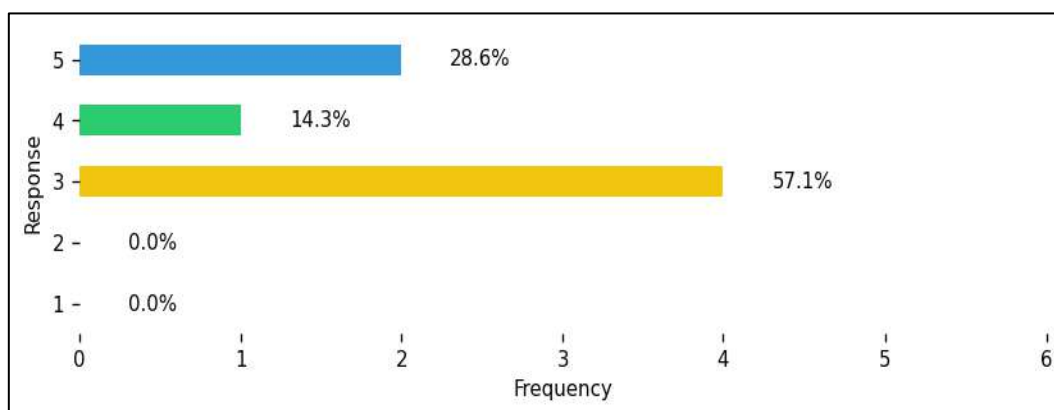


Table-120: Attainment Profile - CO5

Response	Frequency	Percentage
1	0	0.00%
2	0	0.00%
3	3	42.86%
4	0	0.00%
5	4	57.14%
Total	7	100%

Analysis: A favourable level of attainment was observed, with **57.14%** of respondents attaining Ratings 4 or 5. Rating 4 accounted for **0.00%** and Rating 5 for **57.14%**. A comparatively large 42.86% at Rating 3 suggests scope for further consolidation of this outcome.

CO6. Acquire the skill to construct the achievement and diagnostic tests.

Graph-107: Attainment Profile - CO6**Table-121: Attainment Profile - CO6**

Response	Frequency	Percentage
1	0	0.00%
2	0	0.00%
3	4	57.14%
4	1	14.29%
5	2	28.57%
Total	7	100%

Analysis: A moderate level of attainment was observed, with **42.86%** of respondents attaining Ratings 4 or 5. Rating 4 accounted for **14.29%** and Rating 5 for **28.57%**. A comparatively large 57.14% at Rating 3 suggests scope for further consolidation of this outcome.

CO7. Administer the tests and interpret the best scores and its implication to students and parents.

Graph-108: Attainment Profile - CO7

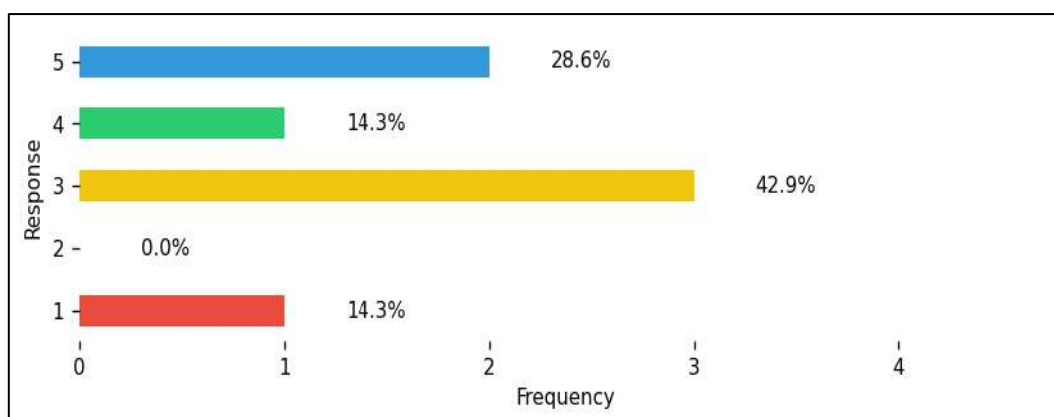


Table-122: Attainment Profile - CO7

Response	Frequency	Percentage
1	1	14.29%
2	0	0.00%
3	3	42.86%
4	1	14.29%
5	2	28.57%
Total	7	100%

Analysis: A moderate level of attainment was observed, with **42.86%** of respondents attaining Ratings 4 or 5. Rating 4 accounted for **14.29%** and Rating 5 for **28.57%**. A comparatively large 42.86% at Rating 3 suggests scope for further consolidation of this outcome.

CO8. Undertake action research and interpret the result.

Graph-109: Attainment Profile - CO8

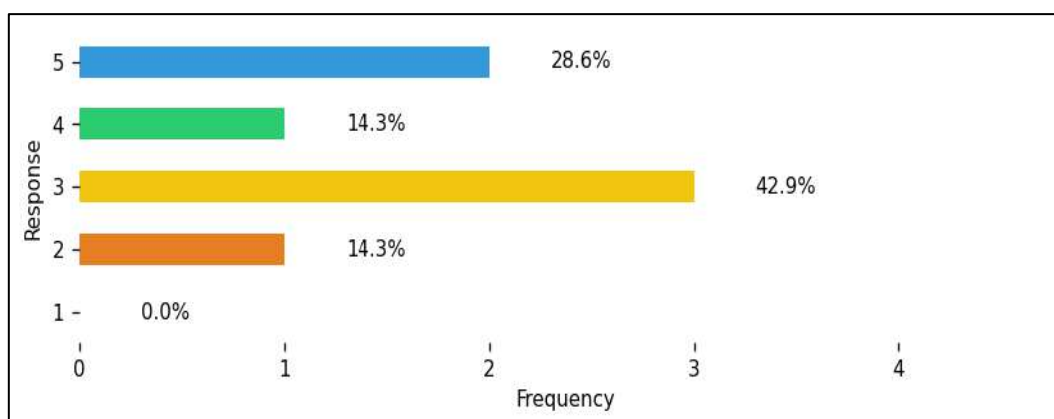


Table-123: Attainment Profile - CO8

Response	Frequency	Percentage
1	0	0.00%
2	1	14.29%
3	3	42.86%
4	1	14.29%
5	2	28.57%
Total	7	100%

Analysis: A moderate level of attainment was observed, with **42.86%** of respondents attaining Ratings 4 or 5. Rating 4 accounted for **14.29%** and Rating 5 for **28.57%**. A comparatively large 42.86% at Rating 3 suggests scope for further consolidation of this outcome.

Key Course-Level Conclusions and Actionable Takeaways

Strong Overall Course Attainment: An average of 51.79% of responses falls within Ratings 4 and 5 across the expected outcomes of Paper X B: Curriculum and Evaluation at Secondary and Sr. Secondary level.

Core Strength: CO4 recorded the highest combined attainment at 71.43%.

Area for Further Strengthening: CO2 recorded the comparatively lowest combined attainment at 42.86%. Focused activities, practical applications, discussion and formative assessment may be used to strengthen this outcome.

Paper XI: Research Method in Education II

The expected Course Outcomes (COs) of **Paper XI: Research Method in Education II** are as follows:

CO1: Explain the characteristics of qualitative research

CO2: Select and explain the method appropriate for a research study.

CO3: Conduct a literature search and develop a research proposal

CO4: Explain a sampling design appropriate for a research study

CO5: Explain tools, design and procedures for collection of data.

CO6: Write educational research report.

Table-124: Consolidated Paper XI Course Outcome Attainment Distribution

COs	5	4	3	2	1
CO1	42.86%	0.00%	42.86%	14.29%	0.00%
CO2	28.57%	42.86%	14.29%	14.29%	0.00%
CO3	28.57%	28.57%	14.29%	14.29%	14.29%
CO4	28.57%	28.57%	14.29%	28.57%	0.00%
CO5	28.57%	28.57%	28.57%	14.29%	0.00%
CO6	14.29%	42.86%	14.29%	28.57%	0.00%
Avg.	28.57%	28.57%	21.43%	19.05%	2.38%

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

Strong overall attainment is represented by an average of 57.14% of responses falling within Ratings 4 and 5. Rating 4 accounts for an average of 28.57% and Rating 5 for 28.57% across the course outcomes.

The middle attainment category of Rating 3 accounts for an average of 21.43% of responses, while the combined lower categories of Ratings 1 and 2 account for 21.43%.

CO2 recorded the highest combined attainment at Ratings 4 and 5 (71.43%), whereas CO1 recorded the comparatively lowest combined attainment (42.86%).

Instructional and assessment activities may therefore continue to reinforce the stronger outcomes while providing additional focused opportunities for the comparatively lower-attaining outcome, CO1.

Detailed Analysis of Course Outcomes

Paper XI: Research Method in Education II

CO1: Explain the characteristics of qualitative research

CO2: Select and explain the method appropriate for a research study.

CO3: Conduct a literature search and develop a research proposal

CO4: Explain a sampling design appropriate for a research study

CO5: Explain tools, design and procedures for collection of data.

CO6: Write educational research report.

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

CO1. Explain the characteristics of qualitative research

Graph-110: Attainment Profile - CO1

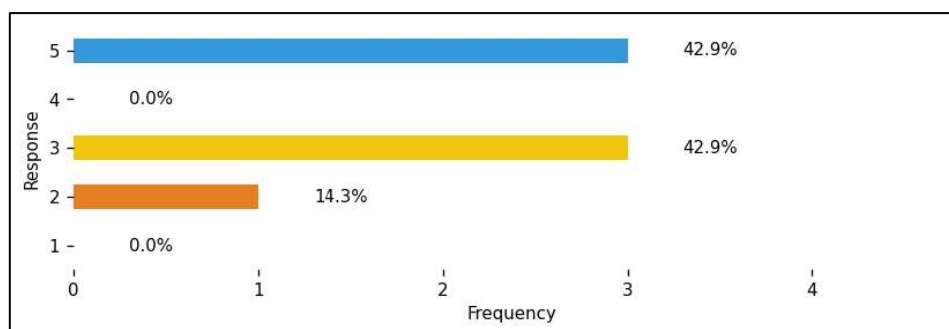


Table-125: Attainment Profile - CO1

Response	Frequency	Percentage
1	0	0.00%
2	1	14.29%
3	3	42.86%
4	0	0.00%
5	3	42.86%
Total	7	100%

Analysis: A moderate level of attainment was observed, with **42.86%** of respondents attaining Ratings 4 or 5. Rating 4 accounted for **0.00%** and Rating 5 for **42.86%**. A comparatively large 42.86% at Rating 3 suggests scope for further consolidation of this outcome.

CO2. Select and explain the method appropriate for a research study.

Graph-111: Attainment Profile - CO2

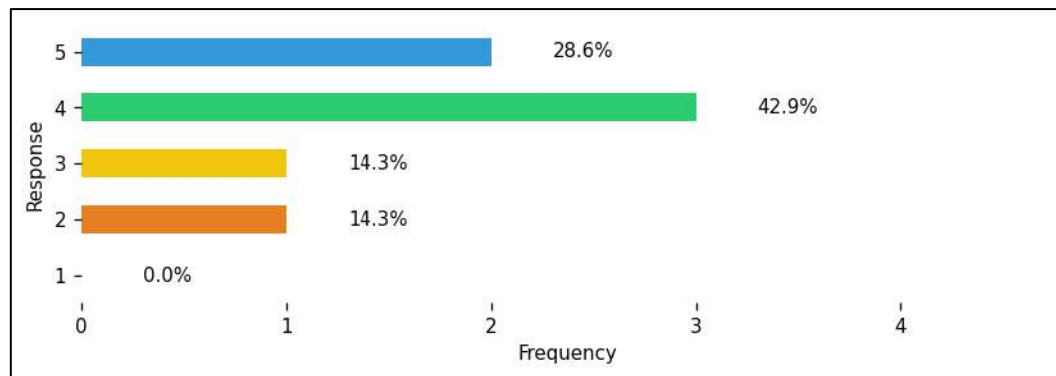


Table-126: Attainment Profile - CO2

Response	Frequency	Percentage
1	0	0.00%
2	1	14.29%
3	1	14.29%
4	3	42.86%
5	2	28.57%
Total	7	100%

Analysis: A strong level of attainment was observed, with **71.43%** of respondents attaining Ratings 4 or 5. Rating 4 accounted for **42.86%** and Rating 5 for **28.57%**. Another 14.29% were positioned at Rating 3, indicating some scope for further strengthening.

CO3. Conduct a literature search and develop a research proposal

Graph-112: Attainment Profile - CO3

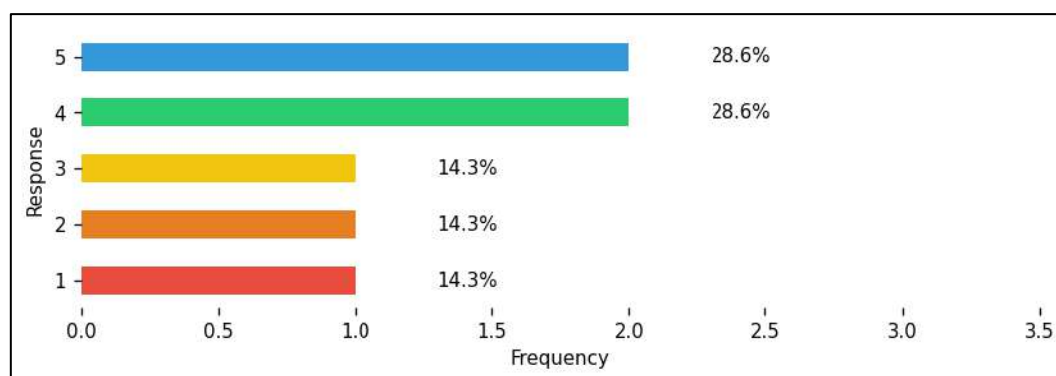
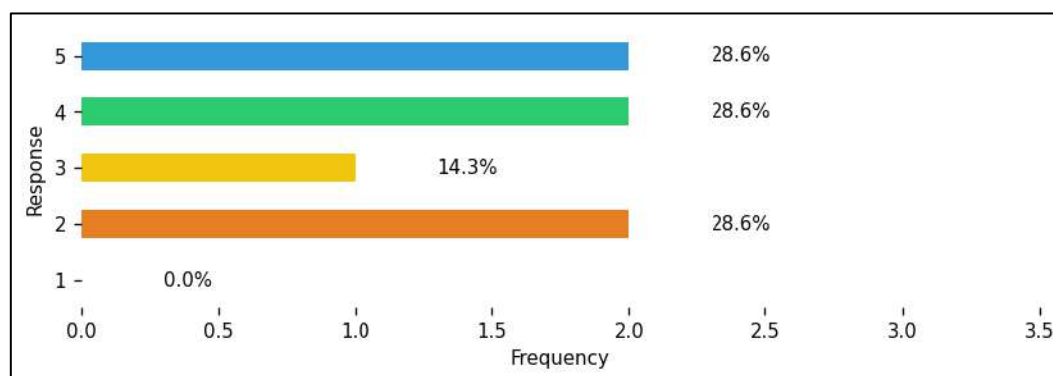


Table-127: Attainment Profile - CO3

Response	Frequency	Percentage
1	1	14.29%
2	1	14.29%
3	1	14.29%
4	2	28.57%
5	2	28.57%
Total	7	100%

Analysis: A favourable level of attainment was observed, with **57.14%** of respondents attaining Ratings 4 or 5. Rating 4 accounted for **28.57%** and Rating 5 for **28.57%**. The combined 28.57% at Ratings 1 and 2 indicates that additional academic support and learning opportunities may be useful.

CO4. Explain a sampling design appropriate for a research study

Graph-113: Attainment Profile - CO4**Table-128: Attainment Profile - CO4**

Response	Frequency	Percentage
1	0	0.00%
2	2	28.57%
3	1	14.29%
4	2	28.57%
5	2	28.57%
Total	7	100%

Analysis: A favourable level of attainment was observed, with **57.14%** of respondents attaining Ratings 4 or 5. Rating 4 accounted for **28.57%** and Rating 5 for **28.57%**. The combined 28.57% at Ratings 1 and 2 indicates that additional academic support and learning opportunities may be useful.

CO5. Explain tools, design and procedures for collection of data.

Graph-114: Attainment Profile - CO5

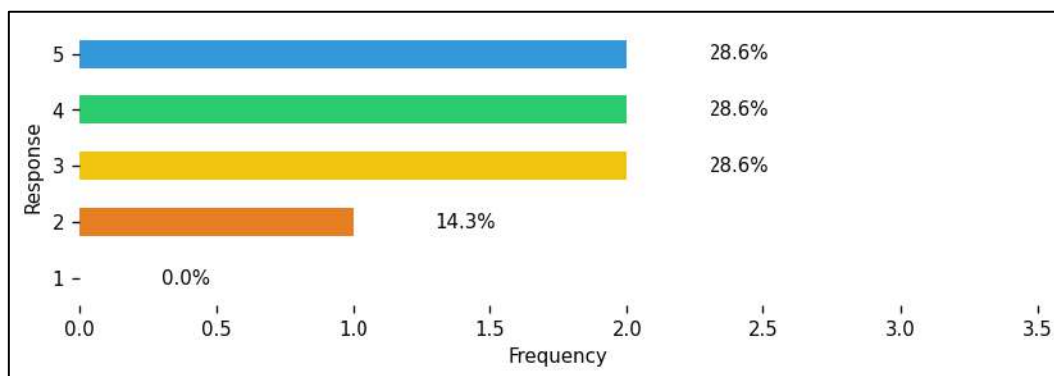


Table-129: Attainment Profile - CO5

Response	Frequency	Percentage
1	0	0.00%
2	1	14.29%
3	2	28.57%
4	2	28.57%
5	2	28.57%
Total	7	100%

Analysis: A favourable level of attainment was observed, with **57.14%** of respondents attaining Ratings 4 or 5. Rating 4 accounted for **28.57%** and Rating 5 for **28.57%**. Another 28.57% were positioned at Rating 3, indicating some scope for further strengthening.

CO6. Write educational research report.

Graph-115: Attainment Profile - CO6

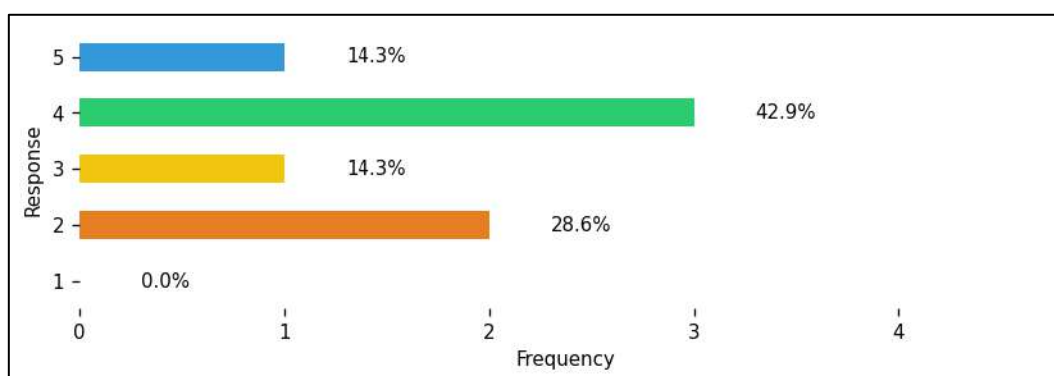


Table-130: Attainment Profile - CO6

Response	Frequency	Percentage
1	0	0.00%
2	2	28.57%
3	1	14.29%
4	3	42.86%
5	1	14.29%
Total	7	100%

Analysis: A favourable level of attainment was observed, with **57.14%** of respondents attaining Ratings 4 or 5. Rating 4 accounted for **42.86%** and Rating 5 for **14.29%**. The combined 28.57% at Ratings 1 and 2 indicates that additional academic support and learning opportunities may be useful.

Key Course-Level Conclusions and Actionable Takeaways

Strong Overall Course Attainment: An average of 57.14% of responses falls within Ratings 4 and 5 across the expected outcomes of Paper XI: Research Method in Education II.

Core Strength: CO2 recorded the highest combined attainment at 71.43%.

Area for Further Strengthening: CO1 recorded the comparatively lowest combined attainment at 42.86%. Focused activities, practical applications, discussion and formative assessment may be used to strengthen this outcome.

Paper XII: Teacher Education Issues and Challenges

The expected Course Outcomes (COs) of **Paper XII: Teacher Education Issues and Challenges** are as follows:

CO1: Gain insight and reflect on the concept of teaching and the status of teaching as a profession

CO2: Develop understanding of various strategies of teacher's professional development.

CO3: Use various methods and techniques for the identification of training needs

CO4: Use various techniques for the evaluation of teacher education programmes.

CO5: Reflect on issues, concerns and problems of teacher in-service education of the teachers.

CO6: Appreciate the use of ICT for the professional development of the teachers

Table-131: Consolidated Paper XII Course Outcome Attainment Distribution

COs	5	4	3	2	1
CO1	14.29%	28.57%	42.86%	14.29%	0.00%
CO2	42.86%	28.57%	14.29%	14.29%	0.00%
CO3	14.29%	28.57%	28.57%	14.29%	14.29%
CO4	14.29%	57.14%	14.29%	14.29%	0.00%
CO5	14.29%	28.57%	28.57%	28.57%	0.00%
CO6	14.29%	14.29%	42.86%	14.29%	14.29%
Avg.	19.05%	30.95%	28.57%	16.67%	4.76%

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

Strong overall attainment is represented by an average of 50.00% of responses falling within Ratings 4 and 5. Rating 4 accounts for an average of 30.95% and Rating 5 for 19.05% across the course outcomes.

The middle attainment category of Rating 3 accounts for an average of 28.57% of responses, while the combined lower categories of Ratings 1 and 2 account for 21.43%.

CO2 recorded the highest combined attainment at Ratings 4 and 5 (71.43%), whereas CO6 recorded the comparatively lowest combined attainment (28.57%).

Instructional and assessment activities may therefore continue to reinforce the stronger outcomes while providing additional focused opportunities for the comparatively lower-attaining outcome, CO6.

Detailed Analysis of Course Outcomes

Paper XII: Teacher Education Issues and Challenges

CO1: Gain insight and reflect on the concept of teaching and the status of teaching as a profession

CO2: Develop understanding of various strategies of teacher's professional development.

CO3: Use various methods and techniques for the identification of training needs

CO4: Use various techniques for the evaluation of teacher education programmes.

CO5: Reflect on issues, concerns and problems of teacher in-service education of the teachers.

CO6: Appreciate the use of ICT for the professional development of the teachers

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

CO1. Gain insight and reflect on the concept of teaching and the status of teaching as a profession

Graph-116: Attainment Profile - CO1

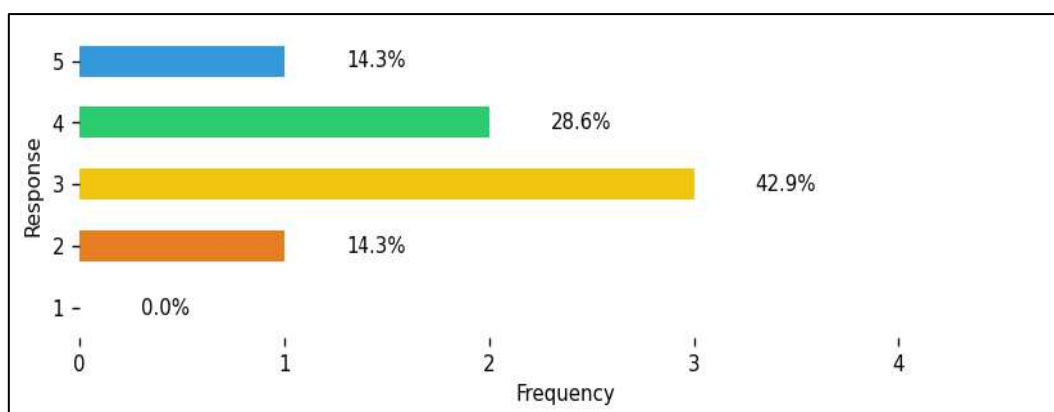


Table-132: Attainment Profile - CO1

Response	Frequency	Percentage
1	0	0.00%
2	1	14.29%
3	3	42.86%
4	2	28.57%
5	1	14.29%
Total	7	100%

Analysis: A moderate level of attainment was observed, with **42.86%** of respondents attaining Ratings 4 or 5. Rating 4 accounted for **28.57%** and Rating 5 for **14.29%**. A comparatively large 42.86% at Rating 3 suggests scope for further consolidation of this outcome.

CO2. Develop understanding of various strategies of teacher's professional development.

Graph-117: Attainment Profile - CO2

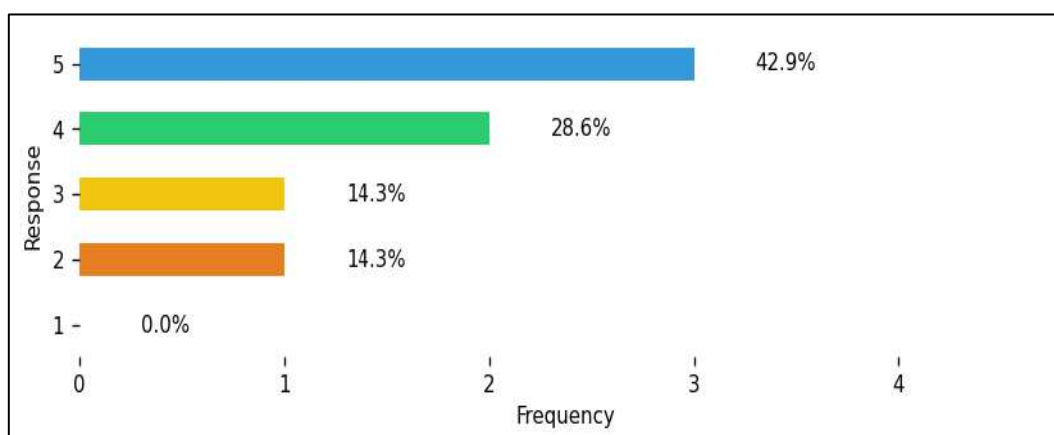
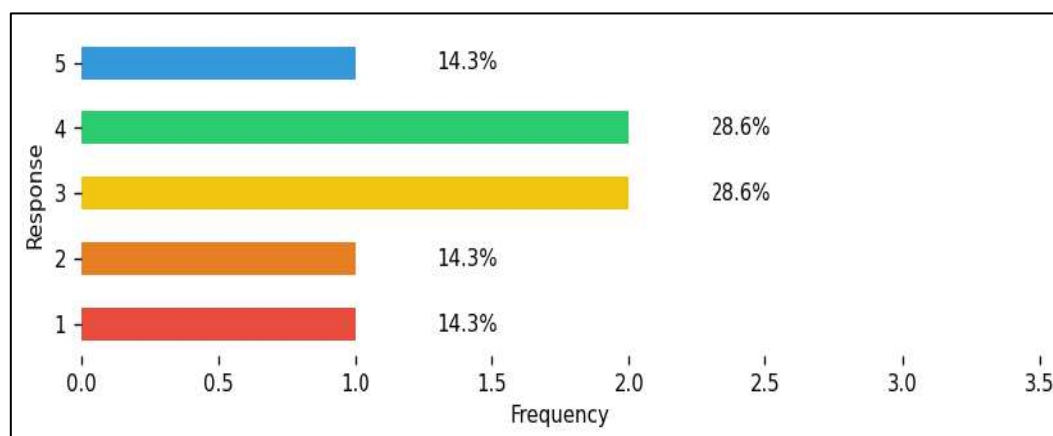


Table-133: Attainment Profile - CO2

Response	Frequency	Percentage
1	0	0.00%
2	1	14.29%
3	1	14.29%
4	2	28.57%
5	3	42.86%
Total	7	100%

Analysis: A strong level of attainment was observed, with **71.43%** of respondents attaining Ratings 4 or 5. Rating 4 accounted for **28.57%** and Rating 5 for **42.86%**. Another 14.29% were positioned at Rating 3, indicating some scope for further strengthening.

CO3. Use various methods and techniques for the identification of training needs

Graph-118: Attainment Profile - CO3**Table-134: Attainment Profile - CO3**

Response	Frequency	Percentage
1	1	14.29%
2	1	14.29%
3	2	28.57%
4	2	28.57%
5	1	14.29%
Total	7	100%

Analysis: A moderate level of attainment was observed, with **42.86%** of respondents attaining Ratings 4 or 5. Rating 4 accounted for **28.57%** and Rating 5 for **14.29%**. The combined 28.57% at Ratings 1 and 2 indicates that additional academic support and learning opportunities may be useful.

CO4. Use various techniques for the evaluation of teacher education programmes.

Graph-119: Attainment Profile - CO4

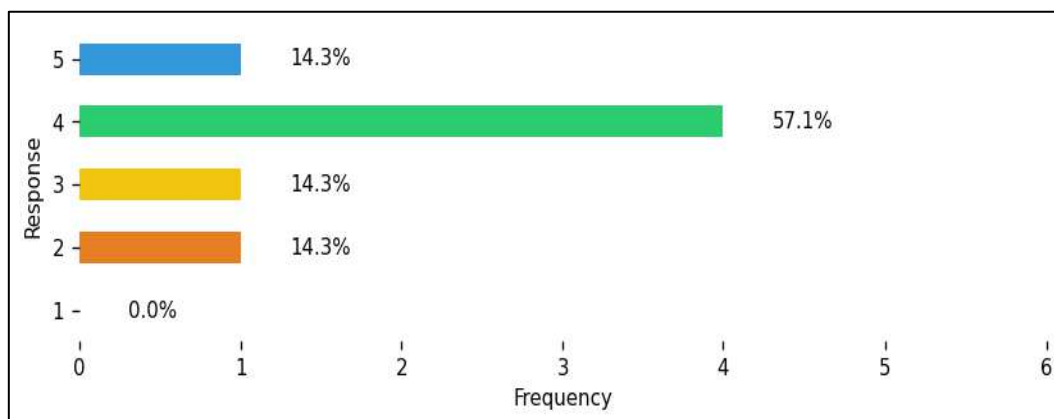


Table-135: Attainment Profile - CO4

Response	Frequency	Percentage
1	0	0.00%
2	1	14.29%
3	1	14.29%
4	4	57.14%
5	1	14.29%
Total	7	100%

Analysis: A strong level of attainment was observed, with **71.43%** of respondents attaining Ratings 4 or 5. Rating 4 accounted for **57.14%** and Rating 5 for **14.29%**. Another 14.29% were positioned at Rating 3, indicating some scope for further strengthening.

CO5. Reflect on issues, concerns and problems of teacher in-service education of the teachers.

Graph-120: Attainment Profile - CO5

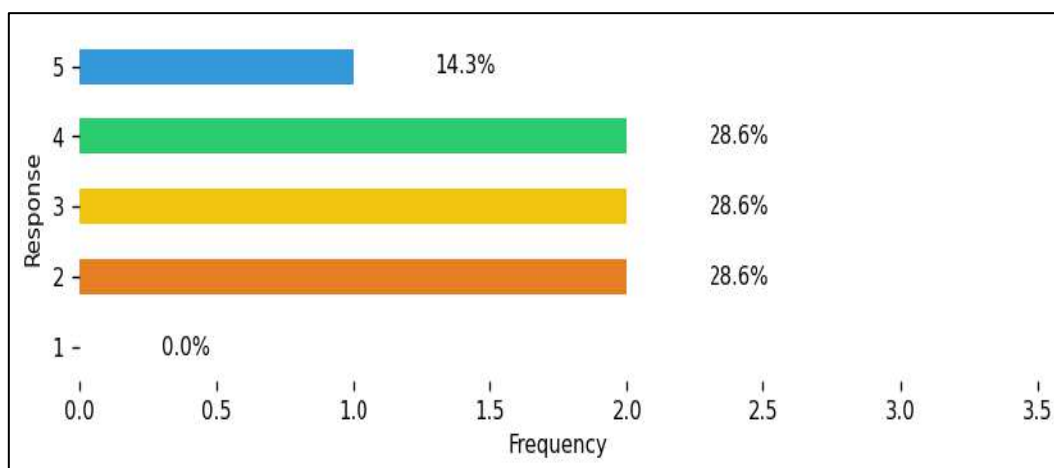
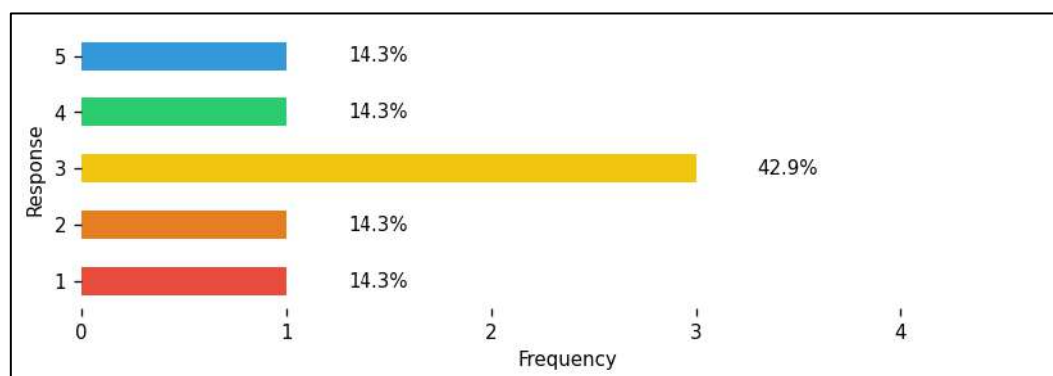


Table-136: Attainment Profile - CO5

Response	Frequency	Percentage
1	0	0.00%
2	2	28.57%
3	2	28.57%
4	2	28.57%
5	1	14.29%
Total	7	100%

Analysis: A moderate level of attainment was observed, with **42.86%** of respondents attaining Ratings 4 or 5. Rating 4 accounted for **28.57%** and Rating 5 for **14.29%**. The combined 28.57% at Ratings 1 and 2 indicates that additional academic support and learning opportunities may be useful.

CO6. Appreciate the use of ICT for the professional development of the teachers

Graph-121: Attainment Profile - CO6**Table-137: Attainment Profile - CO6**

Response	Frequency	Percentage
1	1	14.29%
2	1	14.29%
3	3	42.86%
4	1	14.29%
5	1	14.29%
Total	7	100%

Analysis: The attainment profile indicates a need for further strengthening, with **28.57%** of respondents attaining Ratings 4 or 5. Rating 4 accounted for **14.29%** and Rating 5 for **14.29%**. A comparatively large 42.86% at Rating 3 suggests scope for further consolidation of this outcome.

Key Course-Level Conclusions and Actionable Takeaways

Strong Overall Course Attainment: An average of 50.00% of responses falls within Ratings 4 and 5 across the expected outcomes of Paper XII: Teacher Education Issues and Challenges.

Core Strength: CO2 recorded the highest combined attainment at 71.43%.

Area for Further Strengthening: CO6 recorded the comparatively lowest combined attainment at 28.57%. Focused activities, practical applications, discussion and formative assessment may be used to strengthen this outcome.

Paper XIII A: Pedagogy of Science Education

The expected Course Outcomes (COs) of **Paper XIII A: Pedagogy of Science Education** are as follows:

CO1: Understand the nature of science as a dynamic, expanding body of knowledge and as a social endeavor

CO2: Understand the difference and complementarities between Science and Technology

CO3: Understand the need to evaluate curricula and evaluate the same on the basis of different validities.

CO4: Know about and critically study Innovative curricular efforts in India and abroad.

CO5: Understand diversity of instructional materials, their role and the need for contextualization in science education.

CO6: Appreciate the role of co-curricular activities in science education

CO7: Understand the constructivist approach to science instruction.

CO8: Understand the role of assessment in the teaching-learning process in science.

CO9: Familiarize with innovative trends in assessment

CO10: Analyze issues in Science education pertaining to equity and access, gender, special groups and ethical aspects.

Table-138: Consolidated Paper XIII A Course Outcome Attainment Distribution

COs	5	4	3	2	1
CO1	14.29%	57.14%	14.29%	14.29%	0.00%
CO2	28.57%	14.29%	28.57%	28.57%	0.00%
CO3	42.86%	28.57%	14.29%	14.29%	0.00%
CO4	14.29%	42.86%	28.57%	14.29%	0.00%
CO5	28.57%	28.57%	14.29%	28.57%	0.00%
CO6	42.86%	14.29%	14.29%	14.29%	14.29%
CO7	42.86%	28.57%	14.29%	14.29%	0.00%
CO8	42.86%	14.29%	28.57%	14.29%	0.00%
CO9	14.29%	57.14%	14.29%	14.29%	0.00%
CO10	28.57%	28.57%	28.57%	14.29%	0.00%
Avg.	30.00%	31.43%	20.00%	17.14%	1.43%

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

Strong overall attainment is represented by an average of 61.43% of responses falling within Ratings 4 and 5. Rating 4 accounts for an average of 31.43% and Rating 5 for 30.00% across the course outcomes.

The middle attainment category of Rating 3 accounts for an average of 20.00% of responses, while the combined lower categories of Ratings 1 and 2 account for 18.57%.

CO3 recorded the highest combined attainment at Ratings 4 and 5 (71.43%), whereas CO2 recorded the comparatively lowest combined attainment (42.86%).

Instructional and assessment activities may therefore continue to reinforce the stronger outcomes while providing additional focused opportunities for the comparatively lower-attaining outcome, CO2.

Detailed Analysis of Course Outcomes

Paper XIII A: Pedagogy of Science Education

CO1: Understand the nature of science as a dynamic, expanding body of knowledge and as a social endeavor

CO2: Understand the difference and complementarities between Science and Technology

CO3: Understand the need to evaluate curricula and evaluate the same on the basis of different validities.

CO4: Know about and critically study Innovative curricular efforts in India and abroad.

CO5: Understand diversity of instructional materials, their role and the need for contextualization in science education.

CO6: Appreciate the role of co-curricular activities in science education

CO7: Understand the constructivist approach to science instruction.

CO8: Understand the role of assessment in the teaching-learning process in science.

CO9: Familiarize with innovative trends in assessment

CO10: Analyze issues in Science education pertaining to equity and access, gender, special groups and ethical aspects.

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

CO1. Understand the nature of science as a dynamic, expanding body of knowledge and as a social endeavor

Graph-122: Attainment Profile - CO1

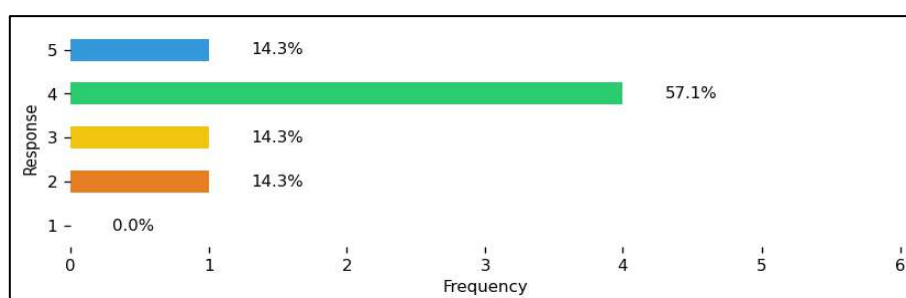
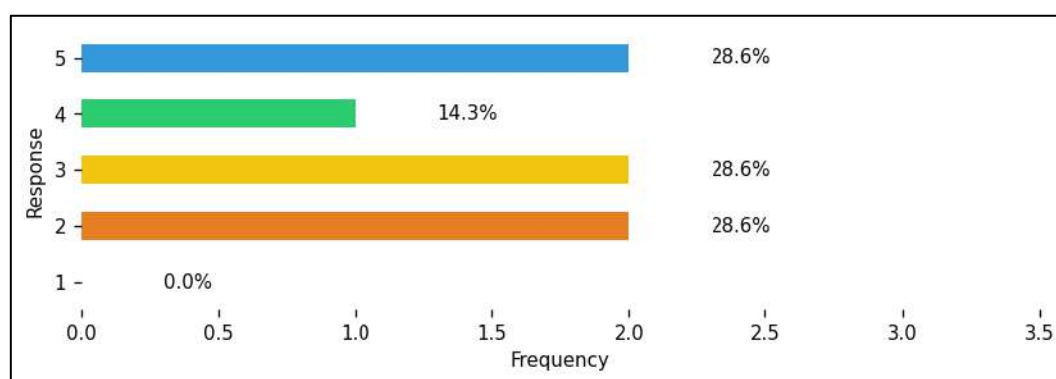


Table-139: Attainment Profile - CO1

Response	Frequency	Percentage
1	0	0.00%
2	1	14.29%
3	1	14.29%
4	4	57.14%
5	1	14.29%
Total	7	100%

Analysis: A strong level of attainment was observed, with **71.43%** of respondents attaining Ratings 4 or 5. Rating 4 accounted for **57.14%** and Rating 5 for **14.29%**. Another 14.29% were positioned at Rating 3, indicating some scope for further strengthening.

CO2. Understand the difference and complementarities between Science and Technology

Graph-123: Attainment Profile - CO2**Table-140: Attainment Profile - CO2**

Response	Frequency	Percentage
1	0	0.00%
2	2	28.57%
3	2	28.57%
4	1	14.29%
5	2	28.57%
Total	7	100%

Analysis: A moderate level of attainment was observed, with **42.86%** of respondents attaining Ratings 4 or 5. Rating 4 accounted for **14.29%** and Rating 5 for **28.57%**. The combined 28.57% at Ratings 1 and 2 indicates that additional academic support and learning opportunities may be useful.

CO3. Understand the need to evaluate curricula and evaluate the same on the basis of different validities.

Graph-124: Attainment Profile - CO3

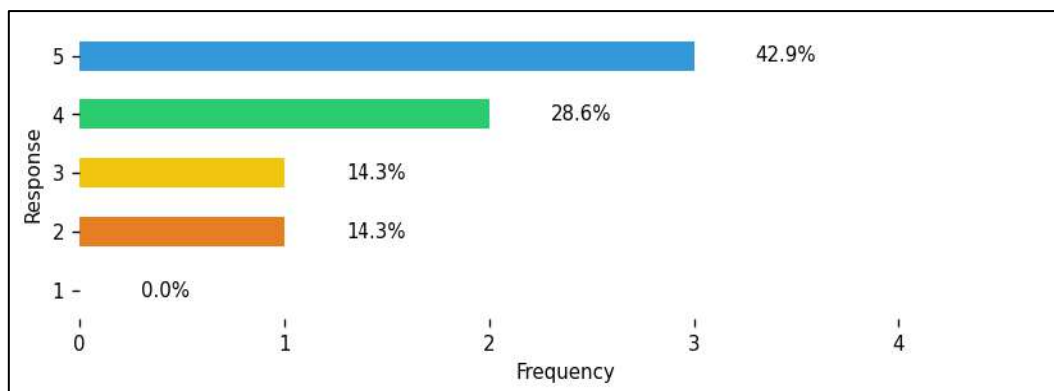


Table-141: Attainment Profile - CO3

Response	Frequency	Percentage
1	0	0.00%
2	1	14.29%
3	1	14.29%
4	2	28.57%
5	3	42.86%
Total	7	100%

Analysis: A strong level of attainment was observed, with **71.43%** of respondents attaining Ratings 4 or 5. Rating 4 accounted for **28.57%** and Rating 5 for **42.86%**. Another 14.29% were positioned at Rating 3, indicating some scope for further strengthening.

CO4. Know about and critically study Innovative curricular efforts in India and abroad.

Graph-125: Attainment Profile - CO4

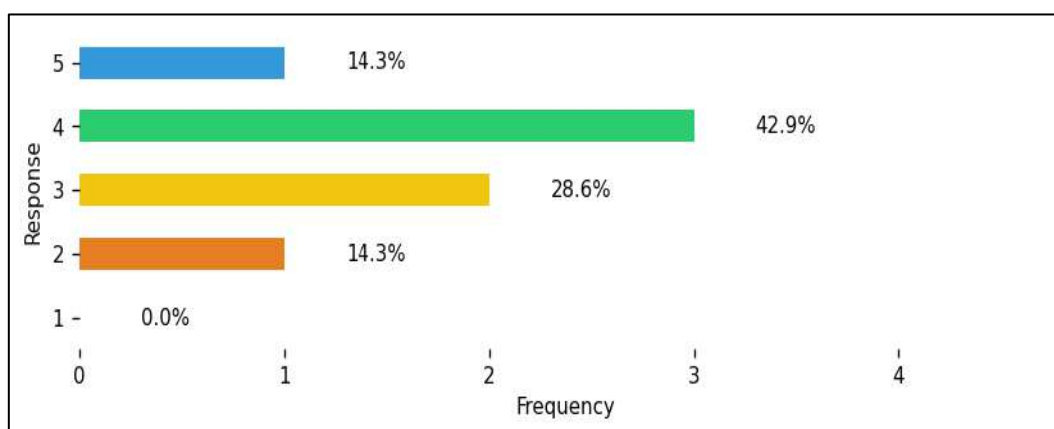
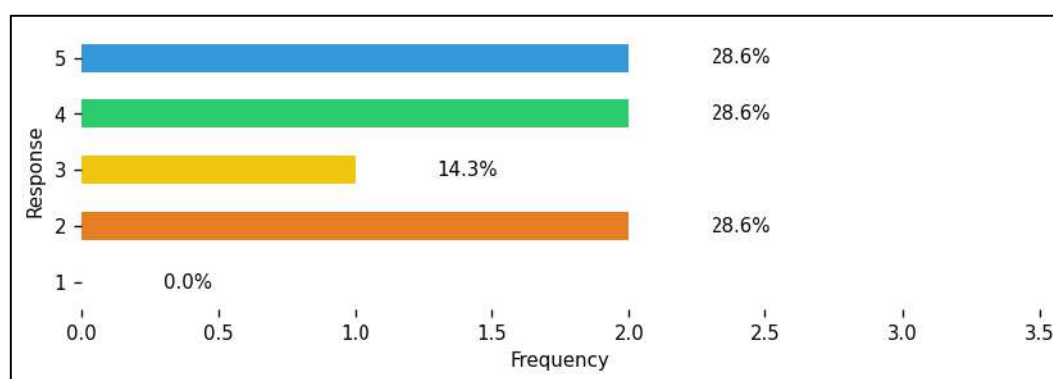


Table-142: Attainment Profile - CO4

Response	Frequency	Percentage
1	0	0.00%
2	1	14.29%
3	2	28.57%
4	3	42.86%
5	1	14.29%
Total	7	100%

Analysis: A favourable level of attainment was observed, with **57.14%** of respondents attaining Ratings 4 or 5. Rating 4 accounted for **42.86%** and Rating 5 for **14.29%**. Another 28.57% were positioned at Rating 3, indicating some scope for further strengthening.

CO5. Understand diversity of instructional materials, their role and the need for contextualization in science education.

Graph-126: Attainment Profile - CO5**Table-143: Attainment Profile - CO5**

Response	Frequency	Percentage
1	0	0.00%
2	2	28.57%
3	1	14.29%
4	2	28.57%
5	2	28.57%
Total	7	100%

Analysis: A favourable level of attainment was observed, with **57.14%** of respondents attaining Ratings 4 or 5. Rating 4 accounted for **28.57%** and Rating 5 for **28.57%**. The combined 28.57% at Ratings 1 and 2 indicates that additional academic support and learning opportunities may be useful.

CO6. Appreciate the role of co-curricular activities in science education

Graph-127: Attainment Profile - CO6

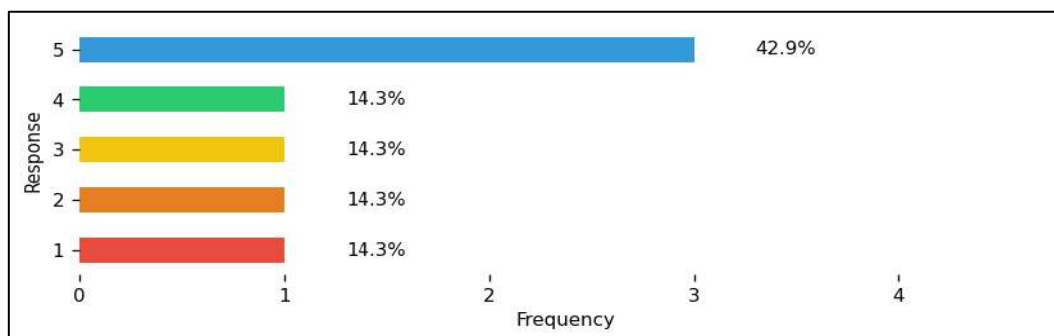


Table-144: Attainment Profile - CO6

Response	Frequency	Percentage
1	1	14.29%
2	1	14.29%
3	1	14.29%
4	1	14.29%
5	3	42.86%
Total	7	100%

Analysis: A favourable level of attainment was observed, with **57.14%** of respondents attaining Ratings 4 or 5. Rating 4 accounted for **14.29%** and Rating 5 for **42.86%**. The combined 28.57% at Ratings 1 and 2 indicates that additional academic support and learning opportunities may be useful.

CO7. Understand the constructivist approach to science instruction.

Graph-128: Attainment Profile - CO7

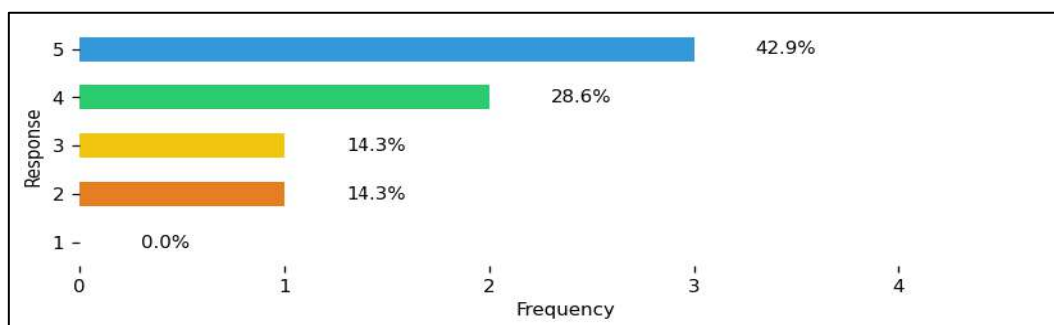


Table-145: Attainment Profile - CO7

Response	Frequency	Percentage
1	0	0.00%
2	1	14.29%
3	1	14.29%
4	2	28.57%
5	3	42.86%
Total	7	100%

Analysis: A strong level of attainment was observed, with **71.43%** of respondents attaining Ratings 4 or 5. Rating 4 accounted for **28.57%** and Rating 5 for **42.86%**. Another 14.29% were positioned at Rating 3, indicating some scope for further strengthening.

CO8. Understand the role of assessment in the teaching-learning process in science.

Graph-129: Attainment Profile - CO8

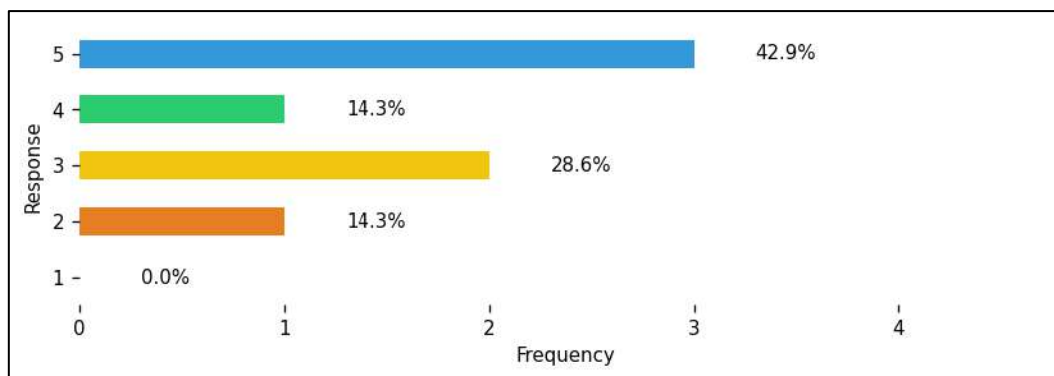


Table-146: Attainment Profile - CO8

Response	Frequency	Percentage
1	0	0.00%
2	1	14.29%
3	2	28.57%
4	1	14.29%
5	3	42.86%
Total	7	100%

Analysis: A favourable level of attainment was observed, with **57.14%** of respondents attaining Ratings 4 or 5. Rating 4 accounted for **14.29%** and Rating 5 for **42.86%**. Another 28.57% were positioned at Rating 3, indicating some scope for further strengthening.

CO9. Familiarize with innovative trends in assessment

Graph-130: Attainment Profile - CO9

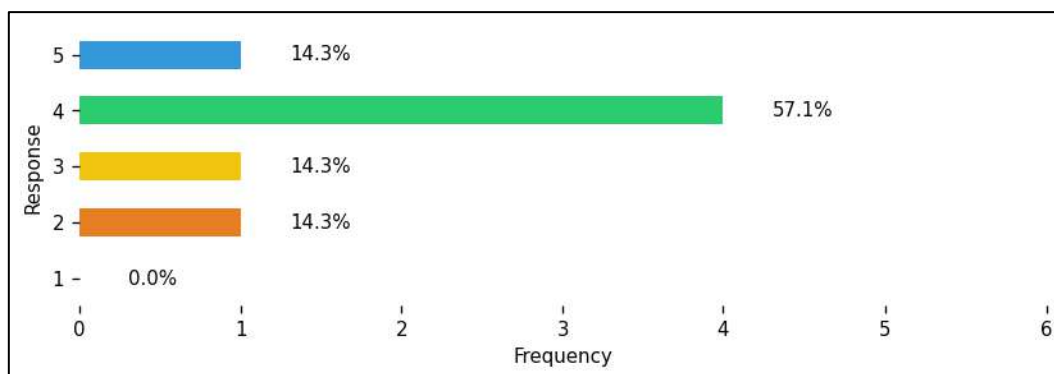
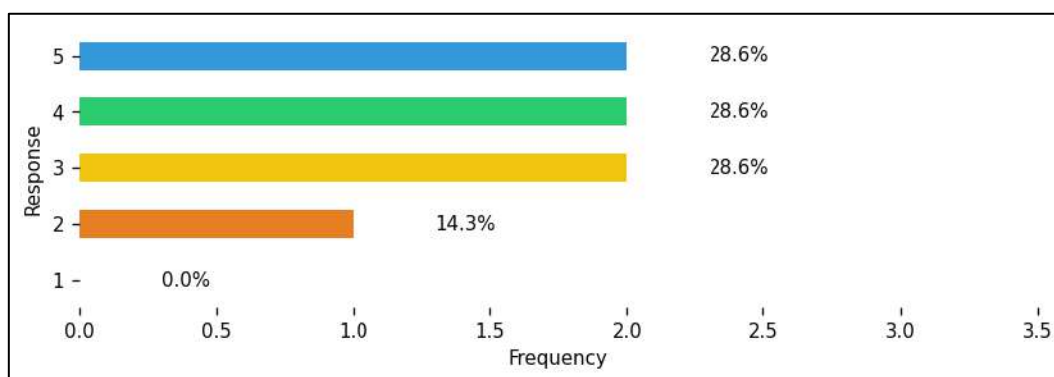


Table-147: Attainment Profile - CO9

Response	Frequency	Percentage
1	0	0.00%
2	1	14.29%
3	1	14.29%
4	4	57.14%
5	1	14.29%
Total	7	100%

Analysis: A strong level of attainment was observed, with **71.43%** of respondents attaining Ratings 4 or 5. Rating 4 accounted for **57.14%** and Rating 5 for **14.29%**. Another 14.29% were positioned at Rating 3, indicating some scope for further strengthening.

CO10. Analyze issues in Science education pertaining to equity and access, gender, special groups and ethical aspects.

Graph-131: Attainment Profile - CO10**Table-148: Attainment Profile - CO10**

Response	Frequency	Percentage
1	0	0.00%
2	1	14.29%
3	2	28.57%
4	2	28.57%
5	2	28.57%
Total	7	100%

Analysis: A favourable level of attainment was observed, with **57.14%** of respondents attaining Ratings 4 or 5. Rating 4 accounted for **28.57%** and Rating 5 for **28.57%**. Another 28.57% were positioned at Rating 3, indicating some scope for further strengthening.

Key Course-Level Conclusions and Actionable Takeaways

Strong Overall Course Attainment: An average of 61.43% of responses falls within Ratings 4 and 5 across the expected outcomes of Paper XIII A: Pedagogy of Science Education.

Core Strength: CO3 recorded the highest combined attainment at 71.43%.

Area for Further Strengthening: CO2 recorded the comparatively lowest combined attainment at 42.86%. Focused activities, practical applications, discussion and formative assessment may be used to strengthen this outcome.

Paper XIII B: Pedagogy of Mathematics Education

The expected Course Outcomes (COs) of **Paper XIII B: Pedagogy of Mathematics Education** are as follows:

CO1: Distinguish between science and mathematics

CO2: Appreciate the abstract nature of mathematics.

CO3: Distinguish between the roles of pure and applied mathematics.

CO4: Develop the skill of solving real life problems through mathematical modeling as an art

CO5: Develop the understanding of using constructivist approach in mathematics

CO6: Develop the skill of using various methods of teaching mathematics

CO7: Develop problem solving skills

CO8: Highlight the significance of mathematical laboratory.

CO9: Enable to distinguish between induction and mathematical induction.

CO10: Develop the skills required for action research in mathematics.

Table-149: Consolidated Paper XIII B Course Outcome Attainment Distribution

COs	5	4	3	2	1
CO1	28.57%	0.00%	57.14%	0.00%	14.29%
CO2	42.86%	14.29%	42.86%	0.00%	0.00%
CO3	14.29%	28.57%	42.86%	0.00%	14.29%
CO4	28.57%	28.57%	42.86%	0.00%	0.00%
CO5	42.86%	0.00%	57.14%	0.00%	0.00%
CO6	28.57%	28.57%	14.29%	14.29%	14.29%
CO7	42.86%	28.57%	14.29%	14.29%	0.00%
CO8	42.86%	28.57%	14.29%	14.29%	0.00%
CO9	42.86%	14.29%	28.57%	14.29%	0.00%
CO10	14.29%	42.86%	28.57%	0.00%	14.29%
Avg.	32.86%	21.43%	34.29%	5.71%	5.71%

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

Strong overall attainment is represented by an average of 54.29% of responses falling within Ratings 4 and 5. Rating 4 accounts for an average of 21.43% and Rating 5 for 32.86% across the course outcomes.

The middle attainment category of Rating 3 accounts for an average of 34.29% of responses, while the combined lower categories of Ratings 1 and 2 account for 11.43%.

CO7 recorded the highest combined attainment at Ratings 4 and 5 (71.43%), whereas CO1 recorded the comparatively lowest combined attainment (28.57%).

Instructional and assessment activities may therefore continue to reinforce the stronger outcomes while providing additional focused opportunities for the comparatively lower-attaining outcome, CO1.

Detailed Analysis of Course Outcomes

Paper XIII B: Pedagogy of Mathematics Education

CO1: Distinguish between science and mathematics

CO2: Appreciate the abstract nature of mathematics.

CO3: Distinguish between the roles of pure and applied mathematics.

CO4: Develop the skill of solving real life problems through mathematical modeling as an art

CO5: Develop the understanding of using constructivist approach in mathematics

CO6: Develop the skill of using various methods of teaching mathematics

CO7: Develop problem solving skills

CO8: Highlight the significance of mathematical laboratory.

CO9: Enable to distinguish between induction and mathematical induction.

CO10: Develop the skills required for action research in mathematics.

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

CO1. Distinguish between science and mathematics

Graph-132: Attainment Profile - CO1

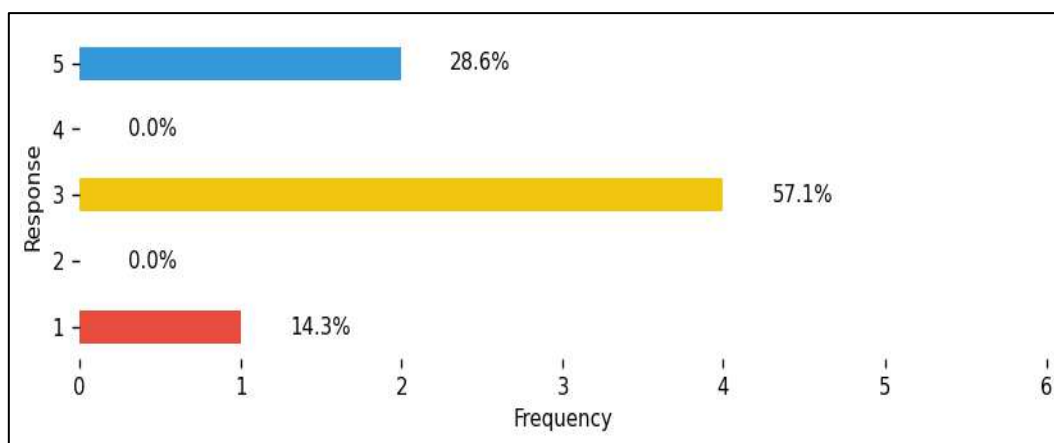
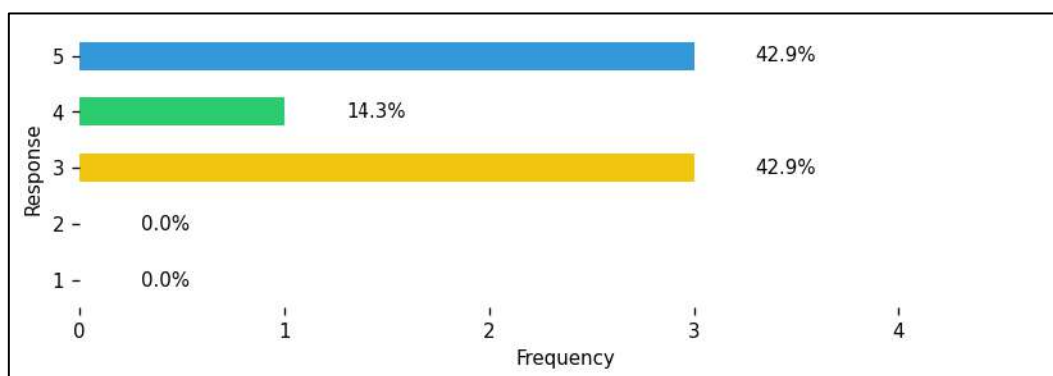


Table-150: Attainment Profile - CO1

Response	Frequency	Percentage
1	1	14.29%
2	0	0.00%
3	4	57.14%
4	0	0.00%
5	2	28.57%
Total	7	100%

Analysis: The attainment profile indicates a need for further strengthening, with **28.57%** of respondents attaining Ratings 4 or 5. Rating 4 accounted for **0.00%** and Rating 5 for **28.57%**. A comparatively large 57.14% at Rating 3 suggests scope for further consolidation of this outcome.

CO2. Appreciate the abstract nature of mathematics.

Graph-133: Attainment Profile - CO2**Table-151: Attainment Profile - CO2**

Response	Frequency	Percentage
1	0	0.00%
2	0	0.00%
3	3	42.86%
4	1	14.29%
5	3	42.86%
Total	7	100%

Analysis: A favourable level of attainment was observed, with **57.14%** of respondents attaining Ratings 4 or 5. Rating 4 accounted for **14.29%** and Rating 5 for **42.86%**. A comparatively large 42.86% at Rating 3 suggests scope for further consolidation of this outcome.

CO3. Distinguish between the roles of pure and applied mathematics.

Graph-134: Attainment Profile - CO3

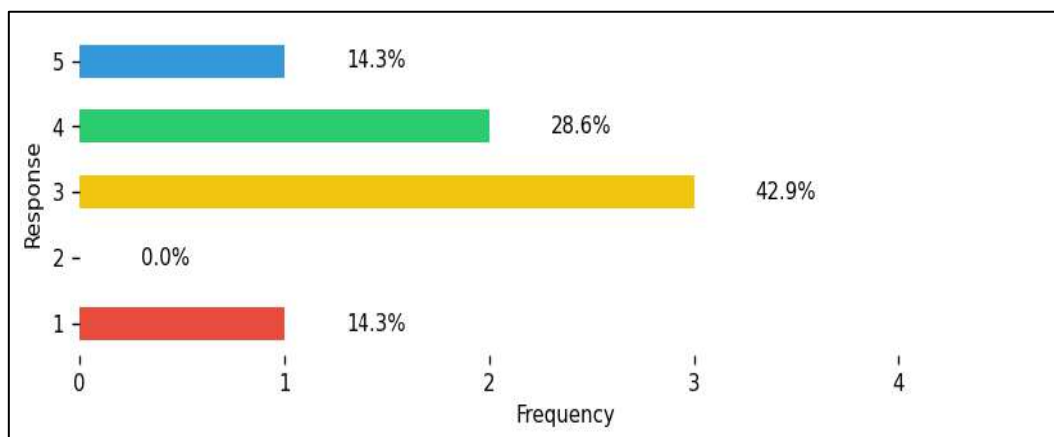


Table-152: Attainment Profile - CO3

Response	Frequency	Percentage
1	1	14.29%
2	0	0.00%
3	3	42.86%
4	2	28.57%
5	1	14.29%
Total	7	100%

Analysis: A moderate level of attainment was observed, with **42.86%** of respondents attaining Ratings 4 or 5. Rating 4 accounted for **28.57%** and Rating 5 for **14.29%**. A comparatively large 42.86% at Rating 3 suggests scope for further consolidation of this outcome.

CO4. Develop the skill of solving real life problems through mathematical modeling as an art

Graph-135: Attainment Profile - CO4

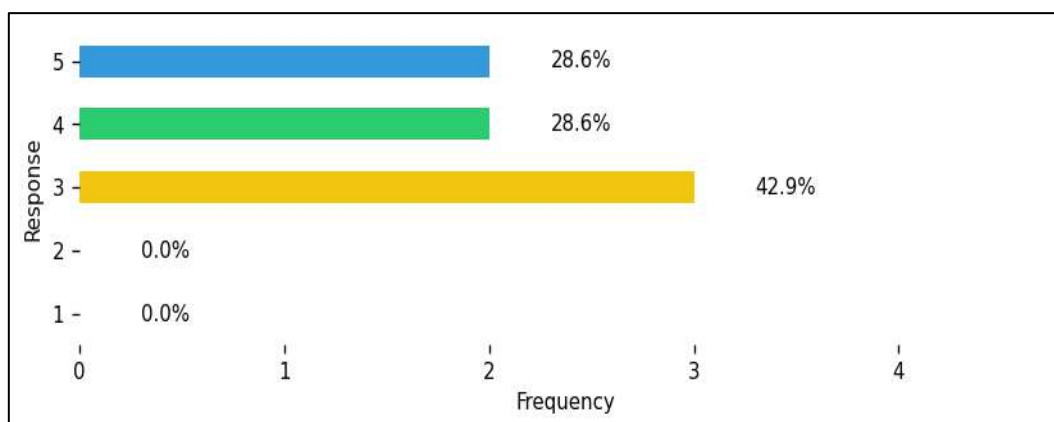
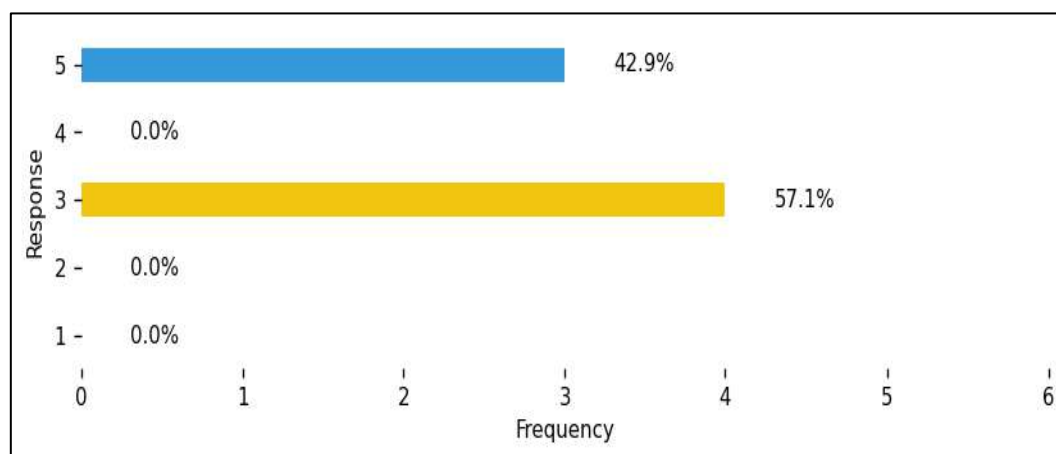


Table-153: Attainment Profile - CO4

Response	Frequency	Percentage
1	0	0.00%
2	0	0.00%
3	3	42.86%
4	2	28.57%
5	2	28.57%
Total	7	100%

Analysis: A favourable level of attainment was observed, with **57.14%** of respondents attaining Ratings 4 or 5. Rating 4 accounted for **28.57%** and Rating 5 for **28.57%**. A comparatively large 42.86% at Rating 3 suggests scope for further consolidation of this outcome.

CO5. Develop the understanding of using constructivist approach in mathematics

Graph-136: Attainment Profile - CO5**Table-154: Attainment Profile - CO5**

Response	Frequency	Percentage
1	0	0.00%
2	0	0.00%
3	4	57.14%
4	0	0.00%
5	3	42.86%
Total	7	100%

Analysis: A moderate level of attainment was observed, with **42.86%** of respondents attaining Ratings 4 or 5. Rating 4 accounted for **0.00%** and Rating 5 for **42.86%**. A comparatively large 57.14% at Rating 3 suggests scope for further consolidation of this outcome.

CO6. Develop the skill of using various methods of teaching mathematics

Graph-137: Attainment Profile - CO6

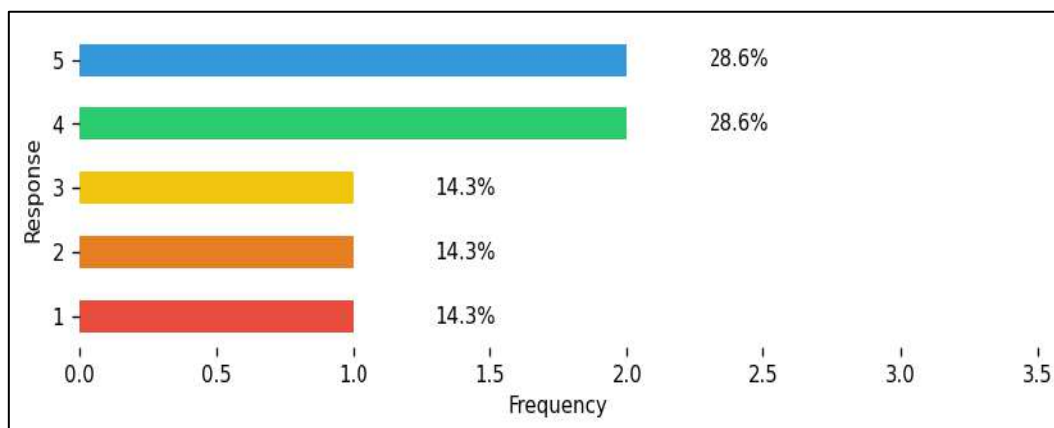


Table-155: Attainment Profile - CO6

Response	Frequency	Percentage
1	1	14.29%
2	1	14.29%
3	1	14.29%
4	2	28.57%
5	2	28.57%
Total	7	100%

Analysis: A favourable level of attainment was observed, with **57.14%** of respondents attaining Ratings 4 or 5. Rating 4 accounted for **28.57%** and Rating 5 for **28.57%**. The combined 28.57% at Ratings 1 and 2 indicates that additional academic support and learning opportunities may be useful.

CO7. Develop problem solving skills

Graph-138: Attainment Profile - CO7

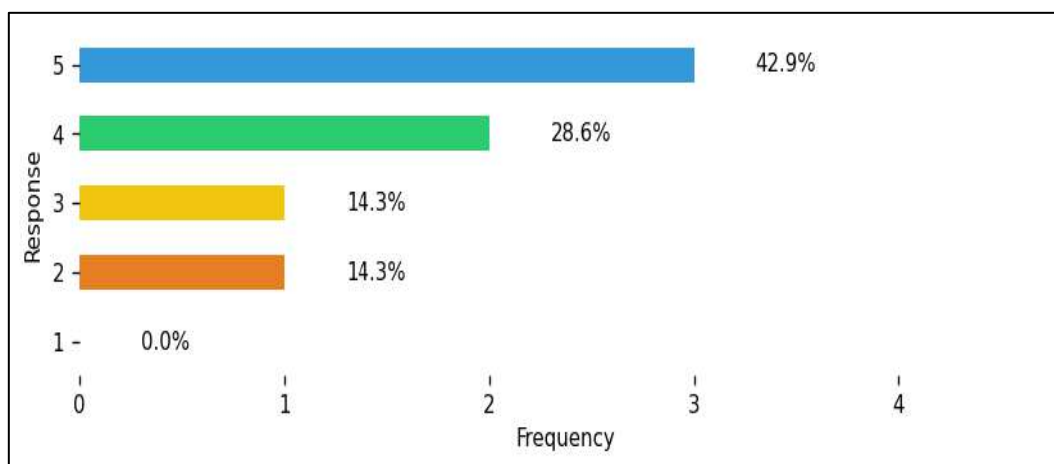
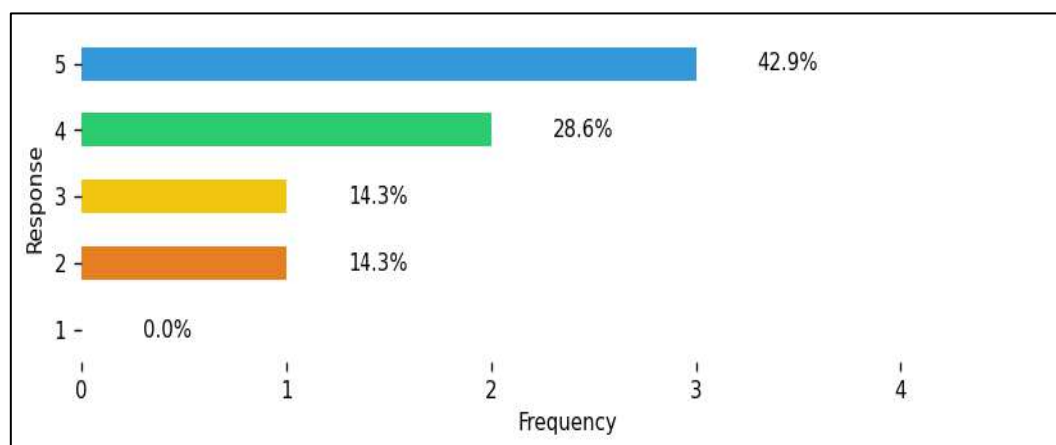


Table-156: Attainment Profile - CO7

Response	Frequency	Percentage
1	0	0.00%
2	1	14.29%
3	1	14.29%
4	2	28.57%
5	3	42.86%
Total	7	100%

Analysis: A strong level of attainment was observed, with **71.43%** of respondents attaining Ratings 4 or 5. Rating 4 accounted for **28.57%** and Rating 5 for **42.86%**. Another 14.29% were positioned at Rating 3, indicating some scope for further strengthening.

CO8. Highlight the significance of mathematical laboratory.

Graph-139: Attainment Profile - CO8**Table-157: Attainment Profile - CO8**

Response	Frequency	Percentage
1	0	0.00%
2	1	14.29%
3	1	14.29%
4	2	28.57%
5	3	42.86%
Total	7	100%

Analysis: A strong level of attainment was observed, with **71.43%** of respondents attaining Ratings 4 or 5. Rating 4 accounted for **28.57%** and Rating 5 for **42.86%**. Another 14.29% were positioned at Rating 3, indicating some scope for further strengthening.

CO9. Enable to distinguish between induction and mathematical induction.

Graph-140: Attainment Profile - CO9

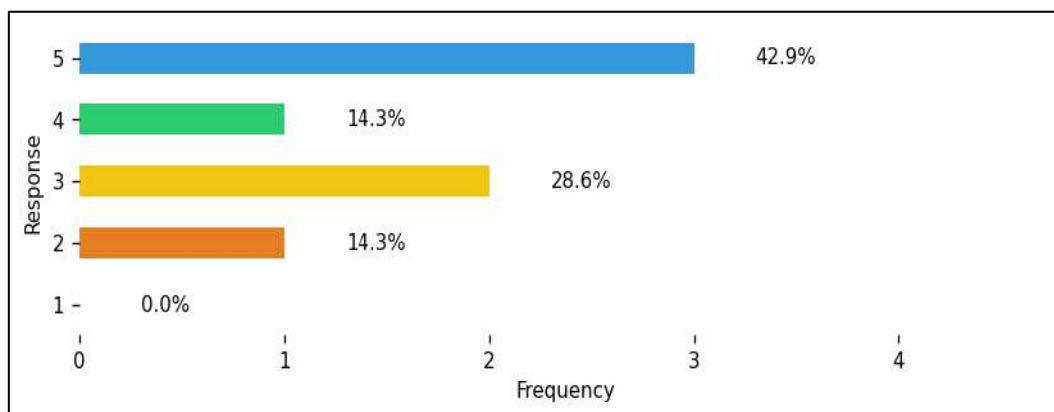


Table-158: Attainment Profile - CO9

Response	Frequency	Percentage
1	0	0.00%
2	1	14.29%
3	2	28.57%
4	1	14.29%
5	3	42.86%
Total	7	100%

Analysis: A favourable level of attainment was observed, with **57.14%** of respondents attaining Ratings 4 or 5. Rating 4 accounted for **14.29%** and Rating 5 for **42.86%**. Another 28.57% were positioned at Rating 3, indicating some scope for further strengthening.

CO10. Develop the skills required for action research in mathematics.

Graph-141: Attainment Profile - CO10

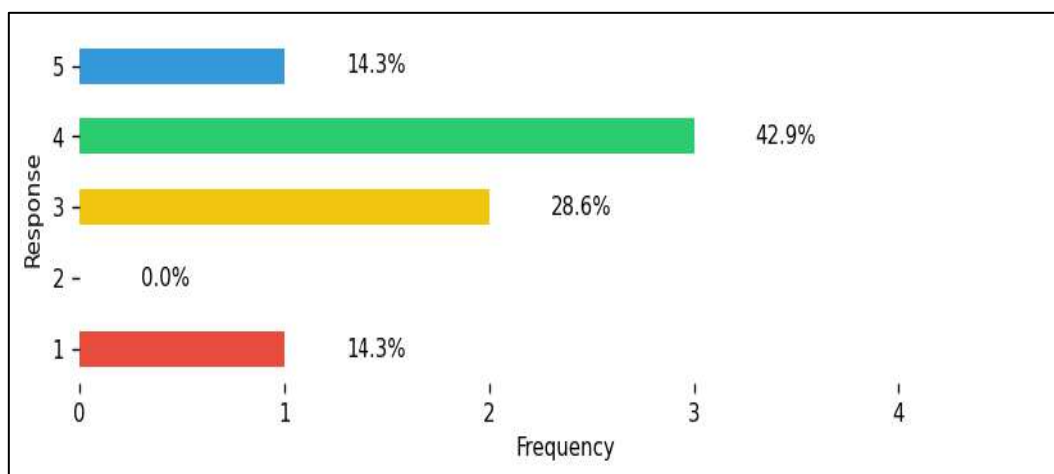


Table-159: Attainment Profile - CO10

Response	Frequency	Percentage
1	1	14.29%
2	0	0.00%
3	2	28.57%
4	3	42.86%
5	1	14.29%
Total	7	100%

Analysis: A favourable level of attainment was observed, with **57.14%** of respondents attaining Ratings 4 or 5. Rating 4 accounted for **42.86%** and Rating 5 for **14.29%**. Another 28.57% were positioned at Rating 3, indicating some scope for further strengthening.

Key Course-Level Conclusions and Actionable Takeaways

Strong Overall Course Attainment: An average of 54.29% of responses falls within Ratings 4 and 5 across the expected outcomes of Paper XIII B: Pedagogy of Mathematics Education.

Core Strength: CO7 recorded the highest combined attainment at 71.43%.

Area for Further Strengthening: CO1 recorded the comparatively lowest combined attainment at 28.57%. Focused activities, practical applications, discussion and formative assessment may be used to strengthen this outcome.

Paper XIII C: Pedagogy of Language Education

The expected Course Outcomes (COs) of **Paper XIII C: Pedagogy of Language Education** are as follows:

CO1: Gain an understanding of nature, function and the implications of planning for teaching language/languages.

CO2: Understand the psychology of language learning

CO3: Gain understanding in the pedagogy of language learning.

CO4: Study and analyze different approaches, methods and techniques for differentiating between teaching language and teaching literature in the context of first language and second language.

CO5: Examine various areas of research in language education

CO6: Survey various problems with respect to language learning.

CO7: Identify and reflect on factors affecting language policy

Table-160: Consolidated Paper XIII C Course Outcome Attainment Distribution

COs	5	4	3	2	1
CO1	14.29%	42.86%	42.86%	0.00%	0.00%
CO2	42.86%	14.29%	28.57%	14.29%	0.00%
CO3	57.14%	14.29%	28.57%	0.00%	0.00%
CO4	42.86%	14.29%	14.29%	28.57%	0.00%
CO5	28.57%	28.57%	14.29%	28.57%	0.00%
CO6	42.86%	28.57%	14.29%	14.29%	0.00%
CO7	42.86%	0.00%	57.14%	0.00%	0.00%
Avg.	38.78%	20.41%	28.57%	12.24%	0.00%

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

Strong overall attainment is represented by an average of 59.18% of responses falling within Ratings 4 and 5. Rating 4 accounts for an average of 20.41% and Rating 5 for 38.78% across the course outcomes.

The middle attainment category of Rating 3 accounts for an average of 28.57% of responses, while the combined lower categories of Ratings 1 and 2 account for 12.24%.

CO3 recorded the highest combined attainment at Ratings 4 and 5 (71.43%), whereas CO7 recorded the comparatively lowest combined attainment (42.86%).

Instructional and assessment activities may therefore continue to reinforce the stronger outcomes while providing additional focused opportunities for the comparatively lower-attaining outcome, CO7.

Detailed Analysis of Course Outcomes

Paper XIII C: Pedagogy of Language Education

CO1: Gain an understanding of nature, function and the implications of planning for teaching language/languages.

CO2: Understand the psychology of language learning

CO3: Gain understanding in the pedagogy of language learning.

CO4: Study and analyze different approaches, methods and techniques for differentiating between teaching language and teaching literature in the context of first language and second language.

CO5: Examine various areas of research in language education

CO6: Survey various problems with respect to language learning.

CO7: Identify and reflect on factors affecting language policy

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

CO1. Gain an understanding of nature, function and the implications of planning for teaching language/languages.

Graph-142: Attainment Profile - CO1

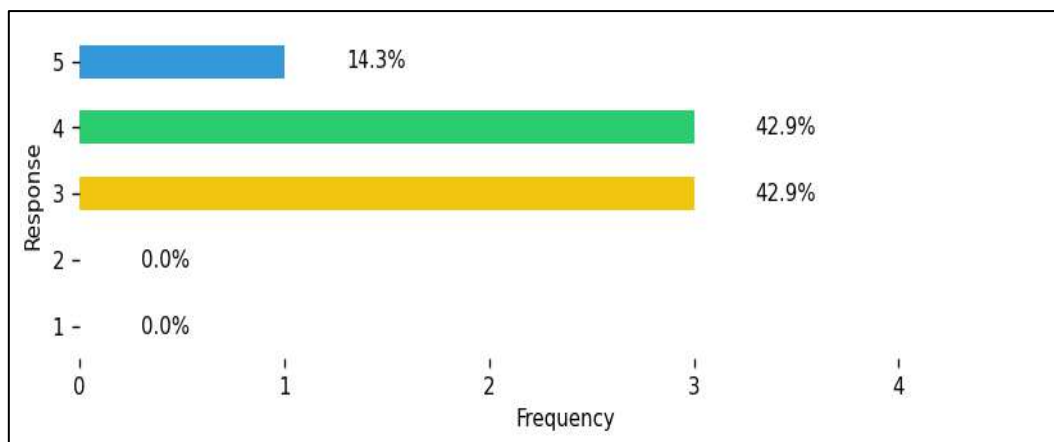


Table-161: Attainment Profile - CO1

Response	Frequency	Percentage
1	0	0.00%
2	0	0.00%
3	3	42.86%
4	3	42.86%
5	1	14.29%
Total	7	100%

Analysis: A favourable level of attainment was observed, with **57.14%** of respondents attaining Ratings 4 or 5. Rating 4 accounted for **42.86%** and Rating 5 for **14.29%**. A comparatively large 42.86% at Rating 3 suggests scope for further consolidation of this outcome.

CO2. Understand the psychology of language learning

Graph-143: Attainment Profile - CO2

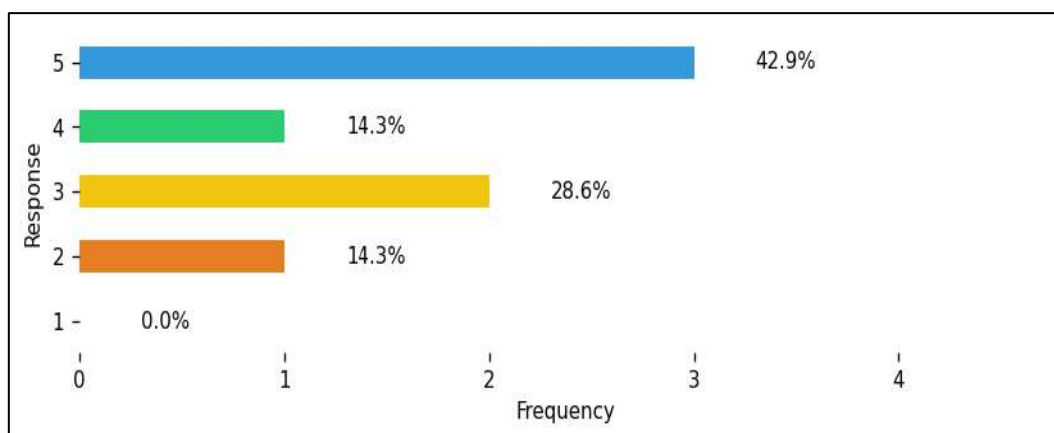
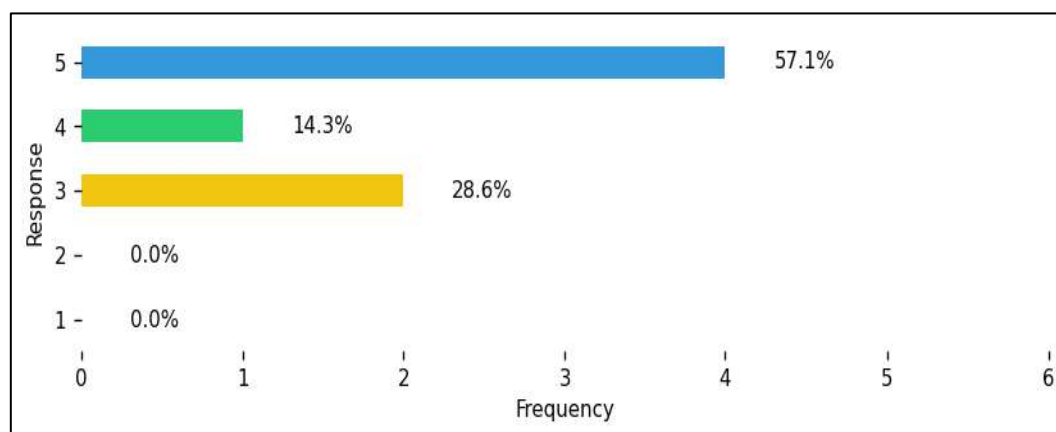


Table-162: Attainment Profile - CO2

Response	Frequency	Percentage
1	0	0.00%
2	1	14.29%
3	2	28.57%
4	1	14.29%
5	3	42.86%
Total	7	100%

Analysis: A favourable level of attainment was observed, with **57.14%** of respondents attaining Ratings 4 or 5. Rating 4 accounted for **14.29%** and Rating 5 for **42.86%**. Another 28.57% were positioned at Rating 3, indicating some scope for further strengthening.

CO3. Gain understanding in the pedagogy of language learning.

Graph-144: Attainment Profile - CO3**Table-163: Attainment Profile - CO3**

Response	Frequency	Percentage
1	0	0.00%
2	0	0.00%
3	2	28.57%
4	1	14.29%
5	4	57.14%
Total	7	100%

Analysis: A strong level of attainment was observed, with **71.43%** of respondents attaining Ratings 4 or 5. Rating 4 accounted for **14.29%** and Rating 5 for **57.14%**. Another 28.57% were positioned at Rating 3, indicating some scope for further strengthening.

CO4. Study and analyze different approaches, methods and techniques for differentiating between teaching language and teaching literature in the context of first language and second language.

Graph-145: Attainment Profile - CO4

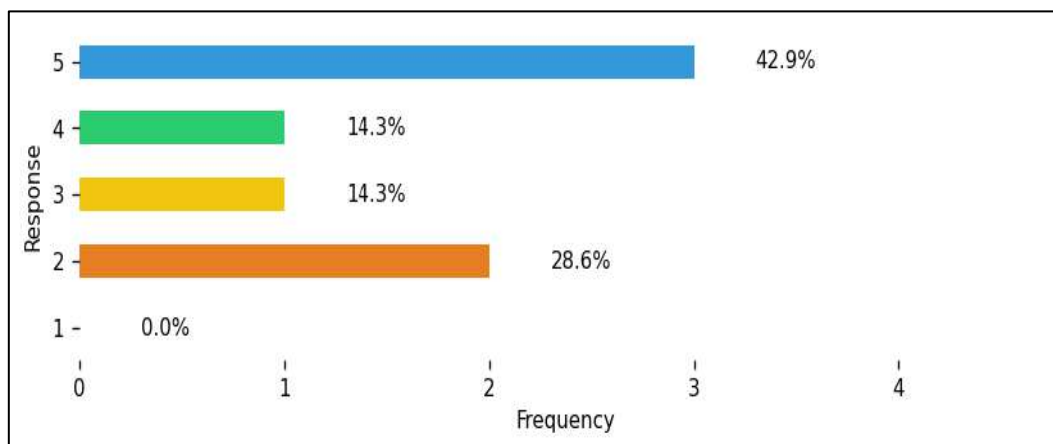


Table-164: Attainment Profile - CO4

Response	Frequency	Percentage
1	0	0.00%
2	2	28.57%
3	1	14.29%
4	1	14.29%
5	3	42.86%
Total	7	100%

Analysis: A favourable level of attainment was observed, with **57.14%** of respondents attaining Ratings 4 or 5. Rating 4 accounted for **14.29%** and Rating 5 for **42.86%**. The combined 28.57% at Ratings 1 and 2 indicates that additional academic support and learning opportunities may be useful.

CO5. Examine various areas of research in language education

Graph-146: Attainment Profile - CO5

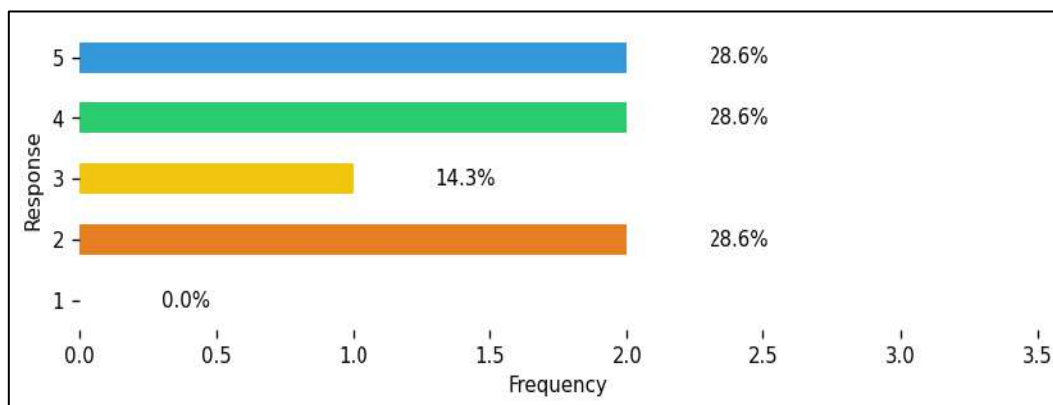
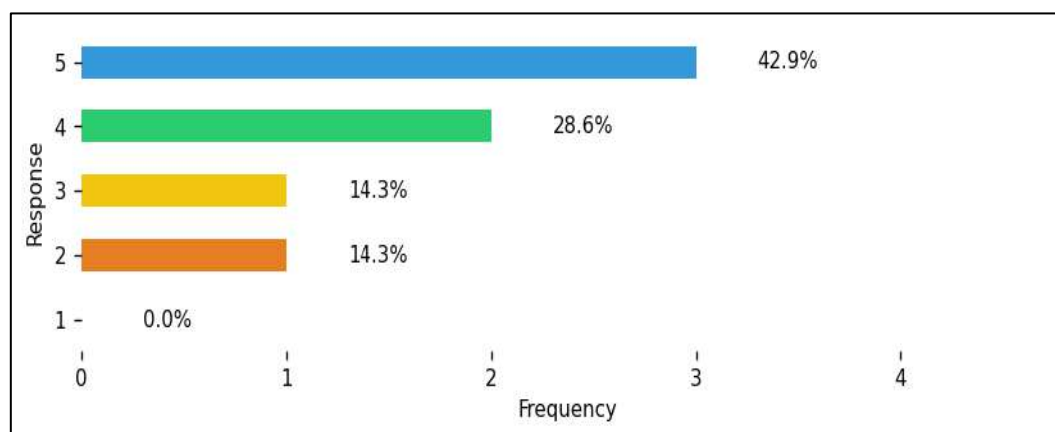


Table-165: Attainment Profile - CO5

Response	Frequency	Percentage
1	0	0.00%
2	2	28.57%
3	1	14.29%
4	2	28.57%
5	2	28.57%
Total	7	100%

Analysis: A favourable level of attainment was observed, with **57.14%** of respondents attaining Ratings 4 or 5. Rating 4 accounted for **28.57%** and Rating 5 for **28.57%**. The combined 28.57% at Ratings 1 and 2 indicates that additional academic support and learning opportunities may be useful.

CO6. Survey various problems with respect to language learning.

Graph-147: Attainment Profile - CO6**Table-166: Attainment Profile - CO6**

Response	Frequency	Percentage
1	0	0.00%
2	1	14.29%
3	1	14.29%
4	2	28.57%
5	3	42.86%
Total	7	100%

Analysis: A strong level of attainment was observed, with **71.43%** of respondents attaining Ratings 4 or 5. Rating 4 accounted for **28.57%** and Rating 5 for **42.86%**. Another 14.29% were positioned at Rating 3, indicating some scope for further strengthening.

CO7. Identify and reflect on factors affecting language policy

Graph-148: Attainment Profile - CO7

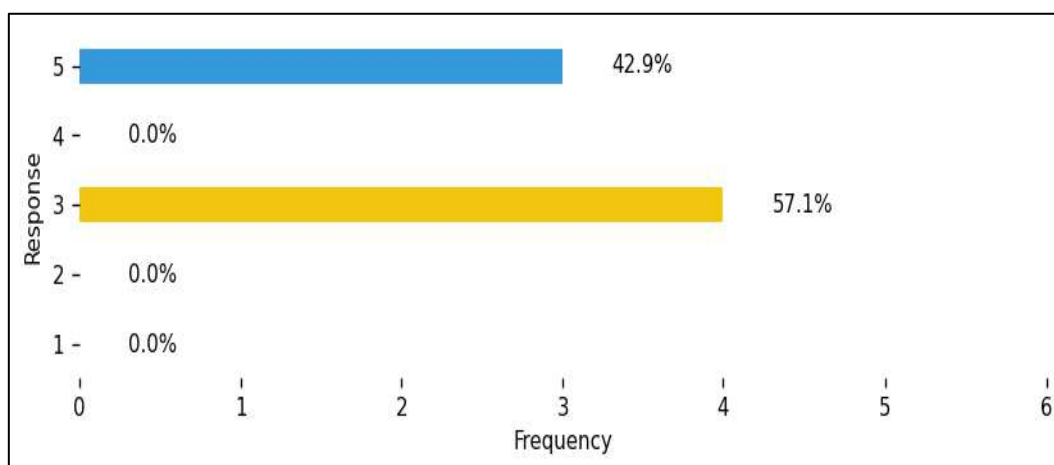


Table-167: Attainment Profile - CO7

Response	Frequency	Percentage
1	0	0.00%
2	0	0.00%
3	4	57.14%
4	0	0.00%
5	3	42.86%
Total	7	100%

Analysis: A moderate level of attainment was observed, with **42.86%** of respondents attaining Ratings 4 or 5. Rating 4 accounted for **0.00%** and Rating 5 for **42.86%**. A comparatively large 57.14% at Rating 3 suggests scope for further consolidation of this outcome.

Key Course-Level Conclusions and Actionable Takeaways

Strong Overall Course Attainment: An average of 59.18% of responses falls within Ratings 4 and 5 across the expected outcomes of Paper XIII C: Pedagogy of Language Education.

Core Strength: CO3 recorded the highest combined attainment at 71.43%.

Area for Further Strengthening: CO7 recorded the comparatively lowest combined attainment at 42.86%. Focused activities, practical applications, discussion and formative assessment may be used to strengthen this outcome.

Paper XIII D: Pedagogy of Social Science Education

The expected Course Outcomes (COs) of **Paper XIII D: Pedagogy of Social Science Education** are as follows:

CO1: Understand the meaning, nature, scope of social science and social science education.

CO2: Find out the distinction and overlap between social sciences, humanities and liberal arts.

CO3: Understand of role of various methods and approaches of teaching social sciences

CO4: Employ appropriate for transaction of social science curriculum effectively.

CO5: Use different media, materials and resources for teaching social sciences.

CO6: Construct appropriate assessment tools for teaching learning of social sciences and undertake evaluation

Table-168: Consolidated Paper XIII D Course Outcome Attainment Distribution

COs	5	4	3	2	1
CO1	28.57%	14.29%	28.57%	28.57%	0.00%
CO2	14.29%	42.86%	28.57%	14.29%	0.00%
CO3	28.57%	0.00%	57.14%	14.29%	0.00%
CO4	14.29%	14.29%	57.14%	0.00%	14.29%
CO5	42.86%	0.00%	42.86%	14.29%	0.00%
CO6	14.29%	14.29%	71.43%	0.00%	0.00%
Avg.	23.81%	14.29%	47.62%	11.90%	2.38%

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

Strong overall attainment is represented by an average of 38.10% of responses falling within Ratings 4 and 5. Rating 4 accounts for an average of 14.29% and Rating 5 for 23.81% across the course outcomes.

The middle attainment category of Rating 3 accounts for an average of 47.62% of responses, while the combined lower categories of Ratings 1 and 2 account for 14.29%.

CO2 recorded the highest combined attainment at Ratings 4 and 5 (57.14%), whereas CO3 recorded the comparatively lowest combined attainment (28.57%).

Instructional and assessment activities may therefore continue to reinforce the stronger outcomes while providing additional focused opportunities for the comparatively lower-attaining outcome, CO3.

Detailed Analysis of Course Outcomes

Paper XIII D: Pedagogy of Social Science Education

CO1: Understand the meaning, nature, scope of social science and social science education.

CO2: Find out the distinction and overlap between social sciences, humanities and liberal arts.

CO3: Understand of role of various methods and approaches of teaching social sciences

CO4: Employ appropriate for transaction of social science curriculum effectively.

CO5: Use different media, materials and resources for teaching social sciences.

CO6: Construct appropriate assessment tools for teaching learning of social sciences and undertake evaluation

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

CO1. Understand the meaning, nature, scope of social science and social science education.

Graph-149: Attainment Profile - CO1

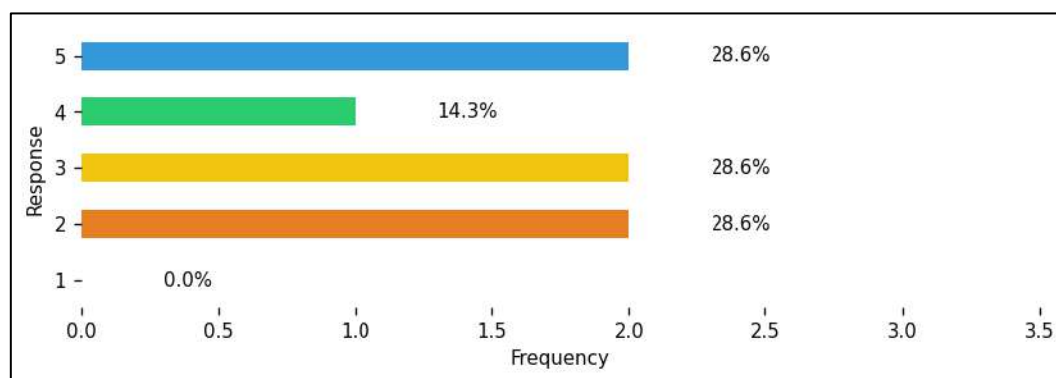


Table-169: Attainment Profile - CO1

Response	Frequency	Percentage
1	0	0.00%
2	2	28.57%
3	2	28.57%
4	1	14.29%
5	2	28.57%
Total	7	100%

Analysis: A moderate level of attainment was observed, with **42.86%** of respondents attaining Ratings 4 or 5. Rating 4 accounted for **14.29%** and Rating 5 for **28.57%**. The combined 28.57% at Ratings 1 and 2 indicates that additional academic support and learning opportunities may be useful.

CO2. Find out the distinction and overlap between social sciences, humanities and liberal arts.

Graph-150: Attainment Profile - CO2

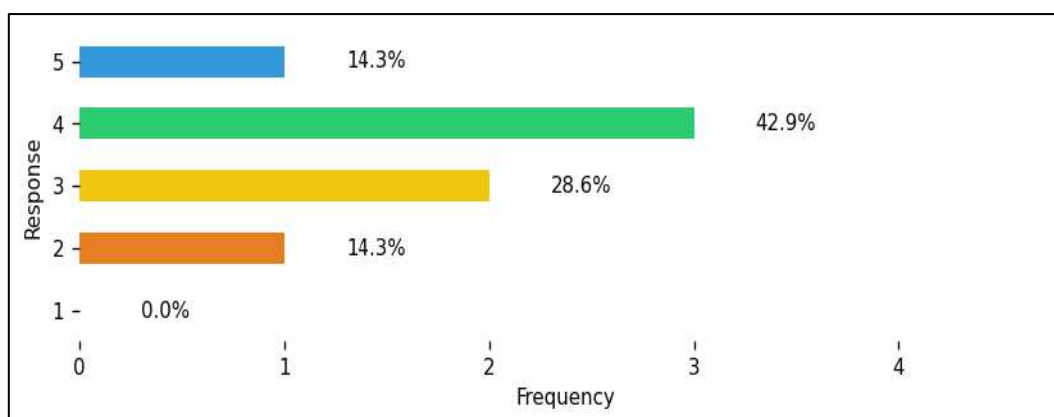


Table-170: Attainment Profile - CO2

Response	Frequency	Percentage
1	0	0.00%
2	1	14.29%
3	2	28.57%
4	3	42.86%
5	1	14.29%
Total	7	100%

Analysis: A favourable level of attainment was observed, with **57.14%** of respondents attaining Ratings 4 or 5. Rating 4 accounted for **42.86%** and Rating 5 for **14.29%**. Another 28.57% were positioned at Rating 3, indicating some scope for further strengthening.

CO3. Understand of role of various methods and approaches of teaching social sciences

Graph-151: Attainment Profile - CO3

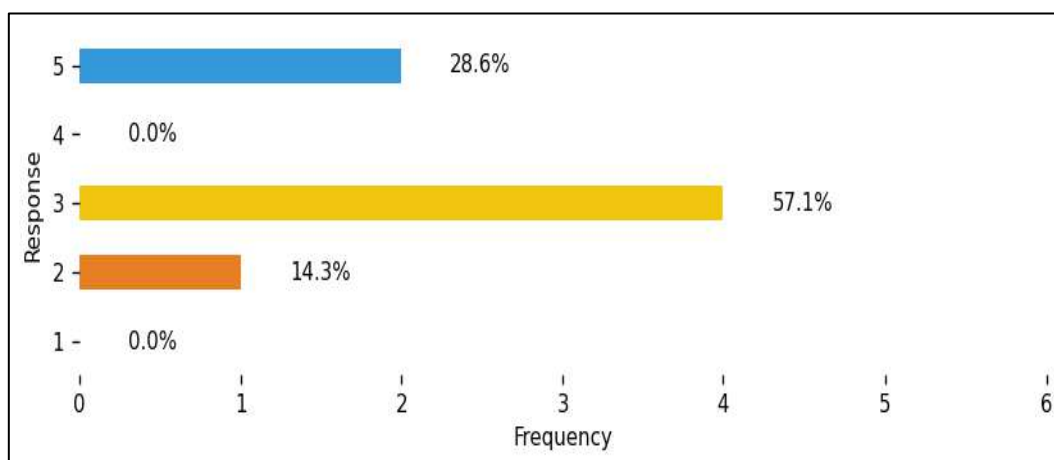
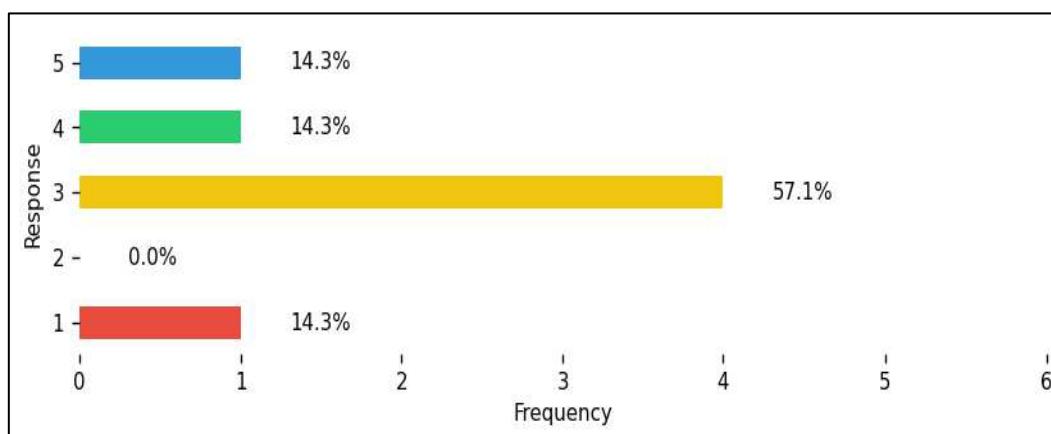


Table-171: Attainment Profile - CO3

Response	Frequency	Percentage
1	0	0.00%
2	1	14.29%
3	4	57.14%
4	0	0.00%
5	2	28.57%
Total	7	100%

Analysis: The attainment profile indicates a need for further strengthening, with **28.57%** of respondents attaining Ratings 4 or 5. Rating 4 accounted for **0.00%** and Rating 5 for **28.57%**. A comparatively large 57.14% at Rating 3 suggests scope for further consolidation of this outcome.

CO4. Employ appropriate for transaction of social science curriculum effectively.

Graph-152: Attainment Profile - CO4**Table-172: Attainment Profile - CO4**

Response	Frequency	Percentage
1	1	14.29%
2	0	0.00%
3	4	57.14%
4	1	14.29%
5	1	14.29%
Total	7	100%

Analysis: The attainment profile indicates a need for further strengthening, with **28.57%** of respondents attaining Ratings 4 or 5. Rating 4 accounted for **14.29%** and Rating 5 for **14.29%**. A comparatively large 57.14% at Rating 3 suggests scope for further consolidation of this outcome.

CO5. Use different media, materials and resources for teaching social sciences.

Graph-153: Attainment Profile - CO5

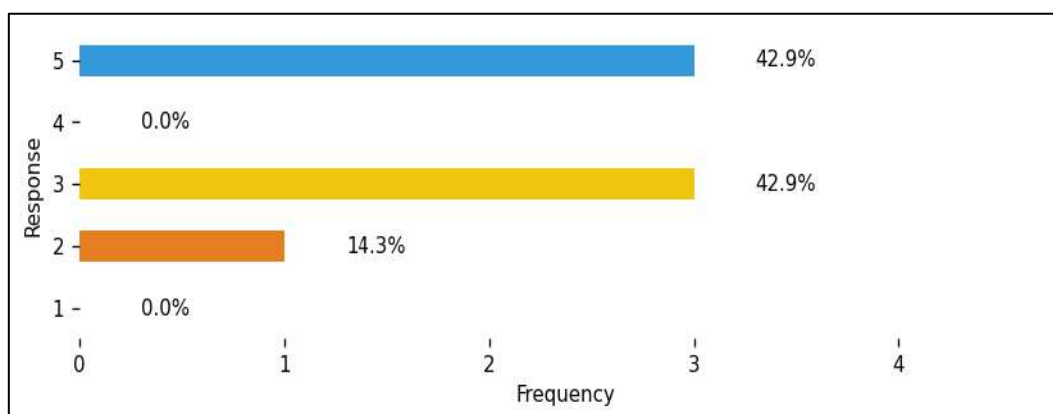


Table-173: Attainment Profile - CO5

Response	Frequency	Percentage
1	0	0.00%
2	1	14.29%
3	3	42.86%
4	0	0.00%
5	3	42.86%
Total	7	100%

Analysis: A moderate level of attainment was observed, with **42.86%** of respondents attaining Ratings 4 or 5. Rating 4 accounted for **0.00%** and Rating 5 for **42.86%**. A comparatively large 42.86% at Rating 3 suggests scope for further consolidation of this outcome.

CO6. Construct appropriate assessment tools for teaching learning of social sciences and undertake evaluation

Graph-154: Attainment Profile - CO6

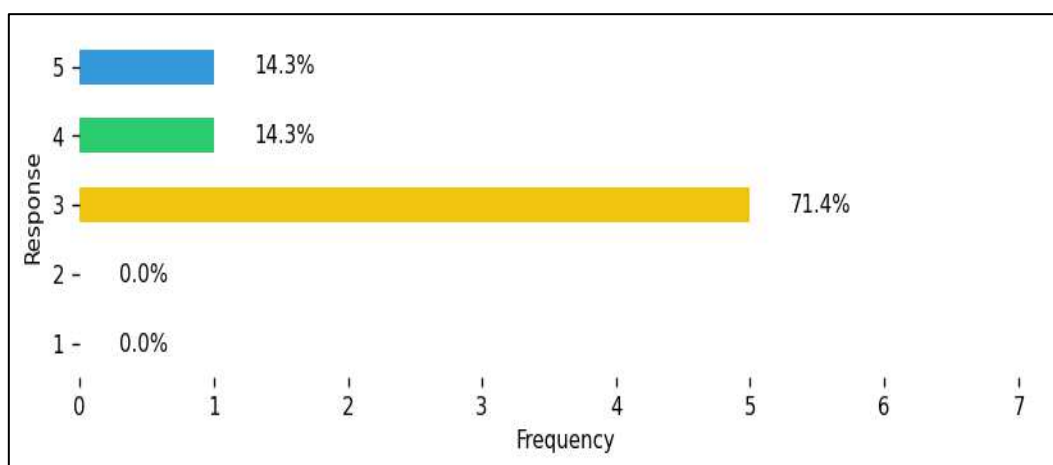


Table-174: Attainment Profile - CO6

Response	Frequency	Percentage
1	0	0.00%
2	0	0.00%
3	5	71.43%
4	1	14.29%
5	1	14.29%
Total	7	100%

Analysis: The attainment profile indicates a need for further strengthening, with **28.57%** of respondents attaining Ratings 4 or 5. Rating 4 accounted for **14.29%** and Rating 5 for **14.29%**. A comparatively large 71.43% at Rating 3 suggests scope for further consolidation of this outcome.

Key Course-Level Conclusions and Actionable Takeaways

Strong Overall Course Attainment: An average of 38.10% of responses falls within Ratings 4 and 5 across the expected outcomes of Paper XIII D: Pedagogy of Social Science Education.

Core Strength: CO2 recorded the highest combined attainment at 57.14%.

Area for Further Strengthening: CO3 recorded the comparatively lowest combined attainment at 28.57%. Focused activities, practical applications, discussion and formative assessment may be used to strengthen this outcome.

Paper XIV A: Educational Administration

The expected Course Outcomes (COs) of **Paper XIV A: Educational Administration** are as follows:

CO1: Develop understanding in administration and Implications in Educational Administration.

CO2: Develop insight into changing concept of educational management along with Its significance.

CO3: Understand educational administration as a process at various levels.

CO4: Develop administrative skills.

Table-175: Consolidated Paper XIV A Course Outcome Attainment Distribution

COs	5	4	3	2	1
CO1	28.57%	28.57%	28.57%	14.29%	0.00%
CO2	57.14%	14.29%	28.57%	0.00%	0.00%
CO3	42.86%	14.29%	28.57%	0.00%	14.29%
CO4	28.57%	42.86%	28.57%	0.00%	0.00%
Avg.	39.29%	25.00%	28.57%	3.57%	3.57%

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

Strong overall attainment is represented by an average of 64.29% of responses falling within Ratings 4 and 5. Rating 4 accounts for an average of 25.00% and Rating 5 for 39.29% across the course outcomes.

The middle attainment category of Rating 3 accounts for an average of 28.57% of responses, while the combined lower categories of Ratings 1 and 2 account for 7.14%.

CO2 recorded the highest combined attainment at Ratings 4 and 5 (71.43%), whereas CO3 recorded the comparatively lowest combined attainment (57.14%).

Instructional and assessment activities may therefore continue to reinforce the stronger outcomes while providing additional focused opportunities for the comparatively lower-attaining outcome, CO3.

Detailed Analysis of Course Outcomes

Paper XIV A: Educational Administration

CO1: Develop understanding in administration and Implications in Educational Administration.

CO2: Develop insight into changing concept of educational management along with Its significance.

CO3: Understand educational administration as a process at various levels.

CO4: Develop administrative skills.

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

CO1. Develop understanding in administration and Implications in Educational Administration.

Graph-155: Attainment Profile - CO1

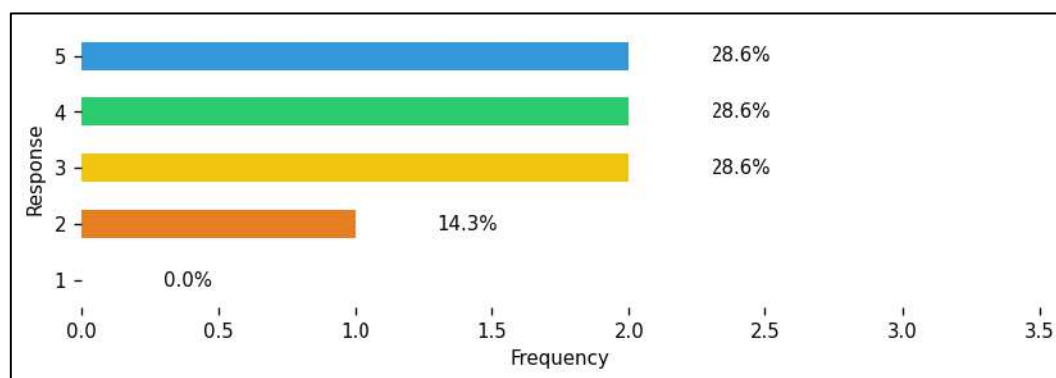


Table-176: Attainment Profile - CO1

Response	Frequency	Percentage
1	0	0.00%
2	1	14.29%
3	2	28.57%
4	2	28.57%
5	2	28.57%
Total	7	100%

Analysis: A favourable level of attainment was observed, with **57.14%** of respondents attaining Ratings 4 or 5. Rating 4 accounted for **28.57%** and Rating 5 for **28.57%**. Another 28.57% were positioned at Rating 3, indicating some scope for further strengthening.

CO2. Develop insight into changing concept of educational management along with Its significance.

Graph-156: Attainment Profile - CO2

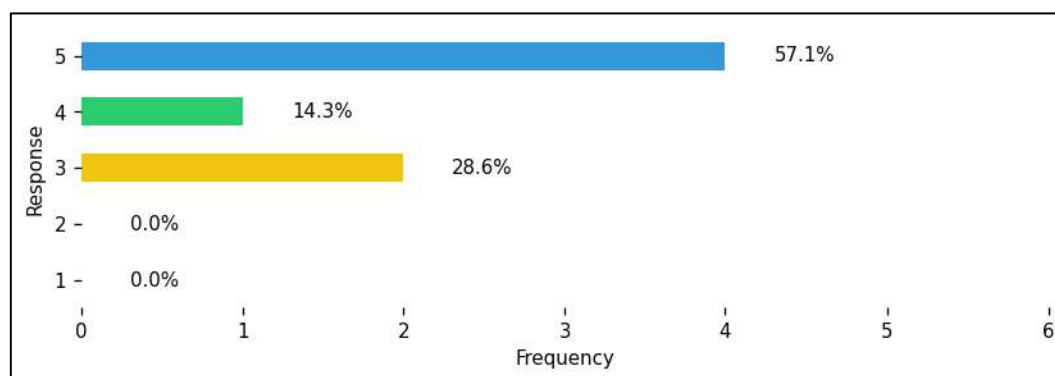


Table-177: Attainment Profile - CO2

Response	Frequency	Percentage
1	0	0.00%
2	0	0.00%
3	2	28.57%
4	1	14.29%
5	4	57.14%
Total	7	100%

Analysis: A strong level of attainment was observed, with **71.43%** of respondents attaining Ratings 4 or 5. Rating 4 accounted for **14.29%** and Rating 5 for **57.14%**. Another 28.57% were positioned at Rating 3, indicating some scope for further strengthening.

CO3. Understand educational administration as a process at various levels.

Graph-157: Attainment Profile - CO3

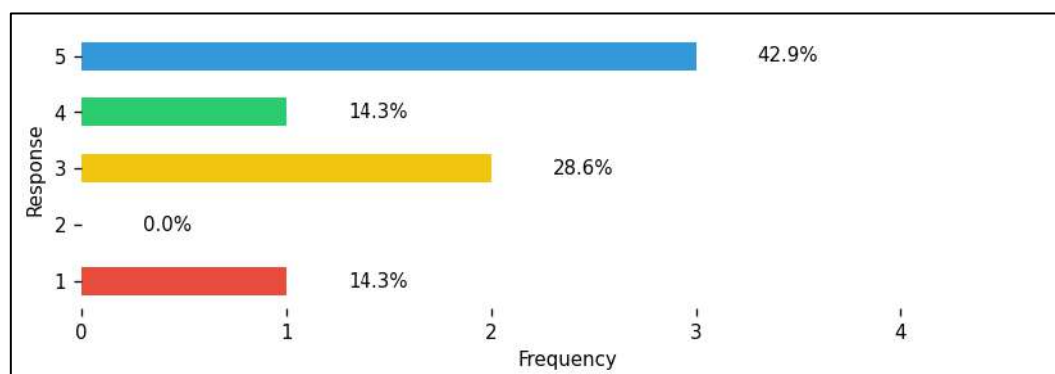
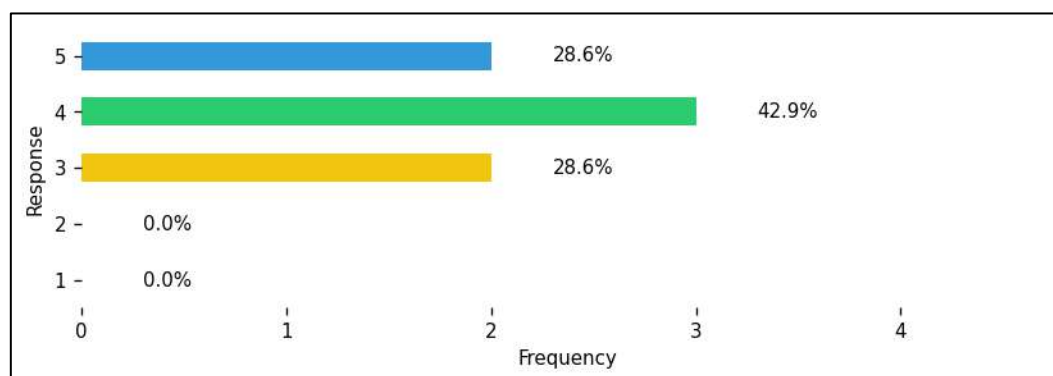


Table-178: Attainment Profile - CO3

Response	Frequency	Percentage
1	1	14.29%
2	0	0.00%
3	2	28.57%
4	1	14.29%
5	3	42.86%
Total	7	100%

Analysis: A favourable level of attainment was observed, with **57.14%** of respondents attaining Ratings 4 or 5. Rating 4 accounted for **14.29%** and Rating 5 for **42.86%**. Another 28.57% were positioned at Rating 3, indicating some scope for further strengthening.

CO4. Develop administrative skills.

Graph-158: Attainment Profile - CO4**Table-179: Attainment Profile - CO4**

Response	Frequency	Percentage
1	0	0.00%
2	0	0.00%
3	2	28.57%
4	3	42.86%
5	2	28.57%
Total	7	100%

Analysis: A strong level of attainment was observed, with **71.43%** of respondents attaining Ratings 4 or 5. Rating 4 accounted for **42.86%** and Rating 5 for **28.57%**. Another 28.57% were positioned at Rating 3, indicating some scope for further strengthening.

Key Course-Level Conclusions and Actionable Takeaways

Strong Overall Course Attainment: An average of 64.29% of responses falls within Ratings 4 and 5 across the expected outcomes of Paper XIV A: Educational Administration.

Core Strength: CO2 recorded the highest combined attainment at 71.43%.

Area for Further Strengthening: CO3 recorded the comparatively lowest combined attainment at 57.14%. Focused activities, practical applications, discussion and formative assessment may be used to strengthen this outcome.

Paper XIV B: Inclusive Education for Children with Diverse Needs

The expected Course Outcomes (COs) of **Paper XIV B: Inclusive Education for Children with Diverse Needs** are as follows:

CO1: Understand the global and national commitments towards the education of children with diverse needs.

CO2: Appreciate the need for promoting inclusive practice and the roles and responsibilities of all concerned personnel

CO3: Develop critical understanding of the recommendations of various commissions and committees towards teacher preparation for inclusive education

CO4: Understand the nature of difficulties encountered by children and prepare conducive teaching learning environment in inclusive schools.

CO5: Analyze special education, integrated education, mainstream and inclusive education practices

CO6: Appreciating the need for promoting inclusive practice and understanding the roles and responsibilities of all concerned

CO7: Developing a positive attitude and sense of commitment towards actualizing the right to education of all learners.

CO8: Seeking parental and community support for utilizing available resources for education in inclusive settings

Table-180: Consolidated Paper XIV B Course Outcome Attainment Distribution

COs	5	4	3	2	1
CO1	14.29%	42.86%	14.29%	28.57%	0.00%
CO2	0.00%	71.43%	28.57%	0.00%	0.00%
CO3	14.29%	42.86%	28.57%	0.00%	14.29%
CO4	14.29%	57.14%	28.57%	0.00%	0.00%
CO5	28.57%	14.29%	42.86%	14.29%	0.00%
CO6	14.29%	42.86%	42.86%	0.00%	0.00%
CO7	14.29%	42.86%	28.57%	0.00%	14.29%
CO8	0.00%	42.86%	28.57%	28.57%	0.00%
Avg.	12.50%	44.64%	30.36%	8.93%	3.57%

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

Strong overall attainment is represented by an average of 57.14% of responses falling within Ratings 4 and 5. Rating 4 accounts for an average of 44.64% and Rating 5 for 12.50% across the course outcomes.

The middle attainment category of Rating 3 accounts for an average of 30.36% of responses, while the combined lower categories of Ratings 1 and 2 account for 12.50%.

CO4 recorded the highest combined attainment at Ratings 4 and 5 (71.43%), whereas CO5 recorded the comparatively lowest combined attainment (42.86%).

Instructional and assessment activities may therefore continue to reinforce the stronger outcomes while providing additional focused opportunities for the comparatively lower-attaining outcome, CO5.

Detailed Analysis of Course Outcomes

Paper XIV B: Inclusive Education for Children with Diverse Needs

CO1: Understand the global and national commitments towards the education of children with diverse needs.

CO2: Appreciate the need for promoting inclusive practice and the roles and responsibilities of all concerned personnel

CO3: Develop critical understanding of the recommendations of various commissions and committees towards teacher preparation for inclusive education

CO4: Understand the nature of difficulties encountered by children and prepare conducive teaching learning environment in inclusive schools.

CO5: Analyze special education, integrated education, mainstream and inclusive education practices

CO6: Appreciating the need for promoting inclusive practice and understanding the roles and responsibilities of all concerned

CO7: Developing a positive attitude and sense of commitment towards actualizing the right to education of all learners.

CO8: Seeking parental and community support for utilizing available resources for education in inclusive settings

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

CO1. Understand the global and national commitments towards the education of children with diverse needs.

Graph-159: Attainment Profile - CO1

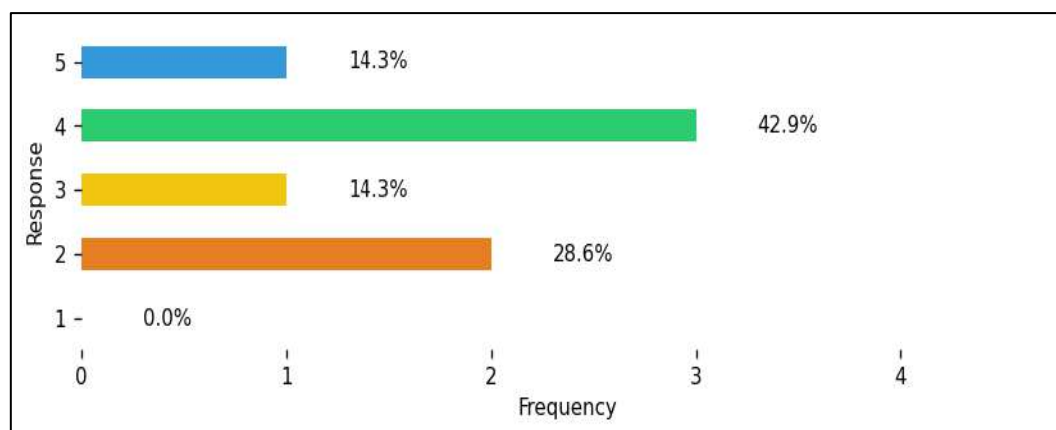
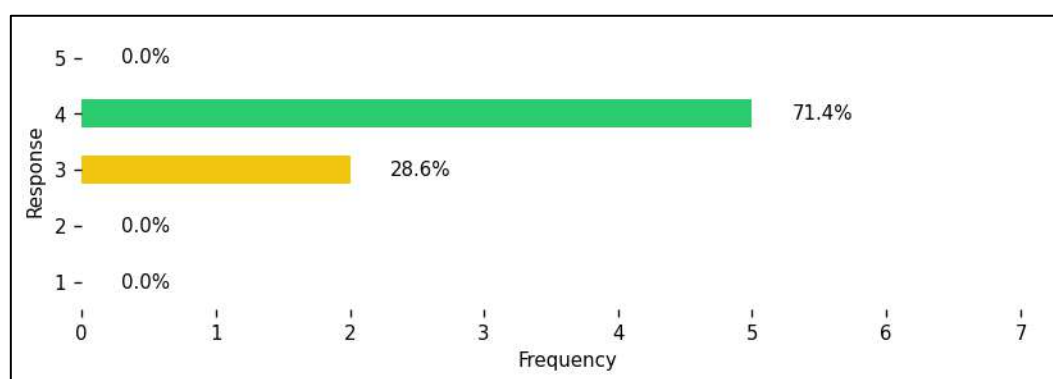


Table-181: Attainment Profile - CO1

Response	Frequency	Percentage
1	0	0.00%
2	2	28.57%
3	1	14.29%
4	3	42.86%
5	1	14.29%
Total	7	100%

Analysis: A favourable level of attainment was observed, with **57.14%** of respondents attaining Ratings 4 or 5. Rating 4 accounted for **42.86%** and Rating 5 for **14.29%**. The combined 28.57% at Ratings 1 and 2 indicates that additional academic support and learning opportunities may be useful.

CO2. Appreciate the need for promoting inclusive practice and the roles and responsibilities of all concerned personnel

Graph-160: Attainment Profile - CO2**Table-182: Attainment Profile - CO2**

Response	Frequency	Percentage
1	0	0.00%
2	0	0.00%
3	2	28.57%
4	5	71.43%
5	0	0.00%
Total	7	100%

Analysis: A strong level of attainment was observed, with **71.43%** of respondents attaining Ratings 4 or 5. Rating 4 accounted for **71.43%** and Rating 5 for **0.00%**. Another 28.57% were positioned at Rating 3, indicating some scope for further strengthening.

CO3. Develop critical understanding of the recommendations of various commissions and committees towards teacher preparation for inclusive education

Graph-161: Attainment Profile - CO3

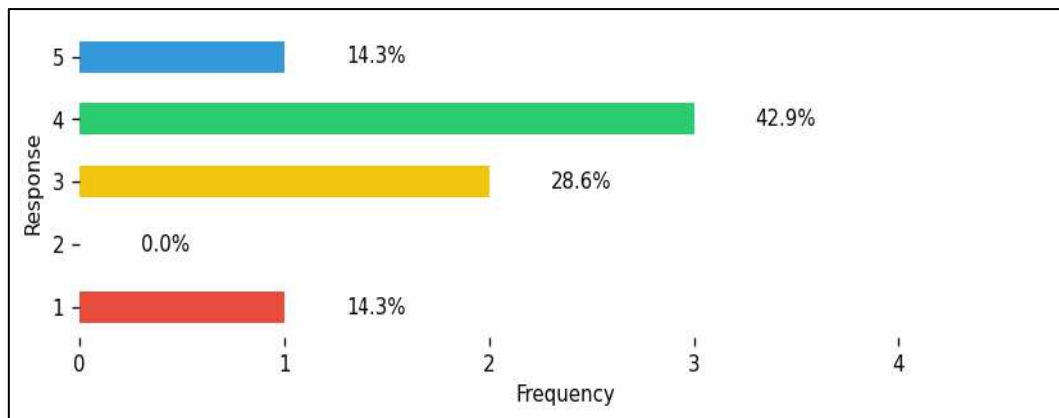


Table-183: Attainment Profile - CO3

Response	Frequency	Percentage
1	1	14.29%
2	0	0.00%
3	2	28.57%
4	3	42.86%
5	1	14.29%
Total	7	100%

Analysis: A favourable level of attainment was observed, with **57.14%** of respondents attaining Ratings 4 or 5. Rating 4 accounted for **42.86%** and Rating 5 for **14.29%**. Another 28.57% were positioned at Rating 3, indicating some scope for further strengthening.

CO4. Understand the nature of difficulties encountered by children and prepare conducive teaching learning environment in inclusive schools.

Graph-162: Attainment Profile - CO4

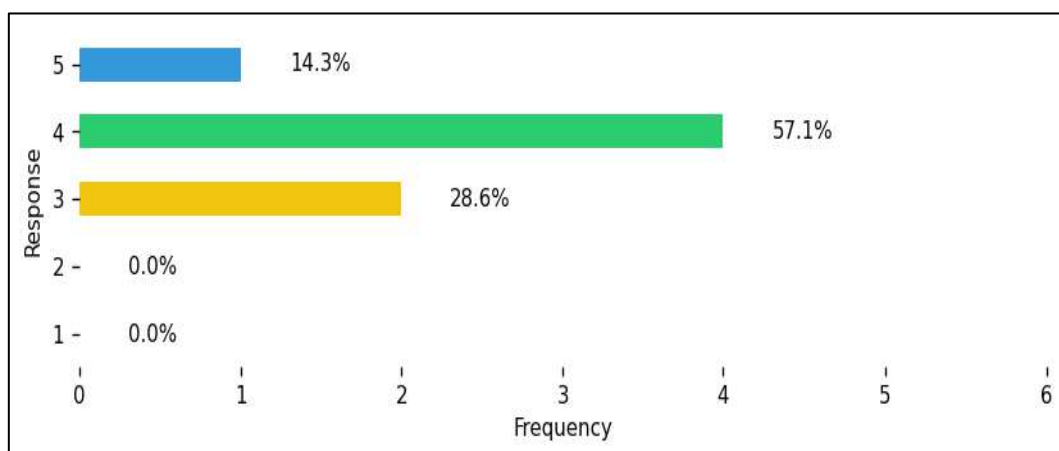
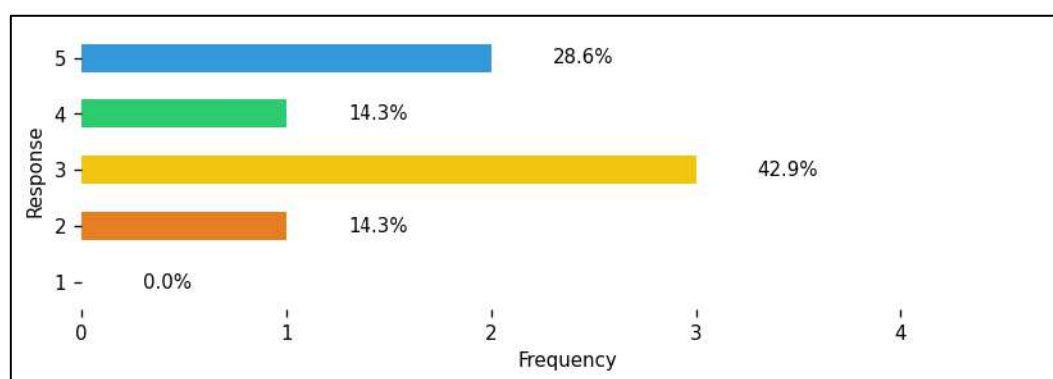


Table-184: Attainment Profile - CO4

Response	Frequency	Percentage
1	0	0.00%
2	0	0.00%
3	2	28.57%
4	4	57.14%
5	1	14.29%
Total	7	100%

Analysis: A strong level of attainment was observed, with **71.43%** of respondents attaining Ratings 4 or 5. Rating 4 accounted for **57.14%** and Rating 5 for **14.29%**. Another 28.57% were positioned at Rating 3, indicating some scope for further strengthening.

CO5. Analyze special education, integrated education, mainstream and inclusive education practices

Graph-163: Attainment Profile - CO5**Table-185: Attainment Profile - CO5**

Response	Frequency	Percentage
1	0	0.00%
2	1	14.29%
3	3	42.86%
4	1	14.29%
5	2	28.57%
Total	7	100%

Analysis: A moderate level of attainment was observed, with **42.86%** of respondents attaining Ratings 4 or 5. Rating 4 accounted for **14.29%** and Rating 5 for **28.57%**. A comparatively large 42.86% at Rating 3 suggests scope for further consolidation of this outcome.

CO6. Appreciating the need for promoting inclusive practice and understanding the roles and responsibilities of all concerned

Graph-164: Attainment Profile - CO6

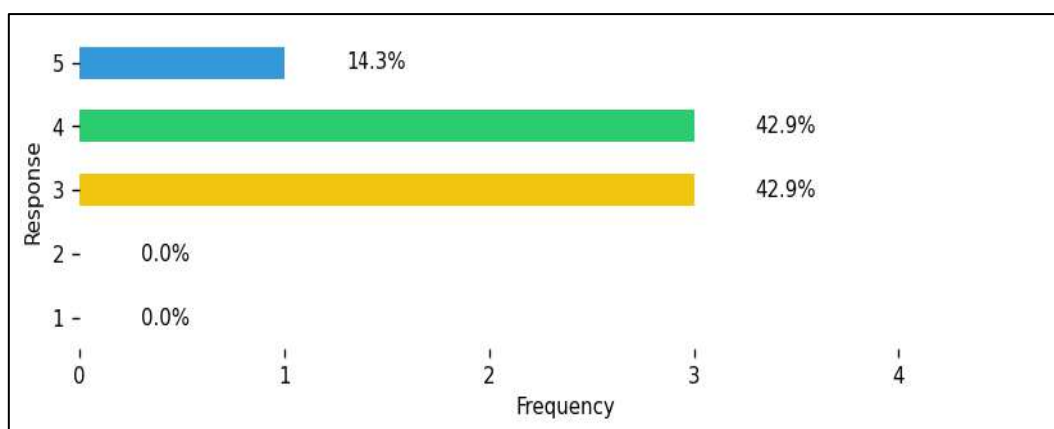


Table-186: Attainment Profile - CO6

Response	Frequency	Percentage
1	0	0.00%
2	0	0.00%
3	3	42.86%
4	3	42.86%
5	1	14.29%
Total	7	100%

Analysis: A favourable level of attainment was observed, with **57.14%** of respondents attaining Ratings 4 or 5. Rating 4 accounted for **42.86%** and Rating 5 for **14.29%**. A comparatively large 42.86% at Rating 3 suggests scope for further consolidation of this outcome.

CO7. Developing a positive attitude and sense of commitment towards actualizing the right to education of all learners.

Graph-165: Attainment Profile - CO7

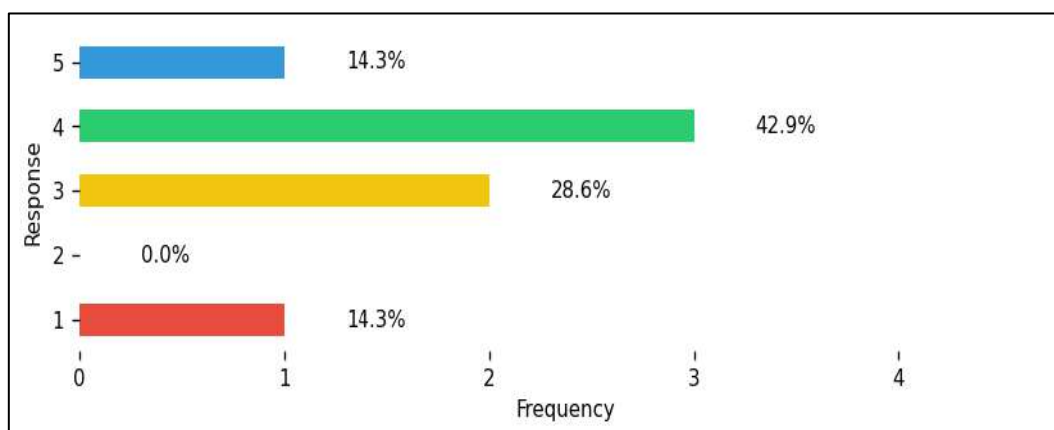
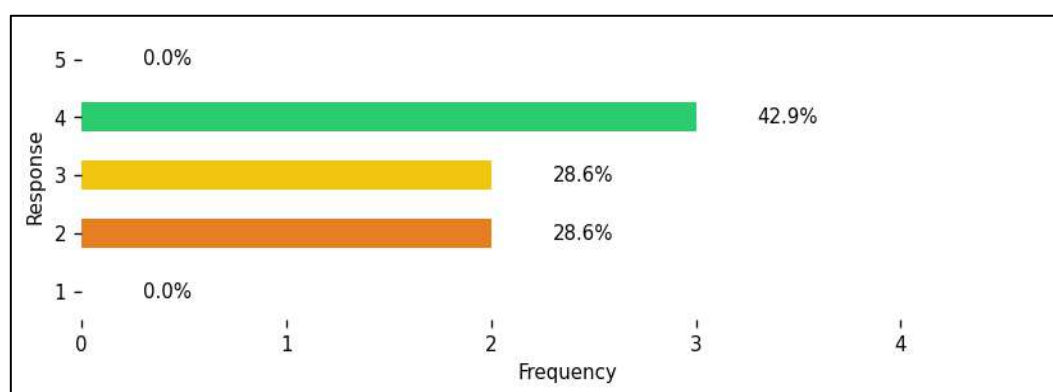


Table-187: Attainment Profile - CO7

Response	Frequency	Percentage
1	1	14.29%
2	0	0.00%
3	2	28.57%
4	3	42.86%
5	1	14.29%
Total	7	100%

Analysis: A favourable level of attainment was observed, with **57.14%** of respondents attaining Ratings 4 or 5. Rating 4 accounted for **42.86%** and Rating 5 for **14.29%**. Another 28.57% were positioned at Rating 3, indicating some scope for further strengthening.

CO8. Seeking parental and community support for utilizing available resources for education in inclusive settings

Graph-166: Attainment Profile - CO8**Table-188: Attainment Profile - CO8**

Response	Frequency	Percentage
1	0	0.00%
2	2	28.57%
3	2	28.57%
4	3	42.86%
5	0	0.00%
Total	7	100%

Analysis: A moderate level of attainment was observed, with **42.86%** of respondents attaining Ratings 4 or 5. Rating 4 accounted for **42.86%** and Rating 5 for **0.00%**. The combined 28.57% at Ratings 1 and 2 indicates that additional academic support and learning opportunities may be useful.

Key Course-Level Conclusions and Actionable Takeaways

Strong Overall Course Attainment: An average of 57.14% of responses falls within Ratings 4 and 5 across the expected outcomes of Paper XIV B: Inclusive Education for Children with Diverse Needs.

Core Strength: CO4 recorded the highest combined attainment at 71.43%.

Area for Further Strengthening: CO5 recorded the comparatively lowest combined attainment at 42.86%. Focused activities, practical applications, discussion and formative assessment may be used to strengthen this outcome.

Paper XIV C: Education of the Disadvantaged Groups

The expected Course Outcomes (COs) of **Paper XIV C: Education of the Disadvantaged Groups** are as follows:

CO1: Understand the policy perspectives related to education of socially disadvantaged section in India.

CO2: Analyze the status of education of the socially disadvantaged children in the country.

CO3: Develop knowledge and skills to address issues like social group inequality In school and society

CO4: Understand the schemes and programmes for education of socially disadvantaged groups.

CO5: Identify research priorities and conduct research in the area of education of socially disadvantaged groups

CO6: Understand the concept and importance of gender justice and equality.

CO7: Analyze the status of education of girls in schools: access, enrolment, achievement etc

CO8: Develop an insight into policy, perspectives, Issues and concerns of girl's education in India.

CO9: Reflect on various schemes programmes for girls' education identify research gaps in the area of girls' education

Table-189: Consolidated Paper XIV C Course Outcome Attainment Distribution

COs	5	4	3	2	1
CO1	0.00%	42.86%	57.14%	0.00%	0.00%
CO2	14.29%	42.86%	42.86%	0.00%	0.00%
CO3	14.29%	42.86%	28.57%	14.29%	0.00%
CO4	14.29%	42.86%	28.57%	14.29%	0.00%
CO5	28.57%	28.57%	14.29%	28.57%	0.00%
CO6	28.57%	28.57%	14.29%	14.29%	14.29%
CO7	42.86%	14.29%	42.86%	0.00%	0.00%
CO8	28.57%	28.57%	28.57%	14.29%	0.00%
CO9	14.29%	28.57%	57.14%	0.00%	0.00%
Avg.	20.63%	33.33%	34.92%	9.52%	1.59%

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

Strong overall attainment is represented by an average of 53.97% of responses falling within Ratings 4 and 5. Rating 4 accounts for an average of 33.33% and Rating 5 for 20.63% across the course outcomes.

The middle attainment category of Rating 3 accounts for an average of 34.92% of responses, while the combined lower categories of Ratings 1 and 2 account for 11.11%.

CO7 recorded the highest combined attainment at Ratings 4 and 5 (57.14%), whereas CO9 recorded the comparatively lowest combined attainment (42.86%).

Instructional and assessment activities may therefore continue to reinforce the stronger outcomes while providing additional focused opportunities for the comparatively lower-attaining outcome, CO9.

Detailed Analysis of Course Outcomes

Paper XIV C: Education of the Disadvantaged Groups

CO1: Understand the policy perspectives related to education of socially disadvantaged section in India.

CO2: Analyze the status of education of the socially disadvantaged children in the country.

CO3: Develop knowledge and skills to address issues like social group inequality In school and society

CO4: Understand the schemes and programmes for education of socially disadvantaged groups.

CO5: Identify research priorities and conduct research in the area of education of socially disadvantaged groups

CO6: Understand the concept and importance of gender justice and equality.

CO7: Analyze the status of education of girls in schools: access, enrolment, achievement etc

CO8: Develop an insight into policy, perspectives, Issues and concerns of girl's education in India.

CO9: Reflect on various schemes programmes for girls' education identify research gaps in the area of girls' education

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

CO1. Understand the policy perspectives related to education of socially disadvantaged section in India.

Graph-167: Attainment Profile - CO1

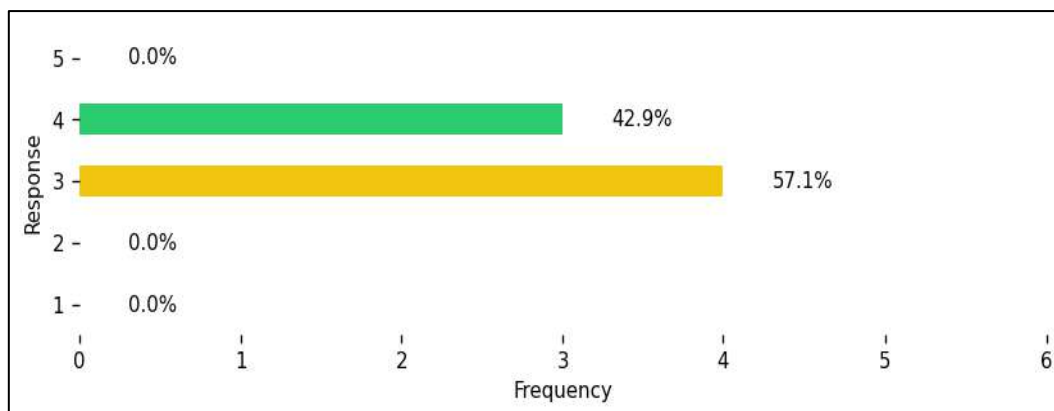


Table-190: Attainment Profile - CO1

Response	Frequency	Percentage
1	0	0.00%
2	0	0.00%
3	4	57.14%
4	3	42.86%
5	0	0.00%
Total	7	100%

Analysis: A moderate level of attainment was observed, with **42.86%** of respondents attaining Ratings 4 or 5. Rating 4 accounted for **42.86%** and Rating 5 for **0.00%**. A comparatively large 57.14% at Rating 3 suggests scope for further consolidation of this outcome.

CO2. Analyze the status of education of the socially disadvantaged children in the country.

Graph-168: Attainment Profile - CO2

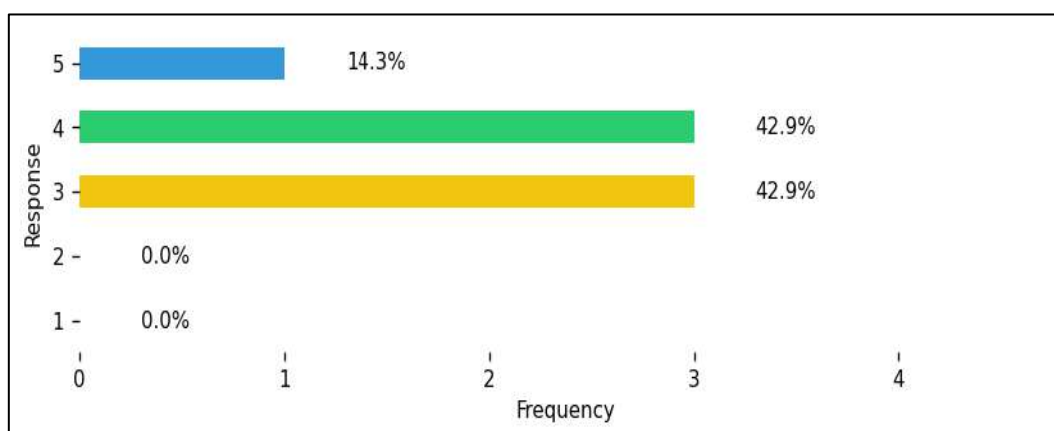
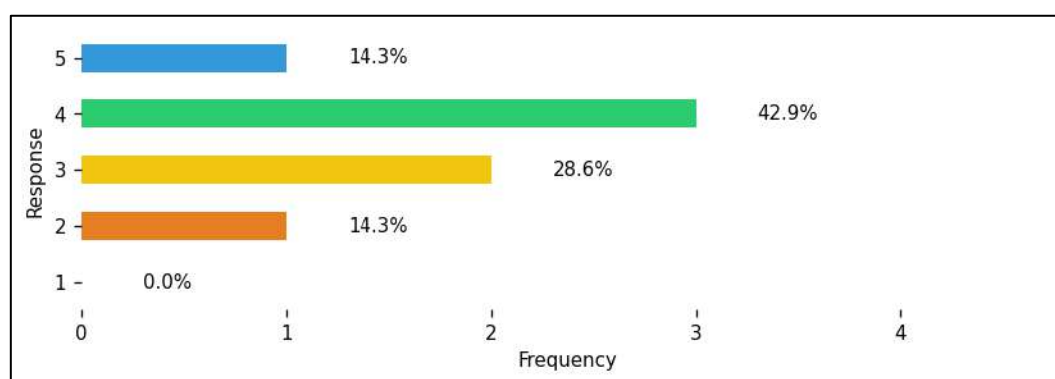


Table-191: Attainment Profile - CO2

Response	Frequency	Percentage
1	0	0.00%
2	0	0.00%
3	3	42.86%
4	3	42.86%
5	1	14.29%
Total	7	100%

Analysis: A favourable level of attainment was observed, with **57.14%** of respondents attaining Ratings 4 or 5. Rating 4 accounted for **42.86%** and Rating 5 for **14.29%**. A comparatively large 42.86% at Rating 3 suggests scope for further consolidation of this outcome.

CO3. Develop knowledge and skills to address issues like social group inequality In school and society

Graph-169: Attainment Profile - CO3**Table-192: Attainment Profile - CO3**

Response	Frequency	Percentage
1	0	0.00%
2	1	14.29%
3	2	28.57%
4	3	42.86%
5	1	14.29%
Total	7	100%

Analysis: A favourable level of attainment was observed, with **57.14%** of respondents attaining Ratings 4 or 5. Rating 4 accounted for **42.86%** and Rating 5 for **14.29%**. Another 28.57% were positioned at Rating 3, indicating some scope for further strengthening.

CO4. Understand the schemes and programmes for education of socially disadvantaged groups.

Graph-170: Attainment Profile - CO4

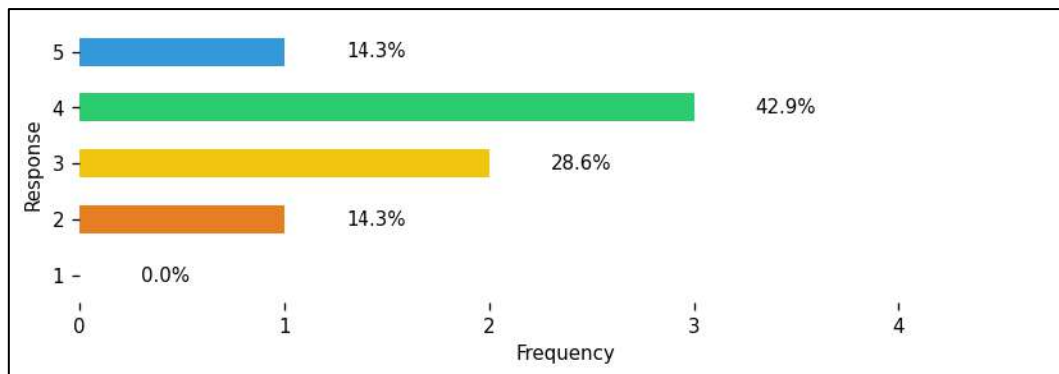


Table-193: Attainment Profile - CO4

Response	Frequency	Percentage
1	0	0.00%
2	1	14.29%
3	2	28.57%
4	3	42.86%
5	1	14.29%
Total	7	100%

Analysis: A favourable level of attainment was observed, with **57.14%** of respondents attaining Ratings 4 or 5. Rating 4 accounted for **42.86%** and Rating 5 for **14.29%**. Another 28.57% were positioned at Rating 3, indicating some scope for further strengthening.

CO5. Identify research priorities and conduct research in the area of education of socially disadvantaged groups

Graph-171: Attainment Profile - CO5

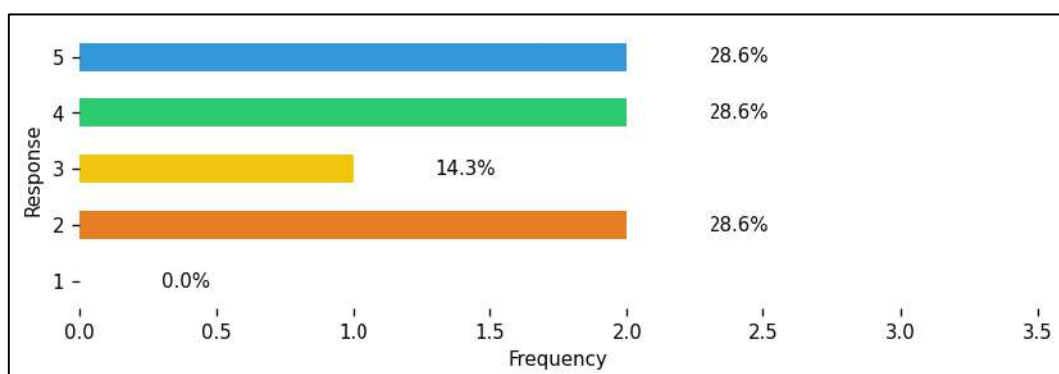
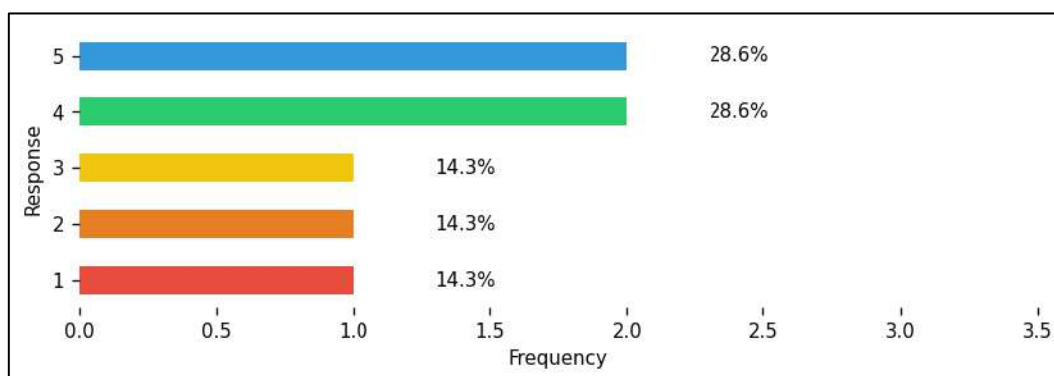


Table-194: Attainment Profile - CO5

Response	Frequency	Percentage
1	0	0.00%
2	2	28.57%
3	1	14.29%
4	2	28.57%
5	2	28.57%
Total	7	100%

Analysis: A favourable level of attainment was observed, with **57.14%** of respondents attaining Ratings 4 or 5. Rating 4 accounted for **28.57%** and Rating 5 for **28.57%**. The combined 28.57% at Ratings 1 and 2 indicates that additional academic support and learning opportunities may be useful.

CO6. Understand the concept and importance of gender justice and equality.

Graph-172: Attainment Profile - CO6**Table-195: Attainment Profile - CO6**

Response	Frequency	Percentage
1	1	14.29%
2	1	14.29%
3	1	14.29%
4	2	28.57%
5	2	28.57%
Total	7	100%

Analysis: A favourable level of attainment was observed, with **57.14%** of respondents attaining Ratings 4 or 5. Rating 4 accounted for **28.57%** and Rating 5 for **28.57%**. The combined 28.57% at Ratings 1 and 2 indicates that additional academic support and learning opportunities may be useful.

CO7. Analyze the status of education of girls in schools: access, enrolment, achievement etc

Graph-173: Attainment Profile - CO7

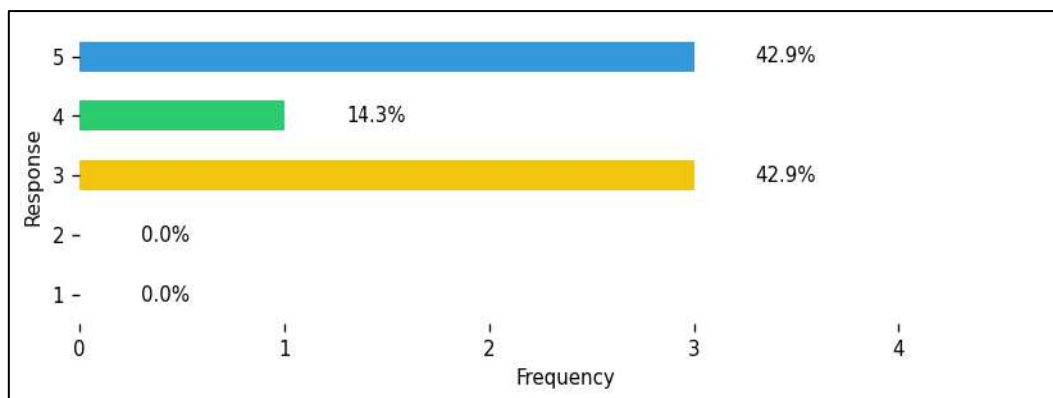


Table-196: Attainment Profile - CO7

Response	Frequency	Percentage
1	0	0.00%
2	0	0.00%
3	3	42.86%
4	1	14.29%
5	3	42.86%
Total	7	100%

Analysis: A favourable level of attainment was observed, with **57.14%** of respondents attaining Ratings 4 or 5. Rating 4 accounted for **14.29%** and Rating 5 for **42.86%**. A comparatively large 42.86% at Rating 3 suggests scope for further consolidation of this outcome.

CO8. Develop an insight into policy, perspectives, Issues and concerns of girl's education in India.

Graph-174: Attainment Profile - CO8

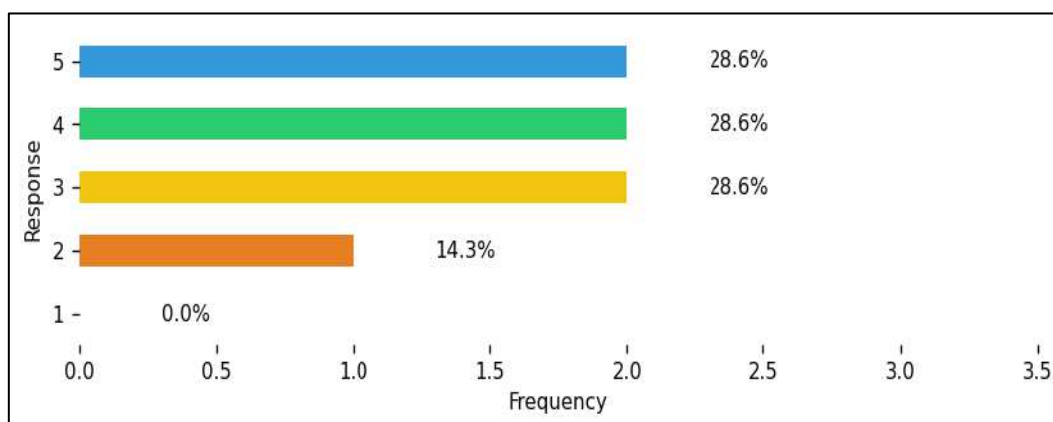
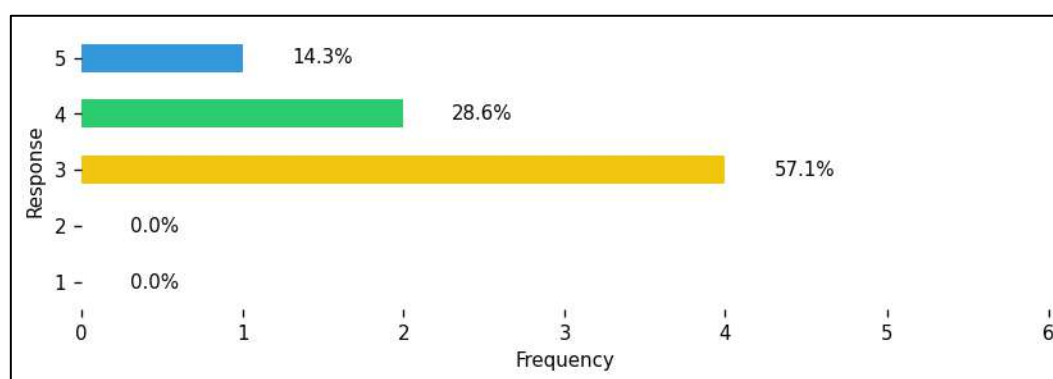


Table-197: Attainment Profile - CO8

Response	Frequency	Percentage
1	0	0.00%
2	1	14.29%
3	2	28.57%
4	2	28.57%
5	2	28.57%
Total	7	100%

Analysis: A favourable level of attainment was observed, with **57.14%** of respondents attaining Ratings 4 or 5. Rating 4 accounted for **28.57%** and Rating 5 for **28.57%**. Another 28.57% were positioned at Rating 3, indicating some scope for further strengthening.

CO9. Reflect on various schemes programmes for girls' education identify research gaps in the area of girls' education

Graph-175: Attainment Profile - CO9**Table-198: Attainment Profile - CO9**

Response	Frequency	Percentage
1	0	0.00%
2	0	0.00%
3	4	57.14%
4	2	28.57%
5	1	14.29%
Total	7	100%

Analysis: A moderate level of attainment was observed, with **42.86%** of respondents attaining Ratings 4 or 5. Rating 4 accounted for **28.57%** and Rating 5 for **14.29%**. A comparatively large 57.14% at Rating 3 suggests scope for further consolidation of this outcome.

Key Course-Level Conclusions and Actionable Takeaways

Strong Overall Course Attainment: An average of 53.97% of responses falls within Ratings 4 and 5 across the expected outcomes of Paper XIV C: Education of the Disadvantaged Groups.

Core Strength: CO7 recorded the highest combined attainment at 57.14%.

Area for Further Strengthening: CO9 recorded the comparatively lowest combined attainment at 42.86%. Focused activities, practical applications, discussion and formative assessment may be used to strengthen this outcome.

Paper XIV D: Educational Technology

The expected Course Outcomes (COs) of **Paper XIV D: Educational Technology** are as follows:

CO1: Understand the nature and scope of educational technology and also about the various forms of technology.

CO2: Understand the system approach to education, communication theories and modes of communication

CO3: Know the instructional design and modes of development of self-learning material

CO4: Develop the ability for critical appraisal of the audio-visual media.

CO5: Develop basic skills in the production of different types of instructional material

CO6: Know the recent innovations and future perspectives of Education Technology.

Table-199: Consolidated Paper XIV D Course Outcome Attainment Distribution

COs	5	4	3	2	1
CO1	14.29%	28.57%	42.86%	14.29%	0.00%
CO2	42.86%	14.29%	42.86%	0.00%	0.00%
CO3	28.57%	14.29%	42.86%	0.00%	14.29%
CO4	28.57%	42.86%	28.57%	0.00%	0.00%
CO5	28.57%	28.57%	28.57%	14.29%	0.00%
CO6	28.57%	28.57%	28.57%	0.00%	14.29%
Avg.	28.57%	26.19%	35.71%	4.76%	4.76%

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

Strong overall attainment is represented by an average of 54.76% of responses falling within Ratings 4 and 5. Rating 4 accounts for an average of 26.19% and Rating 5 for 28.57% across the course outcomes.

The middle attainment category of Rating 3 accounts for an average of 35.71% of responses, while the combined lower categories of Ratings 1 and 2 account for 9.52%. CO4 recorded the highest combined attainment at Ratings 4 and 5 (71.43%), whereas CO3 recorded the comparatively lowest combined attainment (42.86%).

Instructional and assessment activities may therefore continue to reinforce the stronger outcomes while providing additional focused opportunities for the comparatively lower-attaining outcome, CO3.

Detailed Analysis of Course Outcomes

Paper XIV D: Educational Technology

CO1: Understand the nature and scope of educational technology and also about the various forms of technology.

CO2: Understand the system approach to education, communication theories and modes of communication

CO3: Know the instructional design and modes of development of self-learning material

CO4: Develop the ability for critical appraisal of the audio-visual media.

CO5: Develop basic skills in the production of different types of instructional material

CO6: Know the recent innovations and future perspectives of Education Technology.

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

CO1. Understand the nature and scope of educational technology and also about the various forms of technology.

Graph-176: Attainment Profile - CO1

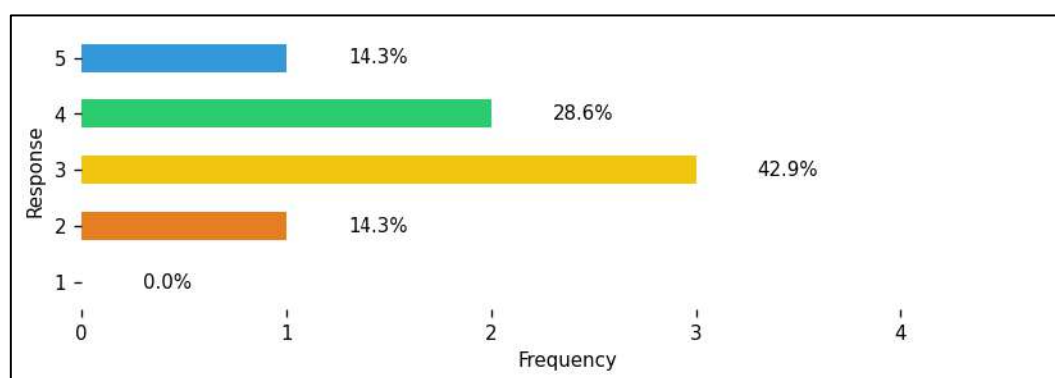


Table-200: Attainment Profile - CO1

Response	Frequency	Percentage
1	0	0.00%
2	1	14.29%
3	3	42.86%
4	2	28.57%
5	1	14.29%
Total	7	100%

Analysis: A moderate level of attainment was observed, with **42.86%** of respondents attaining Ratings 4 or 5. Rating 4 accounted for **28.57%** and Rating 5 for **14.29%**. A comparatively large 42.86% at Rating 3 suggests scope for further consolidation of this outcome.

CO2. Understand the system approach to education, communication theories and modes of communication

Graph-177: Attainment Profile - CO2

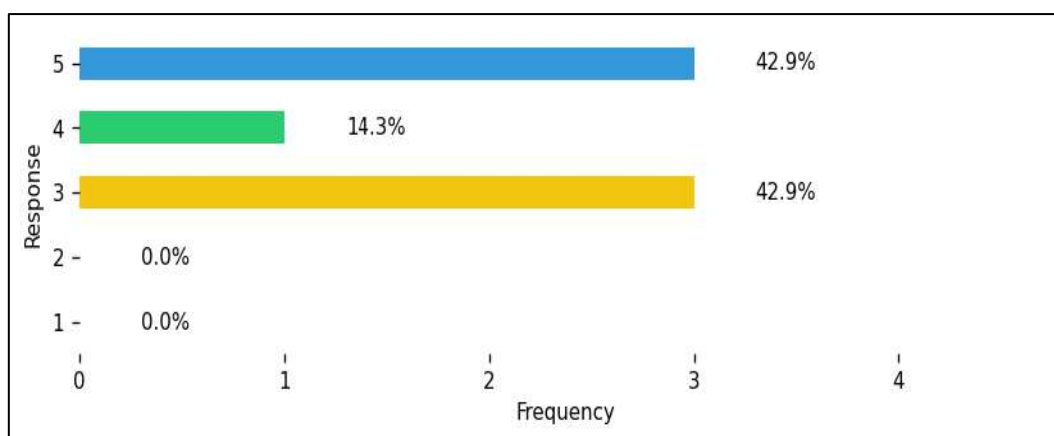


Table-201: Attainment Profile - CO2

Response	Frequency	Percentage
1	0	0.00%
2	0	0.00%
3	3	42.86%
4	1	14.29%
5	3	42.86%
Total	7	100%

Analysis: A favourable level of attainment was observed, with **57.14%** of respondents attaining Ratings 4 or 5. Rating 4 accounted for **14.29%** and Rating 5 for **42.86%**. A comparatively large 42.86% at Rating 3 suggests scope for further consolidation of this outcome.

CO3. Know the instructional design and modes of development of self-learning material

Graph-178: Attainment Profile - CO3

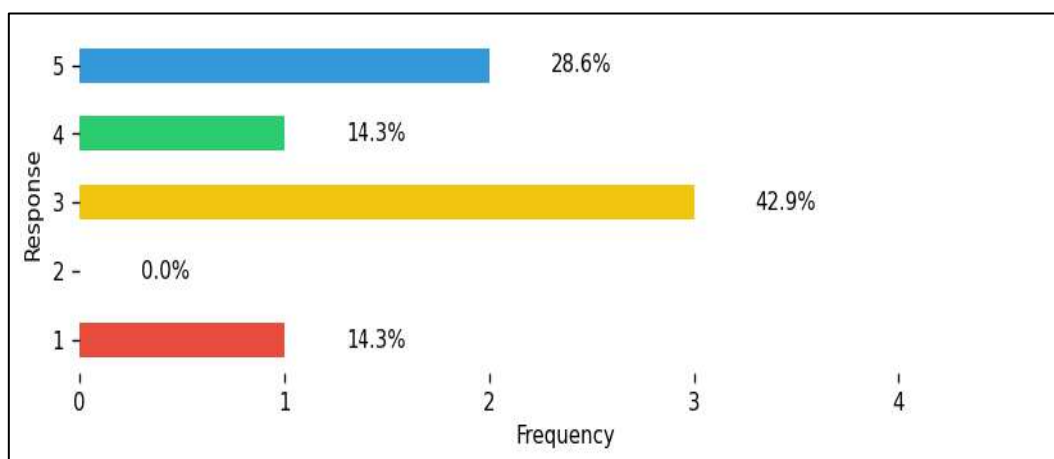
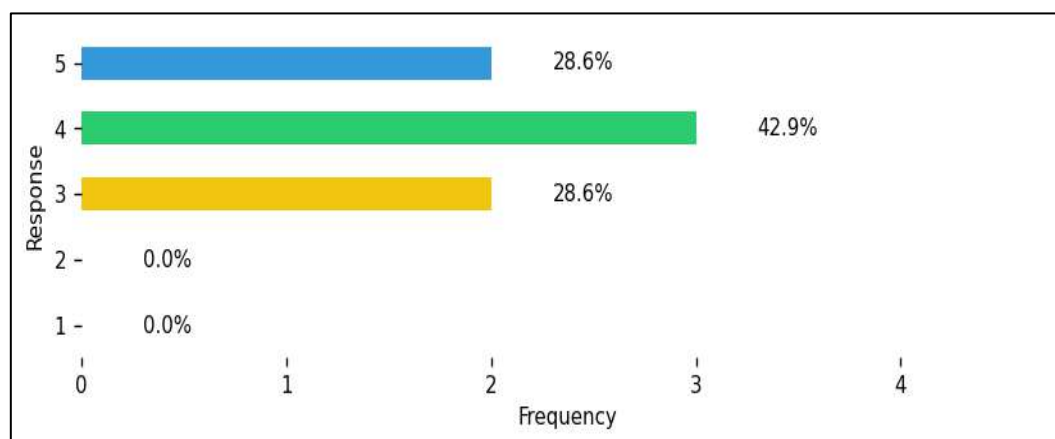


Table-202: Attainment Profile - CO3

Response	Frequency	Percentage
1	1	14.29%
2	0	0.00%
3	3	42.86%
4	1	14.29%
5	2	28.57%
Total	7	100%

Analysis: A moderate level of attainment was observed, with **42.86%** of respondents attaining Ratings 4 or 5. Rating 4 accounted for **14.29%** and Rating 5 for **28.57%**. A comparatively large 42.86% at Rating 3 suggests scope for further consolidation of this outcome.

CO4. Develop the ability for critical appraisal of the audio-visual media.

Graph-179: Attainment Profile - CO4**Table-203: Attainment Profile - CO4**

Response	Frequency	Percentage
1	0	0.00%
2	0	0.00%
3	2	28.57%
4	3	42.86%
5	2	28.57%
Total	7	100%

Analysis: A strong level of attainment was observed, with **71.43%** of respondents attaining Ratings 4 or 5. Rating 4 accounted for **42.86%** and Rating 5 for **28.57%**. Another 28.57% were positioned at Rating 3, indicating some scope for further strengthening.

CO5. Develop basic skills in the production of different types of instructional material

Graph-180: Attainment Profile - CO5

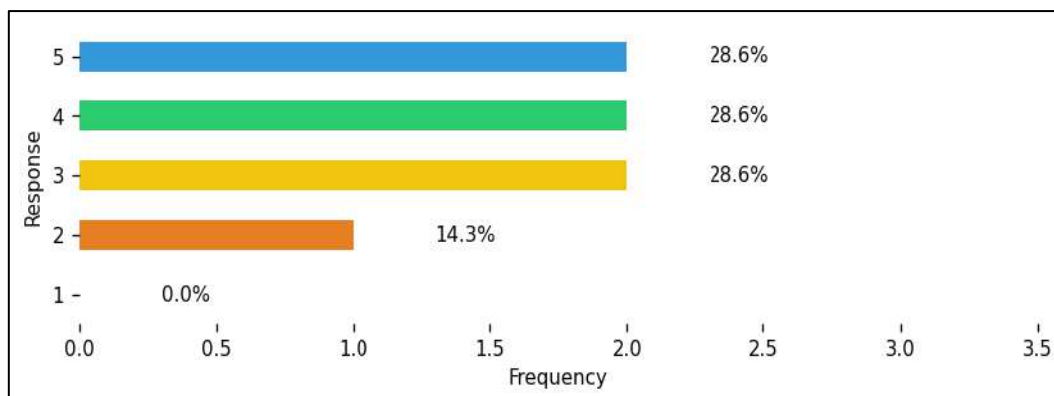


Table-204: Attainment Profile - CO5

Response	Frequency	Percentage
1	0	0.00%
2	1	14.29%
3	2	28.57%
4	2	28.57%
5	2	28.57%
Total	7	100%

Analysis: A favourable level of attainment was observed, with **57.14%** of respondents attaining Ratings 4 or 5. Rating 4 accounted for **28.57%** and Rating 5 for **28.57%**. Another 28.57% were positioned at Rating 3, indicating some scope for further strengthening.

CO6. Know the recent innovations and future perspectives of Education Technology.

Graph-181: Attainment Profile - CO6

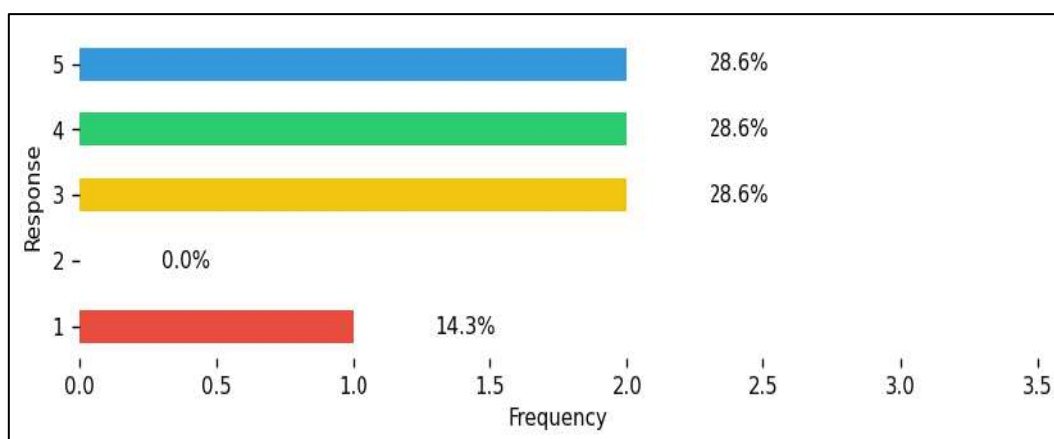


Table-205: Attainment Profile - CO6

Response	Frequency	Percentage
1	1	14.29%
2	0	0.00%
3	2	28.57%
4	2	28.57%
5	2	28.57%
Total	7	100%

Analysis: A favourable level of attainment was observed, with **57.14%** of respondents attaining Ratings 4 or 5. Rating 4 accounted for **28.57%** and Rating 5 for **28.57%**. Another 28.57% were positioned at Rating 3, indicating some scope for further strengthening.

Key Course-Level Conclusions and Actionable Takeaways

Strong Overall Course Attainment: An average of 54.76% of responses falls within Ratings 4 and 5 across the expected outcomes of Paper XIV D: Educational Technology.

Core Strength: CO4 recorded the highest combined attainment at 71.43%.

Area for Further Strengthening: CO3 recorded the comparatively lowest combined attainment at 42.86%. Focused activities, practical applications, discussion and formative assessment may be used to strengthen this outcome.

Paper XIV E: Educational Measurement and Evaluation

The expected Course Outcomes (COs) of **Paper XIV E: Educational Measurement and Evaluation** are as follows:

CO1: Understand the concept, scope and need of Evaluation and Measurement

CO2: Understand the levels of measurement.

CO3: Evaluate functions and basic principles of evaluation

CO4: Understand the interrelationship between measurement and evaluation

Table-206: Consolidated Paper XIV E Course Outcome Attainment Distribution

COs	5	4	3	2	1
CO1	14.29%	42.86%	28.57%	14.29%	0.00%
CO2	28.57%	14.29%	57.14%	0.00%	0.00%
CO3	28.57%	14.29%	42.86%	0.00%	14.29%
CO4	28.57%	14.29%	57.14%	0.00%	0.00%
Avg.	25.00%	21.43%	46.43%	3.57%	3.57%

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

Strong overall attainment is represented by an average of 46.43% of responses falling within Ratings 4 and 5. Rating 4 accounts for an average of 21.43% and Rating 5 for 25.00% across the course outcomes.

The middle attainment category of Rating 3 accounts for an average of 46.43% of responses, while the combined lower categories of Ratings 1 and 2 account for 7.14%.

CO1 recorded the highest combined attainment at Ratings 4 and 5 (57.14%), whereas CO2 recorded the comparatively lowest combined attainment (42.86%).

Instructional and assessment activities may therefore continue to reinforce the stronger outcomes while providing additional focused opportunities for the comparatively lower-attaining outcome, CO2.

Detailed Analysis of Course Outcomes

Paper XIV E: Educational Measurement and Evaluation

CO1: Understand the concept, scope and need of Evaluation and Measurement

CO2: Understand the levels of measurement.

CO3: Evaluate functions and basic principles of evaluation

CO4: Understand the interrelationship between measurement and evaluation

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

CO1. Understand the concept, scope and need of Evaluation and Measurement

Graph-182: Attainment Profile - CO1

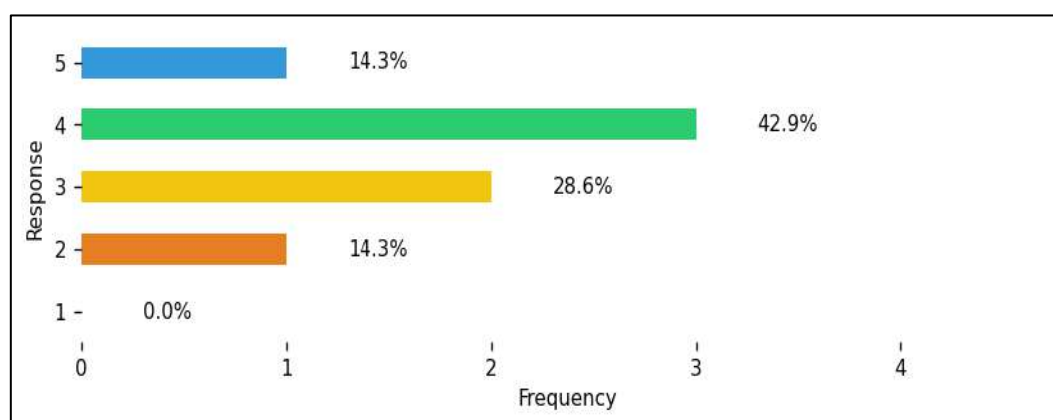


Table-207: Attainment Profile - CO1

Response	Frequency	Percentage
1	0	0.00%
2	1	14.29%
3	2	28.57%
4	3	42.86%
5	1	14.29%
Total	7	100%

Analysis: A favourable level of attainment was observed, with **57.14%** of respondents attaining Ratings 4 or 5. Rating 4 accounted for **42.86%** and Rating 5 for

14.29%. Another 28.57% were positioned at Rating 3, indicating some scope for further strengthening.

CO2. Understand the levels of measurement.

Graph-183: Attainment Profile - CO2

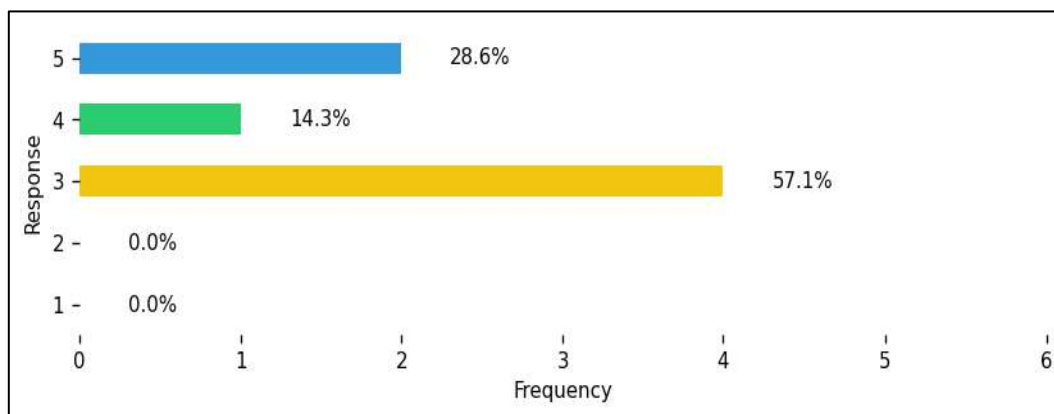


Table-208: Attainment Profile - CO2

Response	Frequency	Percentage
1	0	0.00%
2	0	0.00%
3	4	57.14%
4	1	14.29%
5	2	28.57%
Total	7	100%

Analysis: A moderate level of attainment was observed, with **42.86%** of respondents attaining Ratings 4 or 5. Rating 4 accounted for **14.29%** and Rating 5 for **28.57%**. A comparatively large 57.14% at Rating 3 suggests scope for further consolidation of this outcome.

CO3. Evaluate functions and basic principles of evaluation

Graph-184: Attainment Profile - CO3

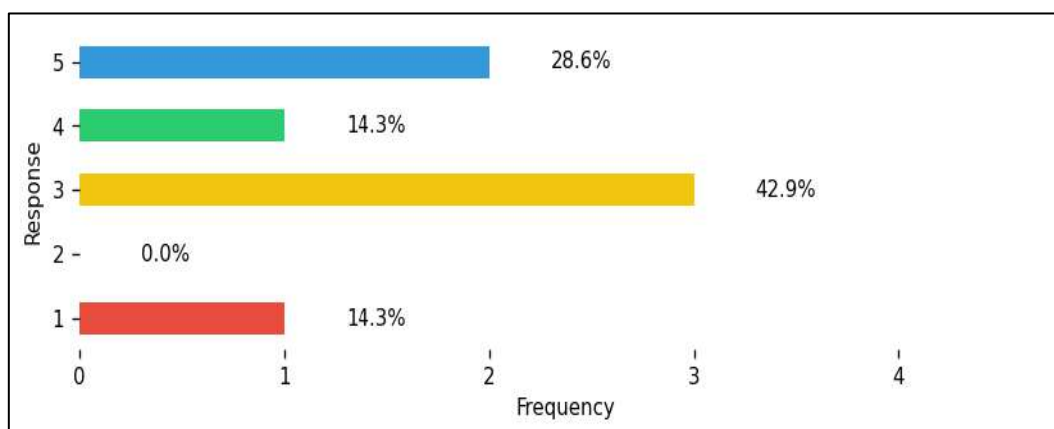
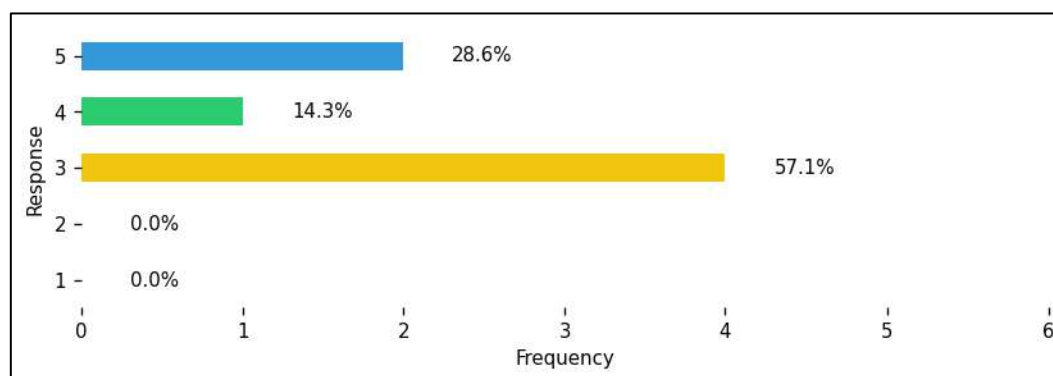


Table-209: Attainment Profile - CO3

Response	Frequency	Percentage
1	1	14.29%
2	0	0.00%
3	3	42.86%
4	1	14.29%
5	2	28.57%
Total	7	100%

Analysis: A moderate level of attainment was observed, with **42.86%** of respondents attaining Ratings 4 or 5. Rating 4 accounted for **14.29%** and Rating 5 for **28.57%**. A comparatively large 42.86% at Rating 3 suggests scope for further consolidation of this outcome.

CO4. Understand the interrelationship between measurement and evaluation

Graph-185: Attainment Profile - CO4**Table-210: Attainment Profile - CO4**

Response	Frequency	Percentage
1	0	0.00%
2	0	0.00%
3	4	57.14%
4	1	14.29%
5	2	28.57%
Total	7	100%

Analysis: A moderate level of attainment was observed, with **42.86%** of respondents attaining Ratings 4 or 5. Rating 4 accounted for **14.29%** and Rating 5 for **28.57%**. A comparatively large 57.14% at Rating 3 suggests scope for further consolidation of this outcome.

Key Course-Level Conclusions and Actionable Takeaways

Strong Overall Course Attainment: An average of 46.43% of responses falls within Ratings 4 and 5 across the expected outcomes of Paper XIV E: Educational Measurement and Evaluation.

Core Strength: CO1 recorded the highest combined attainment at 57.14%.

Area for Further Strengthening: CO2 recorded the comparatively lowest combined attainment at 42.86%. Focused activities, practical applications, discussion and formative assessment may be used to strengthen this outcome.

Paper XIV F: Computer Education

The expected Course Outcomes (COs) of **Paper XIV F: Computer Education** are as follows:

CO1: Develop awareness about uses of computers in teaching, learning, research, evaluation and administration.

CO2: Develop understanding about the various aspects multimedia development in education

CO3: Develop various skills in the use of Internet in education

CO4: Inculcate Interest about the use of Management Information System and Decision Support Systems.

CO5: Understand the integration of Information Communication Technology in educational research.

Table-211: Consolidated Paper XIV F Course Outcome Attainment Distribution

COs	5	4	3	2	1
CO1	14.29%	28.57%	57.14%	0.00%	0.00%
CO2	0.00%	28.57%	57.14%	0.00%	14.29%
CO3	14.29%	28.57%	42.86%	14.29%	0.00%
CO4	0.00%	28.57%	57.14%	14.29%	0.00%
CO5	14.29%	28.57%	57.14%	0.00%	0.00%
Avg.	8.57%	28.57%	54.29%	5.71%	2.86%

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

Strong overall attainment is represented by an average of 37.14% of responses falling within Ratings 4 and 5. Rating 4 accounts for an average of 28.57% and Rating 5 for 8.57% across the course outcomes.

The middle attainment category of Rating 3 accounts for an average of 54.29% of responses, while the combined lower categories of Ratings 1 and 2 account for 8.57%.

CO1 recorded the highest combined attainment at Ratings 4 and 5 (42.86%), whereas CO2 recorded the comparatively lowest combined attainment (28.57%).

Instructional and assessment activities may therefore continue to reinforce the stronger outcomes while providing additional focused opportunities for the comparatively lower-attaining outcome, CO2.

Detailed Analysis of Course Outcomes

Paper XIV F: Computer Education

CO1: Develop awareness about uses of computers in teaching, learning, research, evaluation and administration.

CO2: Develop understanding about the various aspects multimedia development in education

CO3: Develop various skills in the use of Internet in education

CO4: Inculcate Interest about the use of Management Information System and Decision Support Systems.

CO5: Understand the integration of Information Communication Technology in educational research.

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

CO1. Develop awareness about uses of computers in teaching, learning, research, evaluation and administration.

Graph-186: Attainment Profile - CO1

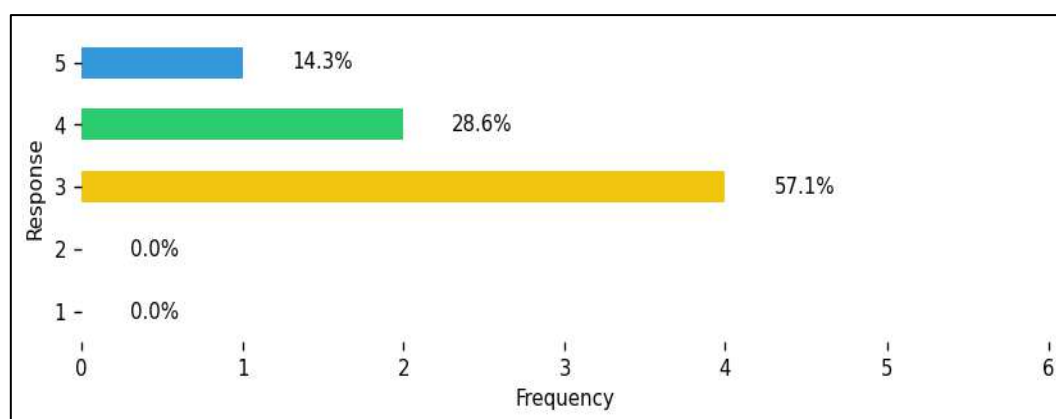


Table-212: Attainment Profile - CO1

Response	Frequency	Percentage
1	0	0.00%
2	0	0.00%
3	4	57.14%
4	2	28.57%
5	1	14.29%
Total	7	100%

Analysis: A moderate level of attainment was observed, with **42.86%** of respondents attaining Ratings 4 or 5. Rating 4 accounted for **28.57%** and Rating 5 for **14.29%**. A comparatively large 57.14% at Rating 3 suggests scope for further consolidation of this outcome.

CO2. Develop understanding about the various aspects multimedia development in education

Graph-187: Attainment Profile - CO2

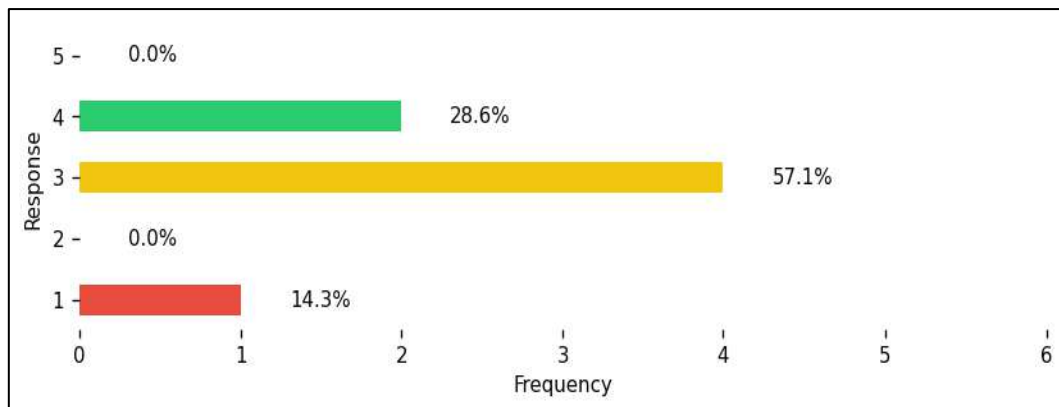


Table-213: Attainment Profile - CO2

Response	Frequency	Percentage
1	1	14.29%
2	0	0.00%
3	4	57.14%
4	2	28.57%
5	0	0.00%
Total	7	100%

Analysis: The attainment profile indicates a need for further strengthening, with **28.57%** of respondents attaining Ratings 4 or 5. Rating 4 accounted for **28.57%** and Rating 5 for **0.00%**. A comparatively large 57.14% at Rating 3 suggests scope for further consolidation of this outcome.

CO3. Develop various skills in the use of Internet in education

Graph-188: Attainment Profile - CO3

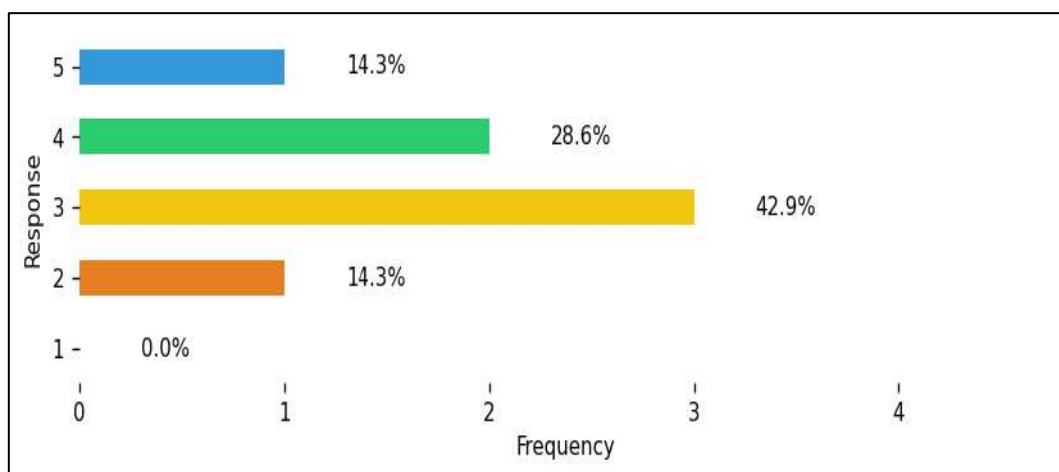
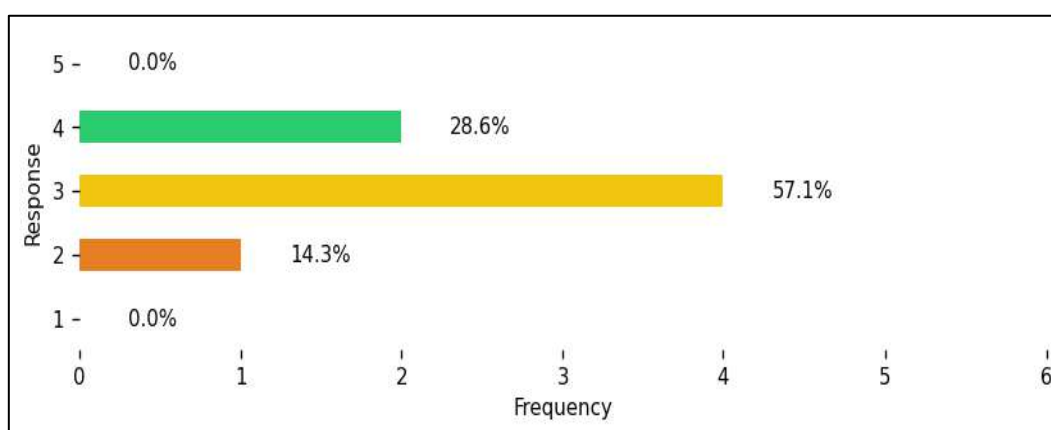


Table-214: Attainment Profile - CO3

Response	Frequency	Percentage
1	0	0.00%
2	1	14.29%
3	3	42.86%
4	2	28.57%
5	1	14.29%
Total	7	100%

Analysis: A moderate level of attainment was observed, with **42.86%** of respondents attaining Ratings 4 or 5. Rating 4 accounted for **28.57%** and Rating 5 for **14.29%**. A comparatively large 42.86% at Rating 3 suggests scope for further consolidation of this outcome.

CO4. Inculcate Interest about the use of Management Information System and Decision Support Systems.

Graph-189: Attainment Profile - CO4**Table-215: Attainment Profile - CO4**

Response	Frequency	Percentage
1	0	0.00%
2	1	14.29%
3	4	57.14%
4	2	28.57%
5	0	0.00%
Total	7	100%

Analysis: The attainment profile indicates a need for further strengthening, with **28.57%** of respondents attaining Ratings 4 or 5. Rating 4 accounted for **28.57%** and Rating 5 for **0.00%**. A comparatively large 57.14% at Rating 3 suggests scope for further consolidation of this outcome.

CO5. Understand the integration of Information Communication Technology in educational research.

Graph-190: Attainment Profile - CO5

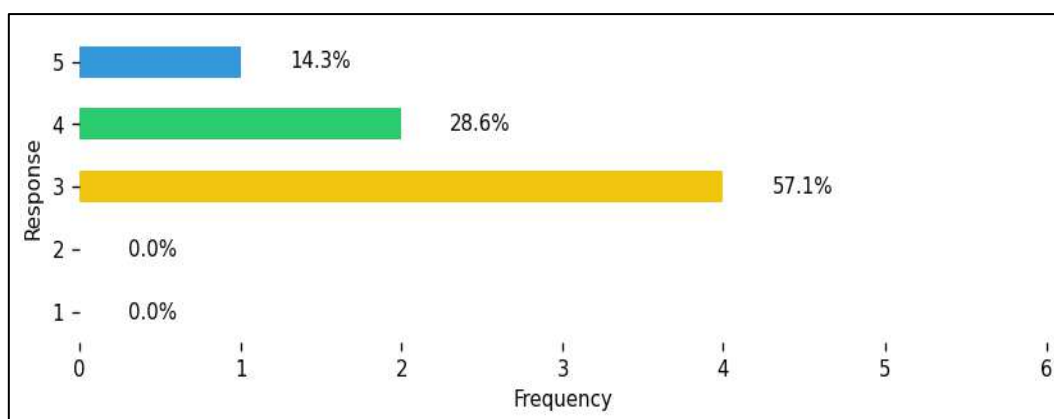


Table-216: Attainment Profile - CO5

Response	Frequency	Percentage
1	0	0.00%
2	0	0.00%
3	4	57.14%
4	2	28.57%
5	1	14.29%
Total	7	100%

Analysis: A moderate level of attainment was observed, with **42.86%** of respondents attaining Ratings 4 or 5. Rating 4 accounted for **28.57%** and Rating 5 for **14.29%**. A comparatively large 57.14% at Rating 3 suggests scope for further consolidation of this outcome.

Key Course-Level Conclusions and Actionable Takeaways

Strong Overall Course Attainment: An average of 37.14% of responses falls within Ratings 4 and 5 across the expected outcomes of Paper XIV F: Computer Education.

Core Strength: CO1 recorded the highest combined attainment at 42.86%.

Area for Further Strengthening: CO2 recorded the comparatively lowest combined attainment at 28.57%. Focused activities, practical applications, discussion and formative assessment may be used to strengthen this outcome.

Paper XV A: Adult Education

The expected Course Outcomes (COs) of **Paper XV A: Adult Education** are as follows:

CO1: Develop an understanding of different types of educational systems.

CO2: Develop understanding of the scope and nature of Non-formal Education.

CO3: Develop insight into adult education and development among the students

CO4: Develop understanding of different types of adult education programmes implemented in India

CO5: Develop understanding of lifelong education/continuing education concept.

CO6: Provide practical experience to students in adult education programmes

CO7: Give live experience to students in developmental programmes.

Table-217: Consolidated Paper XV A Course Outcome Attainment Distribution

COs	5	4	3	2	1
CO1	0.00%	28.57%	42.86%	28.57%	0.00%
CO2	14.29%	28.57%	42.86%	14.29%	0.00%
CO3	14.29%	28.57%	57.14%	0.00%	0.00%
CO4	14.29%	28.57%	42.86%	14.29%	0.00%
CO5	14.29%	57.14%	28.57%	0.00%	0.00%
CO6	28.57%	14.29%	42.86%	0.00%	14.29%
CO7	28.57%	28.57%	42.86%	0.00%	0.00%
Avg.	16.33%	30.61%	42.86%	8.16%	2.04%

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

Strong overall attainment is represented by an average of 46.94% of responses falling within Ratings 4 and 5. Rating 4 accounts for an average of 30.61% and Rating 5 for 16.33% across the course outcomes.

The middle attainment category of Rating 3 accounts for an average of 42.86% of responses, while the combined lower categories of Ratings 1 and 2 account for 10.20%.

CO5 recorded the highest combined attainment at Ratings 4 and 5 (71.43%), whereas CO1 recorded the comparatively lowest combined attainment (28.57%).

Instructional and assessment activities may therefore continue to reinforce the stronger outcomes while providing additional focused opportunities for the comparatively lower-attaining outcome, CO1.

Detailed Analysis of Course Outcomes

Paper XV A: Adult Education

CO1: Develop an understanding of different types of educational systems.

CO2: Develop understanding of the scope and nature of Non-formal Education.

CO3: Develop insight into adult education and development among the students

CO4: Develop understanding of different types of adult education programmes implemented in India

CO5: Develop understanding of lifelong education/continuing education concept.

CO6: Provide practical experience to students in adult education programmes

CO7: Give live experience to students in developmental programmes.

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

CO1. Develop an understanding of different types of educational systems.

Graph-191: Attainment Profile - CO1

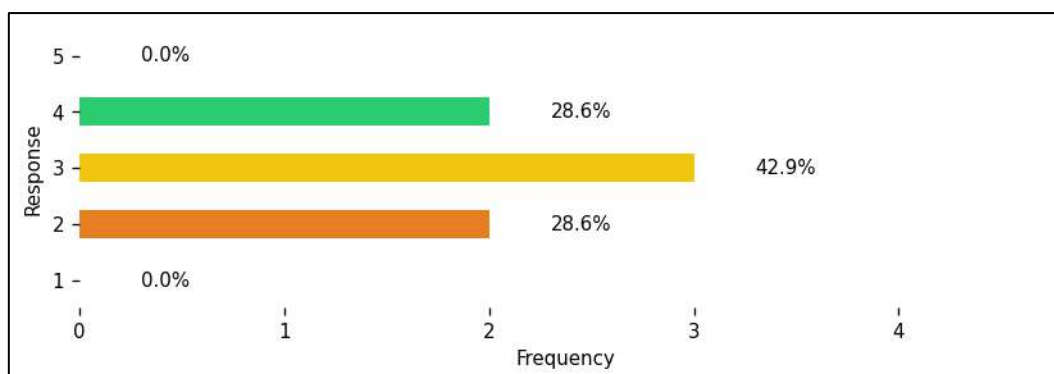


Table-218: Attainment Profile - CO1

Response	Frequency	Percentage
1	0	0.00%
2	2	28.57%
3	3	42.86%
4	2	28.57%
5	0	0.00%
Total	7	100%

Analysis: The attainment profile indicates a need for further strengthening, with **28.57%** of respondents attaining Ratings 4 or 5. Rating 4 accounted for **28.57%** and Rating 5 for **0.00%**. A comparatively large 42.86% at Rating 3 suggests scope for further consolidation of this outcome.

CO2. Develop understanding of the scope and nature of Non-formal Education.

Graph-192: Attainment Profile - CO2

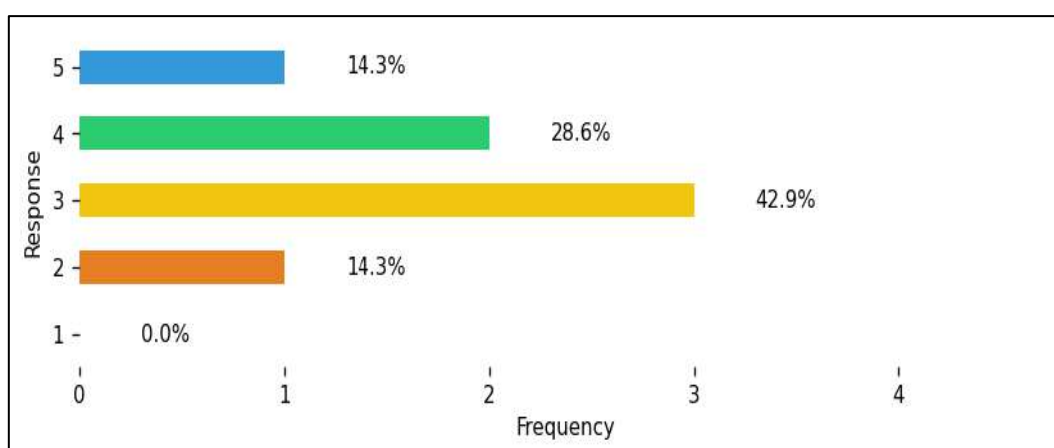
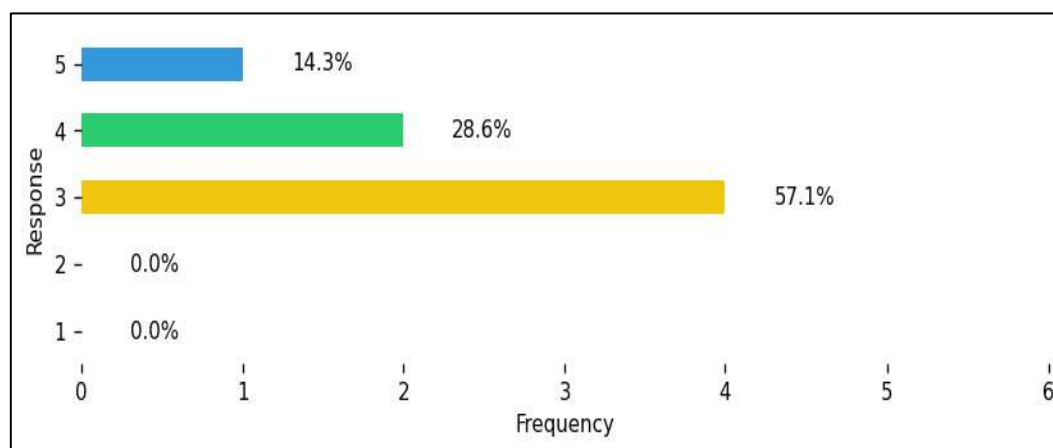


Table-219: Attainment Profile - CO2

Response	Frequency	Percentage
1	0	0.00%
2	1	14.29%
3	3	42.86%
4	2	28.57%
5	1	14.29%
Total	7	100%

Analysis: A moderate level of attainment was observed, with **42.86%** of respondents attaining Ratings 4 or 5. Rating 4 accounted for **28.57%** and Rating 5 for **14.29%**. A comparatively large 42.86% at Rating 3 suggests scope for further consolidation of this outcome.

CO3. Develop insight into adult education and development among the students

Graph-193: Attainment Profile - CO3**Table-220: Attainment Profile - CO3**

Response	Frequency	Percentage
1	0	0.00%
2	0	0.00%
3	4	57.14%
4	2	28.57%
5	1	14.29%
Total	7	100%

Analysis: A moderate level of attainment was observed, with **42.86%** of respondents attaining Ratings 4 or 5. Rating 4 accounted for **28.57%** and Rating 5 for **14.29%**. A comparatively large 57.14% at Rating 3 suggests scope for further consolidation of this outcome.

CO4. Develop understanding of different types of adult education programmes implemented in India

Graph-194: Attainment Profile - CO4

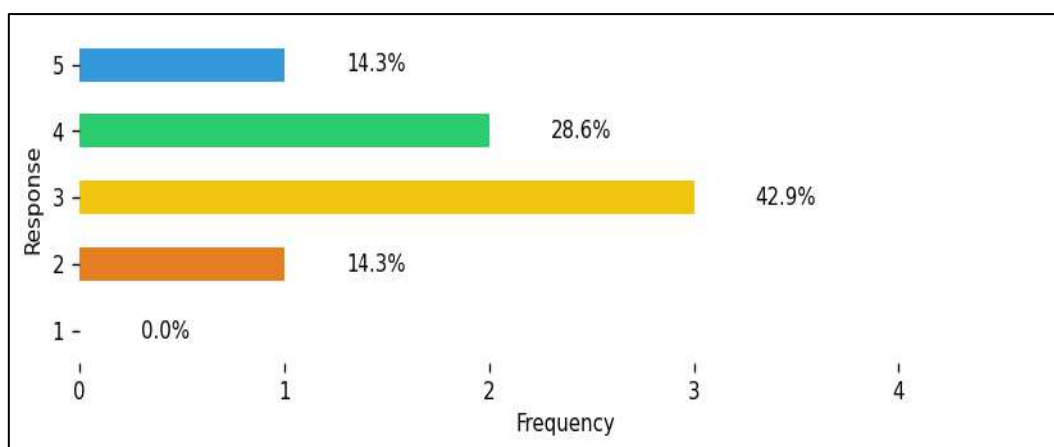


Table-221: Attainment Profile - CO4

Response	Frequency	Percentage
1	0	0.00%
2	1	14.29%
3	3	42.86%
4	2	28.57%
5	1	14.29%
Total	7	100%

Analysis: A moderate level of attainment was observed, with **42.86%** of respondents attaining Ratings 4 or 5. Rating 4 accounted for **28.57%** and Rating 5 for **14.29%**. A comparatively large 42.86% at Rating 3 suggests scope for further consolidation of this outcome.

CO5. Develop understanding of lifelong education/continuing education concept.

Graph-195: Attainment Profile - CO5

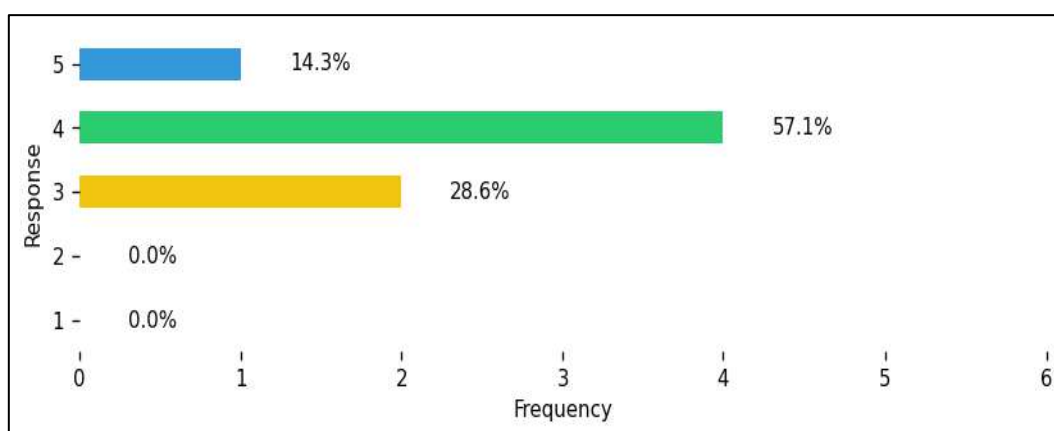
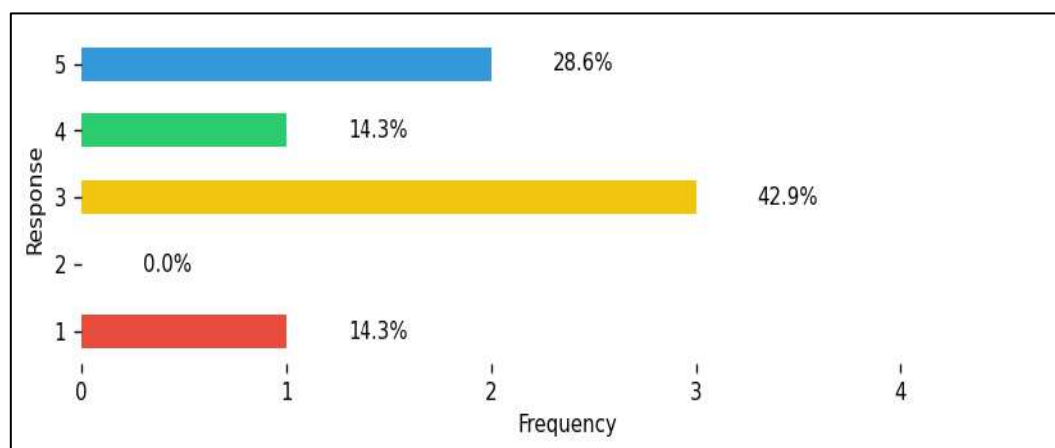


Table-222: Attainment Profile - CO5

Response	Frequency	Percentage
1	0	0.00%
2	0	0.00%
3	2	28.57%
4	4	57.14%
5	1	14.29%
Total	7	100%

Analysis: A strong level of attainment was observed, with **71.43%** of respondents attaining Ratings 4 or 5. Rating 4 accounted for **57.14%** and Rating 5 for **14.29%**. Another 28.57% were positioned at Rating 3, indicating some scope for further strengthening.

CO6. Provide practical experience to students in adult education programmes

Graph-196: Attainment Profile - CO6**Table-223: Attainment Profile - CO6**

Response	Frequency	Percentage
1	1	14.29%
2	0	0.00%
3	3	42.86%
4	1	14.29%
5	2	28.57%
Total	7	100%

Analysis: A moderate level of attainment was observed, with **42.86%** of respondents attaining Ratings 4 or 5. Rating 4 accounted for **14.29%** and Rating 5 for **28.57%**. A comparatively large 42.86% at Rating 3 suggests scope for further consolidation of this outcome.

CO7. Give live experience to students in developmental programmes.

Graph-197: Attainment Profile - CO7

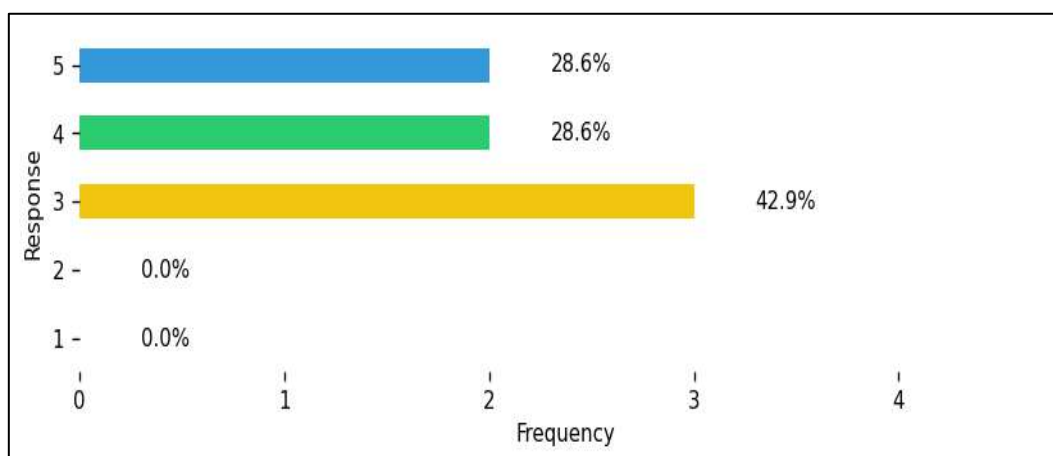


Table-224: Attainment Profile - CO7

Response	Frequency	Percentage
1	0	0.00%
2	0	0.00%
3	3	42.86%
4	2	28.57%
5	2	28.57%
Total	7	100%

Analysis: A favourable level of attainment was observed, with **57.14%** of respondents attaining Ratings 4 or 5. Rating 4 accounted for **28.57%** and Rating 5 for **28.57%**. A comparatively large 42.86% at Rating 3 suggests scope for further consolidation of this outcome.

Key Course-Level Conclusions and Actionable Takeaways

Strong Overall Course Attainment: An average of 46.94% of responses falls within Ratings 4 and 5 across the expected outcomes of Paper XV A: Adult Education.

Core Strength: CO5 recorded the highest combined attainment at 71.43%.

Area for Further Strengthening: CO1 recorded the comparatively lowest combined attainment at 28.57%. Focused activities, practical applications, discussion and formative assessment may be used to strengthen this outcome.

Paper XV B: Environmental Education

The expected Course Outcomes (COs) of **Paper XV B: Environmental Education** are as follows:

CO1: Understand the concept, scope and objectives of environmental education

CO2: Understand Environmental Education at various levels of education

CO3: Know about various components and use and abuse of natural resources.

CO4: Understand the concept and strategies of sustainable development

CO5: Understand about various activities related to protection of environment.

CO6: Know the environmental law in India.

Table-225: Consolidated Paper XV B Course Outcome Attainment Distribution

COs	5	4	3	2	1
CO1	0.00%	42.86%	57.14%	0.00%	0.00%
CO2	0.00%	71.43%	28.57%	0.00%	0.00%
CO3	14.29%	42.86%	28.57%	0.00%	14.29%
CO4	14.29%	28.57%	57.14%	0.00%	0.00%
CO5	0.00%	42.86%	42.86%	14.29%	0.00%
CO6	14.29%	14.29%	71.43%	0.00%	0.00%
Avg.	7.14%	40.48%	47.62%	2.38%	2.38%

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

Strong overall attainment is represented by an average of 47.62% of responses falling within Ratings 4 and 5. Rating 4 accounts for an average of 40.48% and Rating 5 for 7.14% across the course outcomes.

The middle attainment category of Rating 3 accounts for an average of 47.62% of responses, while the combined lower categories of Ratings 1 and 2 account for 4.76%.

CO2 recorded the highest combined attainment at Ratings 4 and 5 (71.43%), whereas CO6 recorded the comparatively lowest combined attainment (28.57%).

Instructional and assessment activities may therefore continue to reinforce the stronger outcomes while providing additional focused opportunities for the comparatively lower-attaining outcome, CO6.

Detailed Analysis of Course Outcomes

Paper XV B: Environmental Education

CO1: Understand the concept, scope and objectives of environmental education

CO2: Understand Environmental Education at various levels of education

CO3: Know about various components and use and abuse of natural resources.

CO4: Understand the concept and strategies of sustainable development

CO5: Understand about various activities related to protection of environment.

CO6: Know the environmental law in India.

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

CO1. Understand the concept, scope and objectives of environmental education

Graph-198: Attainment Profile - CO1

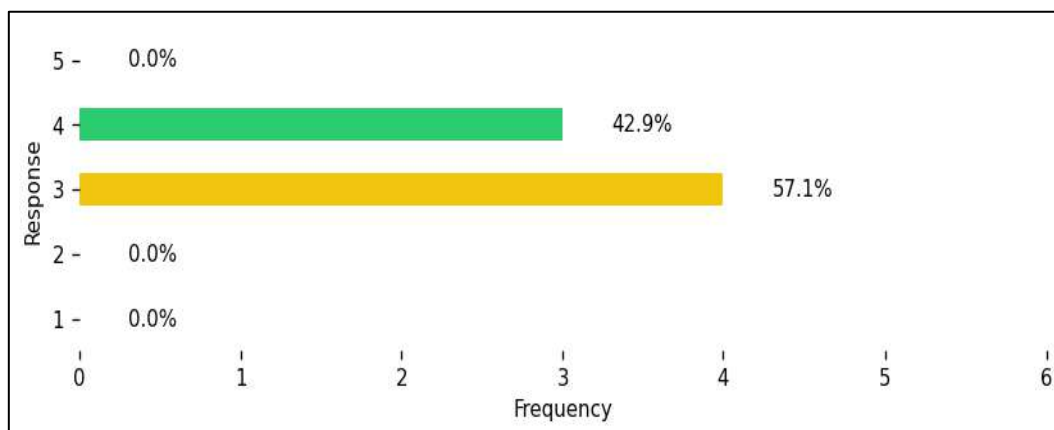


Table-226: Attainment Profile - CO1

Response	Frequency	Percentage
1	0	0.00%
2	0	0.00%
3	4	57.14%
4	3	42.86%
5	0	0.00%
Total	7	100%

Analysis: A moderate level of attainment was observed, with **42.86%** of respondents attaining Ratings 4 or 5. Rating 4 accounted for **42.86%** and Rating 5 for **0.00%**. A comparatively large 57.14% at Rating 3 suggests scope for further consolidation of this outcome.

CO2. Understand Environmental Education at various levels of education

Graph-199: Attainment Profile - CO2

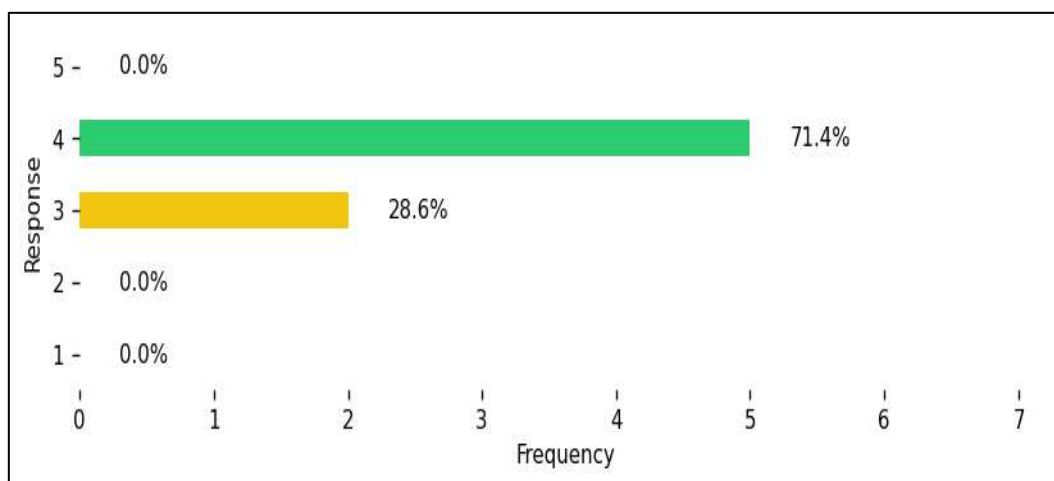
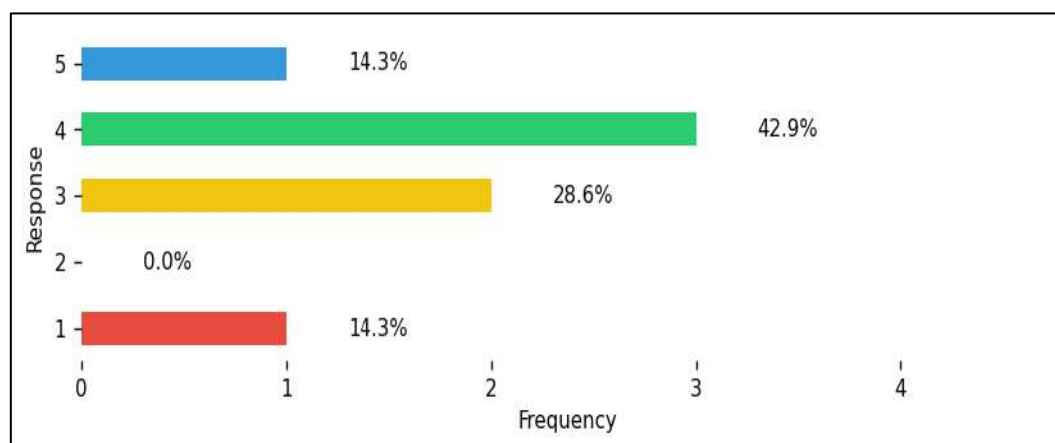


Table-227: Attainment Profile - CO2

Response	Frequency	Percentage
1	0	0.00%
2	0	0.00%
3	2	28.57%
4	5	71.43%
5	0	0.00%
Total	7	100%

Analysis: A strong level of attainment was observed, with **71.43%** of respondents attaining Ratings 4 or 5. Rating 4 accounted for **71.43%** and Rating 5 for **0.00%**. Another 28.57% were positioned at Rating 3, indicating some scope for further strengthening.

CO3. Know about various components and use and abuse of natural resources.

Graph-200: Attainment Profile - CO3**Table-228: Attainment Profile - CO3**

Response	Frequency	Percentage
1	1	14.29%
2	0	0.00%
3	2	28.57%
4	3	42.86%
5	1	14.29%
Total	7	100%

Analysis: A favourable level of attainment was observed, with **57.14%** of respondents attaining Ratings 4 or 5. Rating 4 accounted for **42.86%** and Rating 5 for **14.29%**. Another 28.57% were positioned at Rating 3, indicating some scope for further strengthening.

CO4. Understand the concept and strategies of sustainable development

Graph-201: Attainment Profile - CO4

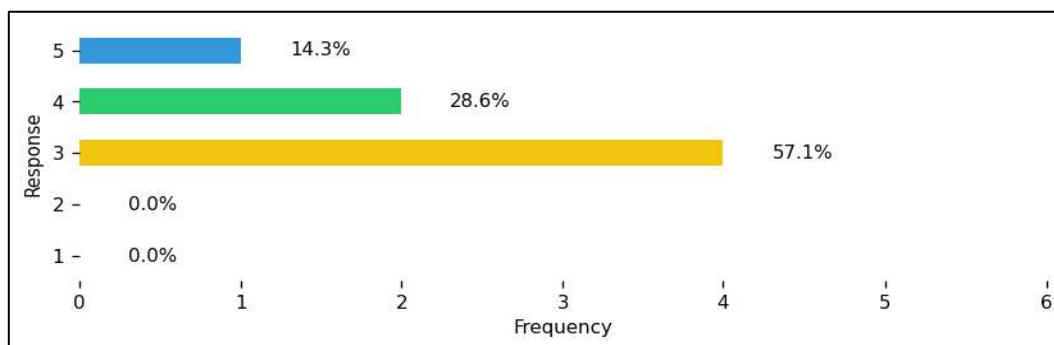


Table-229: Attainment Profile - CO4

Response	Frequency	Percentage
1	0	0.00%
2	0	0.00%
3	4	57.14%
4	2	28.57%
5	1	14.29%
Total	7	100%

Analysis: A moderate level of attainment was observed, with **42.86%** of respondents attaining Ratings 4 or 5. Rating 4 accounted for **28.57%** and Rating 5 for **14.29%**. A comparatively large 57.14% at Rating 3 suggests scope for further consolidation of this outcome.

CO5. Understand about various activities related to protection of environment.

Graph-202: Attainment Profile - CO5

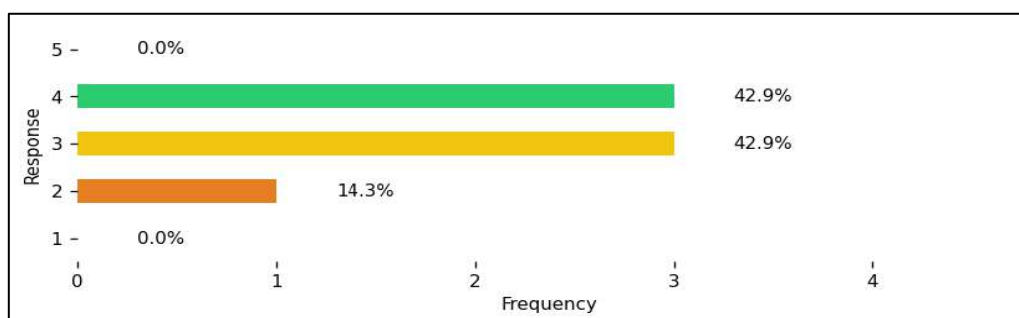


Table-230: Attainment Profile - CO5

Response	Frequency	Percentage
1	0	0.00%
2	1	14.29%
3	3	42.86%
4	3	42.86%
5	0	0.00%
Total	7	100%

Analysis: A moderate level of attainment was observed, with **42.86%** of respondents attaining Ratings 4 or 5. Rating 4 accounted for **42.86%** and Rating 5 for **0.00%**. A comparatively large 42.86% at Rating 3 suggests scope for further consolidation of this outcome.

CO6. Know the environmental law in India.

Graph-203: Attainment Profile - CO6

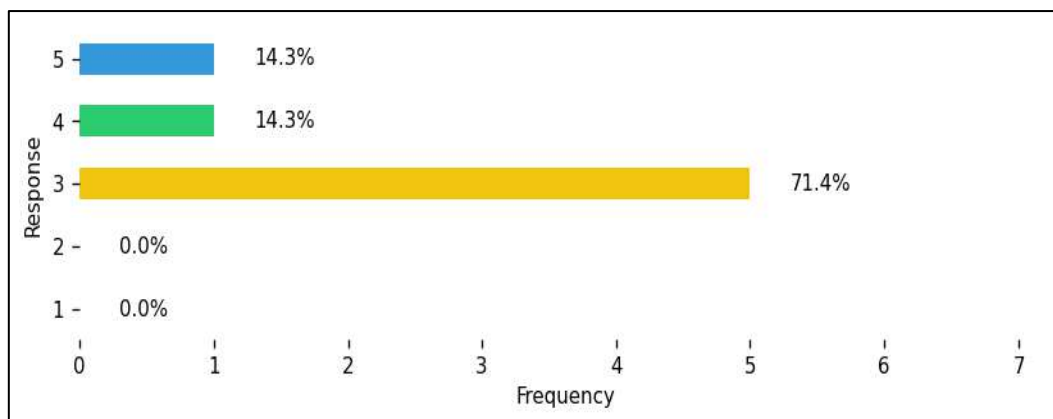


Table-231: Attainment Profile - CO6

Response	Frequency	Percentage
1	0	0.00%
2	0	0.00%
3	5	71.43%
4	1	14.29%
5	1	14.29%
Total	7	100%

Analysis: The attainment profile indicates a need for further strengthening, with **28.57%** of respondents attaining Ratings 4 or 5. Rating 4 accounted for **14.29%** and Rating 5 for **14.29%**. A comparatively large 71.43% at Rating 3 suggests scope for further consolidation of this outcome.

Key Course-Level Conclusions and Actionable Takeaways

Strong Overall Course Attainment: An average of 47.62% of responses falls within Ratings 4 and 5 across the expected outcomes of Paper XV B: Environmental Education.

Core Strength: CO2 recorded the highest combined attainment at 71.43%.

Area for Further Strengthening: CO6 recorded the comparatively lowest combined attainment at 28.57%. Focused activities, practical applications, discussion and formative assessment may be used to strengthen this outcome.

Paper XV C: Human Right and Education

The expected Course Outcomes (COs) of **Paper XV C: Human Right and Education** are as follows:

CO1: Understand the need and importance of value in education.

CO2: Develop broad view on different types of values.

CO3: Develop a comprehensive view on strategies and approaches to inculcate values.

CO4: Develop an insight into the concept, and importance of Human Rights.

CO5: Probe into various strategies of teaching Human Rights.

CO6: Explore various agencies which contribute for preserving Human Rights

CO7: Acquire the ability and skills of organizing and conducting programmes on human rights

CO8: Develop interest and extend guidance to the community on Human Rights.

Table-232: Consolidated Paper XV C Course Outcome Attainment Distribution

COs	5	4	3	2	1
CO1	14.29%	14.29%	71.43%	0.00%	0.00%
CO2	14.29%	0.00%	71.43%	0.00%	14.29%
CO3	0.00%	28.57%	57.14%	14.29%	0.00%
CO4	0.00%	14.29%	71.43%	0.00%	14.29%
CO5	14.29%	42.86%	42.86%	0.00%	0.00%
CO6	0.00%	28.57%	57.14%	14.29%	0.00%
CO7	14.29%	28.57%	57.14%	0.00%	0.00%
CO8	14.29%	42.86%	42.86%	0.00%	0.00%
Avg.	8.93%	25.00%	58.93%	3.57%	3.57%

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

Strong overall attainment is represented by an average of 33.93% of responses falling within Ratings 4 and 5. Rating 4 accounts for an average of 25.00% and Rating 5 for 8.93% across the course outcomes.

The middle attainment category of Rating 3 accounts for an average of 58.93% of responses, while the combined lower categories of Ratings 1 and 2 account for 7.14%.

CO5 recorded the highest combined attainment at Ratings 4 and 5 (57.14%), whereas CO2 recorded the comparatively lowest combined attainment (14.29%).

Instructional and assessment activities may therefore continue to reinforce the stronger outcomes while providing additional focused opportunities for the comparatively lower-attaining outcome, CO2.

Detailed Analysis of Course Outcomes

Paper XV C: Human Right and Education

CO1: Understand the need and importance of value in education.

CO2: Develop broad view on different types of values.

CO3: Develop a comprehensive view on strategies and approaches to inculcate values.

CO4: Develop an insight into the concept, and importance of Human Rights.

CO5: Probe into various strategies of teaching Human Rights.

CO6: Explore various agencies which contribute for preserving Human Rights

CO7: Acquire the ability and skills of organizing and conducting programmes on human rights

CO8: Develop interest and extend guidance to the community on Human Rights.

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

CO1. Understand the need and importance of value in education.

Graph-204: Attainment Profile - CO1

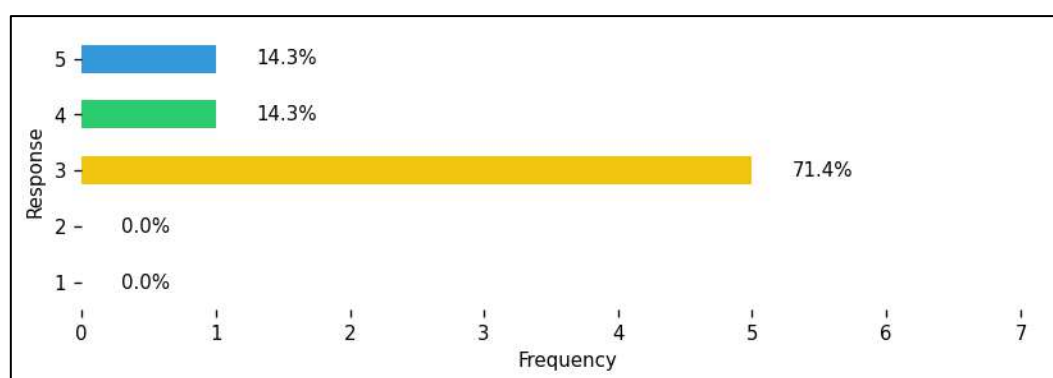


Table-233: Attainment Profile - CO1

Response	Frequency	Percentage
1	0	0.00%
2	0	0.00%
3	5	71.43%
4	1	14.29%
5	1	14.29%
Total	7	100%

Analysis: The attainment profile indicates a need for further strengthening, with **28.57%** of respondents attaining Ratings 4 or 5. Rating 4 accounted for **14.29%** and Rating 5 for **14.29%**. A comparatively large 71.43% at Rating 3 suggests scope for further consolidation of this outcome.

CO2. Develop broad view on different types of values.

Graph-205: Attainment Profile - CO2

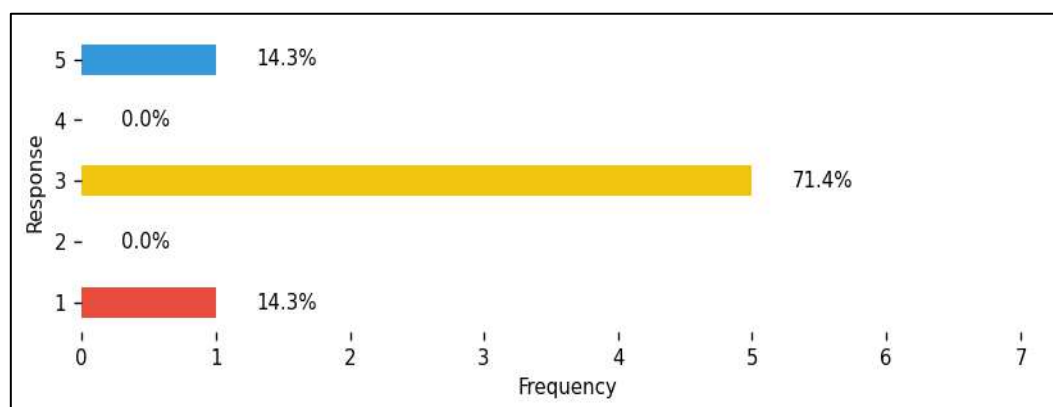


Table-234: Attainment Profile - CO2

Response	Frequency	Percentage
1	1	14.29%
2	0	0.00%
3	5	71.43%
4	0	0.00%
5	1	14.29%
Total	7	100%

Analysis: The attainment profile indicates a need for further strengthening, with **14.29%** of respondents attaining Ratings 4 or 5. Rating 4 accounted for **0.00%** and Rating 5 for **14.29%**. A comparatively large 71.43% at Rating 3 suggests scope for further consolidation of this outcome.

CO3. Develop a comprehensive view on strategies and approaches to inculcate values.

Graph-206: Attainment Profile - CO3

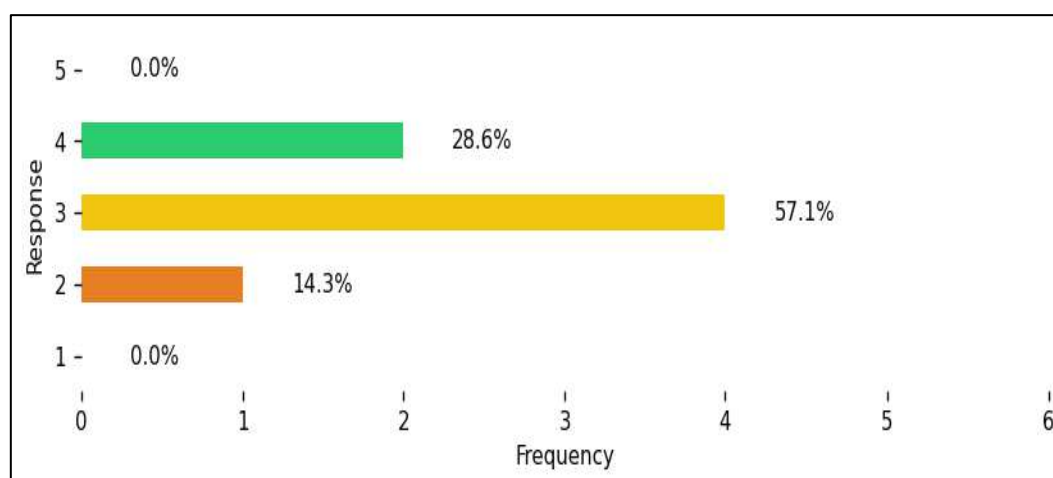
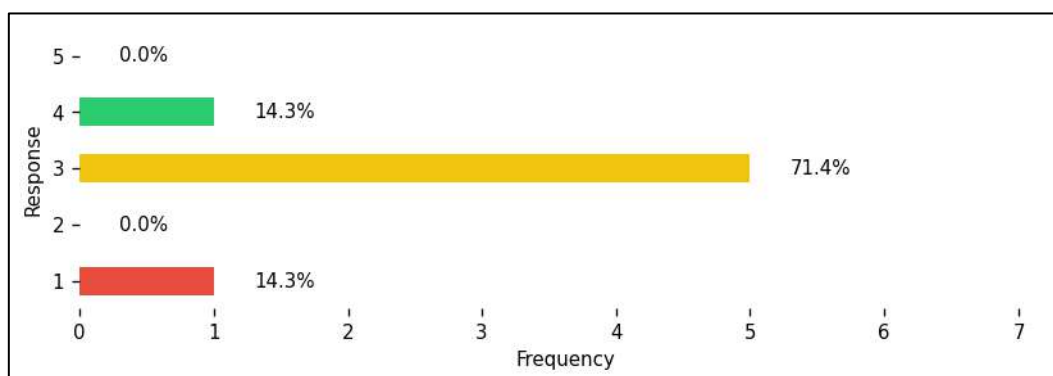


Table-235: Attainment Profile - CO3

Response	Frequency	Percentage
1	0	0.00%
2	1	14.29%
3	4	57.14%
4	2	28.57%
5	0	0.00%
Total	7	100%

Analysis: The attainment profile indicates a need for further strengthening, with **28.57%** of respondents attaining Ratings 4 or 5. Rating 4 accounted for **28.57%** and Rating 5 for **0.00%**. A comparatively large 57.14% at Rating 3 suggests scope for further consolidation of this outcome.

CO4. Develop an insight into the concept, and importance of Human Rights.

Graph-207: Attainment Profile - CO4**Table-236: Attainment Profile - CO4**

Response	Frequency	Percentage
1	1	14.29%
2	0	0.00%
3	5	71.43%
4	1	14.29%
5	0	0.00%
Total	7	100%

Analysis: The attainment profile indicates a need for further strengthening, with **14.29%** of respondents attaining Ratings 4 or 5. Rating 4 accounted for **14.29%** and Rating 5 for **0.00%**. A comparatively large 71.43% at Rating 3 suggests scope for further consolidation of this outcome.

CO5. Probe into various strategies of teaching Human Rights.

Graph-208: Attainment Profile - CO5

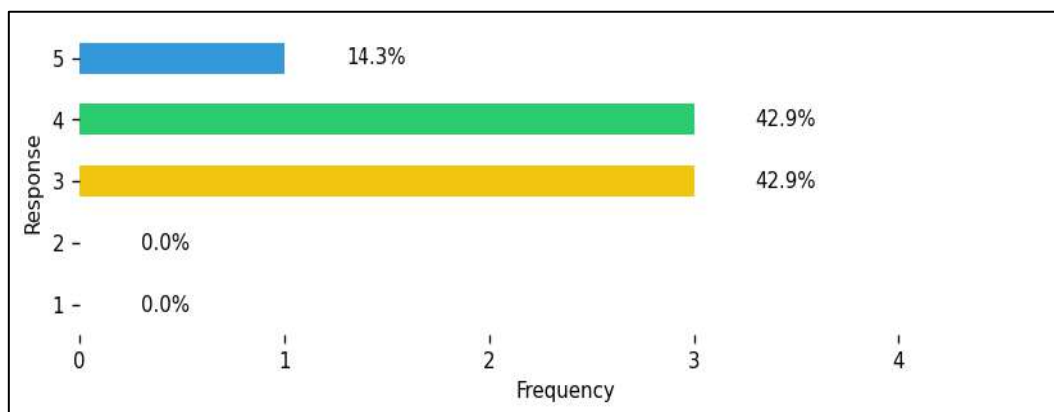


Table-237: Attainment Profile - CO5

Response	Frequency	Percentage
1	0	0.00%
2	0	0.00%
3	3	42.86%
4	3	42.86%
5	1	14.29%
Total	7	100%

Analysis: A favourable level of attainment was observed, with **57.14%** of respondents attaining Ratings 4 or 5. Rating 4 accounted for **42.86%** and Rating 5 for **14.29%**. A comparatively large 42.86% at Rating 3 suggests scope for further consolidation of this outcome.

CO6. Explore various agencies which contribute for preserving Human Rights

Graph-209: Attainment Profile - CO6

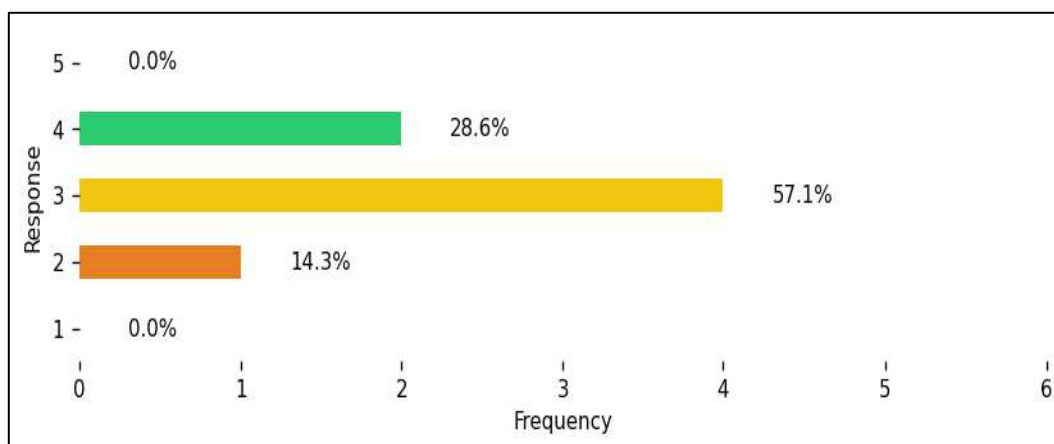
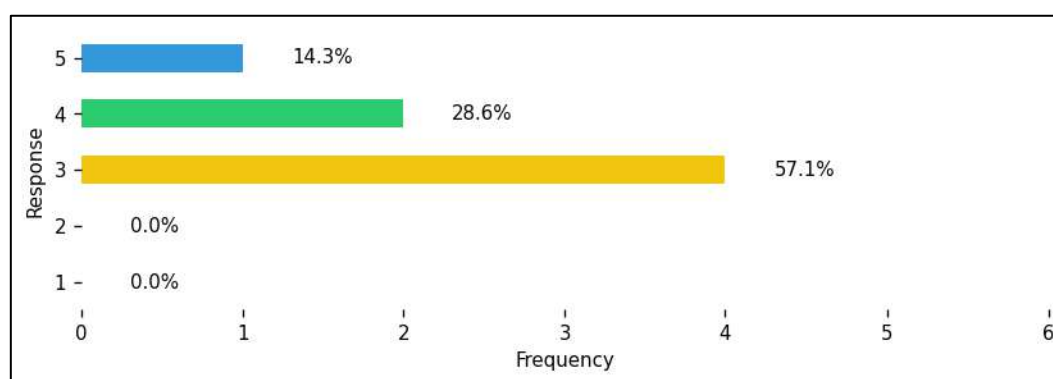


Table-238: Attainment Profile - CO6

Response	Frequency	Percentage
1	0	0.00%
2	1	14.29%
3	4	57.14%
4	2	28.57%
5	0	0.00%
Total	7	100%

Analysis: The attainment profile indicates a need for further strengthening, with **28.57%** of respondents attaining Ratings 4 or 5. Rating 4 accounted for **28.57%** and Rating 5 for **0.00%**. A comparatively large 57.14% at Rating 3 suggests scope for further consolidation of this outcome.

CO7. Acquire the ability and skills of organizing and conducting programmes on human rights

Graph-210: Attainment Profile - CO7**Table-239: Attainment Profile - CO7**

Response	Frequency	Percentage
1	0	0.00%
2	0	0.00%
3	4	57.14%
4	2	28.57%
5	1	14.29%
Total	7	100%

Analysis: A moderate level of attainment was observed, with **42.86%** of respondents attaining Ratings 4 or 5. Rating 4 accounted for **28.57%** and Rating 5 for **14.29%**. A comparatively large 57.14% at Rating 3 suggests scope for further consolidation of this outcome.

CO8. Develop interest and extend guidance to the community on Human Rights.

Graph-211: Attainment Profile - CO8

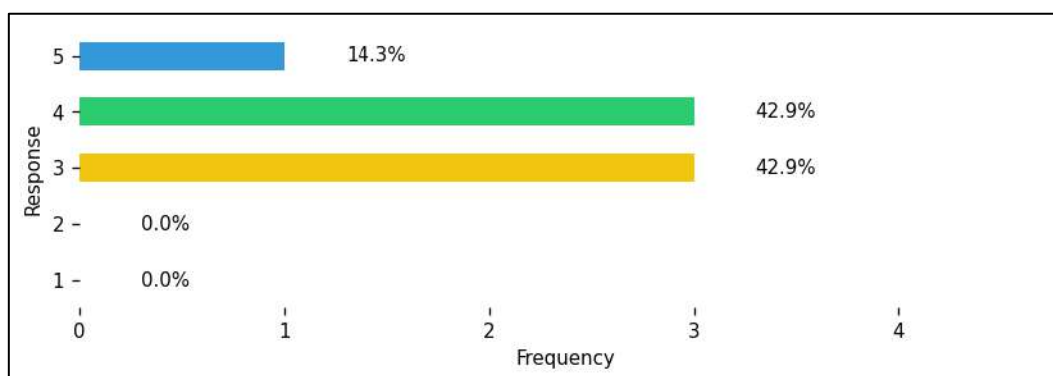


Table-240: Attainment Profile - CO8

Response	Frequency	Percentage
1	0	0.00%
2	0	0.00%
3	3	42.86%
4	3	42.86%
5	1	14.29%
Total	7	100%

Analysis: A favourable level of attainment was observed, with **57.14%** of respondents attaining Ratings 4 or 5. Rating 4 accounted for **42.86%** and Rating 5 for **14.29%**. A comparatively large 42.86% at Rating 3 suggests scope for further consolidation of this outcome.

Key Course-Level Conclusions and Actionable Takeaways

Strong Overall Course Attainment: An average of 33.93% of responses falls within Ratings 4 and 5 across the expected outcomes of Paper XV C: Human Right and Education.

Core Strength: CO5 recorded the highest combined attainment at 57.14%.

Area for Further Strengthening: CO2 recorded the comparatively lowest combined attainment at 14.29%. Focused activities, practical applications, discussion and formative assessment may be used to strengthen this outcome.

Paper XV D: Guidance and Counseling

The expected Course Outcomes (COs) of **Paper XV D: Guidance and Counseling** are as follows:

CO1: Understand and appreciate the need for guidance in our present day society

CO2: Understand the nature, basic principles and underlying assumption in guidance.

CO3: Understand the factors influencing vocational development.

CO4: Know the types of guidance

CO5: Develop knowledge of theories and practices of counseling.

CO6: Acquire knowledge regarding different techniques of counselling

CO7: Conduct case-study.

Table-241: Consolidated Paper XV D Course Outcome Attainment Distribution

COs	5	4	3	2	1
CO1	14.29%	42.86%	42.86%	0.00%	0.00%
CO2	0.00%	71.43%	14.29%	0.00%	14.29%
CO3	42.86%	28.57%	14.29%	0.00%	14.29%
CO4	28.57%	42.86%	14.29%	0.00%	14.29%
CO5	42.86%	28.57%	28.57%	0.00%	0.00%
CO6	28.57%	42.86%	28.57%	0.00%	0.00%
CO7	14.29%	42.86%	28.57%	14.29%	0.00%
Avg.	24.49%	42.86%	24.49%	2.04%	6.12%

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

Strong overall attainment is represented by an average of 67.35% of responses falling within Ratings 4 and 5. Rating 4 accounts for an average of 42.86% and Rating 5 for 24.49% across the course outcomes.

The middle attainment category of Rating 3 accounts for an average of 24.49% of responses, while the combined lower categories of Ratings 1 and 2 account for 8.16%.

CO3 recorded the highest combined attainment at Ratings 4 and 5 (71.43%), whereas CO1 recorded the comparatively lowest combined attainment (57.14%).

Instructional and assessment activities may therefore continue to reinforce the stronger outcomes while providing additional focused opportunities for the comparatively lower-attaining outcome, CO1.

Detailed Analysis of Course Outcomes

Paper XV D: Guidance and Counseling

CO1: Understand and appreciate the need for guidance in our present day society

CO2: Understand the nature, basic principles and underlying assumption in guidance.

CO3: Understand the factors influencing vocational development.

CO4: Know the types of guidance

CO5: Develop knowledge of theories and practices of counseling.

CO6: Acquire knowledge regarding different techniques of counselling

CO7: Conduct case-study.

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

CO1. Understand and appreciate the need for guidance in our present day society

Graph-212: Attainment Profile - CO1

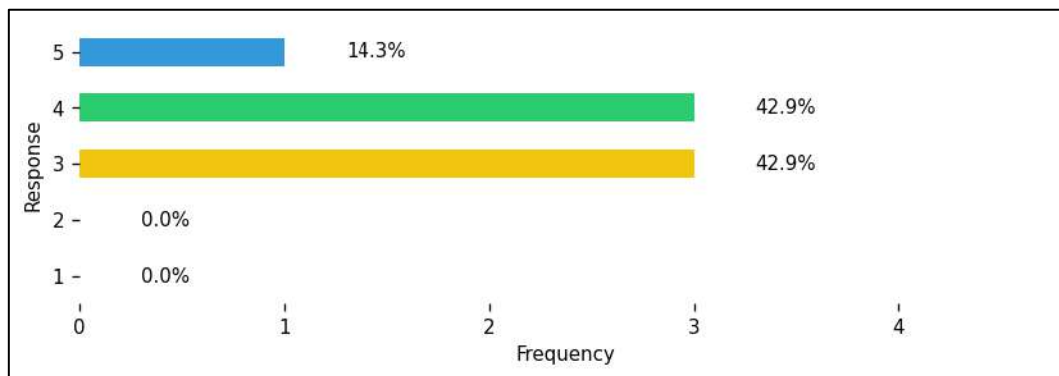


Table-242: Attainment Profile - CO1

Response	Frequency	Percentage
1	0	0.00%
2	0	0.00%
3	3	42.86%
4	3	42.86%
5	1	14.29%
Total	7	100%

Analysis: A favourable level of attainment was observed, with **57.14%** of respondents attaining Ratings 4 or 5. Rating 4 accounted for **42.86%** and Rating 5 for **14.29%**. A comparatively large 42.86% at Rating 3 suggests scope for further consolidation of this outcome.

CO2. Understand the nature, basic principles and underlying assumption in guidance.

Graph-213: Attainment Profile - CO2

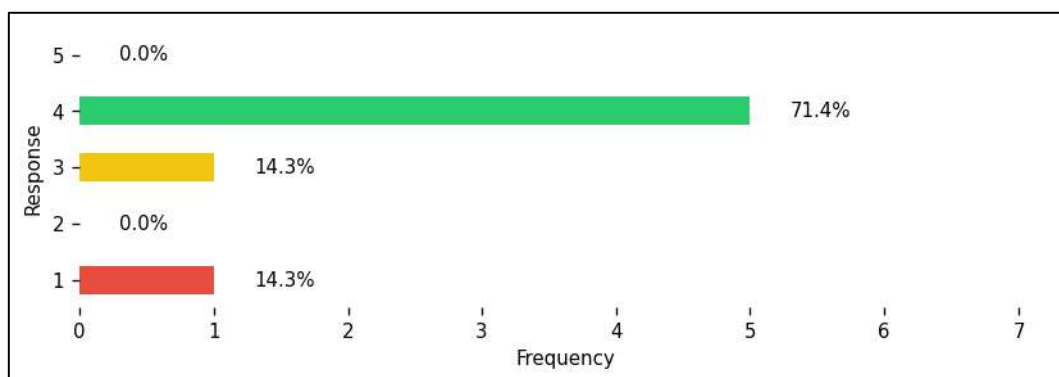
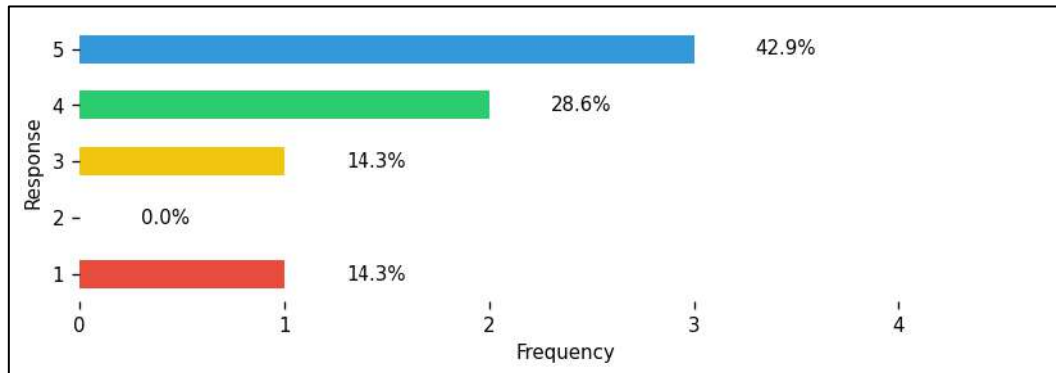


Table-243: Attainment Profile - CO2

Response	Frequency	Percentage
1	1	14.29%
2	0	0.00%
3	1	14.29%
4	5	71.43%
5	0	0.00%
Total	7	100%

Analysis: A strong level of attainment was observed, with **71.43%** of respondents attaining Ratings 4 or 5. Rating 4 accounted for **71.43%** and Rating 5 for **0.00%**. Another 14.29% were positioned at Rating 3, indicating some scope for further strengthening.

CO3. Understand the factors influencing vocational development.

Graph-214: Attainment Profile - CO3**Table-244: Attainment Profile - CO3**

Response	Frequency	Percentage
1	1	14.29%
2	0	0.00%
3	1	14.29%
4	2	28.57%
5	3	42.86%
Total	7	100%

Analysis: A strong level of attainment was observed, with **71.43%** of respondents attaining Ratings 4 or 5. Rating 4 accounted for **28.57%** and Rating 5 for **42.86%**. Another 14.29% were positioned at Rating 3, indicating some scope for further strengthening.

CO4. Know the types of guidance

Graph-215: Attainment Profile - CO4

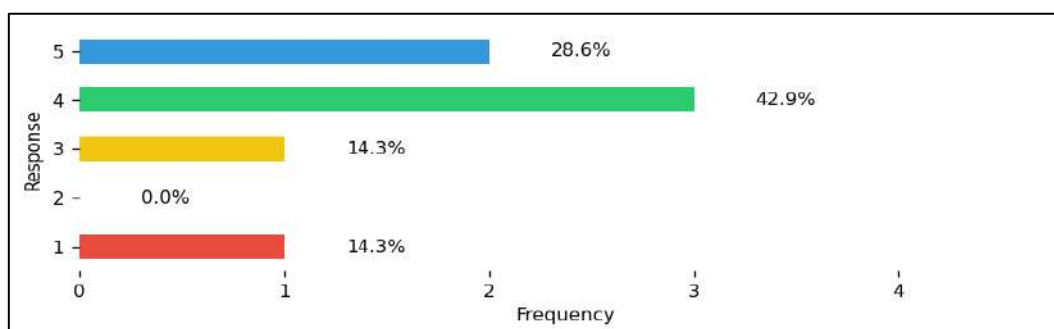


Table-245: Attainment Profile - CO4

Response	Frequency	Percentage
1	1	14.29%
2	0	0.00%
3	1	14.29%
4	3	42.86%
5	2	28.57%
Total	7	100%

Analysis: A strong level of attainment was observed, with **71.43%** of respondents attaining Ratings 4 or 5. Rating 4 accounted for **42.86%** and Rating 5 for **28.57%**. Another 14.29% were positioned at Rating 3, indicating some scope for further strengthening.

CO5. Develop knowledge of theories and practices of counseling.

Graph-216: Attainment Profile - CO5

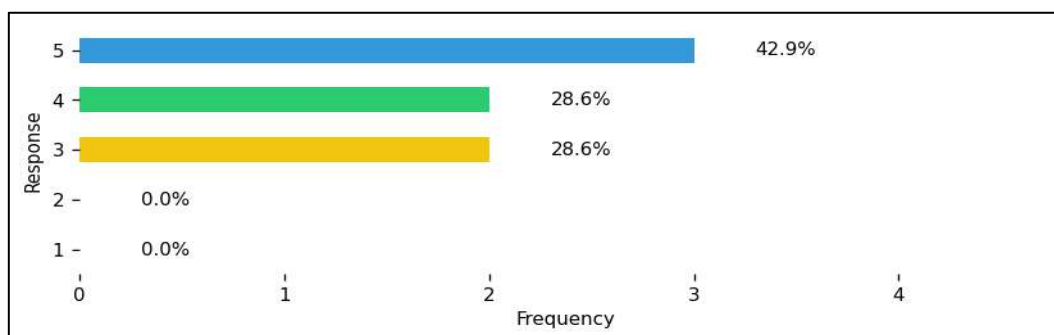


Table-246: Attainment Profile - CO5

Response	Frequency	Percentage
1	0	0.00%
2	0	0.00%
3	2	28.57%
4	2	28.57%
5	3	42.86%
Total	7	100%

Analysis: A strong level of attainment was observed, with **71.43%** of respondents attaining Ratings 4 or 5. Rating 4 accounted for **28.57%** and Rating 5 for **42.86%**. Another 28.57% were positioned at Rating 3, indicating some scope for further strengthening.

CO6. Acquire knowledge regarding different techniques of counselling

Graph-217: Attainment Profile - CO6

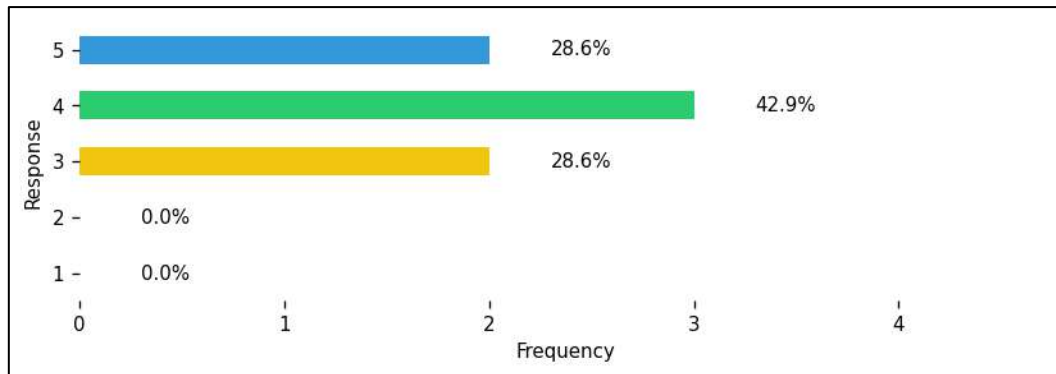


Table-247: Attainment Profile - CO6

Response	Frequency	Percentage
1	0	0.00%
2	0	0.00%
3	2	28.57%
4	3	42.86%
5	2	28.57%
Total	7	100%

Analysis: A strong level of attainment was observed, with **71.43%** of respondents attaining Ratings 4 or 5. Rating 4 accounted for **42.86%** and Rating 5 for **28.57%**. Another 28.57% were positioned at Rating 3, indicating some scope for further strengthening.

CO7. Conduct case-study.

Graph-218: Attainment Profile - CO7

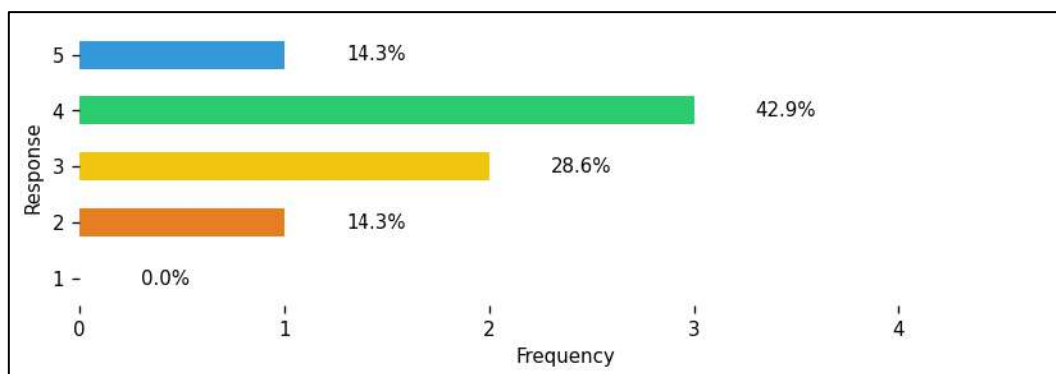


Table-248: Attainment Profile - CO7

Response	Frequency	Percentage
1	0	0.00%
2	1	14.29%
3	2	28.57%
4	3	42.86%
5	1	14.29%
Total	7	100%

Analysis: A favourable level of attainment was observed, with **57.14%** of respondents attaining Ratings 4 or 5. Rating 4 accounted for **42.86%** and Rating 5 for **14.29%**. Another 28.57% were positioned at Rating 3, indicating some scope for further strengthening.

Key Course-Level Conclusions and Actionable Takeaways

Strong Overall Course Attainment: An average of 67.35% of responses falls within Ratings 4 and 5 across the expected outcomes of Paper XV D: Guidance and Counseling.

Core Strength: CO3 recorded the highest combined attainment at 71.43%.

Area for Further Strengthening: CO1 recorded the comparatively lowest combined attainment at 57.14%. Focused activities, practical applications, discussion and formative assessment may be used to strengthen this outcome.

Paper XV E: Tribal Education

The expected Course Outcomes (COs) of **Paper XV E: Tribal Education** are as follows:

CO1: Understand the concept of tribes and their status.

CO2: Develop a deeper understanding of Tribal Welfare programmes in India & Jharkhand

CO3: Develop insight into the growth and development of Tribal Education in India & Jharkhand.

CO4: Understand the issues and trends in contemporary Tribal Education.

CO5: Have practical experience in Tribal Education programmes.

Table-249: Consolidated Paper XV E Course Outcome Attainment Distribution

COs	5	4	3	2	1
CO1	0.00%	42.86%	42.86%	0.00%	14.29%
CO2	28.57%	42.86%	28.57%	0.00%	0.00%
CO3	14.29%	28.57%	42.86%	0.00%	14.29%
CO4	28.57%	14.29%	42.86%	14.29%	0.00%
CO5	28.57%	28.57%	42.86%	0.00%	0.00%
Avg.	20.00%	31.43%	40.00%	2.86%	5.71%

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

Strong overall attainment is represented by an average of 51.43% of responses falling within Ratings 4 and 5. Rating 4 accounts for an average of 31.43% and Rating 5 for 20.00% across the course outcomes.

The middle attainment category of Rating 3 accounts for an average of 40.00% of responses, while the combined lower categories of Ratings 1 and 2 account for 8.57%. CO2 recorded the highest combined attainment at Ratings 4 and 5 (71.43%), whereas CO4 recorded the comparatively lowest combined attainment (42.86%).

Instructional and assessment activities may therefore continue to reinforce the stronger outcomes while providing additional focused opportunities for the comparatively lower-attaining outcome, CO4.

Detailed Analysis of Course Outcomes

Paper XV E: Tribal Education

CO1: Understand the concept of tribes and their status.

CO2: Develop a deeper understanding of Tribal Welfare programmes in India & Jharkhand

CO3: Develop insight into the growth and development of Tribal Education in India & Jharkhand.

CO4: Understand the issues and trends in contemporary Tribal Education.

CO5: Have practical experience in Tribal Education programmes.

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

CO1. Understand the concept of tribes and their status.

Graph-219: Attainment Profile - CO1

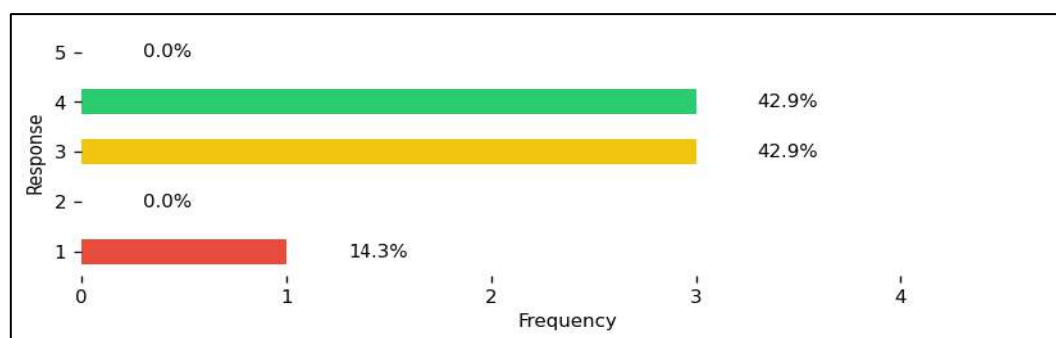


Table-250: Attainment Profile - CO1

Response	Frequency	Percentage
1	1	14.29%
2	0	0.00%
3	3	42.86%
4	3	42.86%
5	0	0.00%
Total	7	100%

Analysis: A moderate level of attainment was observed, with **42.86%** of respondents attaining Ratings 4 or 5. Rating 4 accounted for **42.86%** and Rating 5 for **0.00%**. A comparatively large 42.86% at Rating 3 suggests scope for further consolidation of this outcome.

CO2. Develop a deeper understanding of Tribal Welfare programmes in India & Jharkhand

Graph-220: Attainment Profile - CO2

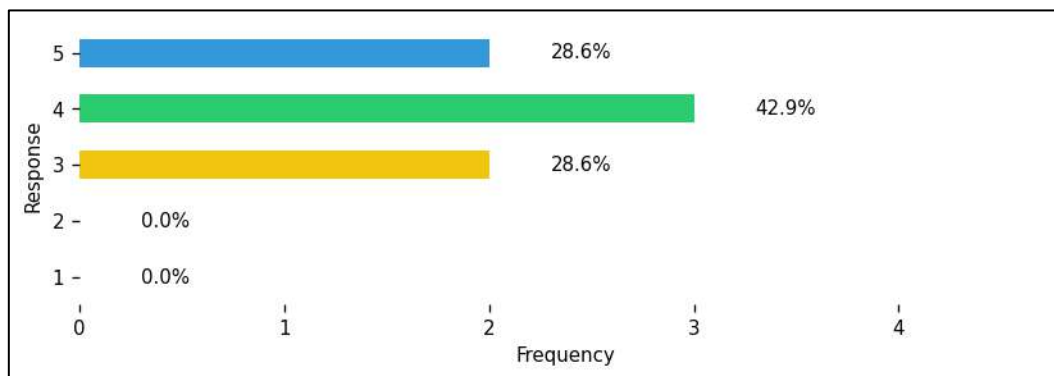


Table-251: Attainment Profile - CO2

Response	Frequency	Percentage
1	0	0.00%
2	0	0.00%
3	2	28.57%
4	3	42.86%
5	2	28.57%
Total	7	100%

Analysis: A strong level of attainment was observed, with **71.43%** of respondents attaining Ratings 4 or 5. Rating 4 accounted for **42.86%** and Rating 5 for **28.57%**. Another 28.57% were positioned at Rating 3, indicating some scope for further strengthening.

CO3. Develop insight into the growth and development of Tribal Education in India & Jharkhand.

Graph-221: Attainment Profile - CO3

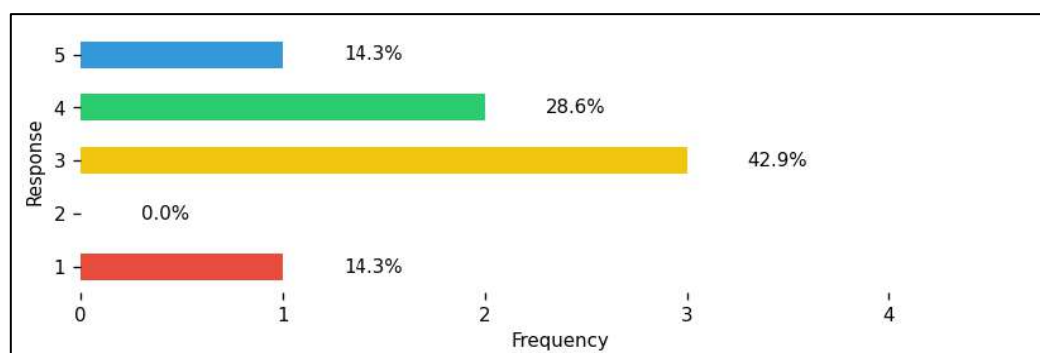
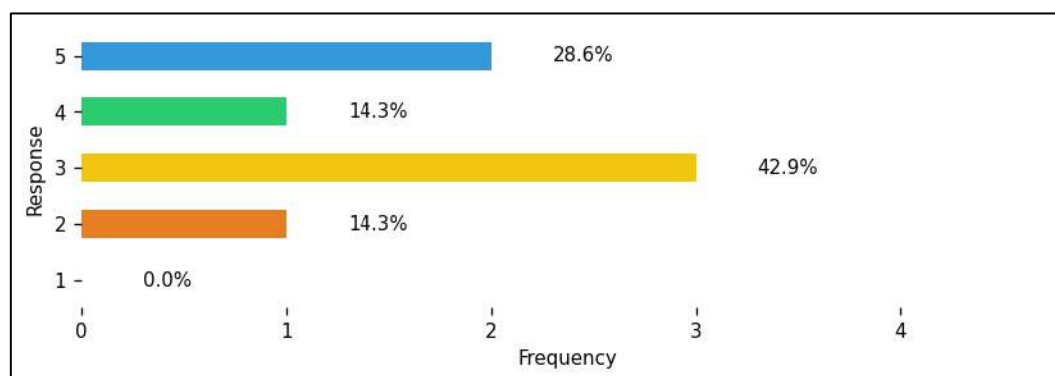


Table-252: Attainment Profile - CO3

Response	Frequency	Percentage
1	1	14.29%
2	0	0.00%
3	3	42.86%
4	2	28.57%
5	1	14.29%
Total	7	100%

Analysis: A moderate level of attainment was observed, with **42.86%** of respondents attaining Ratings 4 or 5. Rating 4 accounted for **28.57%** and Rating 5 for **14.29%**. A comparatively large 42.86% at Rating 3 suggests scope for further consolidation of this outcome.

CO4. Understand the issues and trends in contemporary Tribal Education.

Graph-222: Attainment Profile - CO4**Table-253: Attainment Profile - CO4**

Response	Frequency	Percentage
1	0	0.00%
2	1	14.29%
3	3	42.86%
4	1	14.29%
5	2	28.57%
Total	7	100%

Analysis: A moderate level of attainment was observed, with **42.86%** of respondents attaining Ratings 4 or 5. Rating 4 accounted for **14.29%** and Rating 5 for **28.57%**. A comparatively large 42.86% at Rating 3 suggests scope for further consolidation of this outcome.

CO5. Have practical experience in Tribal Education programmes.

Graph-223: Attainment Profile - CO5

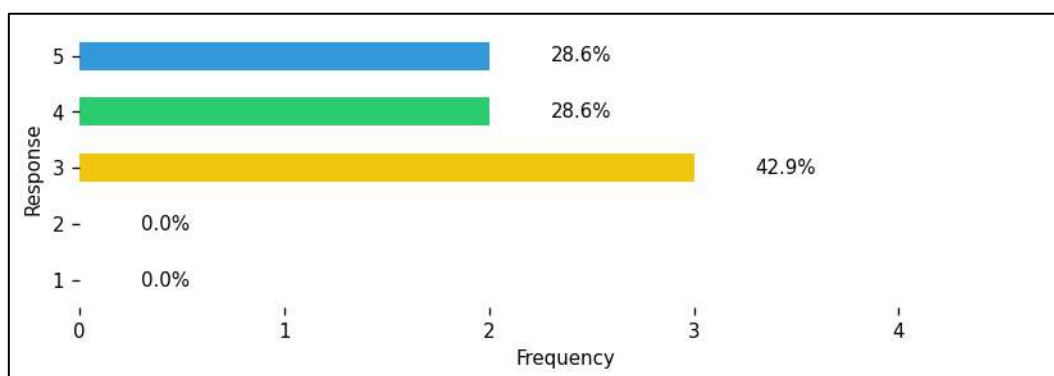


Table-254: Attainment Profile - CO5

Response	Frequency	Percentage
1	0	0.00%
2	0	0.00%
3	3	42.86%
4	2	28.57%
5	2	28.57%
Total	7	100%

Analysis: A favourable level of attainment was observed, with **57.14%** of respondents attaining Ratings 4 or 5. Rating 4 accounted for **28.57%** and Rating 5 for **28.57%**. A comparatively large 42.86% at Rating 3 suggests scope for further consolidation of this outcome.

Key Course-Level Conclusions and Actionable Takeaways

Strong Overall Course Attainment: An average of 51.43% of responses falls within Ratings 4 and 5 across the expected outcomes of Paper XV E: Tribal Education.

Core Strength: CO2 recorded the highest combined attainment at 71.43%.

Area for Further Strengthening: CO4 recorded the comparatively lowest combined attainment at 42.86%. Focused activities, practical applications, discussion and formative assessment may be used to strengthen this outcome.

Paper XV F: Foundation of Distance Education

The expected Course Outcomes (COs) of **Paper XV F: Foundation of Distance Education** are as follows:

CO1: Understand the concept of Distance Education

CO2: Distinguish between Correspondence Education, Distance Education, and Open Learning.

CO3: Reflect on the socio-economic and socio-political issues faced by the institutions of education in India are currently.

- CO4:** Discuss the socio-academic relevance of Distance Education.
- CO5:** Develop an insight and examine critically the objectives of Distance Education.
- CO6:** Understand the nature of distance learners and distance learning process.
- CO7:** List the importance of self-learning material and relevant comprehension skills.
- CO8:** Discuss various evaluation techniques and its relevance to distance learning.
- CO9:** List different kinds of support to distance learners.
- CO10:** Discuss the various features of an LSS In DE & OL.
- CO11:** Describe and differentiate the different dimensions ie. academic/pedagogical and operational dimension.
- CO12:** Describe the role of study Centre in providing support to learners.
- CO13:** Describe the broad structure and management of any DE&OL Institutions.
- CO14:** Understand the management of operational sub-systems like course design and development.
- CO15:** Management of learning resources and learner support system management of admission and evaluation system.

Table-255: Consolidated Paper XV F Course Outcome Attainment Distribution

COs	5	4	3	2	1
CO1	0.00%	42.86%	42.86%	0.00%	14.29%
CO2	14.29%	42.86%	42.86%	0.00%	0.00%
CO3	14.29%	28.57%	42.86%	0.00%	14.29%
CO4	28.57%	14.29%	42.86%	0.00%	14.29%
CO5	28.57%	28.57%	42.86%	0.00%	0.00%
CO6	0.00%	42.86%	57.14%	0.00%	0.00%
CO7	14.29%	28.57%	42.86%	0.00%	14.29%
CO8	0.00%	57.14%	28.57%	14.29%	0.00%
CO9	14.29%	28.57%	42.86%	14.29%	0.00%
CO10	14.29%	28.57%	42.86%	0.00%	14.29%
CO11	28.57%	14.29%	42.86%	14.29%	0.00%
CO12	28.57%	28.57%	42.86%	0.00%	0.00%
CO13	28.57%	14.29%	42.86%	0.00%	14.29%
CO14	42.86%	14.29%	42.86%	0.00%	0.00%
CO15	42.86%	0.00%	42.86%	14.29%	0.00%
Avg.	20.00%	27.62%	42.86%	3.81%	5.71%

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

Strong overall attainment is represented by an average of 47.62% of responses falling within Ratings 4 and 5. Rating 4 accounts for an average of 27.62% and Rating 5 for 20.00% across the course outcomes.

The middle attainment category of Rating 3 accounts for an average of 42.86% of responses, while the combined lower categories of Ratings 1 and 2 account for 9.52%.

CO14 recorded the highest combined attainment at Ratings 4 and 5 (57.14%), whereas CO15 recorded the comparatively lowest combined attainment (42.86%).

Instructional and assessment activities may therefore continue to reinforce the stronger outcomes while providing additional focused opportunities for the comparatively lower-attaining outcome, CO15.

Detailed Analysis of Course Outcomes

Paper XV F: Foundation of Distance Education

CO1: Understand the concept of Distance Education

CO2: Distinguish between Correspondence Education, Distance Education, and Open Learning.

CO3: Reflect on the socio-economic and socio-political issues faced by the institutions of education in India are currently.

CO4: Discuss the socio-academic relevance of Distance Education.

CO5: Develop an insight and examine critically the objectives of Distance Education.

CO6: Understand the nature of distance learners and distance learning process.

CO7: List the importance of self-learning material and relevant comprehension skills.

CO8: Discuss various evaluation techniques and its relevance to distance learning.

CO9: List different kinds of support to distance learners.

CO10: Discuss the various features of an LSS In DE & OL.

CO11: Describe and differentiate the different dimensions ie. academic/pedagogical and operational dimension.

CO12: Describe the role of study Centre in providing support to learners.

CO13: Describe the broad structure and management of any DE&OL Institutions.

CO14: Understand the management of operational sub-systems like course design and development.

CO15: Management of learning resources and learner support system management of admission and evaluation system.

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

CO1. Understand the concept of Distance Education

Graph-224: Attainment Profile - CO1

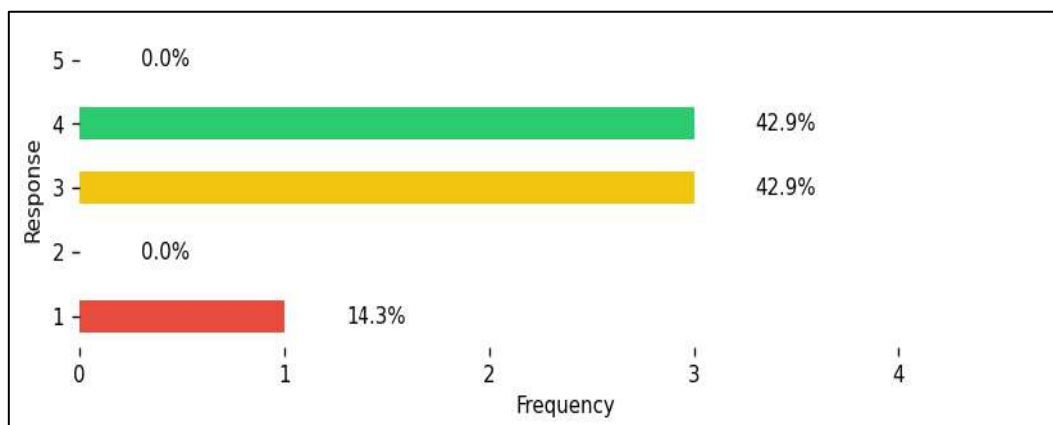


Table-256: Attainment Profile - CO1

Response	Frequency	Percentage
1	1	14.29%
2	0	0.00%
3	3	42.86%
4	3	42.86%
5	0	0.00%
Total	7	100%

Analysis: A moderate level of attainment was observed, with **42.86%** of respondents attaining Ratings 4 or 5. Rating 4 accounted for **42.86%** and Rating 5 for **0.00%**. A comparatively large 42.86% at Rating 3 suggests scope for further consolidation of this outcome.

CO2. Distinguish between Correspondence Education, Distance Education, and Open Learning.

Graph-225: Attainment Profile - CO2

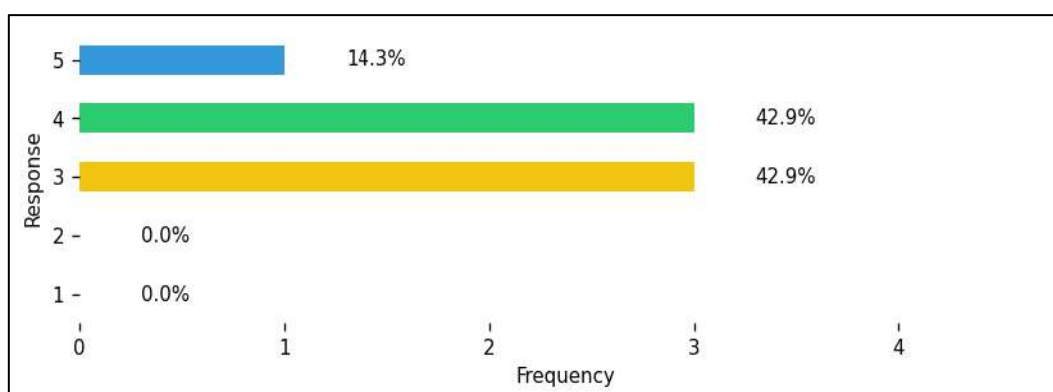
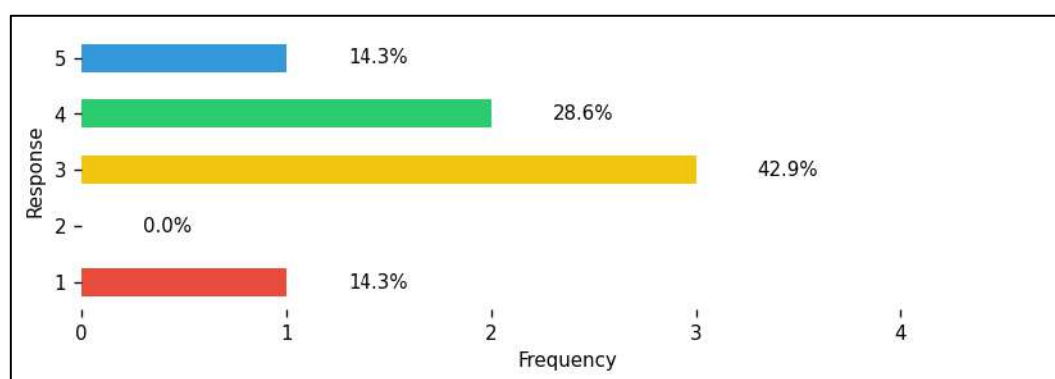


Table-257: Attainment Profile - CO2

Response	Frequency	Percentage
1	0	0.00%
2	0	0.00%
3	3	42.86%
4	3	42.86%
5	1	14.29%
Total	7	100%

Analysis: A favourable level of attainment was observed, with **57.14%** of respondents attaining Ratings 4 or 5. Rating 4 accounted for **42.86%** and Rating 5 for **14.29%**. A comparatively large 42.86% at Rating 3 suggests scope for further consolidation of this outcome.

CO3. Reflect on the socio-economic and socio-political issues faced by the institutions of education in India are currently.

Graph-226: Attainment Profile - CO3**Table-258: Attainment Profile - CO3**

Response	Frequency	Percentage
1	1	14.29%
2	0	0.00%
3	3	42.86%
4	2	28.57%
5	1	14.29%
Total	7	100%

Analysis: A moderate level of attainment was observed, with **42.86%** of respondents attaining Ratings 4 or 5. Rating 4 accounted for **28.57%** and Rating 5 for **14.29%**. A comparatively large 42.86% at Rating 3 suggests scope for further consolidation of this outcome.

CO4. Discuss the socio-academic relevance of Distance Education.

Graph-227: Attainment Profile - CO4

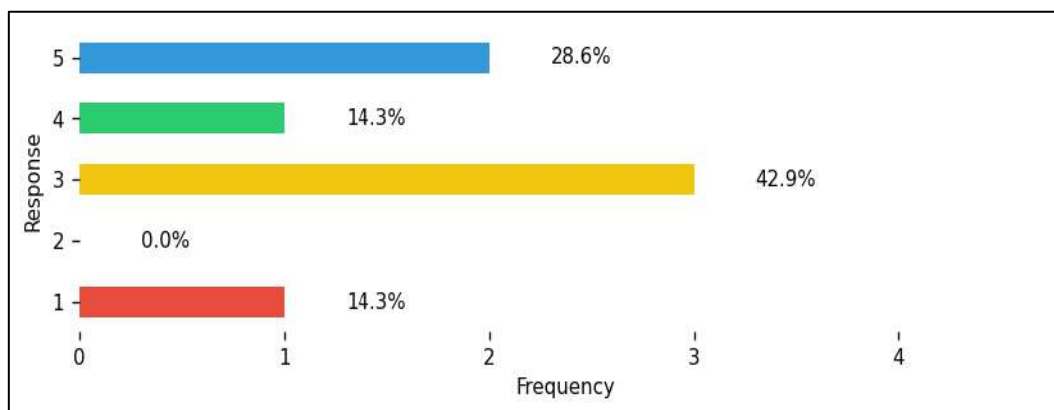


Table-259: Attainment Profile - CO4

Response	Frequency	Percentage
1	1	14.29%
2	0	0.00%
3	3	42.86%
4	1	14.29%
5	2	28.57%
Total	7	100%

Analysis: A moderate level of attainment was observed, with **42.86%** of respondents attaining Ratings 4 or 5. Rating 4 accounted for **14.29%** and Rating 5 for **28.57%**. A comparatively large 42.86% at Rating 3 suggests scope for further consolidation of this outcome.

CO5. Develop an insight and examine critically the objectives of Distance Education.

Graph-228: Attainment Profile - CO5

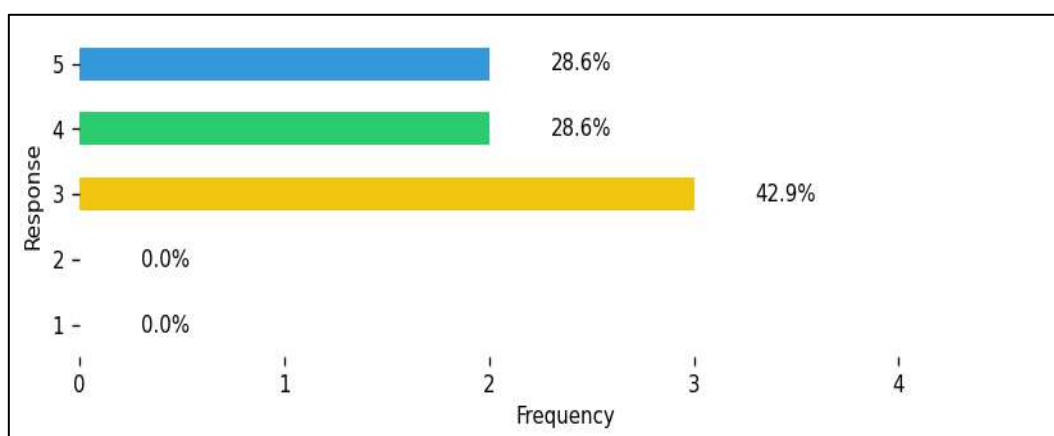
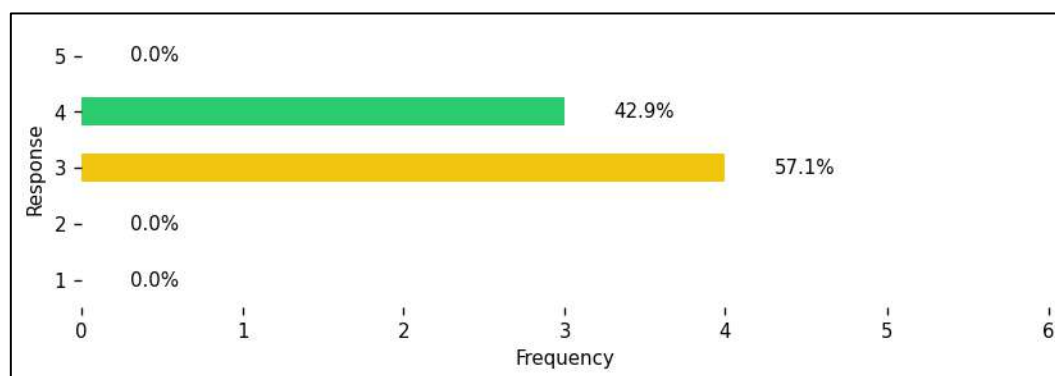


Table-260: Attainment Profile - CO5

Response	Frequency	Percentage
1	0	0.00%
2	0	0.00%
3	3	42.86%
4	2	28.57%
5	2	28.57%
Total	7	100%

Analysis: A favourable level of attainment was observed, with **57.14%** of respondents attaining Ratings 4 or 5. Rating 4 accounted for **28.57%** and Rating 5 for **28.57%**. A comparatively large 42.86% at Rating 3 suggests scope for further consolidation of this outcome.

CO6. Understand the nature of distance learners and distance learning process.

Graph-229: Attainment Profile - CO6**Table-261: Attainment Profile - CO6**

Response	Frequency	Percentage
1	0	0.00%
2	0	0.00%
3	4	57.14%
4	3	42.86%
5	0	0.00%
Total	7	100%

Analysis: A moderate level of attainment was observed, with **42.86%** of respondents attaining Ratings 4 or 5. Rating 4 accounted for **42.86%** and Rating 5 for **0.00%**. A comparatively large 57.14% at Rating 3 suggests scope for further consolidation of this outcome.

CO7. List the importance of self-learning material and relevant comprehension skills.

Graph-230: Attainment Profile - CO7

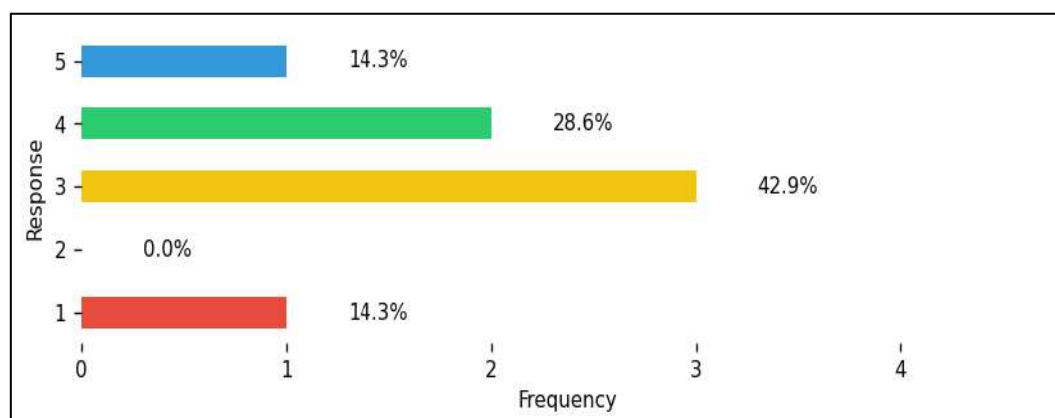


Table-262: Attainment Profile - CO7

Response	Frequency	Percentage
1	1	14.29%
2	0	0.00%
3	3	42.86%
4	2	28.57%
5	1	14.29%
Total	7	100%

Analysis: A moderate level of attainment was observed, with **42.86%** of respondents attaining Ratings 4 or 5. Rating 4 accounted for **28.57%** and Rating 5 for **14.29%**. A comparatively large 42.86% at Rating 3 suggests scope for further consolidation of this outcome.

CO8. Discuss various evaluation techniques and its relevance to distance learning.

Graph-231: Attainment Profile - CO8

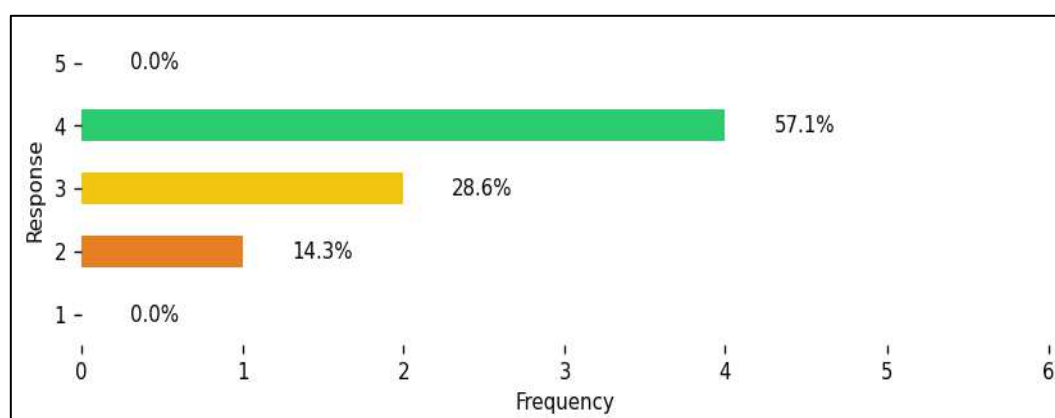
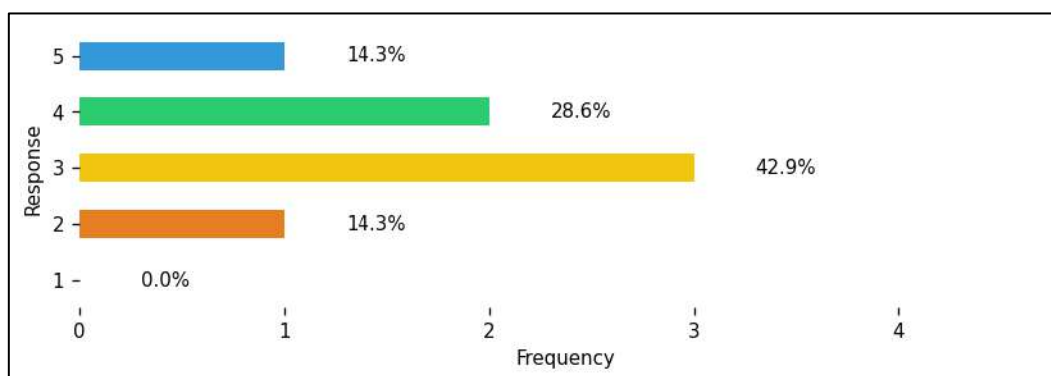


Table-263: Attainment Profile - CO8

Response	Frequency	Percentage
1	0	0.00%
2	1	14.29%
3	2	28.57%
4	4	57.14%
5	0	0.00%
Total	7	100%

Analysis: A favourable level of attainment was observed, with **57.14%** of respondents attaining Ratings 4 or 5. Rating 4 accounted for **57.14%** and Rating 5 for **0.00%**. Another 28.57% were positioned at Rating 3, indicating some scope for further strengthening.

CO9. List different kinds of support to distance learners.

Graph-232: Attainment Profile - CO9**Table-264: Attainment Profile - CO9**

Response	Frequency	Percentage
1	0	0.00%
2	1	14.29%
3	3	42.86%
4	2	28.57%
5	1	14.29%
Total	7	100%

Analysis: A moderate level of attainment was observed, with **42.86%** of respondents attaining Ratings 4 or 5. Rating 4 accounted for **28.57%** and Rating 5 for **14.29%**. A comparatively large 42.86% at Rating 3 suggests scope for further consolidation of this outcome.

CO10. Discuss the various features of an LSS In DE & OL.

Graph-233: Attainment Profile - CO10

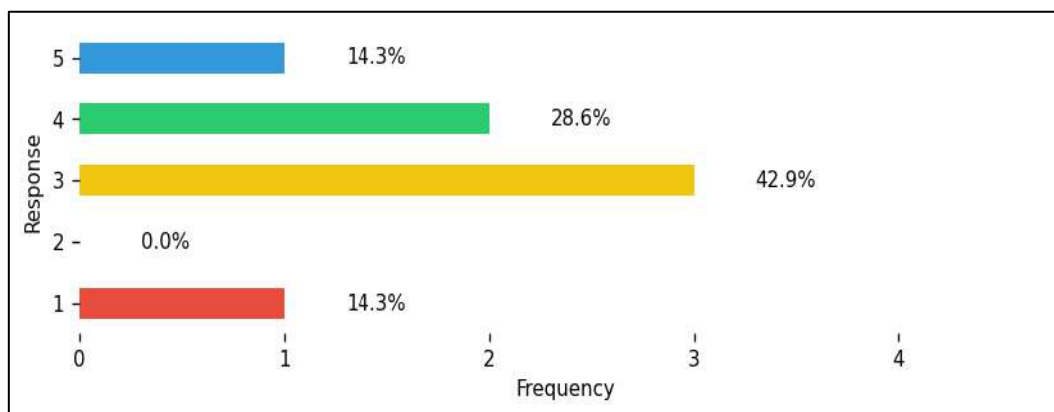


Table-265: Attainment Profile - CO10

Response	Frequency	Percentage
1	1	14.29%
2	0	0.00%
3	3	42.86%
4	2	28.57%
5	1	14.29%
Total	7	100%

Analysis: A moderate level of attainment was observed, with **42.86%** of respondents attaining Ratings 4 or 5. Rating 4 accounted for **28.57%** and Rating 5 for **14.29%**. A comparatively large 42.86% at Rating 3 suggests scope for further consolidation of this outcome.

CO11. Describe and differentiate the different dimensions ie. academic/pedagogical and operational dimension.

Graph-234: Attainment Profile - CO11

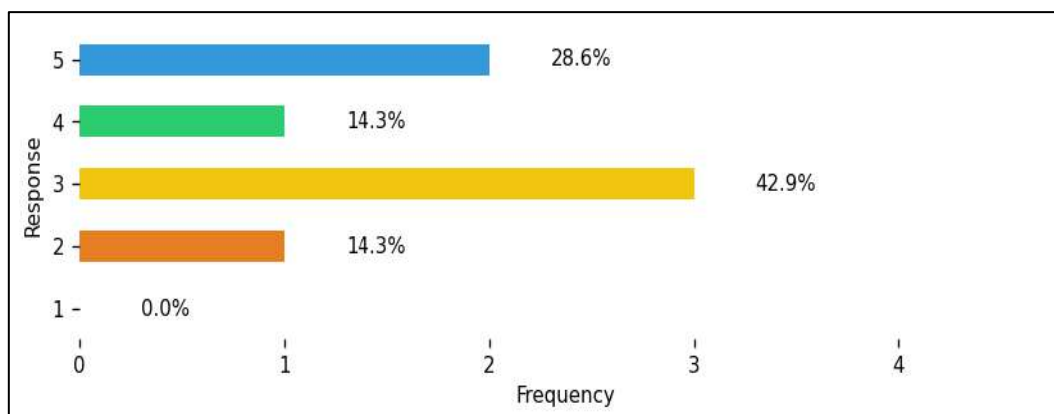
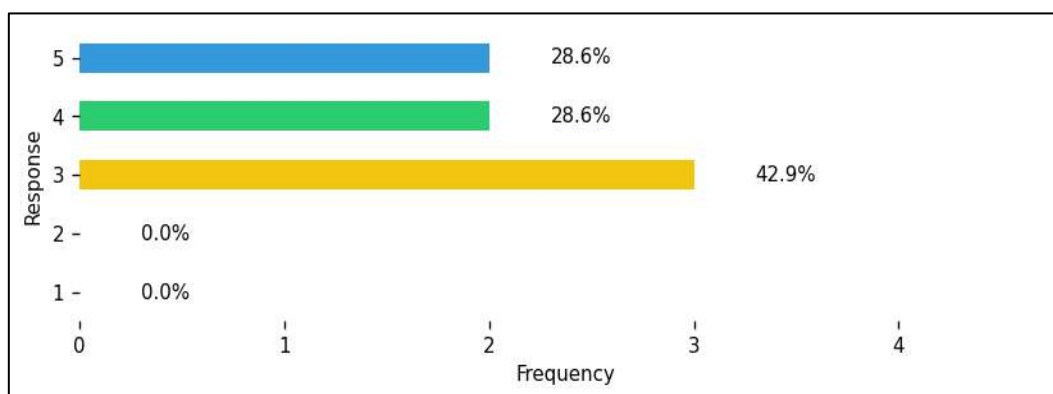


Table-266: Attainment Profile - CO11

Response	Frequency	Percentage
1	0	0.00%
2	1	14.29%
3	3	42.86%
4	1	14.29%
5	2	28.57%
Total	7	100%

Analysis: A moderate level of attainment was observed, with **42.86%** of respondents attaining Ratings 4 or 5. Rating 4 accounted for **14.29%** and Rating 5 for **28.57%**. A comparatively large 42.86% at Rating 3 suggests scope for further consolidation of this outcome.

CO12. Describe the role of study Centre in providing support to learners.

Graph-235: Attainment Profile - CO12**Table-267: Attainment Profile - CO12**

Response	Frequency	Percentage
1	0	0.00%
2	0	0.00%
3	3	42.86%
4	2	28.57%
5	2	28.57%
Total	7	100%

Analysis: A favourable level of attainment was observed, with **57.14%** of respondents attaining Ratings 4 or 5. Rating 4 accounted for **28.57%** and Rating 5 for **28.57%**. A comparatively large 42.86% at Rating 3 suggests scope for further consolidation of this outcome.

CO13. Describe the broad structure and management of any DE&OL Institutions.

Graph-236: Attainment Profile - CO13

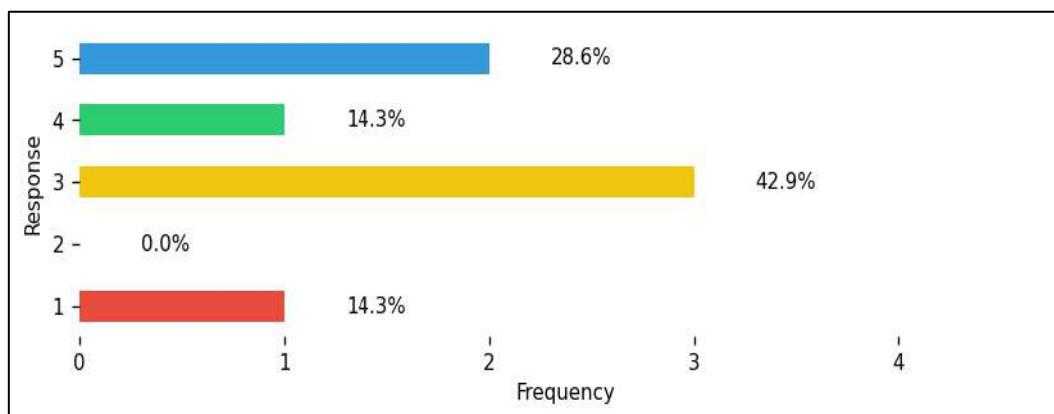


Table-268: Attainment Profile - CO13

Response	Frequency	Percentage
1	1	14.29%
2	0	0.00%
3	3	42.86%
4	1	14.29%
5	2	28.57%
Total	7	100%

Analysis: A moderate level of attainment was observed, with **42.86%** of respondents attaining Ratings 4 or 5. Rating 4 accounted for **14.29%** and Rating 5 for **28.57%**. A comparatively large 42.86% at Rating 3 suggests scope for further consolidation of this outcome.

CO14. Understand the management of operational sub-systems like course design and development.

Graph-237: Attainment Profile - CO14

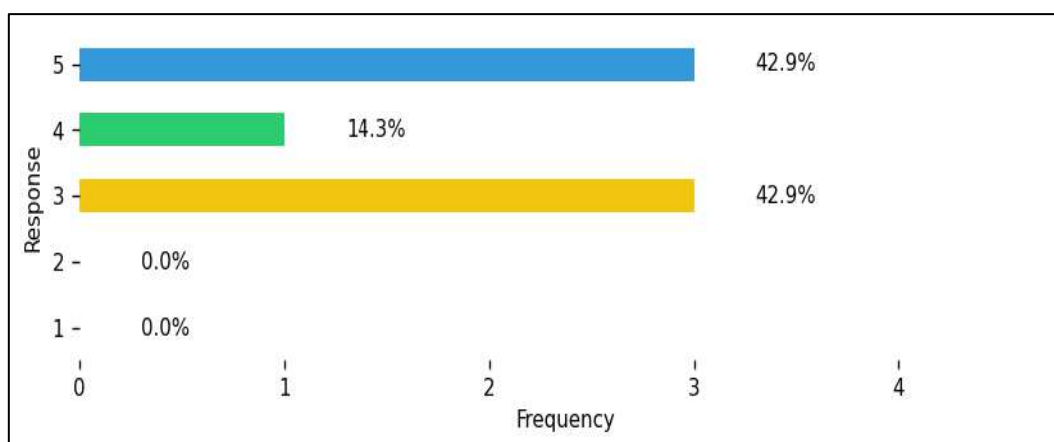
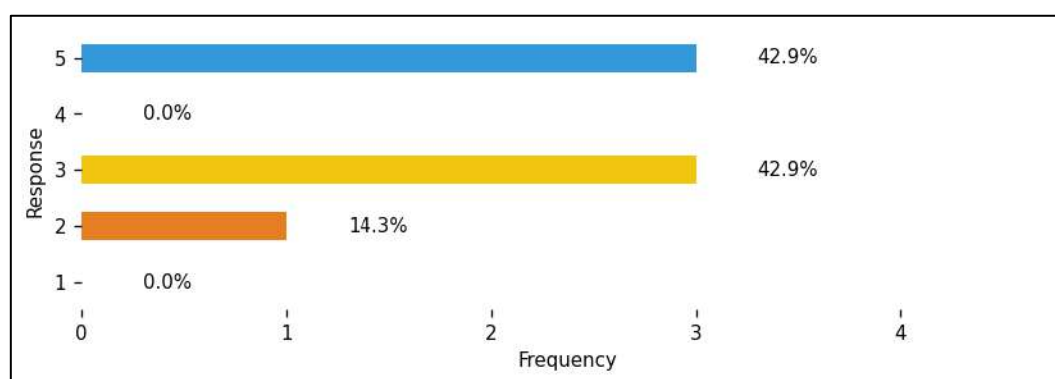


Table-269: Attainment Profile - CO14

Response	Frequency	Percentage
1	0	0.00%
2	0	0.00%
3	3	42.86%
4	1	14.29%
5	3	42.86%
Total	7	100%

Analysis: A favourable level of attainment was observed, with **57.14%** of respondents attaining Ratings 4 or 5. Rating 4 accounted for **14.29%** and Rating 5 for **42.86%**. A comparatively large 42.86% at Rating 3 suggests scope for further consolidation of this outcome.

CO15. Management of learning resources and learner support system management of admission and evaluation system.

Graph-238: Attainment Profile - CO15**Table-270: Attainment Profile - CO15**

Response	Frequency	Percentage
1	0	0.00%
2	1	14.29%
3	3	42.86%
4	0	0.00%
5	3	42.86%
Total	7	100%

Analysis: A moderate level of attainment was observed, with **42.86%** of respondents attaining Ratings 4 or 5. Rating 4 accounted for **0.00%** and Rating 5 for **42.86%**. A comparatively large 42.86% at Rating 3 suggests scope for further consolidation of this outcome.

Key Course-Level Conclusions and Actionable Takeaways

Strong Overall Course Attainment: An average of 47.62% of responses falls within Ratings 4 and 5 across the expected outcomes of Paper XV F: Foundation of Distance Education.

Core Strength: CO14 recorded the highest combined attainment at 57.14%.

Area for Further Strengthening: CO15 recorded the comparatively lowest combined attainment at 42.86%. Focused activities, practical applications, discussion and formative assessment may be used to strengthen this outcome.

Practicum Paper XVI: Dissertation

The expected Course Outcomes (COs) of **Practicum Paper XVI: Dissertation** are as follows:

CO1: Explore the field of research and identify problems of research

CO2: Write research synopsis or proposal.

CO3: Formulate hypotheses.

CO4: Prepare tools and define procedure of their use.

CO5: Survey literature and try out on samples.

CO6: Collect, analyze and interpret data

CO7: Test hypothesis, prepare report in the form of dissertation.

CO8: Write Abstract, Index and Bibliography and append relevant data information materials

Table-271: Consolidated Practicum Paper XVI Course Outcome Attainment Distribution

COs	5	4	3	2	1
CO1	28.57%	14.29%	57.14%	0.00%	0.00%
CO2	0.00%	57.14%	42.86%	0.00%	0.00%
CO3	0.00%	42.86%	42.86%	14.29%	0.00%
CO4	14.29%	42.86%	42.86%	0.00%	0.00%
CO5	14.29%	42.86%	28.57%	14.29%	0.00%
CO6	28.57%	28.57%	28.57%	0.00%	14.29%
CO7	14.29%	57.14%	28.57%	0.00%	0.00%
CO8	28.57%	14.29%	57.14%	0.00%	0.00%
Avg.	16.07%	37.50%	41.07%	3.57%	1.79%

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

Strong overall attainment is represented by an average of 53.57% of responses falling within Ratings 4 and 5. Rating 4 accounts for an average of 37.50% and Rating 5 for 16.07% across the course outcomes.

The middle attainment category of Rating 3 accounts for an average of 41.07% of responses, while the combined lower categories of Ratings 1 and 2 account for 5.36%.

CO7 recorded the highest combined attainment at Ratings 4 and 5 (71.43%), whereas CO1 recorded the comparatively lowest combined attainment (42.86%).

Instructional and assessment activities may therefore continue to reinforce the stronger outcomes while providing additional focused opportunities for the comparatively lower-attaining outcome, CO1.

Detailed Analysis of Course Outcomes

Practicum Paper XVI: Dissertation

CO1: Explore the field of research and identify problems of research

CO2: Write research synopsis or proposal.

CO3: Formulate hypotheses.

CO4: Prepare tools and define procedure of their use.

CO5: Survey literature and try out on samples.

CO6: Collect, analyze and interpret data

CO7: Test hypothesis, prepare report in the form of dissertation.

CO8: Write Abstract, Index and Bibliography and append relevant data information materials

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

CO1. Explore the field of research and identify problems of research

Graph-239: Attainment Profile - CO1

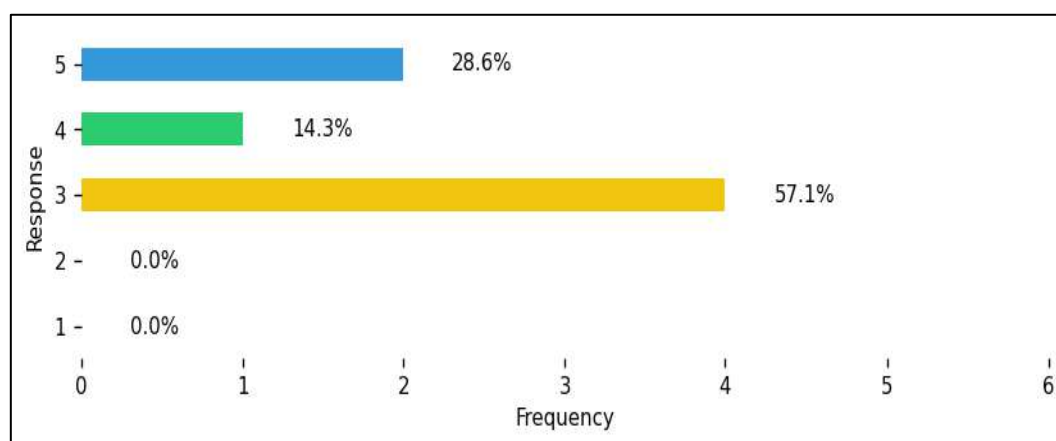


Table-272: Attainment Profile - CO1

Response	Frequency	Percentage
1	0	0.00%
2	0	0.00%
3	4	57.14%
4	1	14.29%
5	2	28.57%
Total	7	100%

Analysis: A moderate level of attainment was observed, with **42.86%** of respondents attaining Ratings 4 or 5. Rating 4 accounted for **14.29%** and Rating 5 for **28.57%**. A comparatively large 57.14% at Rating 3 suggests scope for further consolidation of this outcome.

CO2. Write research synopsis or proposal.

Graph-240: Attainment Profile - CO2

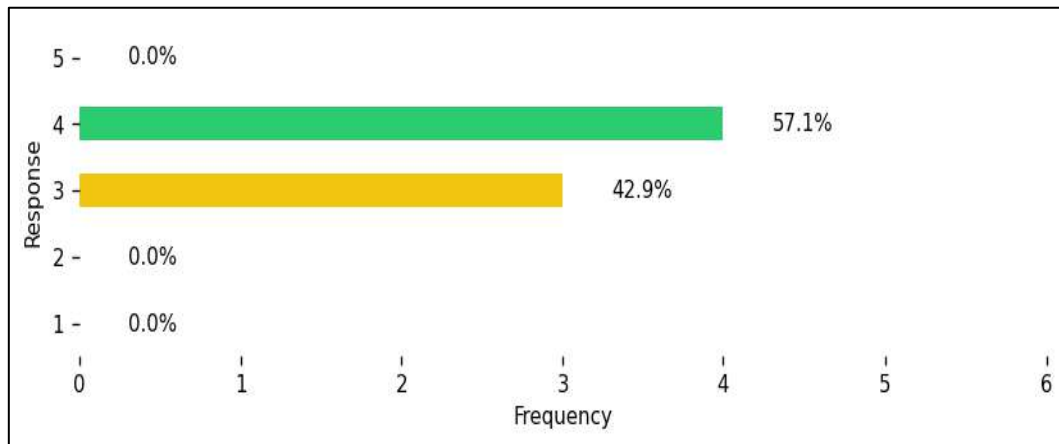


Table-273: Attainment Profile - CO2

Response	Frequency	Percentage
1	0	0.00%
2	0	0.00%
3	3	42.86%
4	4	57.14%
5	0	0.00%
Total	7	100%

Analysis: A favourable level of attainment was observed, with **57.14%** of respondents attaining Ratings 4 or 5. Rating 4 accounted for **57.14%** and Rating 5 for **0.00%**. A comparatively large 42.86% at Rating 3 suggests scope for further consolidation of this outcome.

CO3. Formulate hypotheses.

Graph-241: Attainment Profile - CO3

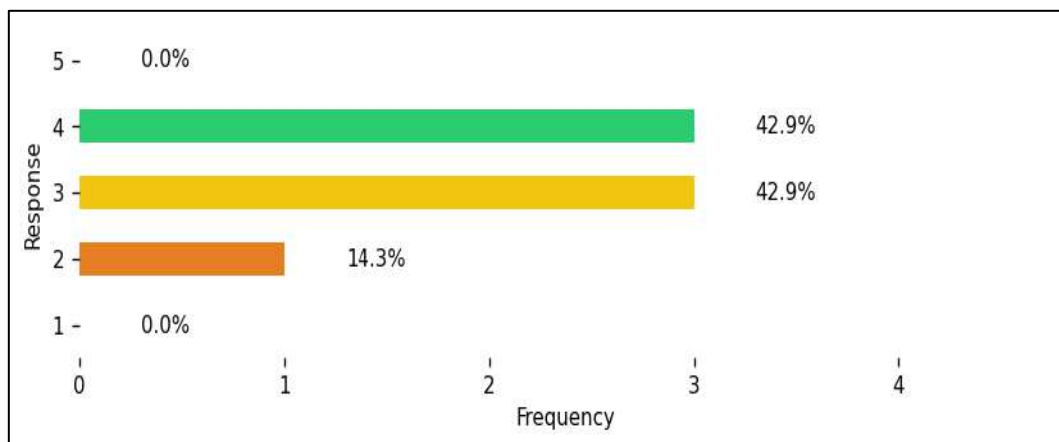
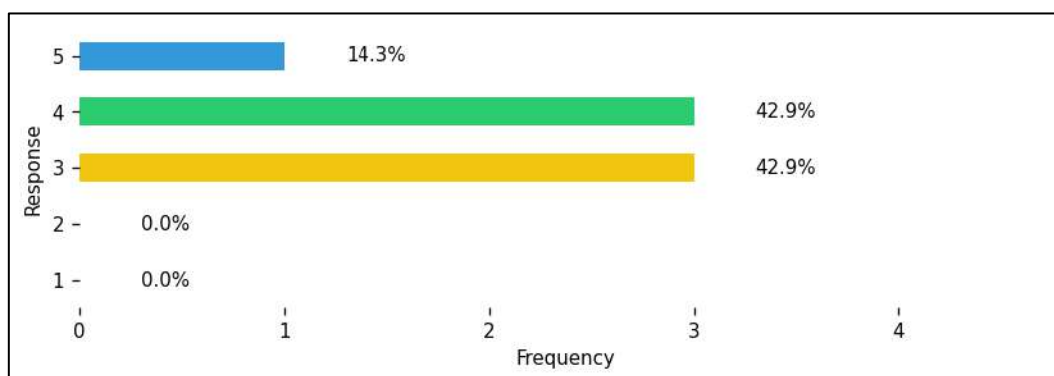


Table-274: Attainment Profile - CO3

Response	Frequency	Percentage
1	0	0.00%
2	1	14.29%
3	3	42.86%
4	3	42.86%
5	0	0.00%
Total	7	100%

Analysis: A moderate level of attainment was observed, with **42.86%** of respondents attaining Ratings 4 or 5. Rating 4 accounted for **42.86%** and Rating 5 for **0.00%**. A comparatively large 42.86% at Rating 3 suggests scope for further consolidation of this outcome.

CO4. Prepare tools and define procedure of their use.

Graph-242: Attainment Profile - CO4**Table-275: Attainment Profile - CO4**

Response	Frequency	Percentage
1	0	0.00%
2	0	0.00%
3	3	42.86%
4	3	42.86%
5	1	14.29%
Total	7	100%

Analysis: A favourable level of attainment was observed, with **57.14%** of respondents attaining Ratings 4 or 5. Rating 4 accounted for **42.86%** and Rating 5 for **14.29%**. A comparatively large 42.86% at Rating 3 suggests scope for further consolidation of this outcome.

CO5. Survey literature and try out on samples.

Graph-243: Attainment Profile - CO5

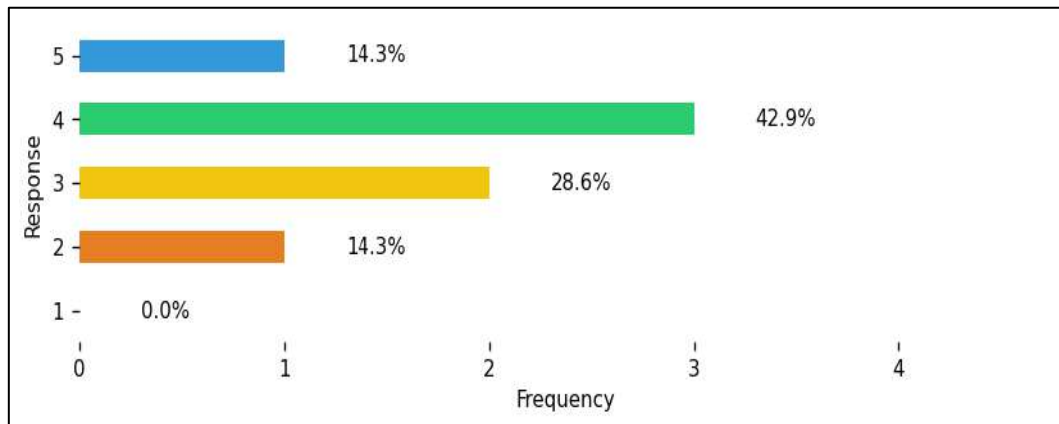


Table-276: Attainment Profile - CO5

Response	Frequency	Percentage
1	0	0.00%
2	1	14.29%
3	2	28.57%
4	3	42.86%
5	1	14.29%
Total	7	100%

Analysis: A favourable level of attainment was observed, with **57.14%** of respondents attaining Ratings 4 or 5. Rating 4 accounted for **42.86%** and Rating 5 for **14.29%**. Another 28.57% were positioned at Rating 3, indicating some scope for further strengthening.

CO6. Collect, analyze and interpret data

Graph-244: Attainment Profile - CO6

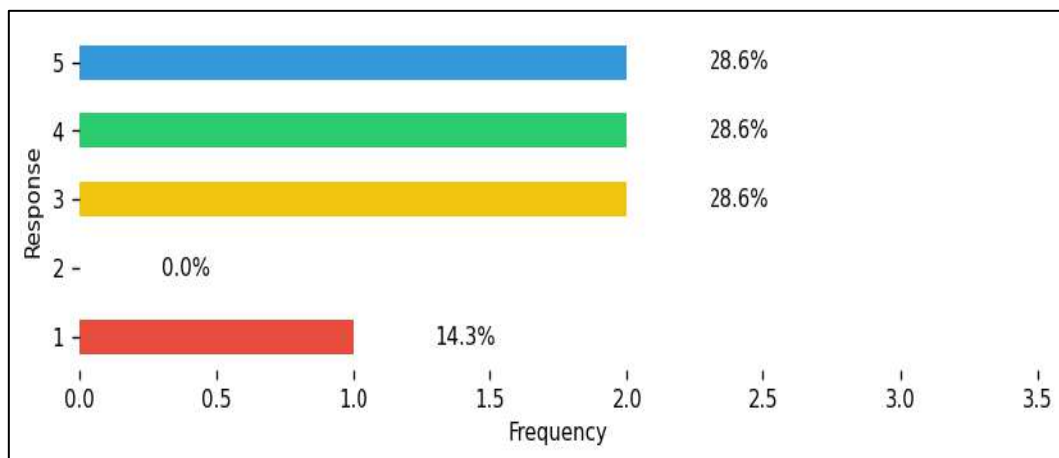
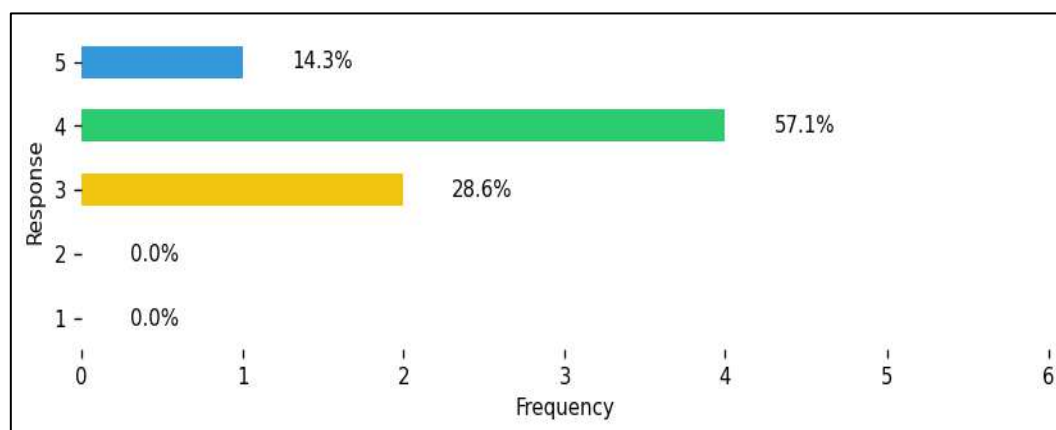


Table-277: Attainment Profile - CO6

Response	Frequency	Percentage
1	1	14.29%
2	0	0.00%
3	2	28.57%
4	2	28.57%
5	2	28.57%
Total	7	100%

Analysis: A favourable level of attainment was observed, with **57.14%** of respondents attaining Ratings 4 or 5. Rating 4 accounted for **28.57%** and Rating 5 for **28.57%**. Another 28.57% were positioned at Rating 3, indicating some scope for further strengthening.

CO7. Test hypothesis, prepare report in the form of dissertation.

Graph-245: Attainment Profile - CO7**Table-278: Attainment Profile - CO7**

Response	Frequency	Percentage
1	0	0.00%
2	0	0.00%
3	2	28.57%
4	4	57.14%
5	1	14.29%
Total	7	100%

Analysis: A strong level of attainment was observed, with **71.43%** of respondents attaining Ratings 4 or 5. Rating 4 accounted for **57.14%** and Rating 5 for **14.29%**. Another 28.57% were positioned at Rating 3, indicating some scope for further strengthening.

CO8. Write Abstract, Index and Bibliography and append relevant data information materials

Graph-246: Attainment Profile - CO8

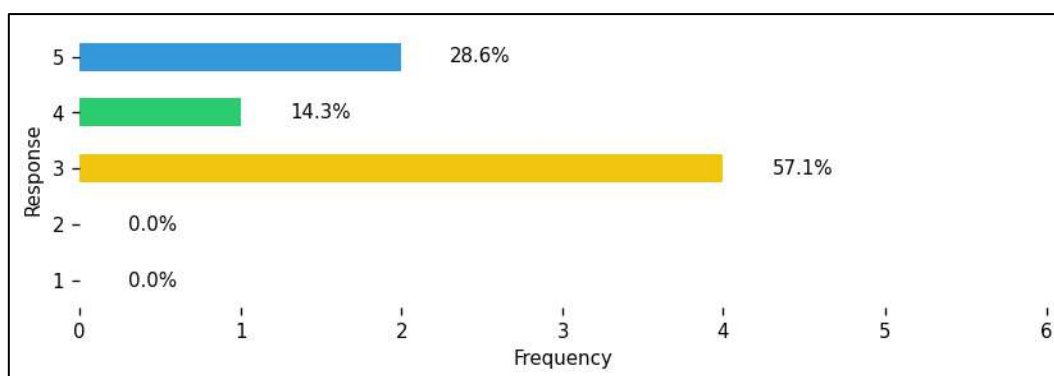


Table-279: Attainment Profile - CO8

Response	Frequency	Percentage
1	0	0.00%
2	0	0.00%
3	4	57.14%
4	1	14.29%
5	2	28.57%
Total	7	100%

Analysis: A moderate level of attainment was observed, with **42.86%** of respondents attaining Ratings 4 or 5. Rating 4 accounted for **14.29%** and Rating 5 for **28.57%**. A comparatively large 57.14% at Rating 3 suggests scope for further consolidation of this outcome.

Key Course-Level Conclusions and Actionable Takeaways

Strong Overall Course Attainment: An average of 53.57% of responses falls within Ratings 4 and 5 across the expected outcomes of Practicum Paper XVI: Dissertation.

Core Strength: CO7 recorded the highest combined attainment at 71.43%.

Area for Further Strengthening: CO1 recorded the comparatively lowest combined attainment at 42.86%. Focused activities, practical applications, discussion and formative assessment may be used to strengthen this outcome.

Paper XVII: Internship (Engagement with Teacher Education Institutions)

The expected Course Outcomes (COs) of **Paper XVII: Internship (Engagement with Teacher Education Institutions)** are as follows:

CO1: Conduct classes in the TEI (B.Ed./D. El. Ed.)

CO2: Observe teaching demonstration of Pupil teachers.

CO3: Construct and standardize Achievement Test in teaching subjects.

CO4: Administer, score and Interpret different tests Intelligence Test, Personality Test, Creativity Test, Study Habit Test, Adjustment Test etc

CO5: Prepare and submit report on project related to ICT

Table-280: Consolidated Paper XVII Course Outcome Attainment Distribution

COs	5	4	3	2	1
CO1	14.29%	57.14%	14.29%	0.00%	14.29%
CO2	42.86%	42.86%	14.29%	0.00%	0.00%
CO3	28.57%	42.86%	28.57%	0.00%	0.00%
CO4	28.57%	28.57%	28.57%	0.00%	14.29%
CO5	14.29%	57.14%	14.29%	14.29%	0.00%
Avg.	25.71%	45.71%	20.00%	2.86%	5.71%

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

Strong overall attainment is represented by an average of 71.43% of responses falling within Ratings 4 and 5. Rating 4 accounts for an average of 45.71% and Rating 5 for 25.71% across the course outcomes.

The middle attainment category of Rating 3 accounts for an average of 20.00% of responses, while the combined lower categories of Ratings 1 and 2 account for 8.57%.

CO2 recorded the highest combined attainment at Ratings 4 and 5 (85.71%), whereas CO4 recorded the comparatively lowest combined attainment (57.14%).

Instructional and assessment activities may therefore continue to reinforce the stronger outcomes while providing additional focused opportunities for the comparatively lower-attaining outcome, CO4.

Detailed Analysis of Course Outcomes

Paper XVII: Internship (Engagement with Teacher Education Institutions)

CO1: Conduct classes in the TEI (B.Ed./D. El. Ed.)

CO2: Observe teaching demonstration of Pupil teachers.

CO3: Construct and standardize Achievement Test in teaching subjects.

CO4: Administer, score and Interpret different tests Intelligence Test, Personality Test, Creativity Test, Study Habit Test, Adjustment Test etc

CO5: Prepare and submit report on project related to ICT

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

CO1. Conduct classes in the TEI (B.Ed./D. El. Ed.)

Graph-247: Attainment Profile - CO1

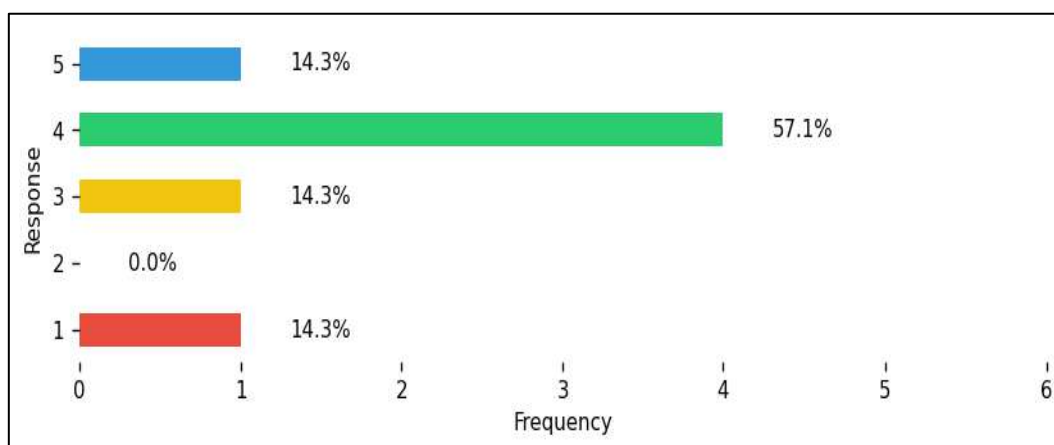


Table-281: Attainment Profile - CO1

Response	Frequency	Percentage
1	1	14.29%
2	0	0.00%
3	1	14.29%
4	4	57.14%
5	1	14.29%
Total	7	100%

Analysis: A strong level of attainment was observed, with **71.43%** of respondents attaining Ratings 4 or 5. Rating 4 accounted for **57.14%** and Rating 5 for **14.29%**. Another 14.29% were positioned at Rating 3, indicating some scope for further strengthening.

CO2. Observe teaching demonstration of Pupil teachers.

Graph-248: Attainment Profile - CO2

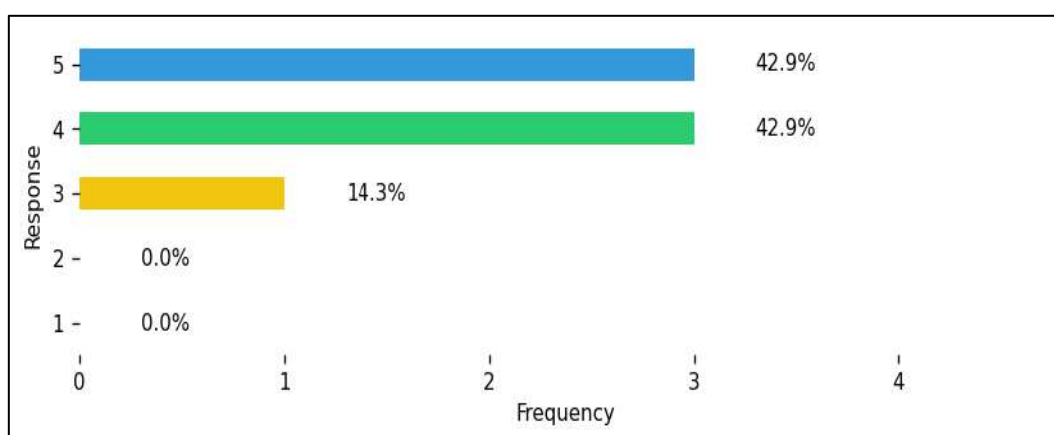
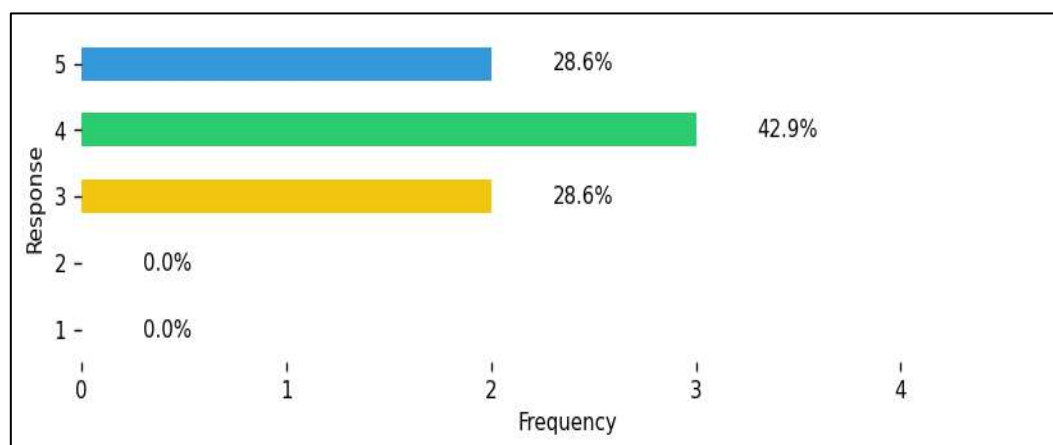


Table-282: Attainment Profile - CO2

Response	Frequency	Percentage
1	0	0.00%
2	0	0.00%
3	1	14.29%
4	3	42.86%
5	3	42.86%
Total	7	100%

Analysis: A strong level of attainment was observed, with **85.71%** of respondents attaining Ratings 4 or 5. Rating 4 accounted for **42.86%** and Rating 5 for **42.86%**. Another 14.29% were positioned at Rating 3, indicating some scope for further strengthening.

CO3. Construct and standardize Achievement Test in teaching subjects.

Graph-249: Attainment Profile - CO3**Table-283: Attainment Profile - CO3**

Response	Frequency	Percentage
1	0	0.00%
2	0	0.00%
3	2	28.57%
4	3	42.86%
5	2	28.57%
Total	7	100%

Analysis: A strong level of attainment was observed, with **71.43%** of respondents attaining Ratings 4 or 5. Rating 4 accounted for **42.86%** and Rating 5 for **28.57%**. Another 28.57% were positioned at Rating 3, indicating some scope for further strengthening.

CO4. Administer, score and Interpret different tests Intelligence Test, Personality Test, Creativity Test, Study Habit Test, Adjustment Test etc

Graph-250: Attainment Profile - CO4

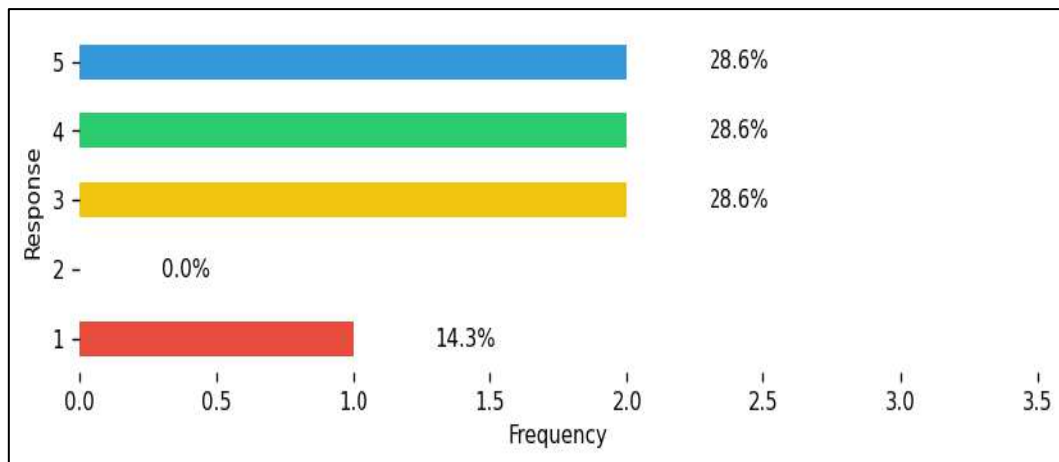


Table-284: Attainment Profile - CO4

Response	Frequency	Percentage
1	1	14.29%
2	0	0.00%
3	2	28.57%
4	2	28.57%
5	2	28.57%
Total	7	100%

Analysis: A favourable level of attainment was observed, with **57.14%** of respondents attaining Ratings 4 or 5. Rating 4 accounted for **28.57%** and Rating 5 for **28.57%**. Another 28.57% were positioned at Rating 3, indicating some scope for further strengthening.

CO5. Prepare and submit report on project related to ICT

Graph-251: Attainment Profile - CO5

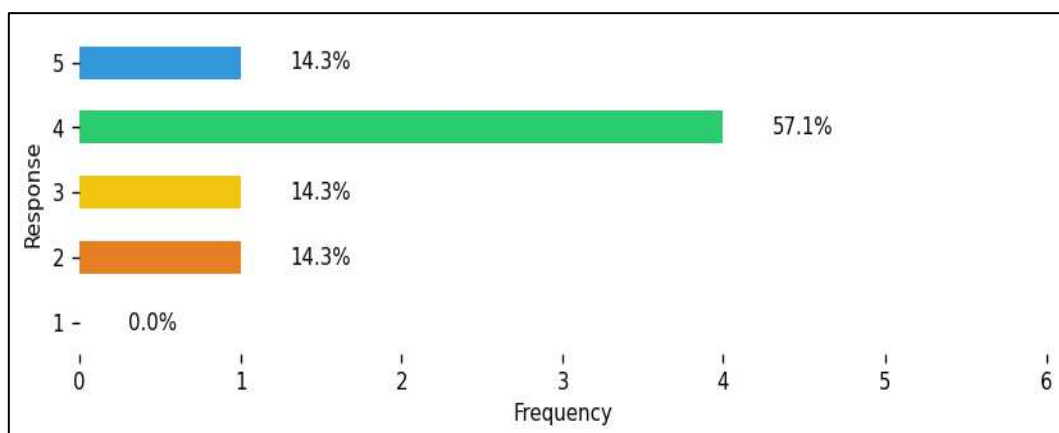


Table-285: Attainment Profile - CO5

Response	Frequency	Percentage
1	0	0.00%
2	1	14.29%
3	1	14.29%
4	4	57.14%
5	1	14.29%
Total	7	100%

Analysis: A strong level of attainment was observed, with **71.43%** of respondents attaining Ratings 4 or 5. Rating 4 accounted for **57.14%** and Rating 5 for **14.29%**. Another 14.29% were positioned at Rating 3, indicating some scope for further strengthening.

Key Course-Level Conclusions and Actionable Takeaways

Strong Overall Course Attainment: An average of 71.43% of responses falls within Ratings 4 and 5 across the expected outcomes of Paper XVII: Internship (Engagement with Teacher Education Institutions).

Core Strength: CO2 recorded the highest combined attainment at 85.71%.

Area for Further Strengthening: CO4 recorded the comparatively lowest combined attainment at 57.14%. Focused activities, practical applications, discussion and formative assessment may be used to strengthen this outcome.

Paper XVIII: Internship (Community Participation & Institutional Study) - Project I: Community Participation

The expected Course Outcomes (COs) of **Paper XVIII: Internship (Community Participation & Institutional Study) - Project I: Community Participation** are as follows:

CO1: Be sensitized about issues of community.

CO2: Interact with community to assess it felt needs.

CO3: Plan and conduct a social survey to collect required information on school, literacy and human development aspects.

CO4: Conduct Interviews with parents to understand their perception on their children's education and institutes/teachers etc

CO5: Observe the functional aspects of various institutions at village/ward and nearby locality

CO6: Live in the community & participate in socio-economic & cultural activities of the community.

CO7: Document the entire programme / process and develop a report on the project undertaken

CO8: Work collaboratively to reflect and share their work with students and staff

Table-286: Consolidated Paper XVIII - Project I Course Outcome Attainment Distribution

COs	5	4	3	2	1
CO1	28.57%	28.57%	42.86%	0.00%	0.00%
CO2	0.00%	71.43%	28.57%	0.00%	0.00%
CO3	28.57%	14.29%	42.86%	0.00%	14.29%
CO4	14.29%	42.86%	42.86%	0.00%	0.00%
CO5	28.57%	28.57%	42.86%	0.00%	0.00%
CO6	28.57%	28.57%	28.57%	0.00%	14.29%
CO7	0.00%	57.14%	28.57%	14.29%	0.00%
CO8	28.57%	57.14%	14.29%	0.00%	0.00%
Avg.	19.64%	41.07%	33.93%	1.79%	3.57%

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

Strong overall attainment is represented by an average of 60.71% of responses falling within Ratings 4 and 5. Rating 4 accounts for an average of 41.07% and Rating 5 for 19.64% across the course outcomes.

The middle attainment category of Rating 3 accounts for an average of 33.93% of responses, while the combined lower categories of Ratings 1 and 2 account for 5.36%. CO8 recorded the highest combined attainment at Ratings 4 and 5 (85.71%), whereas CO3 recorded the comparatively lowest combined attainment (42.86%).

Instructional and assessment activities may therefore continue to reinforce the stronger outcomes while providing additional focused opportunities for the comparatively lower-attaining outcome, CO3.

Detailed Analysis of Course Outcomes

Paper XVIII: Internship (Community Participation & Institutional Study) - Project I: Community Participation

CO1: Be sensitized about issues of community.

CO2: Interact with community to assess it felt needs.

CO3: Plan and conduct a social survey to collect required information on school, literacy and human development aspects.

CO4: Conduct Interviews with parents to understand their perception on their children's education and institutes/teachers etc

CO5: Observe the functional aspects of various institutions at village/ward and nearby locality

CO6: Live in the community & participate in socio-economic & cultural activities of the community.

CO7: Document the entire programme / process and develop a report on the project undertaken

CO8: Work collaboratively to reflect and share their work with students and staff

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

CO1. Be sensitized about issues of community.

Graph-252: Attainment Profile - CO1

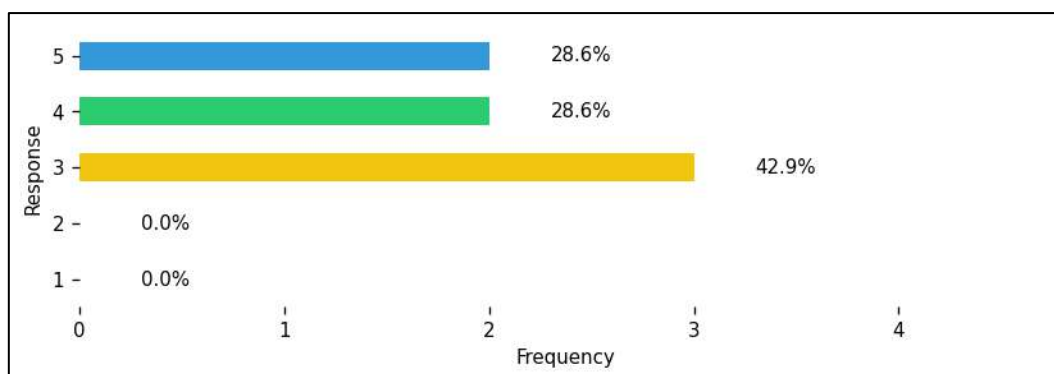


Table-287: Attainment Profile - CO1

Response	Frequency	Percentage
1	0	0.00%
2	0	0.00%
3	3	42.86%
4	2	28.57%
5	2	28.57%
Total	7	100%

Analysis: A favourable level of attainment was observed, with **57.14%** of respondents attaining Ratings 4 or 5. Rating 4 accounted for **28.57%** and Rating 5 for **28.57%**. A comparatively large 42.86% at Rating 3 suggests scope for further consolidation of this outcome.

CO2. Interact with community to assess it felt needs.

Graph-253: Attainment Profile - CO2

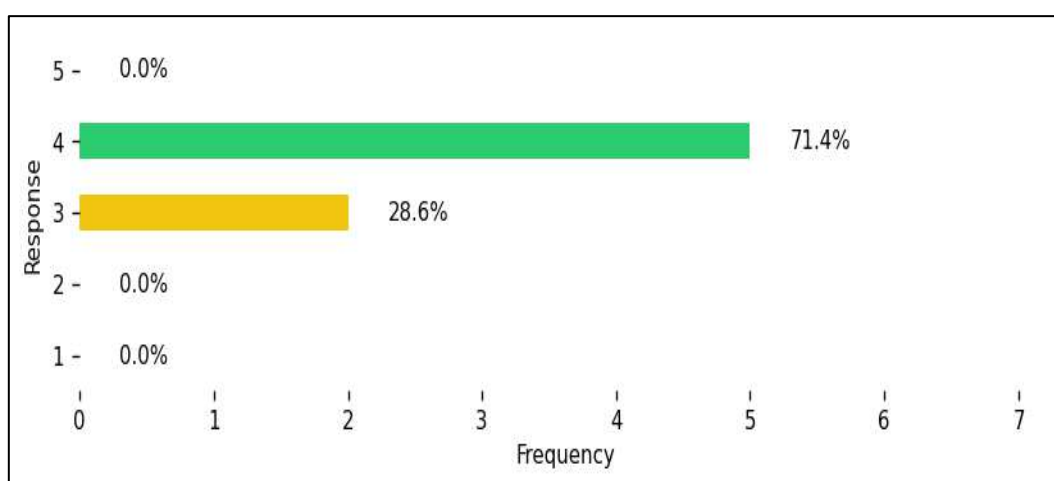
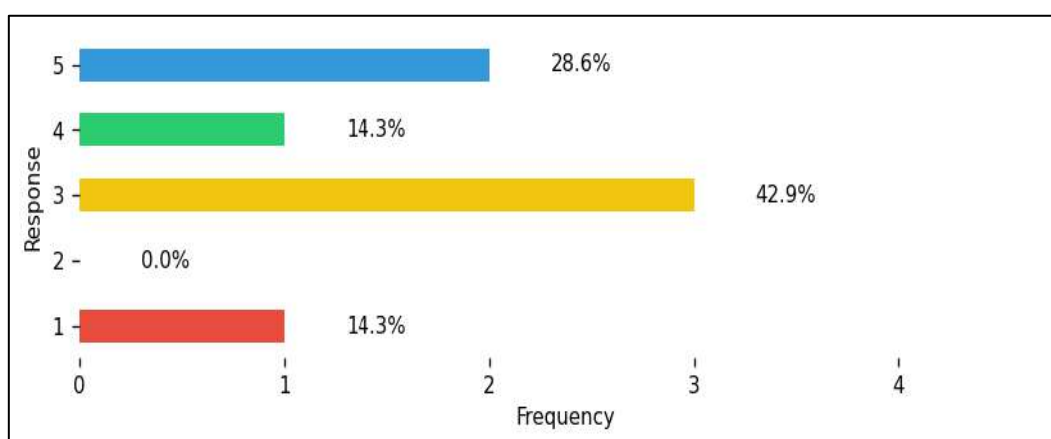


Table-288: Attainment Profile - CO2

Response	Frequency	Percentage
1	0	0.00%
2	0	0.00%
3	2	28.57%
4	5	71.43%
5	0	0.00%
Total	7	100%

Analysis: A strong level of attainment was observed, with **71.43%** of respondents attaining Ratings 4 or 5. Rating 4 accounted for **71.43%** and Rating 5 for **0.00%**. Another 28.57% were positioned at Rating 3, indicating some scope for further strengthening.

CO3. Plan and conduct a social survey to collect required information on school, literacy and human development aspects.

Graph-254: Attainment Profile - CO3**Table-289: Attainment Profile - CO3**

Response	Frequency	Percentage
1	1	14.29%
2	0	0.00%
3	3	42.86%
4	1	14.29%
5	2	28.57%
Total	7	100%

Analysis: A moderate level of attainment was observed, with **42.86%** of respondents attaining Ratings 4 or 5. Rating 4 accounted for **14.29%** and Rating 5 for **28.57%**. A comparatively large 42.86% at Rating 3 suggests scope for further consolidation of this outcome.

CO4. Conduct Interviews with parents to understand their perception on their children's education and institutes/teachers etc

Graph-255: Attainment Profile - CO4

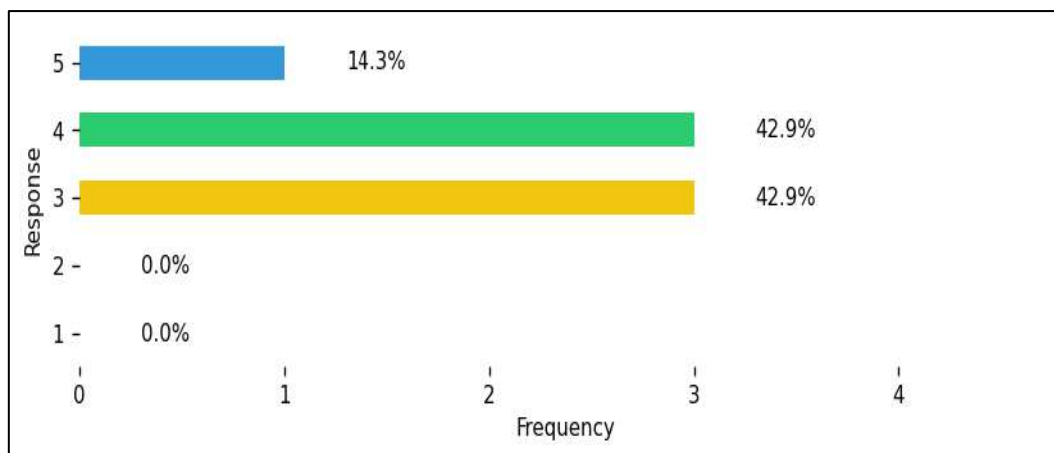


Table-290: Attainment Profile - CO4

Response	Frequency	Percentage
1	0	0.00%
2	0	0.00%
3	3	42.86%
4	3	42.86%
5	1	14.29%
Total	7	100%

Analysis: A favourable level of attainment was observed, with **57.14%** of respondents attaining Ratings 4 or 5. Rating 4 accounted for **42.86%** and Rating 5 for **14.29%**. A comparatively large 42.86% at Rating 3 suggests scope for further consolidation of this outcome.

CO5. Observe the functional aspects of various institutions at village/ward and nearby locality

Graph-256: Attainment Profile - CO5

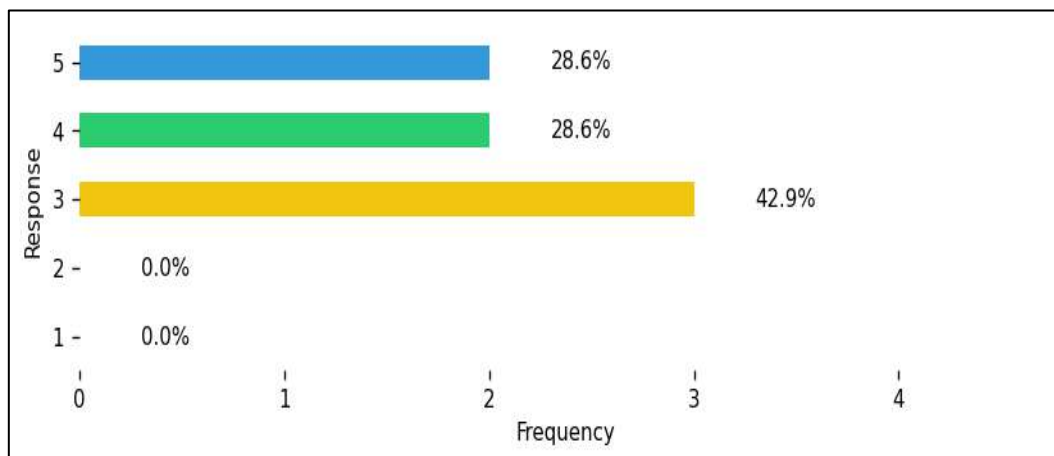
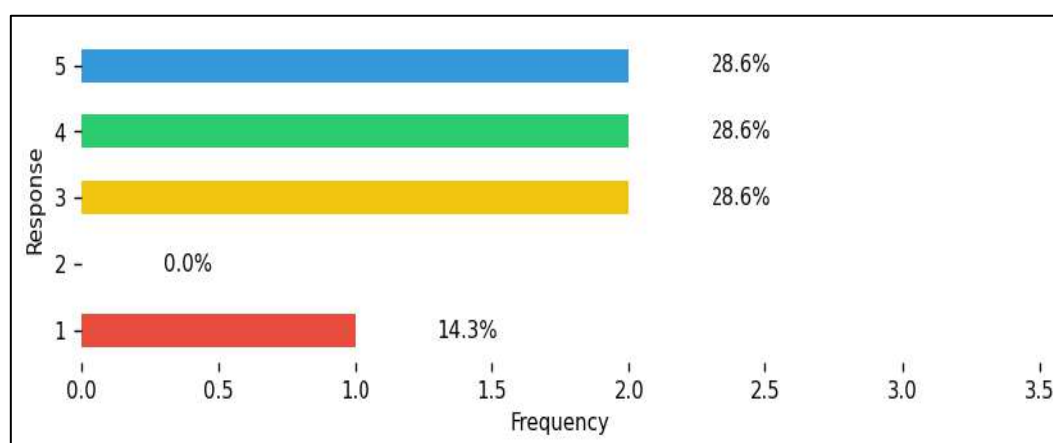


Table-291: Attainment Profile - CO5

Response	Frequency	Percentage
1	0	0.00%
2	0	0.00%
3	3	42.86%
4	2	28.57%
5	2	28.57%
Total	7	100%

Analysis: A favourable level of attainment was observed, with **57.14%** of respondents attaining Ratings 4 or 5. Rating 4 accounted for **28.57%** and Rating 5 for **28.57%**. A comparatively large 42.86% at Rating 3 suggests scope for further consolidation of this outcome.

CO6. Live in the community & participate in socio-economic & cultural activities of the community.

Graph-257: Attainment Profile - CO6**Table-292: Attainment Profile - CO6**

Response	Frequency	Percentage
1	1	14.29%
2	0	0.00%
3	2	28.57%
4	2	28.57%
5	2	28.57%
Total	7	100%

Analysis: A favourable level of attainment was observed, with **57.14%** of respondents attaining Ratings 4 or 5. Rating 4 accounted for **28.57%** and Rating 5 for **28.57%**. Another 28.57% were positioned at Rating 3, indicating some scope for further strengthening.

CO7. Document the entire programme / process and develop a report on the project undertaken

Graph-258: Attainment Profile - CO7

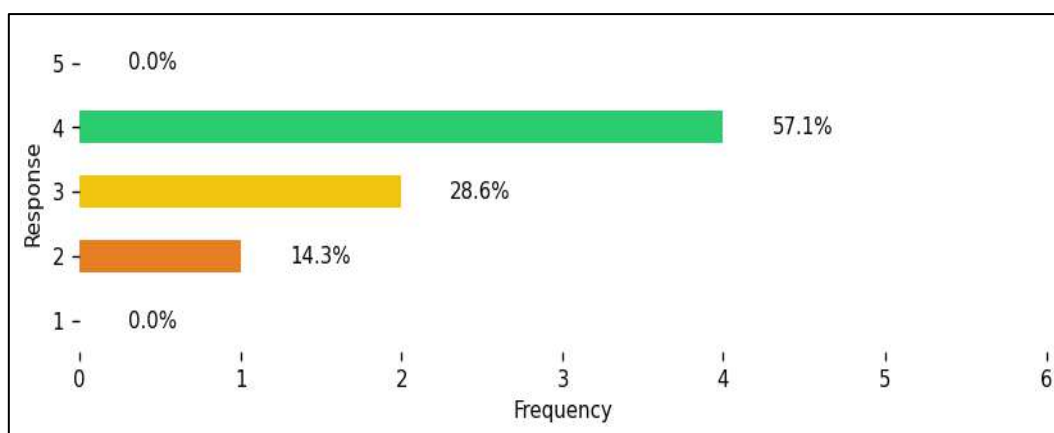


Table-293: Attainment Profile - CO7

Response	Frequency	Percentage
1	0	0.00%
2	1	14.29%
3	2	28.57%
4	4	57.14%
5	0	0.00%
Total	7	100%

Analysis: A favourable level of attainment was observed, with **57.14%** of respondents attaining Ratings 4 or 5. Rating 4 accounted for **57.14%** and Rating 5 for **0.00%**. Another 28.57% were positioned at Rating 3, indicating some scope for further strengthening.

CO8. Work collaboratively to reflect and share their work with students and staff

Graph-259: Attainment Profile - CO8

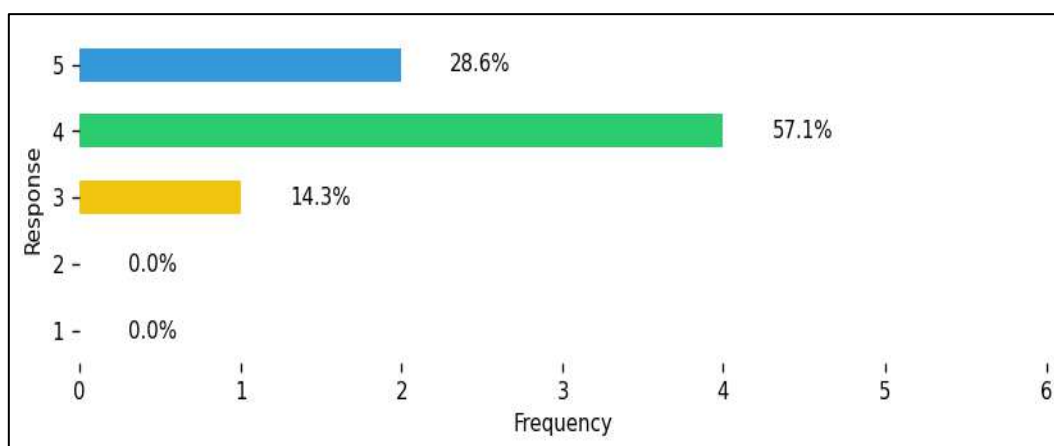


Table-294: Attainment Profile - CO8

Response	Frequency	Percentage
1	0	0.00%
2	0	0.00%
3	1	14.29%
4	4	57.14%
5	2	28.57%
Total	7	100%

Analysis: A strong level of attainment was observed, with **85.71%** of respondents attaining Ratings 4 or 5. Rating 4 accounted for **57.14%** and Rating 5 for **28.57%**. Another 14.29% were positioned at Rating 3, indicating some scope for further strengthening.

Key Course-Level Conclusions and Actionable Takeaways

Strong Overall Course Attainment: An average of 60.71% of responses falls within Ratings 4 and 5 across the expected outcomes of Paper XVIII: Internship (Community Participation & Institutional Study) - Project I: Community Participation.

Core Strength: CO8 recorded the highest combined attainment at 85.71%.

Area for Further Strengthening: CO3 recorded the comparatively lowest combined attainment at 42.86%. Focused activities, practical applications, discussion and formative assessment may be used to strengthen this outcome.

Paper XVIII: Internship (Community Participation & Institutional Study) - Project II: Institutional Study

The expected Course Outcomes (COs) of **Paper XVIII: Internship (Community Participation & Institutional Study) - Project II: Institutional Study** are as follows:

CO1: Study an institution / its vision and its mission.

CO2: Understand institutional climate and its various functions.

CO3: Assess institutional strengths and achievements.

CO4: Understand the historical evolution and growth of an institution

CO5: Study the contextual background of an institution.

CO6: Examine the contribution made by an institution

Table-295: Consolidated Paper XVIII - Project I Course Outcome Attainment Distribution

COs	5	4	3	2	1
CO1	0.00%	57.14%	28.57%	14.29%	0.00%
CO2	28.57%	42.86%	28.57%	0.00%	0.00%
CO3	28.57%	28.57%	42.86%	0.00%	0.00%
CO4	28.57%	42.86%	28.57%	0.00%	0.00%
CO5	14.29%	42.86%	28.57%	0.00%	14.29%
CO6	0.00%	57.14%	28.57%	14.29%	0.00%
Avg.	16.67%	45.24%	30.95%	4.76%	2.38%

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

Strong overall attainment is represented by an average of 61.90% of responses falling within Ratings 4 and 5. Rating 4 accounts for an average of 45.24% and Rating 5 for 16.67% across the course outcomes.

The middle attainment category of Rating 3 accounts for an average of 30.95% of responses, while the combined lower categories of Ratings 1 and 2 account for 7.14%.

CO2 recorded the highest combined attainment at Ratings 4 and 5 (71.43%), whereas CO3 recorded the comparatively lowest combined attainment (57.14%).

Instructional and assessment activities may therefore continue to reinforce the stronger outcomes while providing additional focused opportunities for the comparatively lower-attaining outcome, CO3.

Detailed Analysis of Course Outcomes

Paper XVIII: Internship (Community Participation & Institutional Study) - Project II: Institutional Study

CO1: Study an institution / its vision and its mission.

CO2: Understand institutional climate and its various functions.

CO3: Assess institutional strengths and achievements.

CO4: Understand the historical evolution and growth of an institution

CO5: Study the contextual background of an institution.

CO6: Examine the contribution made by an institution

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

CO1. Study an institution / its vision and its mission.

Graph-260: Attainment Profile - CO1

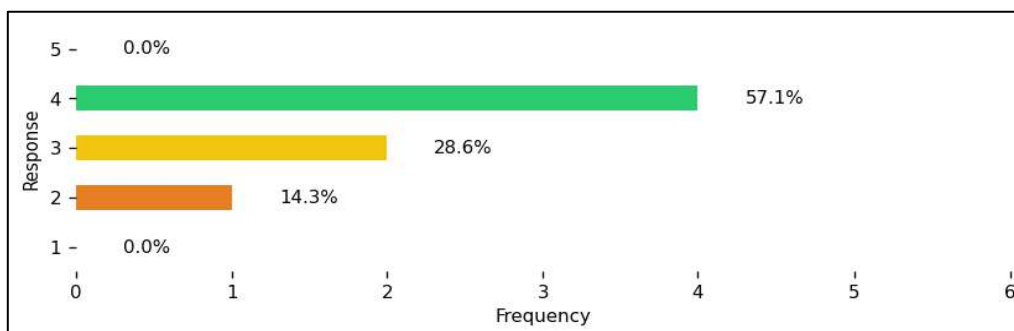


Table-296: Attainment Profile - CO1

Response	Frequency	Percentage
1	0	0.00%
2	1	14.29%
3	2	28.57%
4	4	57.14%
5	0	0.00%
Total	7	100%

Analysis: A favourable level of attainment was observed, with **57.14%** of respondents attaining Ratings 4 or 5. Rating 4 accounted for **57.14%** and Rating 5 for **0.00%**. Another 28.57% were positioned at Rating 3, indicating some scope for further strengthening.

CO2. Understand institutional climate and its various functions.

Graph-261: Attainment Profile - CO2

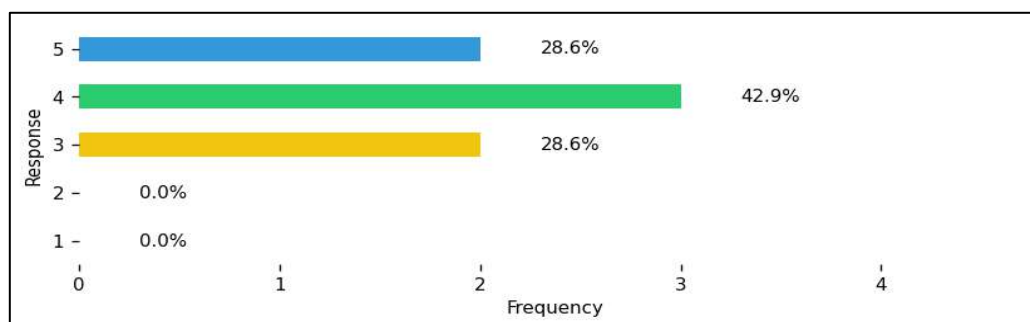


Table-297: Attainment Profile - CO2

Response	Frequency	Percentage
1	0	0.00%
2	0	0.00%
3	2	28.57%
4	3	42.86%
5	2	28.57%
Total	7	100%

Analysis: A strong level of attainment was observed, with **71.43%** of respondents attaining Ratings 4 or 5. Rating 4 accounted for **42.86%** and Rating 5 for **28.57%**. Another 28.57% were positioned at Rating 3, indicating some scope for further strengthening.

CO3. Assess institutional strengths and achievements.

Graph-262: Attainment Profile - CO3

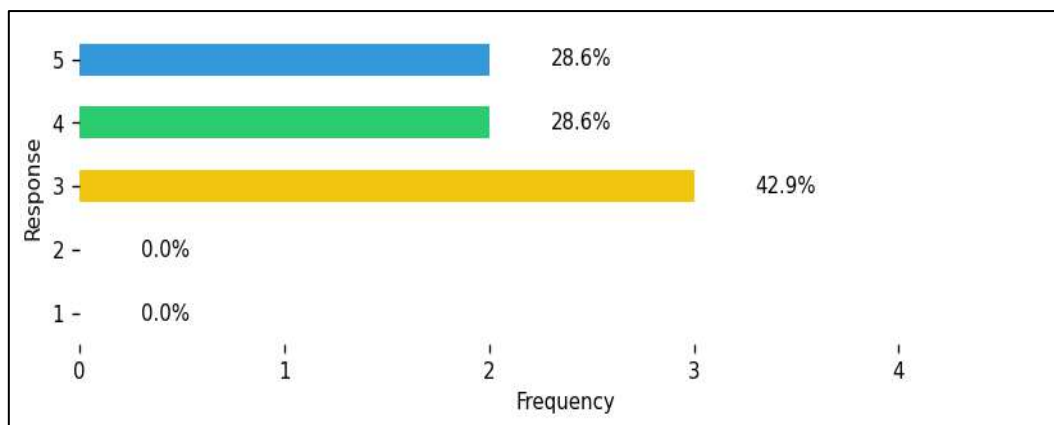


Table-298: Attainment Profile - CO3

Response	Frequency	Percentage
1	0	0.00%
2	0	0.00%
3	3	42.86%
4	2	28.57%
5	2	28.57%
Total	7	100%

Analysis: A favourable level of attainment was observed, with **57.14%** of respondents attaining Ratings 4 or 5. Rating 4 accounted for **28.57%** and Rating 5 for **28.57%**. A comparatively large 42.86% at Rating 3 suggests scope for further consolidation of this outcome.

CO4. Understand the historical evolution and growth of an institution

Graph-263: Attainment Profile - CO4

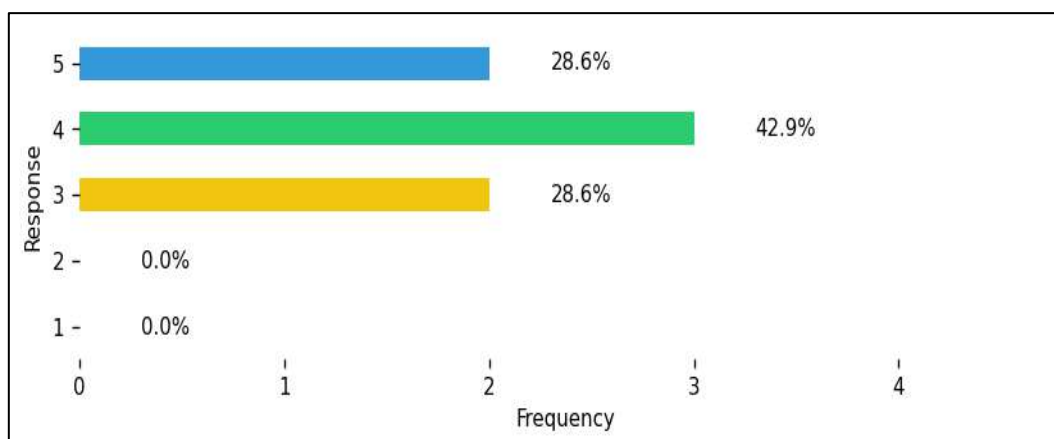
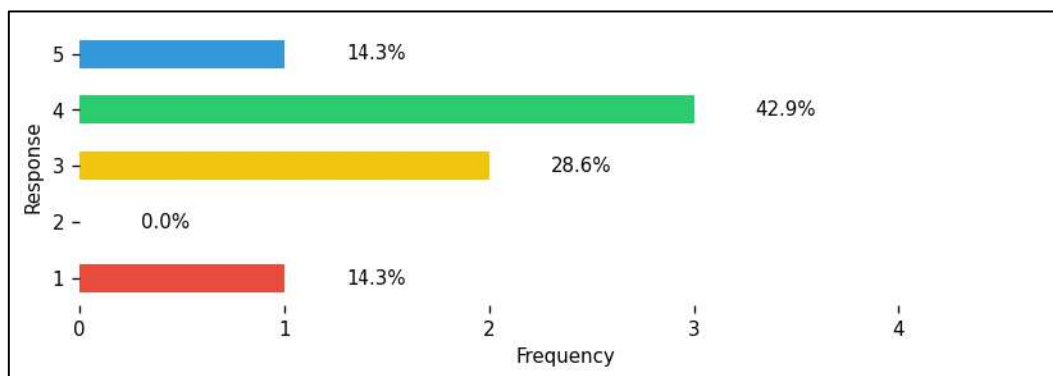


Table-299: Attainment Profile - CO4

Response	Frequency	Percentage
1	0	0.00%
2	0	0.00%
3	2	28.57%
4	3	42.86%
5	2	28.57%
Total	7	100%

Analysis: A strong level of attainment was observed, with **71.43%** of respondents attaining Ratings 4 or 5. Rating 4 accounted for **42.86%** and Rating 5 for **28.57%**. Another 28.57% were positioned at Rating 3, indicating some scope for further strengthening.

CO5. Study the contextual background of an institution.

Graph-264: Attainment Profile - CO5**Table-300: Attainment Profile - CO5**

Response	Frequency	Percentage
1	1	14.29%
2	0	0.00%
3	2	28.57%
4	3	42.86%
5	1	14.29%
Total	7	100%

Analysis: A favourable level of attainment was observed, with **57.14%** of respondents attaining Ratings 4 or 5. Rating 4 accounted for **42.86%** and Rating 5 for **14.29%**. Another 28.57% were positioned at Rating 3, indicating some scope for further strengthening.

CO6. Examine the contribution made by an institution

Graph-265: Attainment Profile - CO6

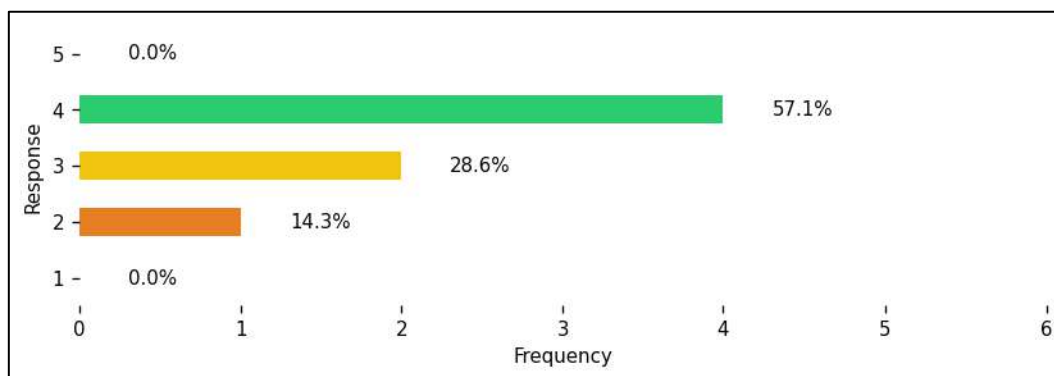


Table-301: Attainment Profile - CO6

Response	Frequency	Percentage
1	0	0.00%
2	1	14.29%
3	2	28.57%
4	4	57.14%
5	0	0.00%
Total	7	100%

Analysis: A favourable level of attainment was observed, with **57.14%** of respondents attaining Ratings 4 or 5. Rating 4 accounted for **57.14%** and Rating 5 for **0.00%**. Another 28.57% were positioned at Rating 3, indicating some scope for further strengthening.

Key Course-Level Conclusions and Actionable Takeaways

Strong Overall Course Attainment: An average of 61.90% of responses falls within Ratings 4 and 5 across the expected outcomes of Paper XVIII: Internship (Community Participation & Institutional Study) - Project II: Institutional Study.

Core Strength: CO2 recorded the highest combined attainment at 71.43%.

Area for Further Strengthening: CO3 recorded the comparatively lowest combined attainment at 57.14%. Focused activities, practical applications, discussion and formative assessment may be used to strengthen this outcome.

Paper XIX A: Communication and Expository Writing

The expected Course Outcomes (COs) of **Paper XIX A: Communication and Expository Writing** are as follows:

CO1: Present papers before an audience.

CO2: Deliver speech on different issues.

CO3: Communicate ideas through speech and writing

CO4: Deliver lessons using Power Point Presentation

CO5: Exploit ICT for different educational requirements

CO6: Write articles on different topics

CO7: Write bibliographical writings

CO8: Write extracts from popular non-fictional writings on theme related to science, mathematics, history, geography, literature/language etc

CO9: Write review or summary of a text with comments and opinions.

CO10: Write articles for Newspaper, magazines etc. on topics of contemporary interests

Table-302: Consolidated Paper XIX A Course Outcome Attainment Distribution

COs	5	4	3	2	1
CO1	28.57%	28.57%	42.86%	0.00%	0.00%
CO2	0.00%	71.43%	28.57%	0.00%	0.00%
CO3	14.29%	14.29%	57.14%	0.00%	14.29%
CO4	14.29%	28.57%	42.86%	14.29%	0.00%
CO5	14.29%	28.57%	57.14%	0.00%	0.00%
CO6	14.29%	14.29%	57.14%	0.00%	14.29%
CO7	14.29%	28.57%	57.14%	0.00%	0.00%
CO8	14.29%	0.00%	71.43%	0.00%	14.29%
CO9	42.86%	0.00%	57.14%	0.00%	0.00%
CO10	14.29%	14.29%	57.14%	0.00%	14.29%
Avg.	17.14%	22.86%	52.86%	1.43%	5.71%

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

Strong overall attainment is represented by an average of 40.00% of responses falling within Ratings 4 and 5. Rating 4 accounts for an average of 22.86% and Rating 5 for 17.14% across the course outcomes.

The middle attainment category of Rating 3 accounts for an average of 52.86% of responses, while the combined lower categories of Ratings 1 and 2 account for 7.14%.

CO2 recorded the highest combined attainment at Ratings 4 and 5 (71.43%), whereas CO8 recorded the comparatively lowest combined attainment (14.29%).

Instructional and assessment activities may therefore continue to reinforce the stronger outcomes while providing additional focused opportunities for the comparatively lower-attaining outcome, CO8.

Detailed Analysis of Course Outcomes

Paper XIX A: Communication and Expository Writing

CO1: Present papers before an audience.

CO2: Deliver speech on different issues.

CO3: Communicate ideas through speech and writing

CO4: Deliver lessons using Power Point Presentation

CO5: Exploit ICT for different educational requirements

CO6: Write articles on different topics

CO7: Write bibliographical writings

CO8: Write extracts from popular non-fictional writings on theme related to science, mathematics, history, geography, literature/language etc

CO9: Write review or summary of a text with comments and opinions.

CO10: Write articles for Newspaper, magazines etc. on topics of contemporary interests

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

CO1. Present papers before an audience.

Graph-266: Attainment Profile - CO1

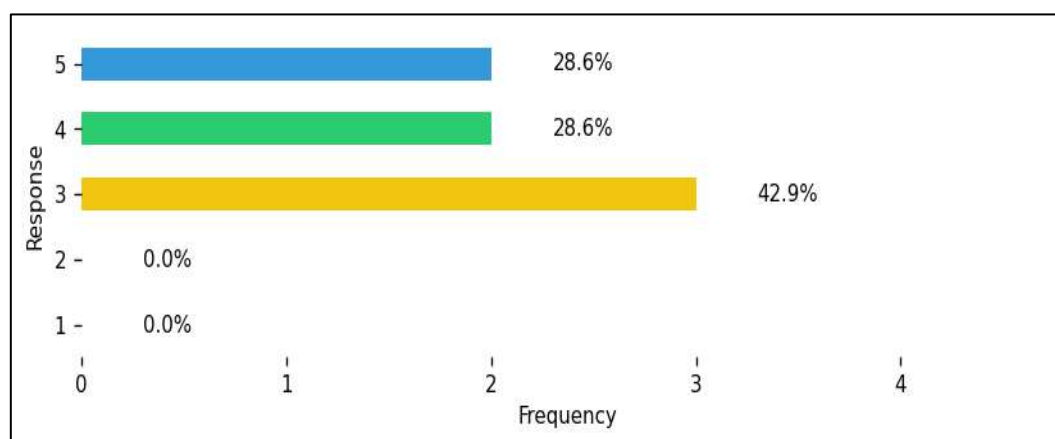


Table-303: Attainment Profile - CO1

Response	Frequency	Percentage
1	0	0.00%
2	0	0.00%
3	3	42.86%
4	2	28.57%
5	2	28.57%
Total	7	100%

Analysis: A favourable level of attainment was observed, with **57.14%** of respondents attaining Ratings 4 or 5. Rating 4 accounted for **28.57%** and Rating 5 for **28.57%**. A comparatively large 42.86% at Rating 3 suggests scope for further consolidation of this outcome.

CO2. Deliver speech on different issues.

Graph-267: Attainment Profile - CO2

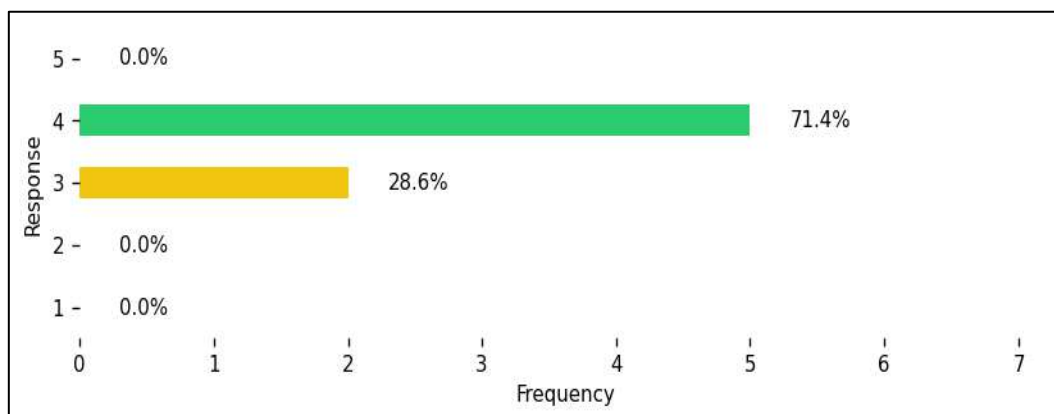


Table-304: Attainment Profile - CO2

Response	Frequency	Percentage
1	0	0.00%
2	0	0.00%
3	2	28.57%
4	5	71.43%
5	0	0.00%
Total	7	100%

Analysis: A strong level of attainment was observed, with **71.43%** of respondents attaining Ratings 4 or 5. Rating 4 accounted for **71.43%** and Rating 5 for **0.00%**. Another 28.57% were positioned at Rating 3, indicating some scope for further strengthening.

CO3. Communicate ideas through speech and writing

Graph-268: Attainment Profile - CO3

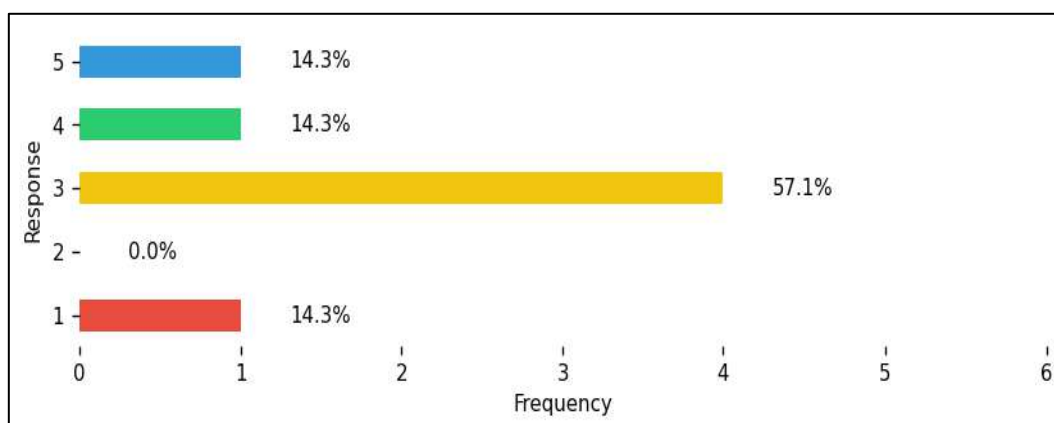
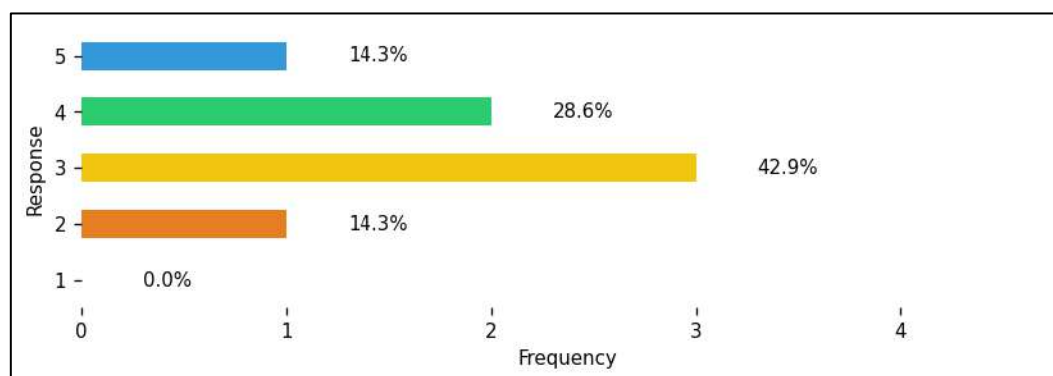


Table-305: Attainment Profile - CO3

Response	Frequency	Percentage
1	1	14.29%
2	0	0.00%
3	4	57.14%
4	1	14.29%
5	1	14.29%
Total	7	100%

Analysis: The attainment profile indicates a need for further strengthening, with **28.57%** of respondents attaining Ratings 4 or 5. Rating 4 accounted for **14.29%** and Rating 5 for **14.29%**. A comparatively large 57.14% at Rating 3 suggests scope for further consolidation of this outcome.

CO4. Deliver lessons using Power Point Presentation

Graph-269: Attainment Profile - CO4**Table-306: Attainment Profile - CO4**

Response	Frequency	Percentage
1	0	0.00%
2	1	14.29%
3	3	42.86%
4	2	28.57%
5	1	14.29%
Total	7	100%

Analysis: A moderate level of attainment was observed, with **42.86%** of respondents attaining Ratings 4 or 5. Rating 4 accounted for **28.57%** and Rating 5 for **14.29%**. A comparatively large 42.86% at Rating 3 suggests scope for further consolidation of this outcome.

CO5. Exploit ICT for different educational requirements

Graph-270: Attainment Profile - CO5

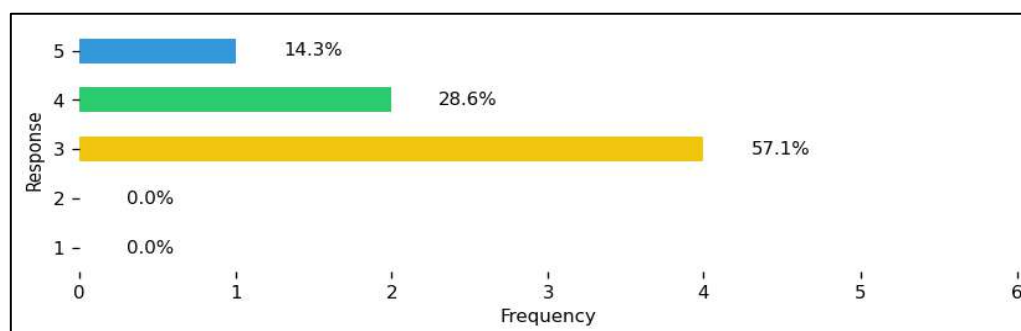


Table-307: Attainment Profile - CO5

Response	Frequency	Percentage
1	0	0.00%
2	0	0.00%
3	4	57.14%
4	2	28.57%
5	1	14.29%
Total	7	100%

Analysis: A moderate level of attainment was observed, with **42.86%** of respondents attaining Ratings 4 or 5. Rating 4 accounted for **28.57%** and Rating 5 for **14.29%**. A comparatively large 57.14% at Rating 3 suggests scope for further consolidation of this outcome.

CO6. Write articles on different topics

Graph-271: Attainment Profile - CO6

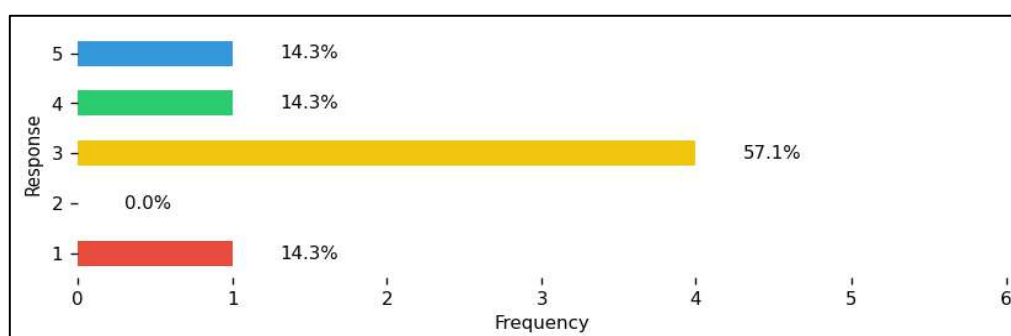


Table-308: Attainment Profile - CO6

Response	Frequency	Percentage
1	1	14.29%
2	0	0.00%
3	4	57.14%
4	1	14.29%
5	1	14.29%
Total	7	100%

Analysis: The attainment profile indicates a need for further strengthening, with **28.57%** of respondents attaining Ratings 4 or 5. Rating 4 accounted for **14.29%** and Rating 5 for **14.29%**. A comparatively large 57.14% at Rating 3 suggests scope for further consolidation of this outcome.

CO7. Write bibliographical writings

Graph-272: Attainment Profile - CO7

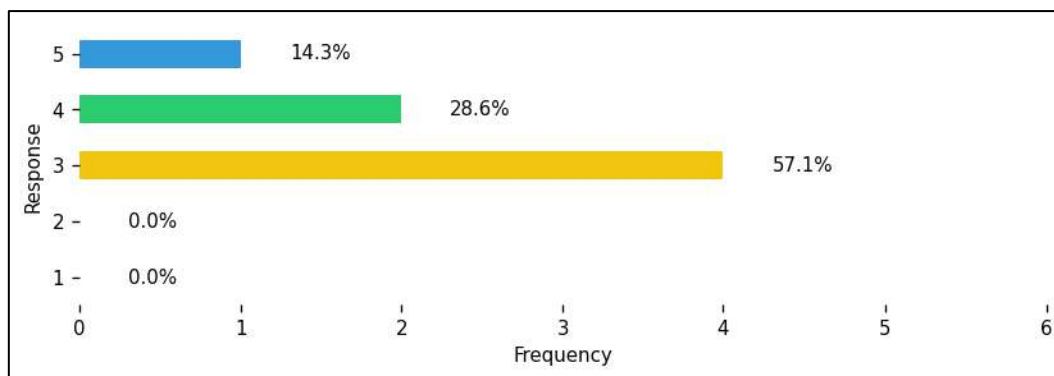


Table-309: Attainment Profile - CO7

Response	Frequency	Percentage
1	0	0.00%
2	0	0.00%
3	4	57.14%
4	2	28.57%
5	1	14.29%
Total	7	100%

Analysis: A moderate level of attainment was observed, with **42.86%** of respondents attaining Ratings 4 or 5. Rating 4 accounted for **28.57%** and Rating 5 for **14.29%**. A comparatively large 57.14% at Rating 3 suggests scope for further consolidation of this outcome.

CO8. Write extracts from popular non-fictional writings on theme related to science, mathematics, history, geography, literature/language etc

Graph-273: Attainment Profile - CO8

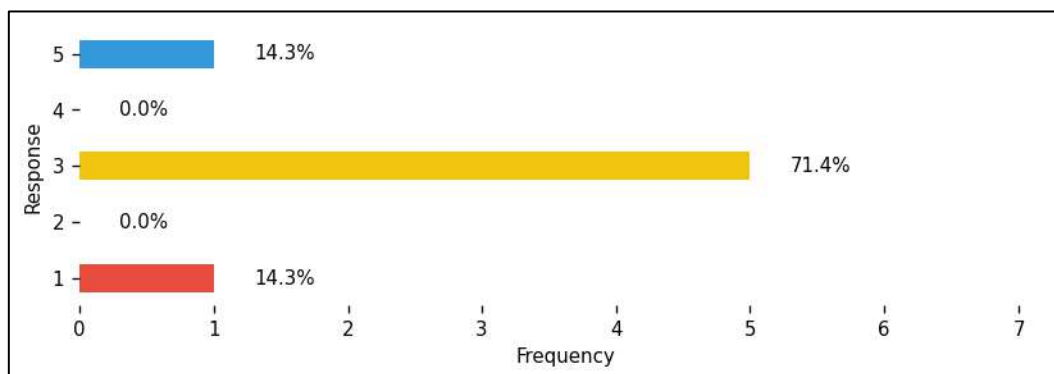
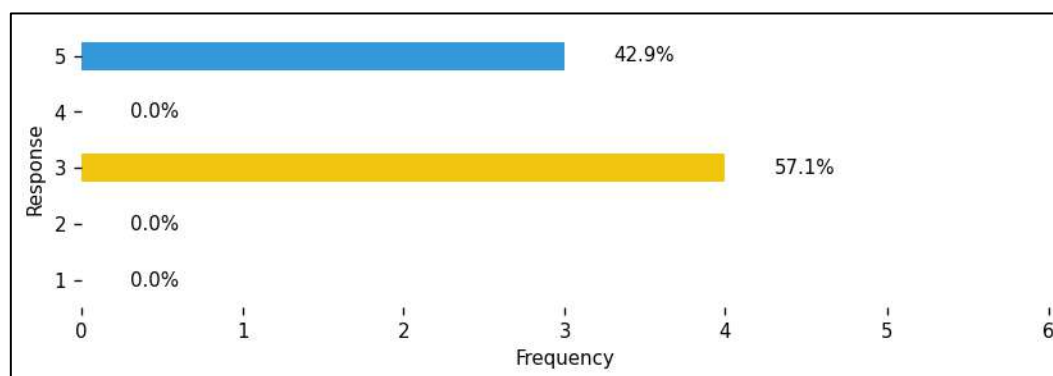


Table-310: Attainment Profile - CO8

Response	Frequency	Percentage
1	1	14.29%
2	0	0.00%
3	5	71.43%
4	0	0.00%
5	1	14.29%
Total	7	100%

Analysis: The attainment profile indicates a need for further strengthening, with **14.29%** of respondents attaining Ratings 4 or 5. Rating 4 accounted for **0.00%** and Rating 5 for **14.29%**. A comparatively large 71.43% at Rating 3 suggests scope for further consolidation of this outcome.

CO9. Write review or summary of a text with comments and opinions.

Graph-274: Attainment Profile - CO9**Table-311: Attainment Profile - CO9**

Response	Frequency	Percentage
1	0	0.00%
2	0	0.00%
3	4	57.14%
4	0	0.00%
5	3	42.86%
Total	7	100%

Analysis: A moderate level of attainment was observed, with **42.86%** of respondents attaining Ratings 4 or 5. Rating 4 accounted for **0.00%** and Rating 5 for **42.86%**. A comparatively large 57.14% at Rating 3 suggests scope for further consolidation of this outcome.

CO10. Write articles for Newspaper, magazines etc. on topics of contemporary interests

Graph-275: Attainment Profile - CO10

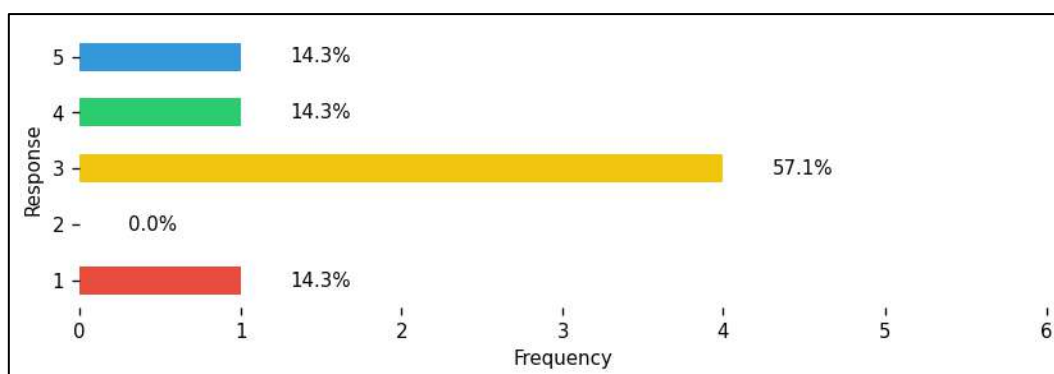


Table-312: Attainment Profile - CO10

Response	Frequency	Percentage
1	1	14.29%
2	0	0.00%
3	4	57.14%
4	1	14.29%
5	1	14.29%
Total	7	100%

Analysis: The attainment profile indicates a need for further strengthening, with **28.57%** of respondents attaining Ratings 4 or 5. Rating 4 accounted for **14.29%** and Rating 5 for **14.29%**. A comparatively large 57.14% at Rating 3 suggests scope for further consolidation of this outcome.

Key Course-Level Conclusions and Actionable Takeaways

Strong Overall Course Attainment: An average of 40.00% of responses falls within Ratings 4 and 5 across the expected outcomes of Paper XIX A: Communication and Expository Writing.

Core Strength: CO2 recorded the highest combined attainment at 71.43%.

Area for Further Strengthening: CO8 recorded the comparatively lowest combined attainment at 14.29%. Focused activities, practical applications, discussion and formative assessment may be used to strengthen this outcome.

Paper XIX B: Academic Writing

The expected Course Outcomes (COs) of **Paper XIX B: Academic Writing** are as follows:

CO1: Develop understanding on different kinds of writings and writing styles

CO2: Understand essential requirements of academic writing

CO3: Distinguish a good academic writing from another.

CO4: Know academic sources and use them in reference.

CO5: Cite a source, paraphrase and acknowledge the source

CO6: Edit one's own writing.

Table-313: Consolidated Paper XIX B Course Outcome Attainment Distribution

COs	5	4	3	2	1
CO1	28.57%	28.57%	28.57%	14.29%	0.00%
CO2	28.57%	14.29%	57.14%	0.00%	0.00%
CO3	28.57%	28.57%	28.57%	14.29%	0.00%
CO4	14.29%	28.57%	28.57%	28.57%	0.00%
CO5	14.29%	14.29%	42.86%	14.29%	14.29%
CO6	28.57%	14.29%	42.86%	14.29%	0.00%
Avg.	23.81%	21.43%	38.10%	14.29%	2.38%

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

Strong overall attainment is represented by an average of 45.24% of responses falling within Ratings 4 and 5. Rating 4 accounts for an average of 21.43% and Rating 5 for 23.81% across the course outcomes.

The middle attainment category of Rating 3 accounts for an average of 38.10% of responses, while the combined lower categories of Ratings 1 and 2 account for 16.67%.

CO1 recorded the highest combined attainment at Ratings 4 and 5 (57.14%), whereas CO5 recorded the comparatively lowest combined attainment (28.57%).

Instructional and assessment activities may therefore continue to reinforce the stronger outcomes while providing additional focused opportunities for the comparatively lower-attaining outcome, CO5.

Detailed Analysis of Course Outcomes

Paper XIX B: Academic Writing

CO1: Develop understanding on different kinds of writings and writing styles

CO2: Understand essential requirements of academic writing

CO3: Distinguish a good academic writing from another.

CO4: Know academic sources and use them in reference.

CO5: Cite a source, paraphrase and acknowledge the source

CO6: Edit one's own writing.

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

CO1. Develop understanding on different kinds of writings and writing styles

Graph-276: Attainment Profile - CO1

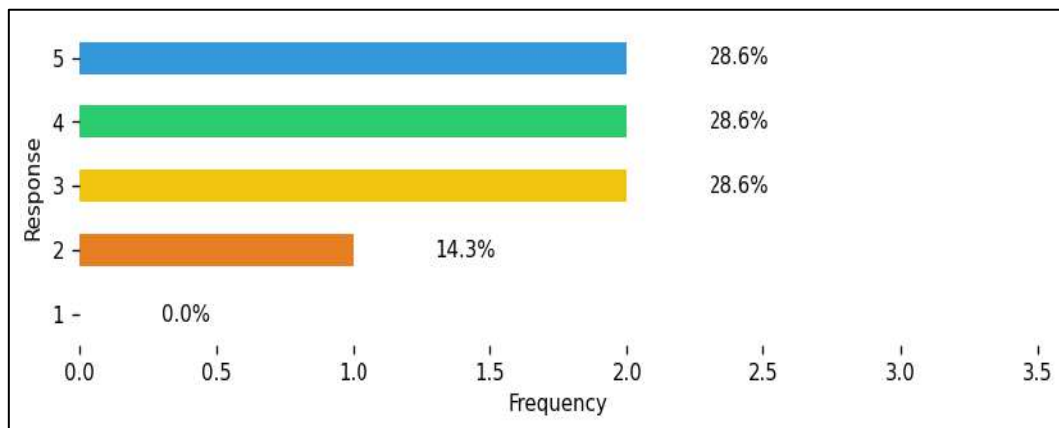


Table-314: Attainment Profile - CO1

Response	Frequency	Percentage
1	0	0.00%
2	1	14.29%
3	2	28.57%
4	2	28.57%
5	2	28.57%
Total	7	100%

Analysis: A favourable level of attainment was observed, with **57.14%** of respondents attaining Ratings 4 or 5. Rating 4 accounted for **28.57%** and Rating 5 for **28.57%**. Another 28.57% were positioned at Rating 3, indicating some scope for further strengthening.

CO2. Understand essential requirements of academic writing

Graph-277: Attainment Profile - CO2

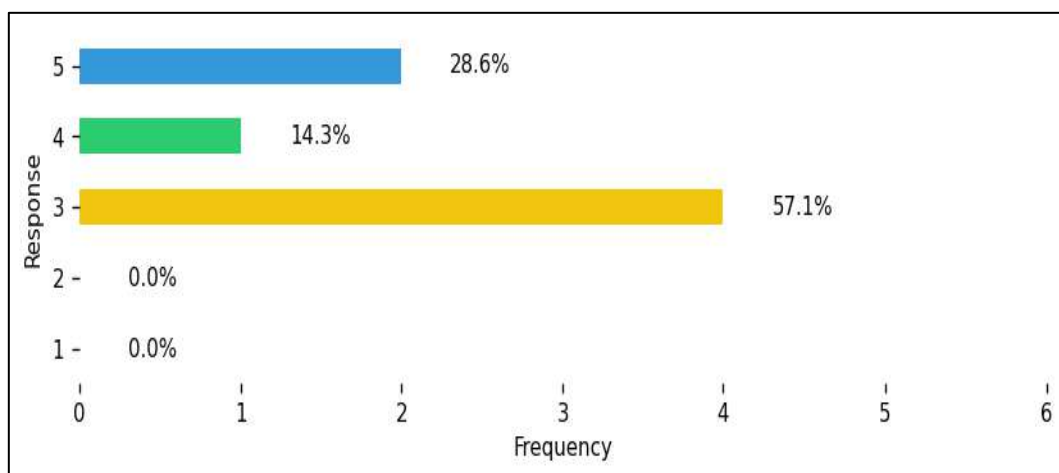
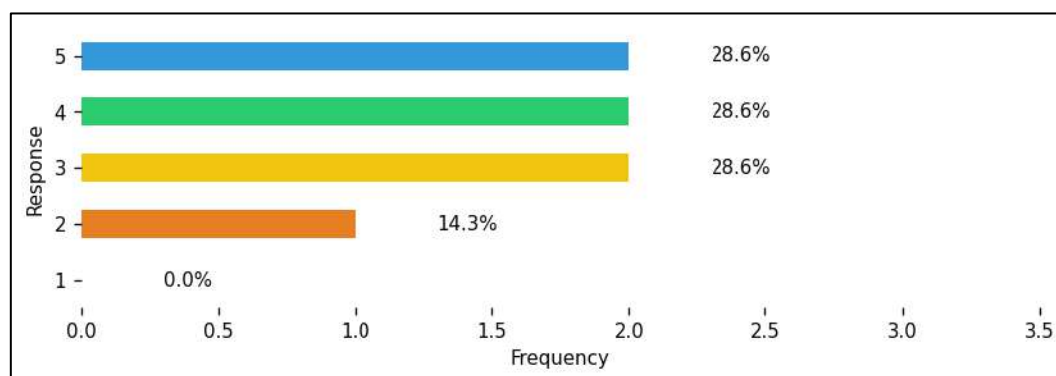


Table-315: Attainment Profile - CO2

Response	Frequency	Percentage
1	0	0.00%
2	0	0.00%
3	4	57.14%
4	1	14.29%
5	2	28.57%
Total	7	100%

Analysis: A moderate level of attainment was observed, with **42.86%** of respondents attaining Ratings 4 or 5. Rating 4 accounted for **14.29%** and Rating 5 for **28.57%**. A comparatively large 57.14% at Rating 3 suggests scope for further consolidation of this outcome.

CO3. Distinguish a good academic writing from another.

Graph-278: Attainment Profile - CO3**Table-316: Attainment Profile - CO3**

Response	Frequency	Percentage
1	0	0.00%
2	1	14.29%
3	2	28.57%
4	2	28.57%
5	2	28.57%
Total	7	100%

Analysis: A favourable level of attainment was observed, with **57.14%** of respondents attaining Ratings 4 or 5. Rating 4 accounted for **28.57%** and Rating 5 for **28.57%**. Another 28.57% were positioned at Rating 3, indicating some scope for further strengthening.

CO4. Know academic sources and use them in reference.

Graph-279: Attainment Profile - CO4

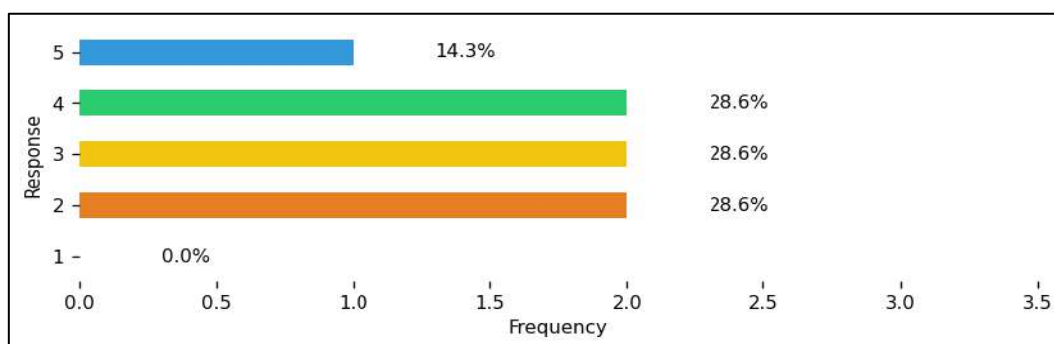


Table-317: Attainment Profile - CO4

Response	Frequency	Percentage
1	0	0.00%
2	2	28.57%
3	2	28.57%
4	2	28.57%
5	1	14.29%
Total	7	100%

Analysis: A moderate level of attainment was observed, with **42.86%** of respondents attaining Ratings 4 or 5. Rating 4 accounted for **28.57%** and Rating 5 for **14.29%**. The combined 28.57% at Ratings 1 and 2 indicates that additional academic support and learning opportunities may be useful.

CO5. Cite a source, paraphrase and acknowledge the source

Graph-280: Attainment Profile - CO5

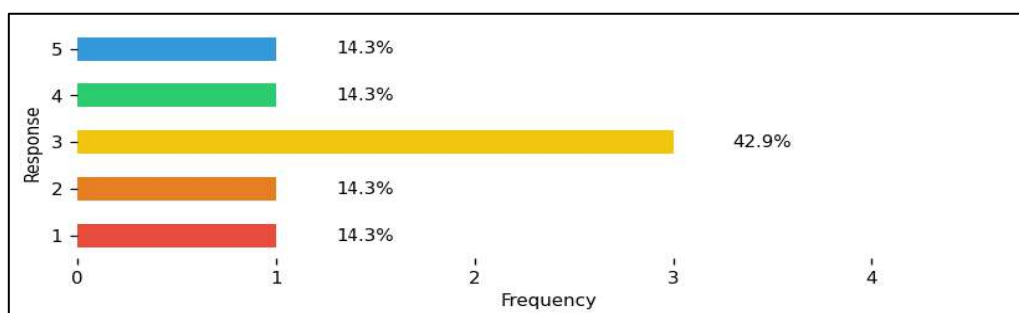


Table-318: Attainment Profile - CO5

Response	Frequency	Percentage
1	1	14.29%
2	1	14.29%
3	3	42.86%
4	1	14.29%
5	1	14.29%
Total	7	100%

Analysis: The attainment profile indicates a need for further strengthening, with **28.57%** of respondents attaining Ratings 4 or 5. Rating 4 accounted for **14.29%** and Rating 5 for **14.29%**. A comparatively large 42.86% at Rating 3 suggests scope for further consolidation of this outcome.

CO6. Edit one's own writing.

Graph-281: Attainment Profile - CO6

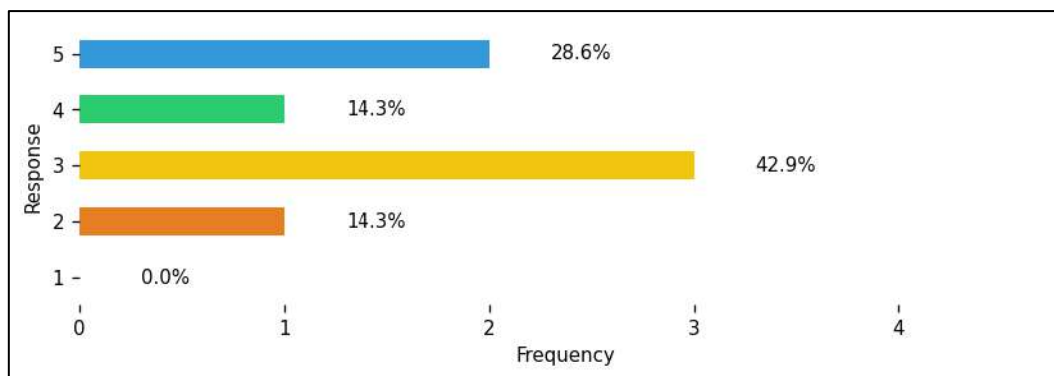


Table-319: Attainment Profile - CO6

Response	Frequency	Percentage
1	0	0.00%
2	1	14.29%
3	3	42.86%
4	1	14.29%
5	2	28.57%
Total	7	100%

Analysis: A moderate level of attainment was observed, with **42.86%** of respondents attaining Ratings 4 or 5. Rating 4 accounted for **14.29%** and Rating 5 for **28.57%**. A comparatively large 42.86% at Rating 3 suggests scope for further consolidation of this outcome.

Key Course-Level Conclusions and Actionable Takeaways

Strong Overall Course Attainment: An average of 45.24% of responses falls within Ratings 4 and 5 across the expected outcomes of Paper XIX B: Academic Writing.

Core Strength: CO1 recorded the highest combined attainment at 57.14%.

Area for Further Strengthening: CO5 recorded the comparatively lowest combined attainment at 28.57%. Focused activities, practical applications, discussion and formative assessment may be used to strengthen this outcome.

Paper XX A: Dissertation (Preparation & Presentation of Synopsis / Research Proposal)

The expected Course Outcomes (COs) of **Paper XX A: Dissertation (Preparation & Presentation of Synopsis / Research Proposal)** are as follows:

CO1: Understand the purpose and Importance of review of related studies in research.

CO2: Analyze the needs and the background of existing research

CO3: Review research literature.

CO4: Identify research problem/topic.

CO5: Formulate research objectives

CO6: Formulate hypothesis/research questions

CO7: Define terms operationally

CO8: Prepare synopsis/research proposal.

CO9: Identify tools and techniques of research

CO10: Present research proposal before an audience.

Table-320: Consolidated Paper XX A Course Outcome Attainment Distribution

COs	5	4	3	2	1
CO1	57.14%	0.00%	28.57%	14.29%	0.00%
CO2	14.29%	28.57%	42.86%	14.29%	0.00%
CO3	14.29%	28.57%	28.57%	0.00%	28.57%
CO4	28.57%	28.57%	14.29%	14.29%	14.29%
CO5	42.86%	28.57%	14.29%	0.00%	14.29%
CO6	14.29%	28.57%	28.57%	0.00%	28.57%
CO7	14.29%	42.86%	28.57%	0.00%	14.29%
CO8	28.57%	14.29%	42.86%	14.29%	0.00%
CO9	42.86%	28.57%	14.29%	14.29%	0.00%
CO10	42.86%	14.29%	28.57%	0.00%	14.29%
Avg.	30.00%	24.29%	27.14%	7.14%	11.43%

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

Strong overall attainment is represented by an average of 54.29% of responses falling within Ratings 4 and 5. Rating 4 accounts for an average of 24.29% and Rating 5 for 30.00% across the course outcomes.

The middle attainment category of Rating 3 accounts for an average of 27.14% of responses, while the combined lower categories of Ratings 1 and 2 account for 18.57%.

CO5 recorded the highest combined attainment at Ratings 4 and 5 (71.43%), whereas CO8 recorded the comparatively lowest combined attainment (42.86%).

Instructional and assessment activities may therefore continue to reinforce the stronger outcomes while providing additional focused opportunities for the comparatively lower-attaining outcome, CO8.

Detailed Analysis of Course Outcomes

Paper XX A: Dissertation (Preparation & Presentation of Synopsis / Research Proposal)

CO1: Understand the purpose and Importance of review of related studies in research.

CO2: Analyze the needs and the background of existing research

CO3: Review research literature.

CO4: Identify research problem/topic.

CO5: Formulate research objectives

CO6: Formulate hypothesis/research questions

CO7: Define terms operationally

CO8: Prepare synopsis/research proposal.

CO9: Identify tools and techniques of research

CO10: Present research proposal before an audience.

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

CO1. Understand the purpose and Importance of review of related studies in research.

Graph-282: Attainment Profile - CO1

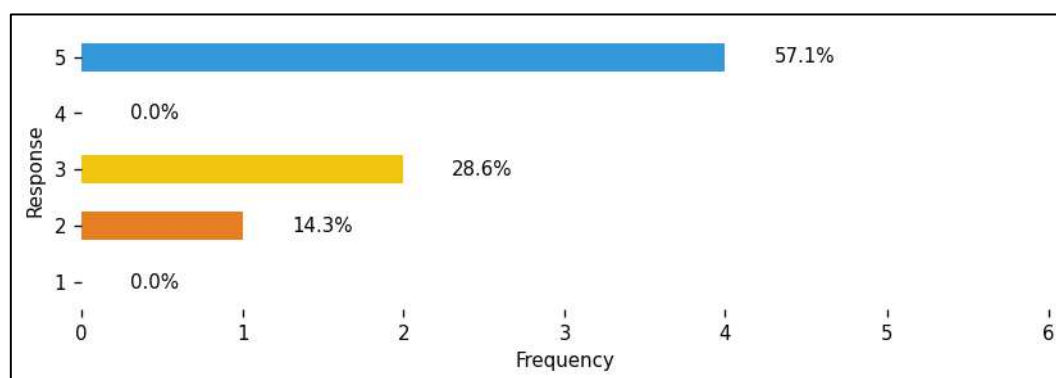


Table-321: Attainment Profile - CO1

Response	Frequency	Percentage
1	0	0.00%
2	1	14.29%
3	2	28.57%
4	0	0.00%
5	4	57.14%
Total	7	100%

Analysis: A favourable level of attainment was observed, with **57.14%** of respondents attaining Ratings 4 or 5. Rating 4 accounted for **0.00%** and Rating 5 for **57.14%**. Another 28.57% were positioned at Rating 3, indicating some scope for further strengthening.

CO2. Analyze the needs and the background of existing research

Graph-283: Attainment Profile - CO2

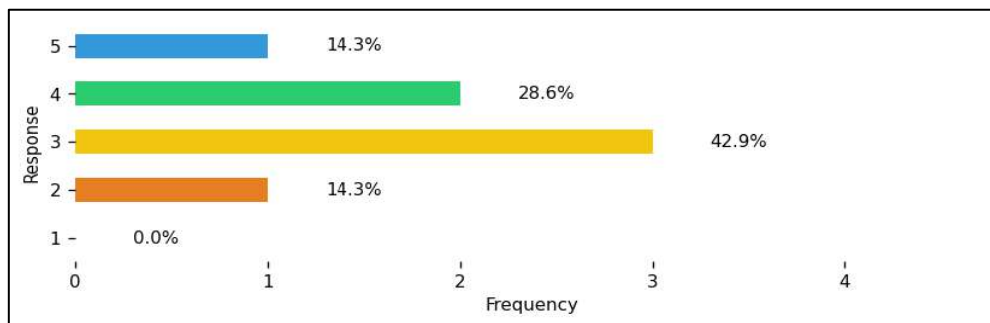


Table-322: Attainment Profile - CO2

Response	Frequency	Percentage
1	0	0.00%
2	1	14.29%
3	3	42.86%
4	2	28.57%
5	1	14.29%
Total	7	100%

Analysis: A moderate level of attainment was observed, with **42.86%** of respondents attaining Ratings 4 or 5. Rating 4 accounted for **28.57%** and Rating 5 for **14.29%**. A comparatively large 42.86% at Rating 3 suggests scope for further consolidation of this outcome.

CO3. Review research literature.

Graph-284: Attainment Profile - CO3

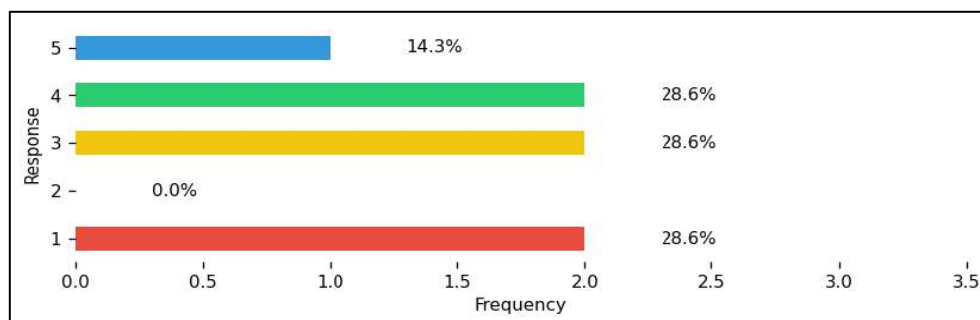


Table-323: Attainment Profile - CO3

Response	Frequency	Percentage
1	2	28.57%
2	0	0.00%
3	2	28.57%
4	2	28.57%
5	1	14.29%
Total	7	100%

Analysis: A moderate level of attainment was observed, with **42.86%** of respondents attaining Ratings 4 or 5. Rating 4 accounted for **28.57%** and Rating 5 for **14.29%**. The combined 28.57% at Ratings 1 and 2 indicates that additional academic support and learning opportunities may be useful.

CO4. Identify research problem/topic.

Graph-285: Attainment Profile - CO4

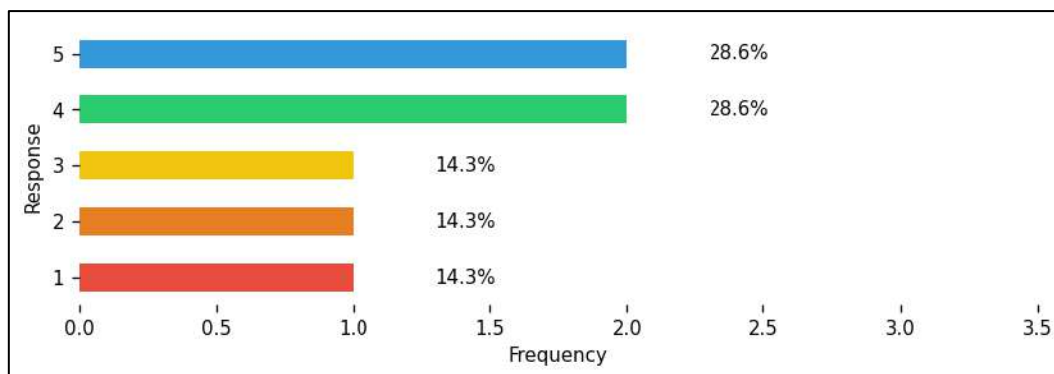


Table-324: Attainment Profile - CO4

Response	Frequency	Percentage
1	1	14.29%
2	1	14.29%
3	1	14.29%
4	2	28.57%
5	2	28.57%
Total	7	100%

Analysis: A favourable level of attainment was observed, with **57.14%** of respondents attaining Ratings 4 or 5. Rating 4 accounted for **28.57%** and Rating 5 for **28.57%**. The combined 28.57% at Ratings 1 and 2 indicates that additional academic support and learning opportunities may be useful.

CO5. Formulate research objectives

Graph-286: Attainment Profile - CO5

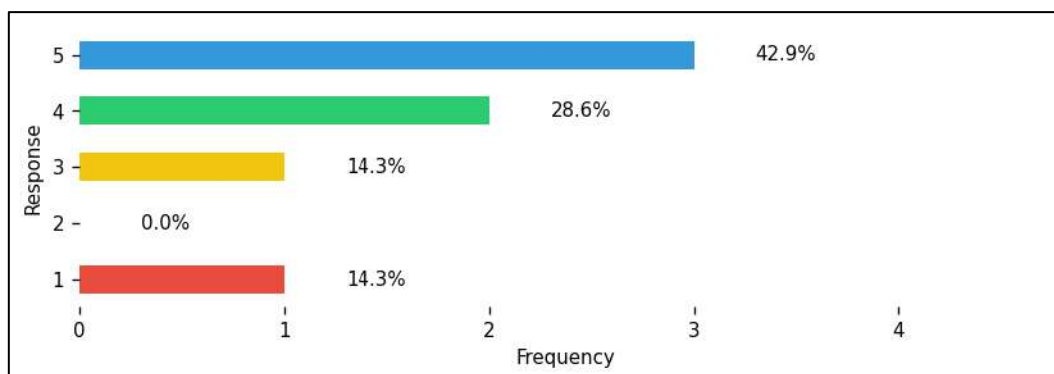
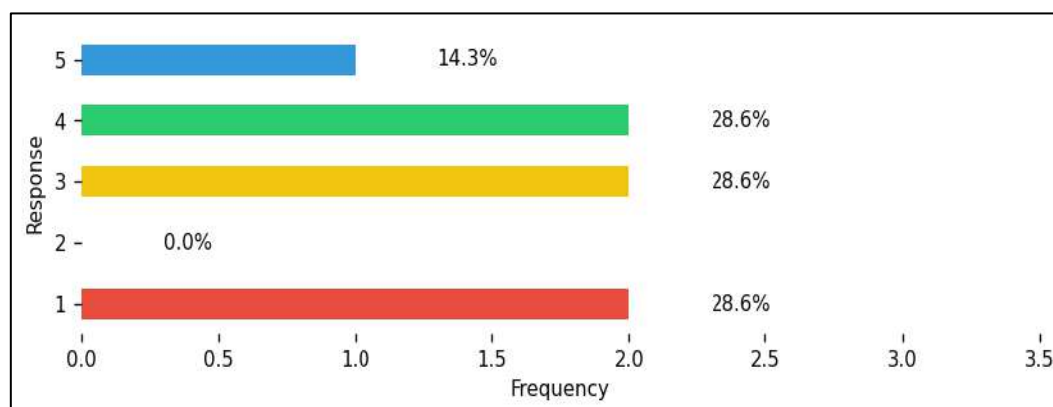


Table-325: Attainment Profile - CO5

Response	Frequency	Percentage
1	1	14.29%
2	0	0.00%
3	1	14.29%
4	2	28.57%
5	3	42.86%
Total	7	100%

Analysis: A strong level of attainment was observed, with **71.43%** of respondents attaining Ratings 4 or 5. Rating 4 accounted for **28.57%** and Rating 5 for **42.86%**. Another 14.29% were positioned at Rating 3, indicating some scope for further strengthening.

CO6. Formulate hypothesis/research questions

Graph-287: Attainment Profile - CO6**Table-326: Attainment Profile - CO6**

Response	Frequency	Percentage
1	2	28.57%
2	0	0.00%
3	2	28.57%
4	2	28.57%
5	1	14.29%
Total	7	100%

Analysis: A moderate level of attainment was observed, with **42.86%** of respondents attaining Ratings 4 or 5. Rating 4 accounted for **28.57%** and Rating 5 for **14.29%**. The combined 28.57% at Ratings 1 and 2 indicates that additional academic support and learning opportunities may be useful.

CO7. Define terms operationally

Graph-288: Attainment Profile - CO7

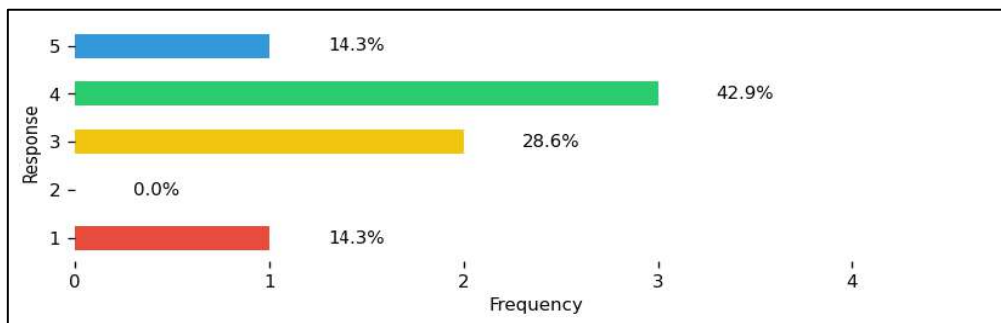


Table-327: Attainment Profile - CO7

Response	Frequency	Percentage
1	1	14.29%
2	0	0.00%
3	2	28.57%
4	3	42.86%
5	1	14.29%
Total	7	100%

Analysis: A favourable level of attainment was observed, with **57.14%** of respondents attaining Ratings 4 or 5. Rating 4 accounted for **42.86%** and Rating 5 for **14.29%**. Another 28.57% were positioned at Rating 3, indicating some scope for further strengthening.

CO8. Prepare synopsis/research proposal.

Graph-289: Attainment Profile - CO8

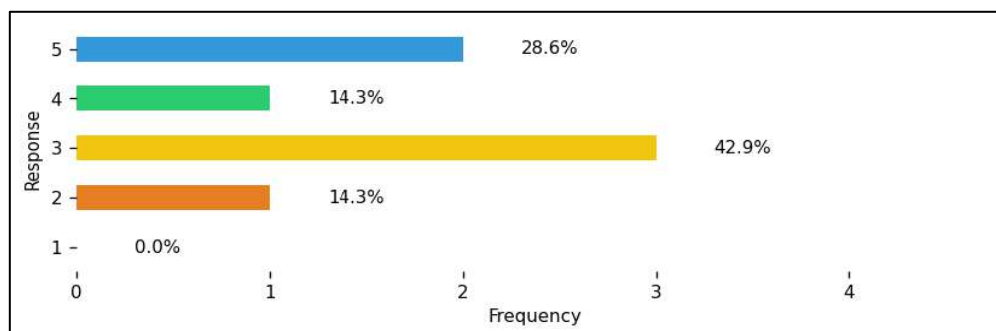


Table-328: Attainment Profile - CO8

Response	Frequency	Percentage
1	0	0.00%
2	1	14.29%
3	3	42.86%
4	1	14.29%
5	2	28.57%
Total	7	100%

Analysis: A moderate level of attainment was observed, with **42.86%** of respondents attaining Ratings 4 or 5. Rating 4 accounted for **14.29%** and Rating 5 for **28.57%**. A comparatively large 42.86% at Rating 3 suggests scope for further consolidation of this outcome.

CO9. Identify tools and techniques of research

Graph-290: Attainment Profile - CO9

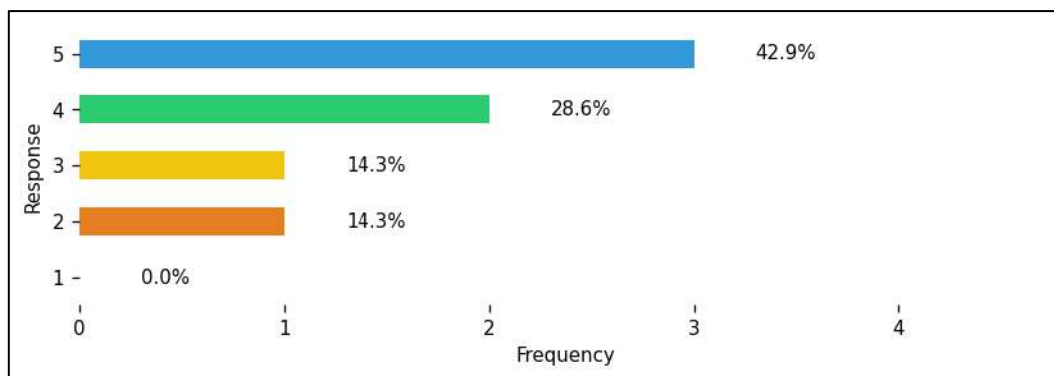


Table-329: Attainment Profile - CO9

Response	Frequency	Percentage
1	0	0.00%
2	1	14.29%
3	1	14.29%
4	2	28.57%
5	3	42.86%
Total	7	100%

Analysis: A strong level of attainment was observed, with **71.43%** of respondents attaining Ratings 4 or 5. Rating 4 accounted for **28.57%** and Rating 5 for **42.86%**. Another 14.29% were positioned at Rating 3, indicating some scope for further strengthening.

CO10. Present research proposal before an audience.

Graph-291: Attainment Profile - CO10

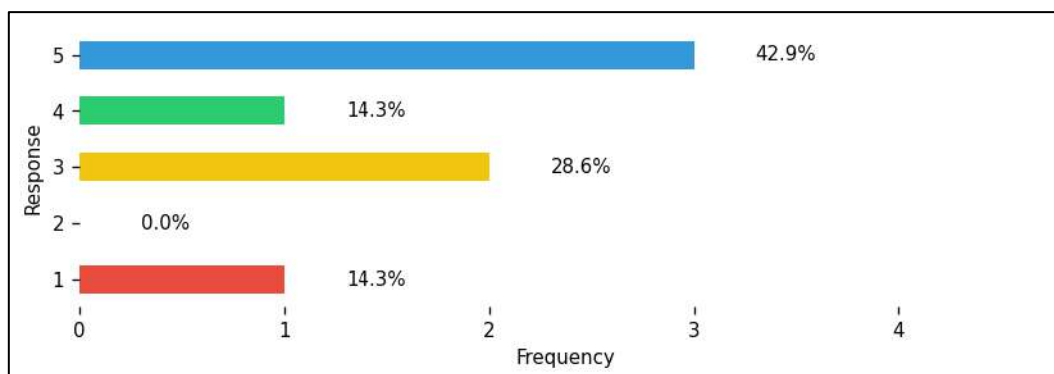


Table-330: Attainment Profile - CO10

Response	Frequency	Percentage
1	1	14.29%
2	0	0.00%
3	2	28.57%
4	1	14.29%
5	3	42.86%
Total	7	100%

Analysis: A favourable level of attainment was observed, with **57.14%** of respondents attaining Ratings 4 or 5. Rating 4 accounted for **14.29%** and Rating 5 for **42.86%**. Another 28.57% were positioned at Rating 3, indicating some scope for further strengthening.

Key Course-Level Conclusions and Actionable Takeaways

Strong Overall Course Attainment: An average of 54.29% of responses falls within Ratings 4 and 5 across the expected outcomes of Paper XX A: Dissertation (Preparation & Presentation of Synopsis / Research Proposal).

Core Strength: CO5 recorded the highest combined attainment at 71.43%.

Area for Further Strengthening: CO8 recorded the comparatively lowest combined attainment at 42.86%. Focused activities, practical applications, discussion and formative assessment may be used to strengthen this outcome.

Paper XX B: Dissertation (Preparation & Presentation of Research Tools)

The expected Course Outcomes (COs) of **Paper XX B: Dissertation (Preparation & Presentation of Research Tools)** are as follows:

CO1: Identify criteria for selection of tools from the available standard tools.

CO2: Follow guidelines, principles and procedures for developing various tools.

CO3: Understand the process of data collection

CO4: Tabulate data according to the objectives of the study

CO5: Identify the need of tool for conducting a research study.

CO6: Identify different types of research tools

CO7: Understand the concept of reliability, validity, objectivity, usability etc, of a tool

CO8: Utilize the steps of tool preparation to construct a tool.

CO9: Prepare and standardize tool for conducting research study.

Table-331: Consolidated Paper XX B Course Outcome Attainment Distribution

COs	5	4	3	2	1
CO1	28.57%	28.57%	28.57%	14.29%	0.00%
CO2	14.29%	28.57%	42.86%	14.29%	0.00%
CO3	14.29%	42.86%	14.29%	14.29%	14.29%
CO4	28.57%	28.57%	28.57%	14.29%	0.00%
CO5	42.86%	28.57%	28.57%	0.00%	0.00%
CO6	14.29%	28.57%	42.86%	14.29%	0.00%
CO7	14.29%	57.14%	28.57%	0.00%	0.00%
CO8	28.57%	28.57%	14.29%	28.57%	0.00%
CO9	14.29%	57.14%	14.29%	14.29%	0.00%
Avg.	22.22%	36.51%	26.98%	12.70%	1.59%

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

Strong overall attainment is represented by an average of 58.73% of responses falling within Ratings 4 and 5. Rating 4 accounts for an average of 36.51% and Rating 5 for 22.22% across the course outcomes.

The middle attainment category of Rating 3 accounts for an average of 26.98% of responses, while the combined lower categories of Ratings 1 and 2 account for 14.29%.

CO5 recorded the highest combined attainment at Ratings 4 and 5 (71.43%), whereas CO2 recorded the comparatively lowest combined attainment (42.86%).

Instructional and assessment activities may therefore continue to reinforce the stronger outcomes while providing additional focused opportunities for the comparatively lower-attaining outcome, CO2.

Detailed Analysis of Course Outcomes

Paper XX B: Dissertation (Preparation & Presentation of Research Tools)

CO1: Identify criteria for selection of tools from the available standard tools.

CO2: Follow guidelines, principles and procedures for developing various tools.

CO3: Understand the process of data collection

CO4: Tabulate data according to the objectives of the study

CO5: Identify the need of tool for conducting a research study.

CO6: Identify different types of research tools

CO7: Understand the concept of reliability, validity, objectivity, usability etc, of a tool

CO8: Utilize the steps of tool preparation to construct a tool.

CO9: Prepare and standardize tool for conducting research study.

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

CO1. Identify criteria for selection of tools from the available standard tools.

Graph-292: Attainment Profile - CO1

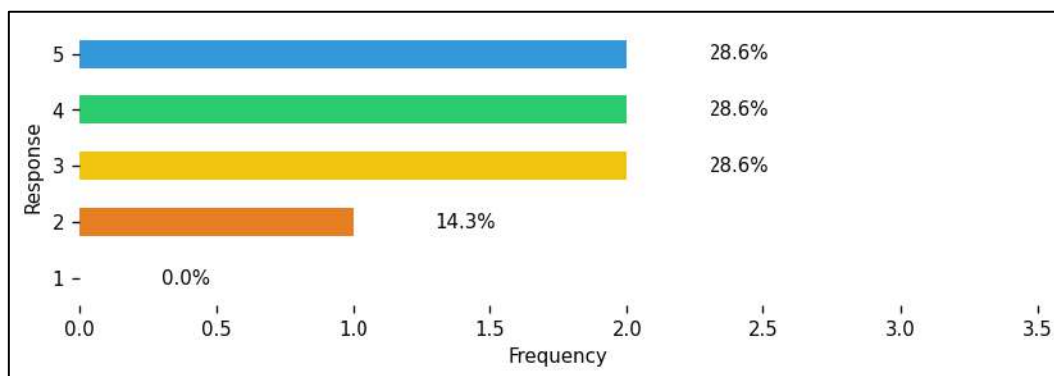


Table-332: Attainment Profile - CO1

Response	Frequency	Percentage
1	0	0.00%
2	1	14.29%
3	2	28.57%
4	2	28.57%
5	2	28.57%
Total	7	100%

Analysis: A favourable level of attainment was observed, with **57.14%** of respondents attaining Ratings 4 or 5. Rating 4 accounted for **28.57%** and Rating 5 for **28.57%**. Another 28.57% were positioned at Rating 3, indicating some scope for further strengthening.

CO2. Follow guidelines, principles and procedures for developing various tools.

Graph-293: Attainment Profile - CO2

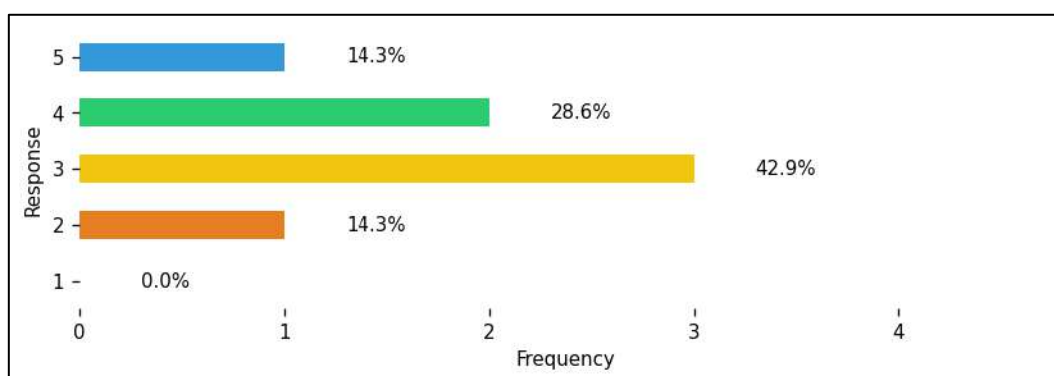


Table-333: Attainment Profile - CO2

Response	Frequency	Percentage
1	0	0.00%
2	1	14.29%
3	3	42.86%
4	2	28.57%

Response	Frequency	Percentage
5	1	14.29%
Total	7	100%

Analysis: A moderate level of attainment was observed, with **42.86%** of respondents attaining Ratings 4 or 5. Rating 4 accounted for **28.57%** and Rating 5 for **14.29%**. A comparatively large 42.86% at Rating 3 suggests scope for further consolidation of this outcome.

CO3. Understand the process of data collection

Graph-294: Attainment Profile - CO3

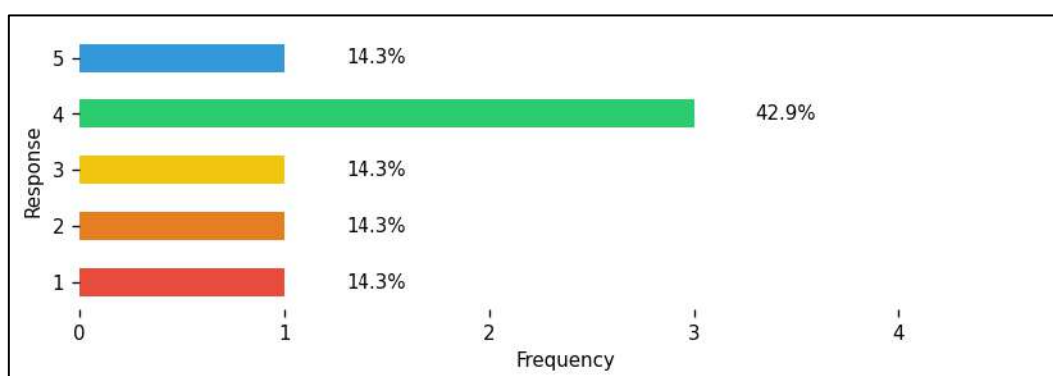


Table-334: Attainment Profile - CO3

Response	Frequency	Percentage
1	1	14.29%
2	1	14.29%
3	1	14.29%
4	3	42.86%
5	1	14.29%
Total	7	100%

Analysis: A favourable level of attainment was observed, with **57.14%** of respondents attaining Ratings 4 or 5. Rating 4 accounted for **42.86%** and Rating 5 for **14.29%**. The combined 28.57% at Ratings 1 and 2 indicates that additional academic support and learning opportunities may be useful.

CO4. Tabulate data according to the objectives of the study

Graph-295: Attainment Profile - CO4

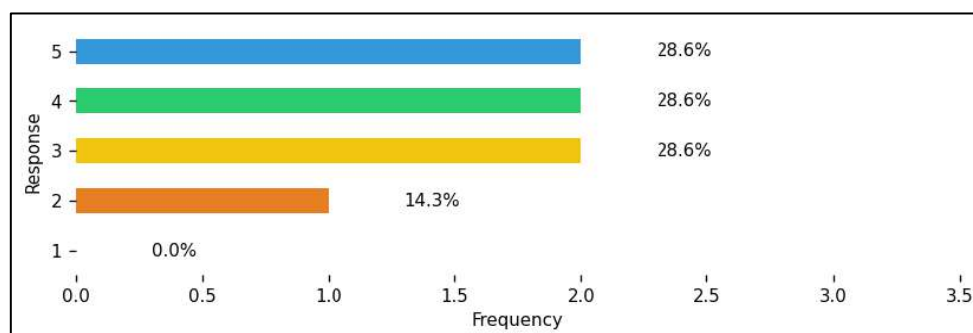
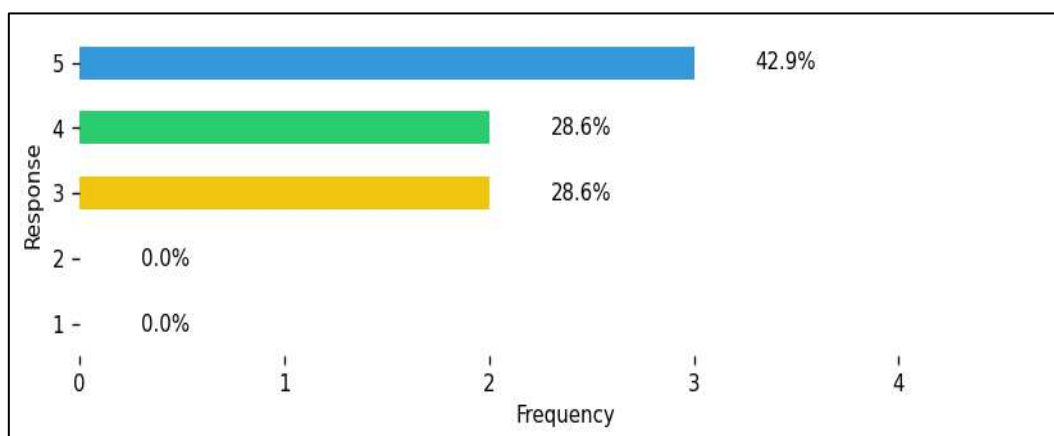


Table-335: Attainment Profile - CO4

Response	Frequency	Percentage
1	0	0.00%
2	1	14.29%
3	2	28.57%
4	2	28.57%
5	2	28.57%
Total	7	100%

Analysis: A favourable level of attainment was observed, with **57.14%** of respondents attaining Ratings 4 or 5. Rating 4 accounted for **28.57%** and Rating 5 for **28.57%**. Another 28.57% were positioned at Rating 3, indicating some scope for further strengthening.

CO5. Identify the need of tool for conducting a research study.

Graph-296: Attainment Profile - CO5**Table-336: Attainment Profile - CO5**

Response	Frequency	Percentage
1	0	0.00%
2	0	0.00%
3	2	28.57%
4	2	28.57%
5	3	42.86%
Total	7	100%

Analysis: A strong level of attainment was observed, with **71.43%** of respondents attaining Ratings 4 or 5. Rating 4 accounted for **28.57%** and Rating 5 for **42.86%**. Another 28.57% were positioned at Rating 3, indicating some scope for further strengthening.

CO6. Identify different types of research tools

Graph-297: Attainment Profile - CO6

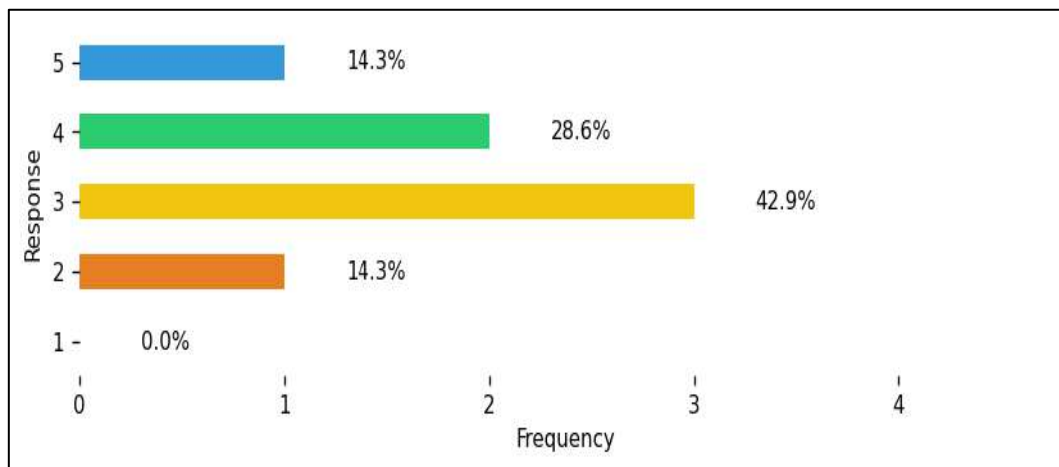


Table-337: Attainment Profile - CO6

Response	Frequency	Percentage
1	0	0.00%
2	1	14.29%
3	3	42.86%
4	2	28.57%
5	1	14.29%
Total	7	100%

Analysis: A moderate level of attainment was observed, with **42.86%** of respondents attaining Ratings 4 or 5. Rating 4 accounted for **28.57%** and Rating 5 for **14.29%**. A comparatively large 42.86% at Rating 3 suggests scope for further consolidation of this outcome.

CO7. Understand the concept of reliability, validity, objectivity, usability etc, of a tool

Graph-298: Attainment Profile - CO7

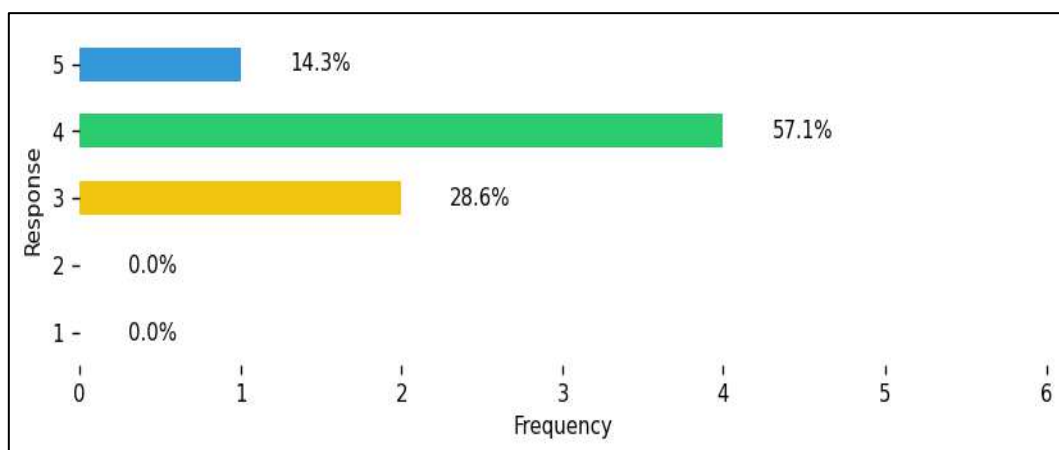
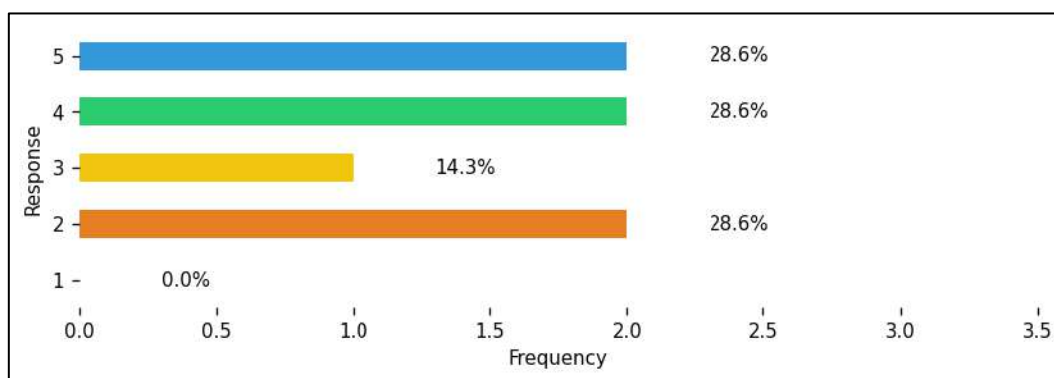


Table-338: Attainment Profile - CO7

Response	Frequency	Percentage
1	0	0.00%
2	0	0.00%
3	2	28.57%
4	4	57.14%
5	1	14.29%
Total	7	100%

Analysis: A strong level of attainment was observed, with **71.43%** of respondents attaining Ratings 4 or 5. Rating 4 accounted for **57.14%** and Rating 5 for **14.29%**. Another 28.57% were positioned at Rating 3, indicating some scope for further strengthening.

CO8. Utilize the steps of tool preparation to construct a tool.

Graph-299: Attainment Profile - CO8**Table-339: Attainment Profile - CO8**

Response	Frequency	Percentage
1	0	0.00%
2	2	28.57%
3	1	14.29%
4	2	28.57%
5	2	28.57%
Total	7	100%

Analysis: A favourable level of attainment was observed, with **57.14%** of respondents attaining Ratings 4 or 5. Rating 4 accounted for **28.57%** and Rating 5 for **28.57%**. The combined 28.57% at Ratings 1 and 2 indicates that additional academic support and learning opportunities may be useful.

CO9. Prepare and standardize tool for conducting research study.

Graph-300: Attainment Profile - CO9

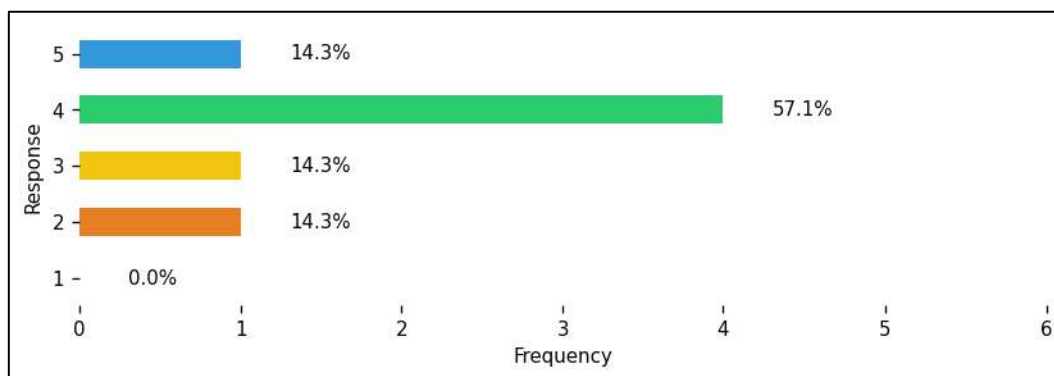


Table-340: Attainment Profile - CO9

Response	Frequency	Percentage
1	0	0.00%
2	1	14.29%
3	1	14.29%
4	4	57.14%
5	1	14.29%
Total	7	100%

Analysis: A strong level of attainment was observed, with **71.43%** of respondents attaining Ratings 4 or 5. Rating 4 accounted for **57.14%** and Rating 5 for **14.29%**. Another 14.29% were positioned at Rating 3, indicating some scope for further strengthening.

Key Course-Level Conclusions and Actionable Takeaways

Strong Overall Course Attainment: An average of 58.73% of responses falls within Ratings 4 and 5 across the expected outcomes of Paper XX B: Dissertation (Preparation & Presentation of Research Tools).

Core Strength: CO5 recorded the highest combined attainment at 71.43%.

Area for Further Strengthening: CO2 recorded the comparatively lowest combined attainment at 42.86%. Focused activities, practical applications, discussion and formative assessment may be used to strengthen this outcome.