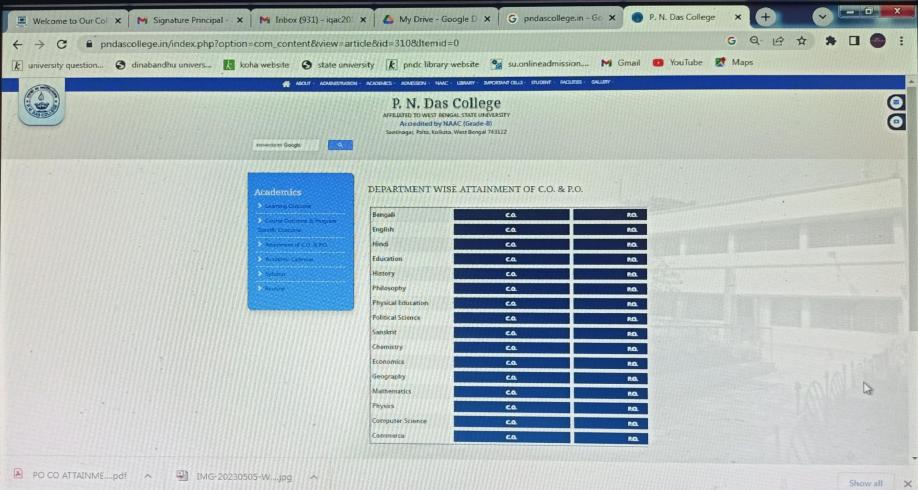
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## **Methodology for PO-CO Attainment**

Step I: Select a Programme (e.g. Mathematics General)

**Step II: Find the Programme Outcomes** 

(Sample: After the completion of B.Sc. (General) in Mathematics, Students will able to

- PO 1: Develop the basic logic to think about the practical problems.
- PO 2: Develop mathematical skills to solve problems in various branches of mathematics
- PO 3: Appreciate the role of mathematical proof in formal deductive reasoning
- PO 4: Inculcate the ability to think independently
- PO 5: Demonstrate the ability to analyze data and draw appropriate statistical conclusions.
- PO 6: Demonstrate the ability to apply analytical and theoretical skills to model and solve mathematical problems.
- PO 7: Recognize and appreciate the connections of mathematics with other branches of science.)

#### Step III: Find the Course Outcomes of a particular Course

[Sample : CO 1: Have an idea about a function from an algebraic, numerical, graphical and verbal perspective and extract information relevant to the phenomenon modeled by the function.

- CO 2: Understand the meaning of limit, continuity and differentiability and partial derivative of a function
- CO 3: Derive the value of the limit, continuity and differentiability of a function at a point using their respective definitions
- CO 4: Understand the difference between the limit and continuity of a function at a point.
- CO 5: Interpret the geometrical and theoretical concepts of mean value theorems
- CO 6: Represent a function using infinite series.
- CO 7: Understand the application of ordinary and partial derivatives of a function.]





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**Step IV: Tagging COs with Pos** 

## Step V: Procedure for attaining COs and Pos

[Course outcomes will be attained through direct and indirect methods.

- Direct Attainment: We will consider the following criteria in the direct attainment
- Internal tests will be conducted based on COs
- Class performance activities consisting of assignments / tutorials/experiments/quiz/any other activity related to COs will be conducted
- External exam marks will be considered.
- Indirect Attainment: In this method, we consider the feedbacks of students, parents, alumni and parents on the framed questionnaires.

Note: Feedback link for CO. It will be taken after each semester]

## **Step VI: Choose Target Levels for the courses**

Levels	Average Percentage Levels
Low (1)	greater or equal to 40% - less than 50%
Moderate (2)	greater or equal to 50% - less than 60%
High (3)	greater or equal to 60%

- Target level for attainment of COs will be set based on average marks of that course in the previous academic year.
- Attainment Level Calculation for each CO= 80% of direct level +

20% of indirect level of that CO





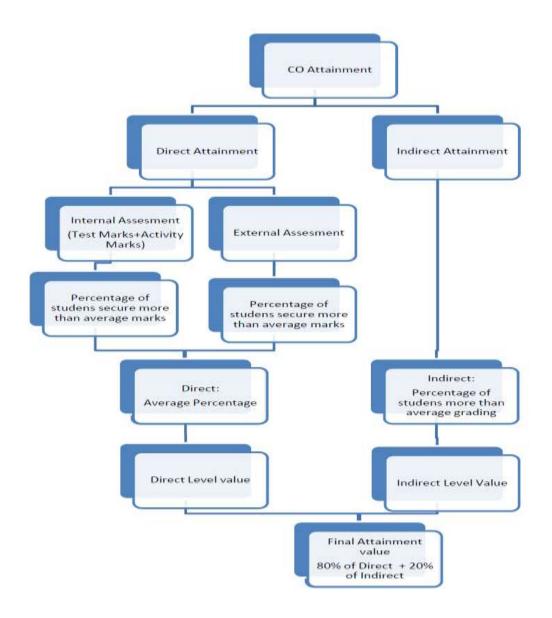
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## **Step VII: Attainment of Course Outcomes**



## **Step VIII: Setting CO Attainment Targets**

- Same target (all the COs of a course) "class average marks > 60 marks"
- Targets set in terms of performance levels of different groups of students.

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**Sample: (Mathematics General)** 

Course	CO attainment level
Differential Calculus	3
Differential Equations	2
Real Analysis	2
Algebra	3
Matrices	3
Linear Programming	2
C Programming Language	3
Logic and Set	3

## **Step IX: Calculation for CO attainment (Sample)**

Course	Internal Average (I)	External Average (E)	Direct D=(I+E)/2	Direct Level (A)	Indirect Average	Indirect Level (B)	CO Attainment 80% of A + 20% of B
Differential Calculus	61	55	58	2	65	3	2.2
Differential Equations	72	45	55.8	2	70	3	2.2
Real Analysis	61	62	61.5	3	75	3	3
Algebra	80	62	71	3	76	3	3
Matrices	85	46	65.5	3	58	2	2.8

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**Step X: CO attainment Verification** 



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## (Sample)

Course	CO attainment	СО	Attained or Not	Action Taken
Course	level	Attainment	attained	
		80% of A +		
		20% of B		
Differential Calculus	3	2.2	Not Attained	Set Target Level 2
Differential	2	2.2	Attained	
Equations				
Real Analysis	2	3	Attained	
Algebra	3	3	Attained	
Matrices	3	2.8	Not Attained	More focus on End Sem Exam
Linear Programming	2	3	Attained	
C Programming Language	3	3	Attained	
Logic and Set	3	2.2	Not attained	More focus on Internal Exam

## Step XI: PO Attainment through CO

- Program outcomes will be attained through direct and indirect methods.
- Direct Attainment: We will consider all the courses which are mapped to a particular PO. Then the direct attainment value will be calculated based on the following formula:

 $\begin{aligned} & \textit{Direct PO (i)} \\ & = \frac{\sum no \ of \ \textit{COs of any Course attained to PO (i)} \ \times \textit{Attainment level of the course}}{\sum no \ of \ \textit{COs of all corses attained to PO (i)}} \end{aligned}$ 

• Indirect Attainment: In this method, we consider the feedbacks of students, parents, alumni and parents on the framed questionnaire:

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## • Example of PO attainment

Course	Number of CO mapped to PO 1 (i)	CO Attainment (x)	PO attained
Differential Calculus	6	2.2	2.69
Differential Equations	4	2.2	
Real Analysis	5	3	
Algebra	5	3	
Matrices	4	2.8	
Linear Programming	6	3	
C Programming Language	6	3	
Logic and Set	5	2.2	
Total	41		

## **Step XII: Selecting PO attainment Levels**

Level	PO attainment range
1 (Poor)	0.5<=PO attainment value<1
2 (Average)	1<=PO attainment value<1.5
3 (Good)	1.5<=PO attainment value<2
4 (Very Good)	2<=PO attainment value<2.5
5 (Excellent)	2.5<=PO attainment value<=3





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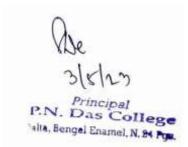
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## **Step XIII: PO attainment Verification**

## Sample:

PO s	PO Target Levels	PO attained	PO attained Level	PO attained or not	Action Taken
PO 1	4	2.69	5	Attained	
PO 2	5	2.45	4	Not attained	Emphasize on Indirect Attainment
PO 3	3	1.62	3	Attained	Set Higher Level
PO 4	5	2.35	4	Not Attained	Emphasize on Indirect Attainment
PO 5	5	2.77	5	Attained	
PO 6	4	2.25	4	Attained	Set Higher Level
PO 7	4	1.94	3	Not Attained	Emphasize on Indirect Attainment



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# Sample PO-CO Attainments Of Some Departments

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## **PO CO ATTAINMENT**

## **DEPARTMENT: COMMERCE**

			Department o	f Commerce			
			PO/CO Attain	ment			
				SEM-1			
				Paper code: FACACO	RO1T, CC-	1,Financial	Accounting-1
		Name	Internal marks	WBSU Marks			
		Jani Biswas		N.A			
		Akash Chanda		N.A			
		Suvajit Mondal	23				
		Somnath Mondal	21				
		Sayan Roy	23				
	6	Sayan Acharya	21	9			
	7	Arkabha Sen	23	10			
	8	Amit Kumar Shaw	22	18			
	9	Pradip Shaw	23	30			
1	10	Sahid Anwar	24	35			
1	11	Raj Mondal	21	10			
		Anjali Shaw	21	28			
		Ankita Ghosh	23	15			
		Total	283	204			
		No. of students appeared	13	11			
		Average	21.77	18.55			
		%	87.08	37.09			
				37.03			
		Average of Internal & Exter	rnal		62.08	Level-3	(>60%)
				DRO2T, CC-2,Principle:	s and Prac	tice of Mai	nagement
		Name	Internal marks	WBSU Marks			
		Jani Biswas		N.A			
		Suvajit Mondal	18				
		Somnath Mondal	19				
		Sayan Roy	22				
		Sayan Acharya	19				
	6	Arkabha Sen	21	23			
	7	Amit Kumar Shaw	19	20			
		Pradip Shaw	22	21			
		Sahid Anwar	23	16			
1		Raj Mondal	19	12			
		Anjali Shaw	18				
		Ankita Ghosh	22				
		Ankita Ghosh	22				
-		Total	265	240			
		No. of students appeared	12	11			
		Average	22.08	21.82			
		%	88.33	43.64			
				43.04	65.00	Level-3	
		Average of Internal & Exter			65.96	Levei-5	
			SEM-2				
			Paper code: FACACO	PR03T, CC-3,Cost & M	anagemei	nt Account	ing-1
		Name	Internal marks	WBSU Marks			
		Suvajit Mondal	22	37			
	2	Somnath Mondal	22	26			
	3	Sayan Roy	25				
	4	Sayan Acharya	24	25			
	5	Amit Kumar Shaw	23	38			
		Pradip Shaw	23				
		Sahid Anwar	25				
		Raj Mondal	23				
		Anjali Shaw	22				
1		Ankita Ghosh	22				
-		Total	231	377			
		No. of students appeared	10	10			
		Average	23.10	37.70			
		%	92.40	75.40			
		Average of Internal & Exter		25.40	83.0	Level-3	
		Average of internal & Exter	Hal		63.9	Level-3	
			Daner sada: EACAC	DR04T, CC-4,Marketin	~ e. u	n Bosou	. Managament
		Nieren		WBSU Marks	g & Huma	Resource	- ivianagement
		Name	Internal marks				
		Suvajit Mondal	21				
		Somnath Mondal	22				
		Sayan Roy	24				
		Sayan Acharya	23				
		Amit Kumar Shaw	21				
		Pradip Shaw	22				
		Sahid Anwar	24				
		Raj Mondal	23				
		Anjali Shaw	21				
1		Ankita Ghosh	22				
		Total	223	348			
		No. of students appeared	10				
		Average	22.30	34.80			
		Aveluge					
				69.60			
		% Average of Internal & Exter	89.20	69.60	70 -	Level-3	



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		Paper code: FACACO	DROST, CC-5 BRE			
-1	Name					
l .	Name	Internal marks	WBSU Marks			
	L Suvajit Mondal	21				
2	2 Somnath Mondal	22	30			
3	3 Sayan Roy	24	33			
_	1 Sayan Acharya	23	27			
	Amit Kumar Shaw	21	34			
	5 Pradip Shaw	22				
	•					
	7 Sahid Anwar	24				
	Raj Mondal	23				
9	Anjali Shaw	21	32			
10	Ankita Ghosh	22	35			
	Total	223	333			
	No. of students appeared	10	10			
	Average	22.30	33.30			
	%	89.20	66.60			
			00.00			
	Average of Internal & Exte	rnal		77.9	Level-3	(>60%)
		Paper code: FACACO	DR06T, CC-6,Direct Tax	cation		
	Name	Internal marks	WBSU Marks			
	L Suvajit Mondal	23				
	2 Somnath Mondal	21				
	3 Sayan Roy	24				
	1 Sayan Acharya	20				
5	Amit Kumar Shaw	24	39			
E	Pradip Shaw	21	35			
	7 Sahid Anwar	24	40			
	B Raj Mondal	22				
	Anjali Shaw	22				
	Ankita Ghosh	23				
	L Jani Biswas	N.A	36			
12	Nisha Baidya	N.A	36			
	Total	224	449			
	No. of students appeared	10	12			
	No. or students appeared					
	Average	22.40	37.42			
	%	89.60	74.83			
			74.05			4. 55543
	Average of Internal & Exte	rnai		82.22	Level-3	(>60%)
		Paper code: FACACO	DR07T, CC-7,Financial	Accountir	ng-II	
I	Name	Internal marks	WBSU Marks			
1	L Suvajit Mondal	22	39			
	2 Somnath Mondal	24				
		24				
	3 Sayan Roy					
	1 Sayan Acharya	24				
5	Amit Kumar Shaw	22				
$\epsilon$	Pradip Shaw	21	40			
7	7 Sahid Anwar	25	44			
8	Raj Mondal	24	40			
	Anjali Shaw	23				
	Ankita Ghosh	23				
	L Jani Biswas	N.A	41			
	2 Nisha Baidya	N.A	36			
	Akash Chanda	N.A	40			
14	Sk. Ariful Islam	N.A	38			
15	Anushka Roy	N.A	45			
	Total	232	587			
	No. of students appeared	10	15			
	Average	23.20	39.13			
	%					
		92.80	78.27			_
	Average of Internal & Exte	rnal		85.53	Level-3	(>60%)
						-
		Paper code: FACACO	DR08T, CC-8, Company	/ Law		
l	Name	Internal marks	WBSU Marks			
	L Suvajit Mondal	21				
	2 Somnath Mondal	22				
	Sayan Roy	23				
	1 Sayan Acharya	22	33			
	Amit Kumar Shaw	21	32			
	5 Pradip Shaw	23				
	7 Sahid Anwar	23				
	Raj Mondal	21				
		20				
9	Anjali Shaw					
9	Anjali Shaw Ankita Ghosh	21	32			
9	Ankita Ghosh	21				
9	Ankita Ghosh  Total	21 <b>217</b>	323			
9	Ankita Ghosh	21	323			
9	Ankita Ghosh  Total  No. of students appeared	21 217 10	323 10			
9	Ankita Ghosh  Total	21 <b>217</b>	323 10 32.30			



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		Paper code: FACACO	DR09T, CC-9, Indirect	Taxation		
SI	Name	Internal marks	WBSU Marks			
1	Suvajit Mondal	23	40			
2	Somnath Mondal	25	37			
3	Sayan Roy	25	42			
4	Sayan Acharya	24	39			
5	Amit Kumar Shaw	24	40			
6	Pradip Shaw	25	40			
7	Sahid Anwar	25	45			
8	Raj Mondal	25	36			
9	Anjali Shaw	21	28			
10	Ankita Ghosh	24	36			
	Total	241	383			
	No. of students appeared	10	10			
	Average	24.1	38.3			
	%	96.4	76.6			
			70.0	00 -		1. COO()
	Average of Internal & Exte	rnal		86.5	Level-3	(>60%)
		Paper code: FACACO	DR10T, CC-10,Cost &	Managem	ent Accour	iting-II
SI	Name	Internal marks	WBSU Marks			
	Suvajit Mondal	22				
	Somnath Mondal	23				
	Sayan Roy	24				
	Sayan Acharya	21				
	Amit Kumar Shaw	20				
	Pradip Shaw	24				
	Sahid Anwar	24				
	Raj Mondal	23				
	Anjali Shaw	22				
	Ankita Ghosh	23				
10						
	Total	226	413			
	No. of students appeared	10	10			
	Average	22.6	41.3			
	%	90.4	82.6			
	Average of Internal & Exte	rnal		86.5	Level-3	(>60%)
			DR11T, CC-11,Auditin	g		
SI	Name	Internal marks	WBSU Marks			
	Suvajit Mondal	20				
	Somnath Mondal	22				
	Sayan Roy	22				
	Sayan Acharya	23				
	Amit Kumar Shaw	23				
	Pradip Shaw	21				
	Sahid Anwar	22				
	Raj Mondal	22				
	Anjali Shaw	20				
10	Ankita Ghosh	23				
	Total	218	312			
	No. of students appeared	10	10			
	Average	21.8	31.2			





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		Paper code: FACA	Paper code: FACACOR12T, CC-12, Indian Financial System					
SI	Name	Internal marks	WBSU Marks	I harmia or				
	1 Suvajit Mondal	1	15 41	Principal				
	2 Somnath Mondal	2	21 37	P.N. Das College				
	3 Sayan Roy	2	23 43	Palta, Bengal Enamei, N. 24 Pgs.				
	1 Sayan Achanya		02 42					



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		Paper code: FACADS	SE01T, DSE-1, Bankin	g& Insurar	ice	
N	lame	Internal marks	WBSU Marks			
	uvajit Mondal	24				
	somnath Mondal	22				
	Sayan Roy	24				
	Sayan Acharya	23				
	Amit Kumar Shaw	23				
	Pradip Shaw	23				
	Sahid Anwar	24				
	Raj Mondal	22				
	Anjali Shaw	21				
	Ankita Ghosh	23				
	Гotal	229				
r	No. of students appeared	10	10			
1	Average	22.9	36.1			
0	%	91.6	72.2			
			7 = 1 =	91.0	Level-3	(>CO9/)
	Average of Internal & Exter	паі		81.9	Levei-5	(>60%)
		Paper code: FACADS	SE02T, DSE-2, Corpor	ate Accour	nting	
N	lame	Internal marks	WBSU Marks	ace Accoun	rting	
	uvajit Mondal	21				
	Somnath Mondal	24				
	sayan Roy	24				
	sayan Acharya	23				
	Amit Kumar Shaw	22				
	Pradip Shaw	24				
	Sahid Anwar	22				
	Raj Mondal	23				
	Anjali Shaw	21				
	Ankita Ghosh	24				
	Total	228				
r	No. of students appeared	10				
	Average	22.8	35.5			
9	%	91.2	71			
1	Average of Internal & Exter	nal		81.1	Level-3	(>60%)
						(
		Paper code: FACADS	SE07T, DSE3,Financial	Statemen	t Analysis	
N	lame	Internal marks	WBSU Marks			
	uvajit Mondal	24				
	Somnath Mondal	22				
	Sayan Roy	22				
	sayan Acharya	22				
	Amit Kumar Shaw	23				
	Pradip Shaw	23				
	Sahid Anwar	21				
	Raj Mondal	22				
	Anjali Shaw	24				
	Ankita Ghosh	19				
	Гotal	222				
	No. of students appeared	10				
1	Average	22.2	36.2			
9	%	88.8	72.4			
1	Average of Internal & Exter	nal		80.6	Level-3	(>60%)
	. <u> </u>					
		Paper code: FACADS	SE08T, DSE4, Business	Ethics & C	Corporate	Governance
N	lame	Internal marks	WBSU Marks			
	uvajit Mondal	15	31			
	omnath Mondal	14	28			
	ayan Roy	14				
	ayan Acharya	15				
	Amit Kumar Shaw	15				
6 P	Pradip Shaw	15				
	ahid Anwar	15				
	Raj Mondal	15				
	Anjali Shaw	15				
	Ankita Ghosh	14				
T	Гotal	147	311			
r	No. of students appeared	10	10			
	Average	14.7				
	%	58.8	62.2	_	_	
	Average of Internal & Exter	nal		60.5	Level-3	(>60%)
		1				
	Note: Ave	rage of Internal & Extern	rage of Internal & External Marks: 40-50%=Lev	rage of Internal & External Marks: 40-50%=Level-1, 50-60%=Level2,	rage of Internal & External Marks: 40-50%=Level-1, 50-60%=Level2, 60% abov	rage of Internal & External Marks: 40-50%=Level-1, 50-60%=Level2, 60% above=Level 3



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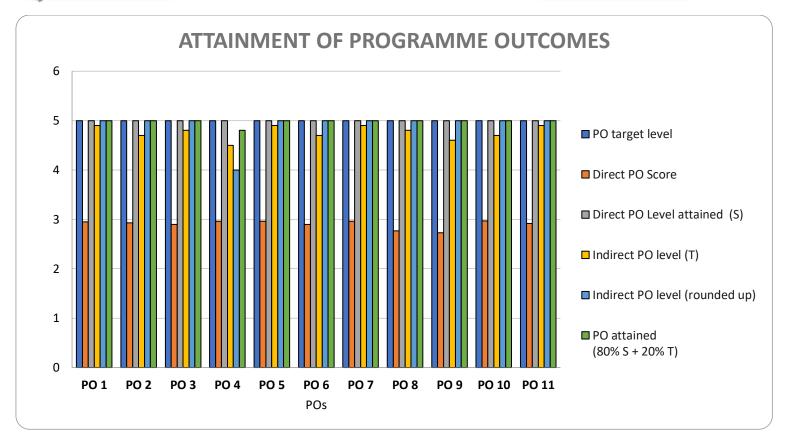
## **DEPARTMENT: ENGLISH**

		- Tetan	ment o	· · • • •	l				
POLICY FOR CA	LCULATION OF PO LEVELS	POs	PO target level	Direct PO Score	Direct PO Level attained	Indirect PO level	Indirect PO level (rounded up)	attained	Whethe PO attained
	DIRECT				(S)	(T)			
Score	Level	PO 1	5	2.95	5	4.9	5	5	Yes
0 - 0.5	0	PO 2	5	2.93	5	4.7	5	5	Yes
0.51 - 1	1	PO 3	5	2.9	5	4.8	5	5	Yes
1.01 - 1.5	2	PO 4	5	2.96	5	4.5	4	4.8	No
1.51 - 2	3	PO 5	5	2.96	5	4.9	5	5	Yes
2.01 - 2.5	4	PO 6	5	2.9	5	4.7	5	5	Yes
2.51 - 3	5	PO 7	5	2.96	5	4.9	5	5	Yes
	INDIRECT	PO 8	5	2.77	5	4.8	5	5	Yes
Value a conta the form			5	2.73	5	4.6	5	5	Yes
Values upto the fraction of 0.5 in each case have been rounded off to the lower whole number.		PO 10	5	2.97	5	4.7	5	5	Yes
been rounded off to	PO 11	5	2.92	5	4.9	5	5	Yes	



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		••••	• • • • • • • • • • • • • • • • • • • •																Date.	•••••				
:NO.	OF COs MAPPED TO	PC	s:																					
Sl. No	Course Name	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	CO attainment	PO 1 attainment	PO 2 attainment	PO 3 attainment	PO 4 attainment	PO 5 attainment	PO 6 attainment	PO 7 attainment	PO 8 attainment	PO 9 attainment	PO 10 attainment	PO 11
1	INDIAN CLASSICAL LITERATURE	1	2	1	1	1	1	1	1	2	1	5	2.2	2.2	4.4	2.2	2.2	2.2	2.2	2.2	2.2	4.4	2.2	11
2	EUROPEAN CLASSICAL LITERATURE	1	2	2	1	1	0	0	1	0	0	4	2.2	2.2	4.4	4.4	2.2	2.2	0	0	2.2	0	0	8.8
3	INDIAN WRITING IN English	1	1	2	2	2	1	2	1	1	1	5	3	3	3	6	6	6	3	6	3	3	3	15
4	BRITISH POETRY AND DRAMA (14-17 CENTURY)	1	3	1	3	1	0	1	0	0	2	5	3	3	9	3	9	3	0	3	0	0	6	15
5	AMERICAN LITERATURE	1	5	0	2	2	2	2	1	0	1	6	3	3	15	0	6	6	6	6	3	0	3	18
6	POPULAR LITERATURE	1	1	1	2	1	0	2	1	0	1	4	3	3	3	3	6	3	0	6	3	0	3	12
7	BRITISH POETRY AND DRAMA (17 & 18 CENTURY)	1	3	2	4	1	0	1	0	0	3	5	3	3	9	6	12	3	0	3	0	0	9	15
8	BRITISH LITERATURE (18 Century)	1	1	4	4	1	0	1	0	0	1	5	3	3	3	12	12	3	0	3	0	0	3	15
9	BRITISH ROMANTIC LITERATURE	3	2	2	4	5	0	2	0	0	2	7	3	9	6	6	12	15	0	6	0	0	6	21
10	BRITISH LITERATURE (19 Century)	2	3	1	1	4	0	1	0	0	6	7	3	6	9	3	3	12	0	3	0	0	18	21
11	WOMEN'S WRITING	5	6	0	1	2	0	5	1	0	1	7	3	15	18	0	3	6	0	15	3	0	3	21
12	BRITISH LITERATURE (EARLY 20 CENTURY)	2	3	2	1	1	0	1	0	0	2	5	3	6	9	6	3	3	0	3	0	0	6	15
13	MODERN EUROPEAN Drama	2	1	2	3	1	0	1	0	0	1	3	3	6	3	6	9	3	0	3	0	0	3	9
14	POST COLONIAL LITERATURES	4	1	0	2	4	2	3	1	1	1	6	3	12	3	0	6	12	6	9	3	3	3	18
15	OLD ENGLISH LITERATURE, PHILOLOGY, RHETORIC & PROSODY	2	5	1	4	7	0	0	0	0	1	9	3	6	15	3	12	21	0	0	0	0	3	27
16	LITERARY TYPES AND TERMS	0	3	1	2	3	0	0	0	0	0	5	3	0	9	3	6	9	0	0	0	0	0	15
17	LITERARY CRITICISM	1	4	1	2	3	1	0	0	0	3	6	3	3	12	3	6	9	3	0	0	0	9	18
18	PARTITION LITERATURE	3	1	1	2	1	1	2	0	2	3	5	3	9	3	3	6	3	3	6	0	6	9	15
	TOTAL	32	47	24	_	41	8	25	7	6	30	99		94.4	137.8	69.6	121.4	121.4	23.2	74.2	19.4	16.4	89.2	289.
	PO ATTAINED			Т										2.95	2.93191489		2 06007561	2.96097561	2.9	2.968	2.77142857		2 07222222	2 02727



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Ref.: .	Date															
						ı	Departm	ent of En	glish							
	P.N. DAS COLLEGE															
	PROGRAMME OUTCOME : COURSE TAGGING															
	Programme Name : UG Honours in English															
				ı			LE I : CO								I	1
c	Course Code		ENGAC OR01T	ENGAC OR02T	ENGAC OR03T	ENGAC OR04T	ENGAC OR05T	ENGAC OR06T	ENGAC OR07T	ENGAC OR08T	ENGAC OR09T	ENGAC OR10T	ENGAC OR11T	ENGAC OR12T	ENGAC OR13T	ENGAC OR14T
Ć	Course Title		Indian Classica I Literatu re	Europe an	Indian Writing in	British Poetry & Drama: 14th to 17th Century	Americ an Literatu re	Popular Literatu re	British Poetry & Drama: 17th & 18th Centuri es	British	British Romant ic Literatu re	British		British Literatu re: The	Moder n Europe an Drama	Postcol onial Literatu res
SL.	Programme Outcomes  The primary programme outcomes include demonstration of subject knowledge, understanding of the field, understanding of literary movements, styles and genres, location, human values and literary sensibilities.															
1	Values of life and literature		Υ	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
2	Systematic knowledge of the field		Y	Y	Y	Y	Y		Y	Υ	Y	Y	Υ	Y	Y	Y
3	Knowledge of literary genres and stylistic variations		Y	Y	Y	Y		Y	Y		Y	Y		Y	Y	
4	Evaluation of literary texts		Υ	Y	Υ	Υ	Y	Υ	Υ	Υ	Υ	Υ	Υ	Y	Υ	Y
5	Critical aptitude and reflexive thinking		Υ	Y	Y	Y	Υ	Y	Y	Υ	Υ	Υ	Υ	Υ	Υ	Υ
6	Understanding		Υ		Υ		Υ									Υ
7	location Creative and analytical application of subject knowledge to life		Y			Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
8	Career options on completion of graduate programme		Υ	Y	Y		Y	Y					Y			Y
9	Awareness of the linguistic and cultural richness of India		Y		Y											Y
10	Relating literary movements to social situations		Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
11	Use and application of digital knowledge systems		Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y



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communication to life and society

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		Dep	artment of Eng	glish		
		Ρ.	.N. DAS COLLEG	GE .		
	F	PROGRAMME (	OUTCOME : CO	URSE TAGGING	3	
		Programme N	ame : UG Hond	ours in English		
_		TABLE II : DISCI	PLINE CENTRIC			
Cour	se Code		ENGADSE01T	ENGADSE02T	ENGADSE04T	ENGADSE05T
Cou	rse Title		Old English Literature, Philology, Rhetoric & Prosody	Literary Types & Terms	Literary Criticism	Partition Literature
SL.	Programme		The primary program		e application of subje	
	Outcomes  Values of life and		Y	owledge of one's loca	ation in the world, hu Y	Y
1	literature		Y		Y	Y
2	Systematic knowledge of the field		Y	Y	Y	Y
3	Knowledge of literary genres and stylistic variations		Y	Y	Y	Y
4	Evaluation of literary texts		Y	Υ	Υ	Υ
5	Critical aptitude and reflexive thinking		Y	Y	Y	Y
6	Understanding location				Y	Υ
7	Creative and analytical application of subject knowledge to life					Υ
8	Career options on completion of graduate programme					
9	Awareness of the linguistic and cultural richness of India					Υ
10	Relating literary movements to social situations		Y	Υ	Υ	Y
11	Use and application of digital knowledge systems		Y	Y	Y	Y
12	Application of skills in literary			v		v





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COUF	RSE OUTCON	/IE ATTAINMENT												
Sl. No	COURSE	Course Name	Internal	External	Direct	Direct	Indirect	Indirect	CO Attainment	Attainment	Attainment	REM		
31. 140	CODE	Course Name	Average(I)	Average (E)	(D=(I+E)/2)	Level(A)	Average	Level(B)	(80% A+20% B)	Target	(Y/N)	ARKS		
													POLICY	FOR
1	ENGACOR01T	INDIAN CLASSICAL LITERATURE	70.96	47.57	59.265	2	96.4	3	2.2	3	N		CALCULATIO	ON OF PO
													LEVE	LS
2	ENGACOR02T	EUROPEAN CLASSICAL LITERATURE	70.43	46.23	58.33	2	97	3	2.2	3	N		(DIRECT & II	VDIRECT)
3	ENGACOR03T	INDIAN WRITING IN ENGLISH	81.04	60.35	70.695	3	97.5	3	3	3	Υ		Score	Level
4	ENGACOR04T	BRITISH POETRY AND DRAM (14-17 CENTURY)	80.70	58.09	69.395	3	96.5	3	3	3	Υ			
5	ENGACOR05T	AMERICAN LITERATURE	75.13	57.13	66.13	3	95	3	3	3	Υ		0 - 39	0
6	ENGACOR06T	POPULAR LITERATURE	80.52	53.22	66.87	3	93.4	3	3	3	Υ		40 - 49	1
7	ENGACOR07T	BRITISH POETRY AND DRAMa (17 & 18 CENTURY)	75.48	57.22	66.35	3	96.8	3	3	3	Y		50 - 59	2
8	ENGACOR08T	BRITISH LITERATURE (18 CENTURY)	75.65	52.35	64	3	96	3	3	3	Υ		60 - 100	3
9	ENGACOR09T	BRITISH ROMANTIC LITERATURE	72.70	54.52	63.61	3	97.1	3	3	3	Υ			
10	ENGACOR010	BRITISH LITERATURE (19 CENTURY)	78.61	57.39	68	3	94.3	3	3	3	Υ			
11	ENGACOR011	WOMEN'S WRITING	85.74	69.3	77.52	3	98.7	3	3	3	Υ			
12	ENGACOR012	BRITISH LITERATURE (EARLY 20 CENTURY)	88.35	60.35	74.35	3	94.9	3	3	3	Υ			
13	ENGACOR013	MODERN EUROPEAN DRAMA	77.91	66	71.955	3	99.34	3	3	3	Υ			
14	ENGACOR014	POST COLONIAL LITERATURES	78.78	58.52	68.65	3	98	3	3	3	Υ			
15	ENGADSE01T	OLD ENGLISH LITERATURE, PHILOLOGY, RHETORIC & PROSODY	98.96	76.26	87.61	3	97.8	3	3	3	Y			
16	ENGADSE02T	LITERARY TYPES AND TERMS	84.52	65.91	75.215	3	98.9	3	3	3	Υ			
17	ENGADSE04T	LITERARY CRITICISM	73.74	58.87	66.305	3	95.3	3	3	3	Υ			
18	ENGADSE05T	PARTITION LITERATURE	80.70	66.52	73.61	3	96	3	3	3	Υ			1

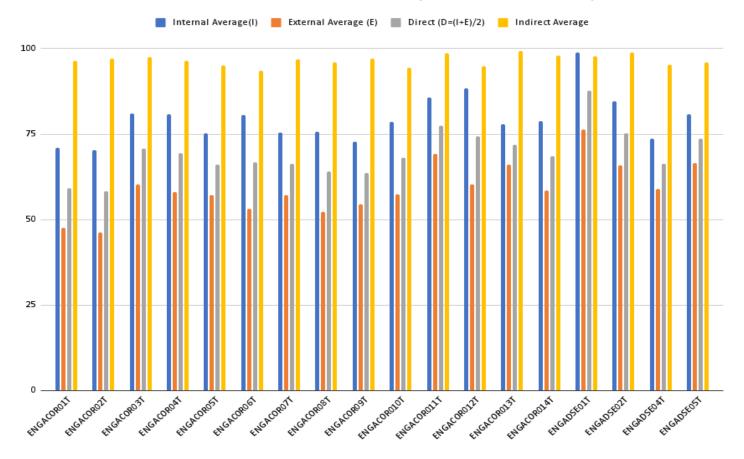




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#### ATTAINMENT OF COURSE OUTCOMES (GRAPH BY RAW SCORES)



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Ref.: ..... Date ..... ATTAINMENT OF COURSE OUTCOMES (GRAPH BY **LEVELS DEFINED)** 3.5 3 2.5 2 ■ Indirect Level(B) ■ CO Attainment (80% A+20% B) 1.5 ■ Attainment Target □ Direct Level(A) 1 0.5 ALMORNO TINGTI ALINGADSTORY SEPSY 0 ar Just Mod Jan arting Charter remarking politic arway ar EOIT or the the the the the the the the the



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# **Department of English P.N. DAS COLLEGE**

#### **Course Level Learning Outcomes English (Honours) Course Level CORRESPONDIN** Course Code Course Title SL. Course Content **G POs** Learning 1 Ideas about the socio-political-2 6 10 11 Excerpts from The Ramayana INDIAN To appreciate the pluralistic and 2 Excerpts from The Mahabharata 17911 **ENGACOR01T** Historically situate the classical **CLASSICAL** 2911 Bharatamuni's Natyashastra 4 trace the evolution of literary **LITERATURE** 4 11 Banabhatta, Kadambari understand, analyze and appreciate Kalidas, Shakuntala 5 3 11 5 8 6 historically situate classical 2 10 11 Homer: selections from the Illiad engage with classical literary 7 2311 Sophocles, Antigone or Oedipus Rex **EUROPEAN** Plautus. Pot of Gold **ENGACOR02T CLASSICAL** Ovid. selections from the 8 examine different ways of reading 3 4 5 11 LITERATURE 9 develop academic and practical 1 8 11 10 appreciate the historical trajectory of R.K. Narayan, The Guide 3 11 11 critically engage with Indian literary 24781011 H.L.V. Derozio, 'Freedom to the Slave 12 critically appreciate the creative use 5 11 Kamala Das, 'Introduction' 13 approach IWE from multiple 1567911 Nissim Ezekiel, 'The Night of the **INDIAN WRITING** 14 understanding the Aesthetics of 3 4 11 K. Ramanuian, 'Another View of Grace' **ENGACOR03T IN ENGLISH** Jayanta Mahapatra, Hunger Shashi Deshpande 'The Intrusion' Ruskin Bond, 'Tiger, Tiger, Burning Salman Rushdie, 'The Free Radio' Girish Karnad, Tughlaq 15 understand the tradition of English 2 10 11 Geoffrey Chaucer, 'Prologue' (lines 1develop a clear understanding of Edmund Spenser, 'One day I wrote her 16 2 4 5 11 **BRITISH** engage with the major genres and 17 3 4 11 William Shakespeare, Sonnets 30, 129 **POETRY AND** appreciate and analyze the poems 18 4 10 11 John Donne, 'Canonization' **ENGACOR04T** DRAMA: 14TH know about the Stage, Court and 19 Andrew Marvell, 'To His Coy Mistress' 2711 **TO 17TH** George Herbert, 'Pulley' **CENTURIES** Christopher Marlowe, Tamburlaine OR William Shakespeare, Twelfth Night 20 understand the depth and diversity of Anne Bradstreet 'The Prologue' 2811 understand the historical, religious Walt Whitman, 'Passage to India' (lines 21 1 2 10 11 22 appreciate the complexity of the Langston Hughes, 'The Negro Speaks 247611 23 critically engage with the complex Alexie Sherman Alexie, 'Crow 15711 **AMERICAN** 24 critically appreciate the diversity of 2#4#5# #611 Toni Morrison, Beloved **ENGACOR05T** 25 relate the African American LITERATURE 1#2#11 Edgar Allan Poe 'The Purloined Letter' F Scott Fitzerald, 'The Crack-up' William Faulkner 'Dry September' Nathaniel Hawthorn, 'The Ambitious Tenesse Williams, A Streetcar Named





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					Lewis Carroll, Through the Looking
		26	engage with debates on high and low	1#2#4#5#7#11	Agatha Christie The Murder of Roger
	POPULAR	27	articulate the characteristics of	3#8#11	J.K. Rowling, The Philosopher's Stone
ENGACOR06T	LITERATURE			3#0#11	Shyam Selvadurai, Funny Boy
	LITERATURE	28	demonstrate how popular literature	7#10#11	Herge, Tintin in Tibet
		29	Use various methods of literary	4#11	rierge, mitiir in ribet
			,	7111	
	BRITISH	30	identify the major characteristics of	2 #3 #4 #11	John Milton, Paradise Lost: Book 1
	POETRY AND	31	demonstrate in-depth knowledge and	10 #11	Alexander Pope, The Rape of the Lock
ENGACOR07T		32	examine critically keys themes in	1 #2 #4 #5 #7 #10 #11	John Webster, The White Devil
	DRAMA: 17TH	33	show their appreciation of texts in	2 #4 #10 #11	Aphra Behn, The Rover
	AND 18TH	34	analyze literary devices, forms and	3 # 4 #11	·
		35	explain and analyze the rise of the	2 #4 #5 #10 #11	William Congreve, The Way of the
		36	trace the development of Restoration	1 #2 # 3 #7 #11	Jonathan Swift, Gulliver's Travels
	BRITISH	37	examine and analyze the form and	3 #4 #11	Samuel Johnson, 'London'
ENGACOR08T	LITERATURE	38	appreciate and analyze the formal	3 #4 #11	Thomas Gray, 'Elegy Written in a
LNOACONOUT		39	map the relationship between the	3 #4 # 11	William Blake, Introduction to Songs of
	18TH CENTURY				Joseph Addison, 'The Scope of Satire'
					Daniel Defoe, 'The Complete English
					Samuel Johnson, Essay 156 in <i>The</i>
		- 10	dente d Dene Willen		MCB: an Monday at (Tatam Alder)
		40	understand Romanticism as a	1 #2 #5 10#11	William Wordsworth 'Tintern Abbey',
	BRITISH	41	understand the Romantic period in	1 #2 # 5 #7 #10 #11	Samuel Taylor Coleridge 'Kubla Khan',
ENG A COROCT		42	analyze and understand the main	3 #4 5 #11	Percy Bysshe Shelley, 'Ode to the
ENGACOR09T	ROMANTIC	43	appreciate the canonical and develop skills of critical analysis and	4 #11	John Keats, 'Ode to a Nightingale', 'To Charles Lamb, 'Dream Cildren', 'The
	LITERATURE	44 45	appreciate and analyze the	3 #4 #11	William Hazlitt, 'On the Love of the
		46	relate Romantic literary texts to	1 #5 #7 #11 4 #5 #11	
		40	relate Normaniic interary texts to	4 #5 #11	Horace Walpole, The Castle of Otranto
		47	identify and analyze the socio-	5 #10 #11	Jane Austen, Pride and Prejudice
				0 110 1111	Charles Dickens, David Copperfield
	DOITION	48	understand the conflict between self	1 #2 #3 #7 #10 #11	Alfred Tennyson, 'The Lady of Shalott'
	BRITISH	49	link the rise of the novel to the	5 #10 #11	Robert Browning, 'My Last Duchess'
ENGACOR10T	LITERATURE:	50	understand the transition from	2 #4 #5 #11	Christina Rossetti, 'The Goblin Market'
	19TH CENTURY	51	link the Victorian temper to political	2 #10 #11	Matthew Arnold, 'Dover Beach',
		52	understanding the concepts of	1 #10 #11	Charles Darwin, 'Introduction', Origin of
		53	knowing the causes of the rise of the	5 #10 #11	Thomas Carlyle, 'The Hero as Poet'
		54	recognise the importance of gender	1 #2 #5 #10 #11	Emily Dickinson, 'I cannot live with
		55	understand and appreciate the	4 #7 #11	Sylvia Plath, 'Daddy', 'Lady Lazarus'
		56	explain the difference between the	2 #5 #7 #11	Eunice De Souza, 'Advice to Women',
		57	examine and appreciate the role	1 #2 #8 #11	Katherine Mansfield, 'Bliss'
ENGACOR11T	WOMEN'S	58	link the status of woman to social	1 #2 #7 #11	Charlotte Perkins Gilman, 'The Yellow
LITOAGORITI	WRITING	59	draw a location specific trajectory of	1 #2 #7 #11	Katherine Mansfield, 'Bliss'
		60	to understand the complexity of	1 #2 #7 #11	John Rhys, The Wild Sargasso Sea
					Mary Wollstonecraft, A Vindication of
					Ramabai Ranade, 'A Testimony of our
					Rassundari Debi, Excerpts from Amar





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Ref.:				Date	
		61	trace the history of modernism in the	1 #2 #10 #11	Joseph Conrad, Heart of Darkness
		62	link and distinguish between	2 #10 #11	D.H. Lawrence, Sons and Lovers
	BRITISH				Virginia Woolf, To the Lighthouse
ENC ACODAST	LITERATURE:	63	explain the history of early twentieth-	1 #2 #7 #11	W.B. Yeats 'wild Swans at Coole',
ENGACOR12T	THE EARLY	64	identify and analyze the use and	3 #5 #11	T.S. Eliot, 'The Love Song of J. Alfred
	20TH CENTURY				Wilfred Owen, 'Spring Offensive'
		65	explain and analyze the idea of form	3 #4 #11	Rupert Brooke, 'Peace'
					W.H. Auden, 'Musee des Beaux Arts'
	MODERN	66	drama in the introduction and	2 #3 #4 #5 #10 #11	Henrik Ibsen, A Doll's House
ENGACOR13T	EUROPEAN	67	concepts like realism, naturalism,	1 #3 #4 #7 #11	Szechuan
	DRAMA	68	in theatre and be able to write about	1 #4 #11	Samuel Beckett, Waiting for Godot
	DRAWIA				Eugene Ionesco, Rhinoceros
					, ,
		69	political-economic contexts of	1 #2 #7 #10 #11	'The Way Spain Was'
		70	literatures in India and elsewhere,	4 #5 #6 #11	'Names'
		71	representative postcolonial texts	4 #5 #6 #8 #9 #11	Lemons'
	POSTCOLONIAL	72	spectres of inequality arising out of	1 #7 #11	River', 'The Voice of the Mountain'
ENGACOR14T	LITERATURES	73	racism and imperialism during and	1 #5 #11	Chinua Achebe, Things Fall Apart
		74	decolonisation, region, race, identity	1 #5 #7 #11	Death Foretold
					Treasures'
					Ama Ata Aidoo, 'The Girl who can'
					Grace Ogot, 'The Green Leaves'
		75	· · · · · · · · · · · · · · · · · · ·	4 110 115 1140 1144	Old English Poetry: Background,
		75 76	of the period beginning from 5th	1 #2 #5 #10 #11	Philology: Growth & Structure of
	OLD ENGLISH	76 77	non-epic, secular, elegiac poetry, study of the language, literature and	2 #3 #4 #5 #11	
	LITERATURE,	78	understanding the literary devices of	2 #11 4 #5 #11	Rhetoric and Prosody
ENGADSE01T	PHILOLOGY,	76 79	analysing the interplay of pagan &	4 #5 #11 1 #10 #11	
ENGADSEUTI	•	80	studying the fundamentals of Indo-		
	RHETORIC &	81	studying the influences on the	2 #5 #11 2 #5 #11	
	PROSODY	01	studying the initidences on the	Z #3 #11	

understand the rhetorical devices

understanding metrical devices and

4 #5 #11

4 #5 #11

82

83



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1 #10 #11

		84	ability to interpret, analyse and	2 #3 #5 #11	Literary Types and Terms: Tragedy,
	LITERARY	85	understanding the critical concepts	2 #4 #11	Terms related to Poetry - lyric, ballad,
<b>ENGADSE02T</b>	PT .	86	appreciate tragedy, comedy and	5 #11	Terms related to Drama - aside,
	TYPES & TERMS	87	understanding the causes behind the	5 #11	Terms related to Fiction -
		88	read and understand theoretical	2 #4 #11	
		89	have a historical overview of major	2 #10 #11	Summarizing and Critiquing, Point of
		90	ability to understand various literary	1 # 2 # 6 #10 #11	Wordsworth: Preface to the Lyrical
ENGADSE04T	LITERARY	91	historically situate literary theorists	2 #5 #11	Virginia Woolf: Modern Fiction. T.S.
ENGADSEU41	CRITICISM	92	identify theoretical concepts with	2 #3 #10 #11	I.A. Richards: Principles of Literary
		93	apply various theoretical frameworks	4 #5 #11	Maggie Humm: Practising Feminist
		94	sharpen interpretative skills in the	4 #5 #11	
		95	explain historical and socio-cultural	5 #7 #10 #11	Background Study: Colonialism,
ENGADSE05T RT	TITION LITEDATI	96	demonstrate critical understanding of	1 #3 #4 #11	Poetry
	TITION LITERATE	97	link and analyze the eco-socio-	1 #2 #6 #7 #9 #10 #11	Novel
		98	interpret texts and experience and	4 #7 #9 #11	Short Fiction

the state of women during and after

99



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		ENGA SEM 6 RESULTS TABULATION SHEET												
					_			SEMESTER 1				L	_	
Sl. no.	Registration No.	Name		CC		1		CC		ı	Semester	Semester	Semester	
			Internal	External	Course	Percentag	Internal	External	Course	Percentag	Total	Percentag	Average	
1	1311911100020	MRIGANKA BISWAS	19	27	46	61.33	20	30	50	66.67	96	64.00	48.00	
2	1311911100388	SUBHANKAR ROY	16	21	37	49.33	18	20	38	50.67	75	50.00	37.50	
3	1311911100025	PANKAJ BASU	17	17	34	45.33	18	12	30	40.00	64	42.67	32.00	
4	1311911100031	DEBJIT SAHA	19	20	39	52.00	18	25	43	57.33	82	54.67	41.00	
5	1311911100041	SHAUVIK CHAKRABORTY	17	24	41	54.67	18	13	31	41.33	72	48.00	36.00	
6	1311911100044	ARNAB ROY	16	23	39	52.00	15	25	40	53.33	79	52.67	39.50	
7	1311911100046	SUBHRARUP DAS	18	28	46	61.33	19	27	46	61.33	92	61.33	46.00	
8	1311911100048	SNEHASHIS SAHA	20	27	47	62.67	21	27	48	64.00	95	63.33	47.50	
9	1311911100030	TULIKA GAIN	18	20	38	50.67	18	21	39	52.00	77	51.33	38.50	
10	1311911100047	PUJA SHEET	18	22	40	53.33	17	22	39	52.00	79	52.67	39.50	
11	1311911100024	PRIYA DAS	13	25	38	50.67	13	20	33	44.00	71	47.33	35.50	
12	1311911100039	AKANKSHA KUMARI	18	20	38	50.67	17	28	45	60.00	83	55.33	41.50	
13	1311911100021	CHIRASREE SARKAR	18	30	48	64.00	17	22	39	52.00	87	58.00	43.50	
14	1311911100022	TIASHA KAR	15	31	46	61.33	14	30	44	58.67	90	60.00	45.00	
15	1311911100023	ANANYA SARDAR	19	28	47	62.67	19	22	41	54.67	88	58.67	44.00	
16	1311911100035	PRIYA MONDAL	19	22	41	54.67	17	13	30	40.00	71	47.33	35.50	
17	1311911100036	ACHAL SHAW	19	35	54	72.00	20	25	45	60.00	99	66.00	49.50	
18	1311911100038	SONI PRASAD	18	12	30	40.00	16	27	43	57.33	73	48.67	36.50	
19	1311911100040	CHAITALI NAG	18	25	43	57.33	19	20	39	52.00	82	54.67	41.00	
20	1311911100042	HRISHITA ROY	19	24	43	57.33	18	22	40	53.33	83	55.33	41.50	
21	1311911100043	ANUSHREE BHATTACHARJEE	17	15	32	42.67	16	24	40	53.33	72	48.00	36.00	
22	1311911100032	NANDINI SHAW	17	29	46	61.33	17	27	44	58.67	90	60.00	45.00	
23	1311911100033	TANAYA GHOSH	20	22	42	56.00	20	30	50	66.67	92	61.33	46.00	
		TOTAL	408	547			405	532						
		AVERAGE	17.74	23.78			17.61	23.13						
		AVERAGE	70.96	47.57			70.43	46.26						





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ENGA SEM 6 RESULTS TABULATION SHEET  SEMESTER 2													
Name		CC	3			C			Semester	Semester	Semester		
	Internal	External	Course	Percentag	Internal	External	Course	Percentag	Total	Percentag	Average		
MRIGANKA BISWAS	22	35	57	76.00	21	32	53	70.67	110	73.33	55.00		
SUBHANKAR ROY	19	25	44	58.67	20	25	45	60.00	89	59.33	44.50		
PANKAJ BASU	18	30	48	64.00	20	30	50	66.67	98	65.33	49.00		
DEBJIT SAHA	22	33	55	73.33	21	30	51	68.00	106	70.67	53.00		
SHAUVIK CHAKRABORTY	21	31	52	69.33	21	27	48	64.00	100	66.67	50.00		
ARNAB ROY	18	23	41	54.67	18	26	44	58.67	85	56.67	42.50		
SUBHRARUP DAS	19	30	49	65.33	22	23	45	60.00	94	62.67	47.00		
SNEHASHIS SAHA	22	36	58	77.33	22	32	54	72.00	112	74.67	56.00		
TULIKA GAIN	21	27	48	64.00	21	25	46	61.33	94	62.67	47.00		
PUJA SHEET	20	36	56	74.67	19	31	50	66.67	106	70.67	53.00		
PRIYA DAS	18	20	38	50.67	19	23	42	56.00	80	53.33	40.00		
AKANKSHA KUMARI	21	31	52	69.33	19	33	52	69.33	104	69.33	52.00		
CHIRASREE SARKAR	20	33	53	70.67	19	32	51	68.00	104	69.33	52.00		
TIASHA KAR	18	31	49	65.33	19	29	48	64.00	97	64.67	48.50		
ANANYA SARDAR	23	25	48	64.00	20	27	47	62.67	95	63.33	47.50		
PRIYA MONDAL	21	36	57	76.00	21	33	54	72.00	111	74.00	55.50		
ACHAL SHAW	21	31	52	69.33	21	33	54	72.00	106	70.67	53.00		
SONI PRASAD	18	27	45	60.00	19	29	48	64.00	93	62.00	46.50		
CHAITALI NAG	20	34	54	72.00	19	27	46	61.33	100	66.67	50.00		
HRISHITA ROY	22	34	56	74.67	21	33	54	72.00	110	73.33	55.00		
ANUSHREE BHATTACHARJEE	20	25	45	60.00	19	22	41	54.67	86	57.33	43.00		
NANDINI SHAW	20	28	48	64.00	20	32	52	69.33	100	66.67	50.00		
TANAYA GHOSH	22	33	55	73.33	23	34	57	76.00	112	74.67	56.00		
TOTAL	466	694			464	668							
AVERAGE AVERAGE	20.26 81.04	30.17 60.35			20.17 80.70	29.04 58.09							





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Phone: (033) 2592 1327, Fax: (033) 2592 1327, e-mail: pndc.principal11@gmail.com
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	ENGA SEM 6 RESULTS TABULATION SHEET														
Name			<b></b>					SEMESTER 3	3		~=		١	la .	
Name	Internal	External		Percentag	Internal	External	Course	Percentag	Internal	External	Course	Percentag	Semester Total	Semester Percentag	Semester Average
MRIGANKA BISWAS	20	30	50	66.67	22	28	50	66.67	20	34	54	72.00	154	68.44	51.33
SUBHANKAR ROY	20	26	46	61.33	19	27	46	61.33	19	26	45	60.00	137	60.89	45.67
PANKAJ BASU	18	29	47	62.67	22	25	47	62.67	18	23	41	54.67	135	60.00	45.00
DEBJIT SAHA	19	28	47	62.67	20	25	45	60.00	19	28	47	62.67	139	61.78	46.33
SHAUVIK CHAKRABORTY	16	27	43	57.33	21	26	47	62.67	19	30	49	65.33	139	61.78	46.33
ARNAB ROY	17	28	45	60.00	20	25	45	60.00	19	27	46	61.33	136	60.44	45.33
SUBHRARUP DAS	18	26	44	58.67	19	26	45	60.00	20	33	53	70.67	142	63.11	47.33
SNEHASHIS SAHA	20	31	51	68.00	21	33	54	72.00	21	34	55	73.33	160	71.11	53.33
TULIKA GAIN	18	27	45	60.00	20	30	50	66.67	17	27	44	58.67	139	61.78	46.33
PUJA SHEET	21	32	53	70.67	21	27	48	64.00	19	37	56	74.67	157	69.78	52.33
PRIYA DAS	17	23	40	53.33	19	20	39	52.00	17	20	37	49.33	116	51.56	38.67
AKANKSHA KUMARI	18	29	47	62.67	20	26	46	61.33	19	31	50	66.67	143	63.56	47.67
CHIRASREE SARKAR	18	29	47	62.67	20	26	46	61.33	19	30	49	65.33	142	63.11	47.33
TIASHA KAR	16	31	47	62.67	21	30	51	68.00	20	25	45	60.00	143	63.56	47.67
ANANYA SARDAR	20	29	49	65.33	20	27	47	62.67	19	27	46	61.33	142	63.11	47.33
PRIYA MONDAL	21	30	51	68.00	20	27	47	62.67	21	27	48	64.00	146	64.89	48.67
ACHAL SHAW	19	29	48	64.00	19	27	46	61.33	18	33	51	68.00	145	64.44	48.33
SONI PRASAD	19	29	48	64.00	18	25	43	57.33	18	25	43	57.33	134	59.56	44.67
CHAITALI NAG	20	30	50	66.67	22	26	48	64.00	19	34	53	70.67	151	67.11	50.33
HRISHITA ROY	21	32	53	70.67	20	27	47	62.67	19	28	47	62.67	147	65.33	49.00
ANUSHREE BHATTACHARJEE	20	26	46	61.33	20	24	44	58.67	18	23	41	54.67	131	58.22	43.67
NANDINI SHAW	18	29	47	62.67	19	27	46	61.33	18	23	41	54.67	134	59.56	44.67
TANAYA GHOSH	18	27	45	60.00	20	28	48	64.00	18	33	51	68.00	144	64.00	48.00
TOTAL	432	657			463	612			434	658					
AVERAGE		28.57			20.13	26.61			18.87	28.61					
AVERAGE	75.13	57.13			80.52	53.22			75.48	57.22					



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Phone: (033) 2592 1327, Fax: (033) 2592 1327, e-mail: pndc.principal11@gmail.com
Website: www.pndascollege.in

	ENGA SEM 6 RESULTS TABULATION SHEET  SEMESTER 4														
Name		C	~o					SEMESTER 4			:10		Semester	Comestor	Semester
Name	Internal	External	Course	Percentag	Internal	External	Course	Percentag	Internal	External	Course	Percentag		Percentag	
MRIGANKA BISWAS	21	30	51	68.00	21	30	51	68.00	21	34	55	73.33	157	69.78	52.33
SUBHANKAR ROY	19	25	44	58.67	18	25	43	57.33	19	27	46	61.33	133	59.11	44.33
PANKAJ BASU	18	27	45	60.00	17	28	45	60.00	18	28	46	61.33	136	60.44	45.33
DEBJIT SAHA	19	28	47	62.67	20	25	45	60.00	20	28	48	64.00	140	62.22	46.67
SHAUVIK CHAKRABORTY	21	28	49	65.33	18	25	43	57.33	19	32	51	68.00	143	63.56	47.67
ARNAB ROY	18	24	42	56.00	17	29	46	61.33	18	27	45	60.00	133	59.11	44.33
SUBHRARUP DAS	18	26	44	58.67	18	25	43	57.33	19	29	48	64.00	135	60.00	45.00
SNEHASHIS SAHA	20	28	48	64.00	19	30	49	65.33	20	29	49	65.33	146	64.89	48.67
TULIKA GAIN	16	25	41	54.67	18	27	45	60.00	21	27	48	64.00	134	59.56	44.67
PUJA SHEET	21	26	47	62.67	19	28	47	62.67	21	29	50	66.67	144	64.00	48.00
PRIYA DAS	16	20	36	48.00	15	20	35	46.67	18	21	39	52.00	110	48.89	36.67
AKANKSHA KUMARI	19	26	45	60.00	18	28	46	61.33	19	30	49	65.33	140	62.22	46.67
CHIRASREE SARKAR	19	26	45	60.00	18	28	46	61.33	20	29	49	65.33	140	62.22	46.67
TIASHA KAR	20	30	50	66.67	20	27	47	62.67	22	31	53	70.67	150	66.67	50.00
ANANYA SARDAR	20	25	45	60.00	18	28	46	61.33	20	30	50	66.67	141	62.67	47.00
PRIYA MONDAL	20	28	48	64.00	20	29	49	65.33	22	28	50	66.67	147	65.33	49.00
ACHAL SHAW	20	30	50	66.67	18	29	47	62.67	19	30	49	65.33	146	64.89	48.67
SONI PRASAD	17	25	42	56.00	17	27	44	58.67	20	27	47	62.67	133	59.11	44.33
CHAITALI NAG	20	25	45	60.00	18	28	46	61.33	19	31	50	66.67	141	62.67	47.00
HRISHITA ROY	19	26	45	60.00	19	30	49	65.33	20	32	52	69.33	146	64.89	48.67
ANUSHREE BHATTACHARJEE	16	22	38	50.67	17	26	43	57.33	19	24	43	57.33	124	55.11	41.33
NANDINI SHAW	19	26	45	60.00	16	27	43	57.33	19	28	47	62.67	135	60.00	45.00
TANAYA GHOSH	19	26	45	60.00	19	28	47	62.67	19	29	48	64.00	140	62.22	46.67
TOTAL	435	602			418	627			452	660					
AVERAGE		26.17			18.17	27.26			19.65	28.70					
AVERAGE	75.65	52.35			72.70	54.52			78.61	57.39					



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Phone: (033) 2592 1327, Fax: (033) 2592 1327, e-mail: pndc.principal11@gmail.com
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ENGA SEM 6 RESULTS TABULATION SHEET  SEMESTER 5																			
Name		СС	11			СС	12			DS	E1			DS	E2		Semester	Semester	Semester
	Internal	External	Course	Percentag	Total	Percentag	Average												
MRIGANKA BISWAS	23	37	60	80.00	23	37	60	80.00	25	42	67	89.33	23	37	60	80.00	247	82.33	61.75
SUBHANKAR ROY	22	36	58	77.33	22	27	49	65.33	25	36	61	81.33	21	33	54	72.00	222	74.00	55.50
PANKAJ BASU	21	35	56	74.67	23	30	53	70.67	24	35	59	78.67	19	31	50	66.67	218	72.67	54.50
DEBJIT SAHA	23	35	58	77.33	22	29	51	68.00	25	41	66	88.00	21	35	56	74.67	231	77.00	57.75
SHAUVIK CHAKRABORTY	22	35	57	76.00	23	27	50	66.67	24	40	64	85.33	21	36	57	76.00	228	76.00	57.00
ARNAB ROY	17	22	39	52.00	21	22	43	57.33	25	32	57	76.00	20	30	50	66.67	189	63.00	47.25
SUBHRARUP DAS	22	35	57	76.00	22	26	48	64.00	25	38	63	84.00	20	32	52	69.33	220	73.33	55.00
SNEHASHIS SAHA	23	39	62	82.67	22	28	50	66.67	25	41	66	88.00	22	37	59	78.67	237	79.00	59.25
TULIKA GAIN	21	34	55	73.33	22	26	48	64.00	25	39	64	85.33	21	33	54	72.00	221	73.67	55.25
PUJA SHEET	21	36	57	76.00	22	34	56	74.67	25	41	66	88.00	22	33	55	73.33	234	78.00	58.50
PRIYA DAS	21	29	50	66.67	17	21	38	50.67	24	27	51	68.00	20	28	48	64.00	187	62.33	46.75
AKANKSHA KUMARI	21	32	53	70.67	22	30	52	69.33	25	39	64	85.33	22	32	54	72.00	223	74.33	55.75
CHIRASREE SARKAR	22	34	56	74.67	23	31	54	72.00	25	40	65	86.67	21	34	55	73.33	230	76.67	57.50
TIASHA KAR	22	37	59	78.67	22	37	59	78.67	25	39	64	85.33	21	34	55	73.33	237	79.00	59.25
ANANYA SARDAR	20	31	51	68.00	22	28	50	66.67	25	38	63	84.00	21	31	52	69.33	216	72.00	54.00
PRIYA MONDAL	23	39	62	82.67	22	33	55	73.33	25	39	64	85.33	22	33	55	73.33	236	78.67	59.00
ACHAL SHAW	22	35	57	76.00	23	37	60	80.00	25	41	66	88.00	23	36	59	78.67	242	80.67	60.50
SONI PRASAD	21	37	58	77.33	22	29	51	68.00	23	39	62	82.67	21	31	52	69.33	223	74.33	55.75
CHAITALI NAG	21	36	57	76.00	23	32	55	73.33	25	35	60	80.00	21	33	54	72.00	226	75.33	56.50
HRISHITA ROY	23	38	61	81.33	23	35	58	77.33	25	40	65	86.67	22	34	56	74.67	240	80.00	60.00
ANUSHREE BHATTACHARJEE	21	32	53	70.67	22	27	49	65.33	24	35	59	78.67	20	30	50	66.67	211	70.33	52.75
NANDINI SHAW	20	36	56	74.67	22	31	53	70.67	25	39	64	85.33	21	32	53	70.67	226	75.33	56.50
TANAYA GHOSH	21	37	58	77.33	23	37	60	80.00	25	41	66	88.00	21	33	54	72.00	238	79.33	59.50
TOTAL	493	797			508	694			569	877			486	758					
AVERAGE	21.43	34.65			22.09	30.17			24.74	38.13			21.13	32.96					
AVERAGE	85.74	69.30			88.35	60.35			98.96	76.26			84.52	65.91					



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Phone: (033) 2592 1327, Fax: (033) 2592 1327, e-mail: pndc.principal11@gmail.com
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ENGA SEM 6 RESULTS TABULATION SHEET																			
Name		СС	12			CC	1/1			SEMESTER (	E4			DS	FG		Samostar	Semester	Semester
Nume	Internal	External	Course	Percentag	Internal	External	Course	Percentag	Internal	External	Course	Percentag	Internal	External	Course	Percentag		Percentag	
MRIGANKA BISWAS	22	37	59	78.67	22	33	55	73.33	21	36	57	76.00	23	38	61	81.33	232	77.33	58.00
SUBHANKAR ROY	18	33	51	68.00	19	29	48	64.00	20	29	49	65.33	20	34	54	72.00	202	67.33	50.50
PANKAJ BASU	20	34	54	72.00	20	30	50	66.67	20	28	48	64.00	21	31	52	69.33	204	68.00	51.00
DEBJIT SAHA	20	34	54	72.00	21	29	50	66.67	20	32	52	69.33	22	36	58	77.33	214	71.33	53.50
SHAUVIK CHAKRABORT Y	19	33	52	69.33	20	30	50	66.67	18	29	47	62.67	21	36	57	76.00	206	68.67	51.50
ARNAB ROY	5	28	33	44.00	5	25	30	40.00	5	18	23	30.67	5	28	33	44.00	119	39.67	29.75
SUBHRARUP DAS	20	31	51	68.00	19	28	47	62.67	18	25	43	57.33	20	35	55	73.33	196	65.33	49.00
SNEHASHIS SAHA	22	35	57	76.00	23	32	55	73.33	22	36	58	77.33	22	37	59	78.67	229	76.33	57.25
TULIKA GAIN	19	28	47	62.67	21	27	48	64.00	13	30	43	57.33	19	30	49	65.33	187	62.33	46.75
PUJA SHEET	21	34	55	73.33	21	28	49	65.33	20	29	49	65.33	21	35	56	74.67	209	69.67	52.25
PRIYA DAS	16	29	45	60.00	16	26	42	56.00	12	24	36	48.00	21	28	49	65.33	172	57.33	43.00
KUMARI	20	33	53	70.67	20	31	51	68.00	20	30	50	66.67	21	33	54	72.00	208	69.33	52.00
CHIRASREE SARKAR	19	35	54	72.00	19	28	47	62.67	19	29	48	64.00	21	34	55	73.33	204	68.00	51.00
TIASHA KAR	22	34	56	74.67	22	30	52	69.33	19	33	52	69.33	21	34	55	73.33	215	71.67	53.75
SARDAR	20	31	51	68.00	20	27	47	62.67	20	28	48	64.00	20	31	51	68.00	197	65.67	49.25
PRIYA MONDAL	20	34	54	72.00	20	32	52	69.33	19	32	51	68.00	21	35	56	74.67	213	71.00	53.25
ACHAL SHAW	22	36	58	77.33	22	32	54	72.00	22	35	57	76.00	23	39	62	82.67	231	77.00	57.75
SONI PRASAD	20	32	52	69.33	19	29	48	64.00	19	27	46	61.33	20	30	50	66.67	196	65.33	49.00
CHAITALI NAG	22	34	56	74.67	21	28	49	65.33	19	30	49	65.33	20	32	52	69.33	206	68.67	51.50
HRISHITA ROY	21	36	57	76.00	22	32	54	72.00	20	32	52	69.33	21	34	55	73.33	218	72.67	54.50
ANUSHREE BHATTACHARJ EE	19	31	50	66.67	20	27	47	62.67	19	25	44	58.67	19	30	49	65.33	190	63.33	47.50
NANDINI SHAW	20	33	53	70.67	20	30	50	66.67	19	29	48	64.00	21	30	51	68.00	202	67.33	50.50
TANAYA GHOSH	21	34	55	73.33	21	30	51	68.00	20	31	51	68.00	21	35	56	74.67	213	71.00	53.25
TOTAL	448	759			453	673			424	677			464	765					
AVERAGE		33.00			19.70	29.26			18.43	29.43			20.17	33.26					
AVERAGE	77.91	66.00			78.78	58.52			73.74	58.87			80.70	66.52					



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	E	NGA SEI	M 6 RES	ULTS TA	BULATI	ON SHE	ET		
		CUMULATIV			INTERNAL	INTERNAL		EXTERNAL	EXTERNAL
Name	TOTAL	AVERAGE	AVERAGE PERCENT	TOTAL	AVERAGE	AVERAGE %	TOTAL	AVERAGE	AVERAGE %
MRIGANKA BISWAS	996	55.33	73.78	389.00	21.61	86.44	607	33.72	67.44
SUBHANKAR ROY	858	47.67	63.56	354.00	19.67	78.67	504	28.00	56.00
PANKAJ BASU	855	47.50	63.33	352.00	19.56	78.22	503	27.94	55.89
DEBJIT SAHA	912	50.67	67.56	371.00	20.61	82.44	541	30.06	60.11
SHAUVIK CHAKRABORTY	888	49.33	65.78	359.00	19.94	79.78	529	29.39	58.78
ARNAB ROY	741	41.17	54.89	279.00	15.50	62.00	462	25.67	51.33
SUBHRARUP DAS	879	48.83	65.11	356.00	19.78	79.11	523	29.06	58.11
SNEHASHIS SAHA	979	54.39	72.52	387.00	21.50	86.00	592	32.89	65.78
TULIKA GAIN	852	47.33	63.11	349.00	19.39	77.56	503	27.94	55.89
PUJA SHEET	929	51.61	68.81	369.00	20.50	82.00	560	31.11	62.22
PRIYA DAS	736	40.89	54.52	312.00	17.33	69.33	424	23.56	47.11
AKANKSHA KUMARI	901	50.06	66.74	359.00	19.94	79.78	542	30.11	60.22
CHIRASREE SARKAR	907	50.39	67.19	357.00	19.83	79.33	550	30.56	61.11
TIASHA KAR	932	51.78	69.04	359.00	19.94	79.78	573	31.83	63.67
ANANYA SARDAR	879	48.83	65.11	366.00	20.33	81.33	513	28.50	57.00
PRIYA MONDAL	924	51.33	68.44	374.00	20.78	83.11	550	30.56	61.11
ACHAL SHAW	969	53.83	71.78	376.00	20.89	83.56	593	32.94	65.89
SONI PRASAD	852	47.33	63.11	345.00	19.17	76.67	507	28.17	56.33
CHAITALI NAG	906	50.33	67.11	366.00	20.33	81.33	540	30.00	60.00
HRISHITA ROY	944	52.44	69.93	375.00	20.83	83.33	569	31.61	63.22
ANUSHREE BHATTACHARJEE	814	45.22	60.30	346.00	19.22	76.89	468	26.00	52.00
NANDINI SHAW	887	49.28	65.70	351.00	19.50	78.00	536	29.78	59.56
TANAYA GHOSH	939	52.17	69.56	371.00	20.61	82.44	568	31.56	63.11



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Ref.:	Date

FE	EDBACK F	ORM (I	PO)																									
П		,														PO 10	PO 2, PO 6	PO 3	PO 4	PO 5	PO 1, PO 7	PO 8	PO 9	PO 11				
																1	2	3	4	5	_	7	8	9				
SI. no.	Timestamp	Your Name	Father/M other's Name	Phone Number (Preferabl Y WhatsAp p)	Your Program me	Year of Admission to the Program me	Year of Completio n of Program me (Passing Out)	How would you rate the curriculu m and syllabi of the Program me?	Extent of syllabi	How was the course taught by teachers in the class?	Usage of teaching aids and ICT in the class by faculty members	Fairness in the Assessme nt Process (Mid Test, Quiz, Assignme nts, etc.)	ps, Seminars,	overall	Overall Infrastruc ture facilities (Class room, Library, E- resource, Internet facility, LMS, WhatsAp p group, Google Classroom , etc)	Are you now able to demonstr ate a set of basic skills in literary communi cation and also to explain literary practices and process with	to demonstr ate a coherent and systemati c knowledg e of the field of English literature and Indian/Bh asha/Post	and stylistic variations and use them in your analysis	now able to look at and evaluate literary texts as a field of study and as part of the wider network of local and global	critical aptitude and reflexive thinking to systemati cally analyze literary and other	are now able to display knowledg e to cultivate a better understan ding of values – both literary values that help us in	recognize employab ility options in English studies program me as part of skill developm ent and as career avenues open to	program me has enabled you to develop an awarenes s of the linguistic- cultural richness of India as an	to use digital resources in your reading and research as well as to make digital presentati ons and seminar presentati ons on	Have you develope d a greater interest in literature than before?	How much would you recomme nd your juniors and friends to take this program me (English Honours)?	Do you have any other comment / opinion / suggestio n?	
		Subhrarup	Arup													clarity?	colonial	of literary		cultural	literary	graduates	important	them?				
1	11-10-2022 16:38:08		Kumar Das	6.29E+09	ENGA	2019	2022	5	80-100%	5	4	5	5	5	5	4	5	5	5	5	5	5	5	5	5	5	No	
,	11-10-2022 16:41:40	Debjit	Bipul Saha	8.01E+09	ENGA	2019	2022	F	80-100%	r	r	r	r	r		r	r		r			,	r		r	r.	NIL	
4	11-10-2022 10:41:40	Ananya	Mithu	0.016+09	LINUM	2019	2022	3	5U-1UU70	3		3	3	)	3	,	,	4	,		3	4	3		, ,	5	MIL	
3	11-10-2022 17:17:30		Sardar	8.82E+09	ENGA	2019	2022	4	80-100%	4	3	4	4	4	5	4	4	5	4	5	4	5	5	5	5	5		
		n to de	Kartick	C 205 . 22	FNCA	2010	2022		20.4000/		_	_	_		l .	_	_	_		_	_	_	_	_			.	
4	11-10-2022 17:25:48	Puja sheet Anushree	sheet Arun Kr	6.29E+09	ENGA	2019	2022	5	80-100%	5	5	5	5	4	4	5	5	5	5	5	5	5	5	5	5	5	No	
		Bhattacha																										
5	11-10-2022 18:57:27		rjee	9.12E+09	ENGA	2019	2022	4	80-100%	5	5	5	4	5	5	5	4	5	5	4	5	5	5	5	4	5	No	
		Akanksha	Shyam																									
6	11-10-2022 19:04:24	Kumari	karan	8.01E+09	ENGA	2019	2022	5	80-100%	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	No The field	
7	11-10-2022 20:39:27	ACHAL SHAW	HIRALAL SHAW	9.88E+09	ENGA	2019	2022	51	80-100%	5	5	5	5	5	5	5	5	5	5	5	5	4	. 5	5	5		of literature gives a profound	
		Mriganka	Pradip Kumar																									
8	11-10-2022 23:34:02	Pankaj	Biswas Swapan	9.05E+09	ENGA	2019	2022	51	80-100%	5	5	5	3	5	5	4	4	4	4	5	5	5	5	4	4	5	No	
9	11-10-2022 23:34:54	,	Basu	6.29E+09	ENGA	2022	2022	51	80-100%	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	No	
		Chaitali	Mousumi																								The teachers were very	
10	11-11-2022 8:01:19	Nag	Nag	6.29E+09	ENGA	2019	2022	5	80-100%	4	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	cooperativ	
11	11-12-2022 6:02:16	Nandini Shaw	Parina devi	6.29E+09	ENGA	2019	2022	5)	80-100%	5	5	5	5	5	5	5	5	5	2	5	5	5	1	5	5	5	Whatever I learned from	
							AVE	RAGE								4.73	4.73	4.82	4.55	4.91	4.91	4.82	4.64	4.91				

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Ref.	- 	Date
167		2000

Feedba	ick PO Average Values & C	orresponding Feedback Quest	ions to
SI. No.	PROGRAMME OUTCOMES	PO FEEDBACK QUESTIONS	FEEDBACK AVERAGE
1	Values of life and literature	Do you think you are now able to display knowledge to cultivate a better understanding of values — both literary values that help us in literary judgment and also values of life at all stages; and have acquired the ability of writing, including imaginative writing?	4.9
2	Systematic knowledge of the field	Are you now able to demonstrate a coherent and systematic knowledge of the field of English literature and Indian/Bhasha/Postcolonial literatures, etc. in English showing an understanding of current theoretical and literary developments in relation to the specific field of English studies?	4.7
3	Knowledge of literary genres and stylistic variations	Are you now able to display an ability to read and understand various literary genres and stylistic variations and use them in your analysis of literary texts?	4.8
4	Evaluation of literary texts	Are you now able to look at and evaluate literary texts as a field of study and as part of the wider network of local and global culture?	4.5
5	Critical aptitude and reflexive thinking	Do you think you are now able to demonstrate a critical aptitude and reflexive thinking to systematically analyze literary and other cultural productions and expand critical questions and the knowledge base in the field of English studies using digital resources?	4.9
6	Understanding location	Are you now able to demonstrate a coherent and systematic knowledge of the field of English literature and Indian/Bhasha/Postcolonial literatures, etc. in English showing an understanding of current theoretical and literary developments in relation to the specific field of English studies?	4.7
7	Creative and analytical application of subject knowledge to life	Do you think you are now able to display knowledge to cultivate a better understanding of values — both literary values that help us in literary judgment and also values of life at all stages; and have acquired the ability of writing, including imaginative writing?	4.9
8	Career options on completion of graduate programme	Do you now recognize employability options in English studies programme as part of skill development and as career avenues open to graduates in today's global world such as professional writing, translation, teaching English at different levels, mass media, journalism, etc.?	4.8
9	Awareness of the linguistic and cultural richness of India	Do you think, the English Honours programme has enabled you to develop an awareness of the linguistic-cultural richness of India as an important outcome of English literary studies in India?	4.6
10	Relating literary movements to social situations	Are you now able to demonstrate a set of basic skills in literary communication and also to explain literary practices and process with clarity?	4.7
11	Use and application of digital knowledge systems	Are you now able to use digital resources in your reading and research as well as to make digital presentations and seminar presentations on them?	4.9





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Ref.:	Date

Fe	Feedback CO Sem 1															
					C	O Feedback Q	uestion Nos.	1	2	3	4	5	6	7	8	9
																(9)
																Have you
											(4)				(8)	acquired
								Do you think			Have you				Are you now able	adequate
								you have got			acquired the				to examine	academic and
								a fair Idea	Do you think		knowledge to		(6)		different ways of	practical skills in
								about the	you are now	(3)	trace the		Are you now able		reading and using	terms of
								socio-political-		Can you	evolution of	(5)	to historically	(7)	literary texts	communication
									appreciate the	,	, , , , , , ,	Are you now able		Are you now able		and presentation
									pluralistic and	situate the	in India in	to understand,	European, i.e.,	to engage with	range of classical	and have also
								age that	inclusive	classical	its/their contexts,	analyze and	Greek and Latin	'	European authors,	learnt about
						Year of Admission	Year of	produced	nature of		and handle issues			traditions of	genres and	human and
					Mobile Number	to the English	Completion of	Indian		,	of genres, themes	texts with	and their socio-	Europe from the	periods with	literary values of
				Father /, Mother's	' '	Honours	Programme	Classical		cultures from	and critical	comparative	political-cultural	" "	comparative	the classical
Sl. r	no.	Timestamp	Your Name	Name	WhatsApp)	programme	(Passing Out)	literature?	its attributes?	India?	cultures?	perspectives?	contexts?	5th century AD?	perspectives?	period?
<u> </u>	1	11-11-2022 8:30:16	•	Kartick sheet	6290593673	2019	2022	5	5	5	5	5	5	5	5	5
$\vdash$	2	11-11-2022 9:09:53		Arup Kumar Das	6289278125	2019	2022	5	5	5	4	5	5	5	4	5
-	3	11-11-2022 9:52:41		Pradip Kumar	9051998381	2019	2022		5	5	5	5	5	4	5	5
_	4	11-11-2022 11:38:20		Kartick prasad	9330457462	2019	2022	5	5	5	5	5	5	5	5	5
-	5	11-11-2022 13:12:59		Bipul Saha	8013985155	2019	2022	5	4	5	5	5	5	4	5	5
-	b	11-11-2022 16:55:40		HIRALAL SHAW	9875661569	2019	2022		5	4	5	5	5	5	5	5
$\vdash$	/	11-11-2022 20:51:14		Shyam karan	8013225321	2019	2022	5	5	5	5	5	5	4	4	5
$\vdash$	8	11-12-2022 6:06:11		Patina devi	6290095235	2019	2022	5	5	5	5	5	5	5	5	5
$\vdash$	10	11-12-2022 7:56:13 11-13-2022 19:34:07	· ·	Mamata Ghosh	8013221513	2019	2022	4	4	3	4	5	4	5	5	5
$\vdash$	10	11-13-2022 19:34:0/	SUDIJANKAT KOY	Prasanta Roy  AVEF	9903004111	2019	2022	4.8	4.8	4.7	4.80	5	4.9	4.7	4.8	5

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Ref.:	Date

Fee	dback CO Sem	2														
				C	O Feedback Q	uestion Nos.	10	11	. 12	13	14	15	16	17	18	19
														Can you		
														confidently		
														engage with the		
														major genres and		
														forms of English		
														literature and		
														have also		
													Do you now have			
							<i>t</i> . 11							fundamental skills		
							٠ .	Are you confident					understanding of			Do you now have reasonable
							English) Do you	that you can					Renaissance	reading and critical thinking of		knowledge about
							think you can now appreciate	critically engage with Indian					Humanism that provides the basis		Can you appreciate and	the Stage, Court
							the historical	literary texts	Ara vau naw ahla	Can you approach	Have you got a	Have you	for		analyze the British	
							trajectory of	written in English	to critically	Indian Writing in	, ,	acquired a fair	the texts	syllabus on the	l '	the Elizabethan &
							various genres of		,			understanding of	suggested in the	course titled:	of the period in	
					Year of Admission	Year of			creative use of the			the tradition of	course: BRITISH	BRITISH POETRY	the larger socio-	
				Mobile Number	to the English	Completion of	English from	olonialism.	English language	based on	aesthetics of	English literature	POETRY AND	AND DRAMA:	political and	Political Thought,
SI.			Father/Mother's	(Preferably	Honours	Programme	colonial times till	,	in Indian Writing		Indian English	from 14th to 17th			religious contexts	0 -
No.	Timestamp	Your Name	Name	WhatsApp)	programme	(Passing Out)	the present?	nationalism?	in English?	social locations?	Poetry?		17TH CENTURIES)?	•	of the time?	Marriage, etc.?
1	11-11-2022 14:36:00	Subhrarup Das	Arup Kumar Das	6289278125	2019	2022	. 5	5	5	5	,	5 5	5	. 5		5 5
2	11-11-2022 20:53:26	Akanksha Kumari	Shyam karan	8013225321	2019	2022	5	4	. 5	4		5	5	4	, ,	5
3	11-12-2022 5:51:24	Nandini shaw	Parina devi	6290095235	2019	2022	5	4	. 5	5		5	5	5		1 5
4	11-12-2022 7:58:06	Tanaya Ghosh	Mamata Ghosh	8013221523	2019	2022	4	. 5	5	5	Ţ	3	5	5	;	5
5	11-12-2022 12:35:02	Soni prasad	Kartick prasad	9330457462	2019	2022	5	5	5	5		5 5	5	5		5 5
6	11-12-2022 13:04:25	ACHAL SHAW	HIRALAL SHAW	9875661569	2019	2022	5	5	5	5		5	5	5		5 5
7	11-13-2022 19:35:18	- '	Prasanta Roy	9903004111	2019	2022	5	5	5	5		5	5	5		5 5
8	11-14-2022 0:03:00	Debjit Saha	Bipul Saha	8013985155	2019	2022	5	5	4 075	. 5		5	5	4	4.535	5 5
			AVEI	RAGE			4.875	4.75	4.875	4.875	5	4.75	5	4.75	4.625	5



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Feed	lback CO Se	m 3																			
				(	CO Feedback	Question Nos	20	21	. 22	23	24	25	26	27	28	29	30	31	. 32	. 33	34
					.U Feedback	QUESTION NOS	Are you now able to understand the	Are you now able	Are you now able to appreciate the complexity of the origin and reception of American literature, given its European and non-European historical trajectories, particularly in relation to writers	Can you critically engage with the complex nature of American society, given its journey		25	26	21	2.0	3 25	31				3 34
							depth and	historical,	(Anglo-Saxon,	obligations and								you now	to examine		
							, ,		French, Dutch and	'	Can you critically								critically key	Can you now	
							American literature, keeping	' '	Hispanic) descent, as well as writers		appreciate the diversity of	Relate the African					How much can	depth knowledge and	representative	appreciate 1/th 8 18th century	Are you confident that you can now
							, , ,	American spirit in		Puritanism.	American	American	Can you now					understanding of	· .	British texts in	analyze literary
								literature; social-		Unitarianism,			engage with			Can you use	the major		period, including		devices, forms and
							culture of the	cultural-ecological	(African, American	Transcendentalis	light of regional	America (both	debates on high	Can you identify	Can you	various methods	characteristics of	socio-intellectual	Sin, Transgression	construction,	techniques in
					Year of Admissio	n Year of	United States of						and low culture,				the Comedy of	and cultural	Love, Pride,	socio-cultural	order to
					to the English	Completion of	America from the			ř	,	post bellum) to				'	Manners and		revenge, sexuality	1	appreciate and
SI.		V N	Father / Mother's	,	Honours	Programme	colonial period to		,	non-Christian sensibilities?	,	issues of exclusion			belongs to its own		Mock-Heroic			, ,	interpret the texts
no. T	mestamp 11-11-2022 12:06:08	Your Name	Name Kartick prasad	WhatsApp) 9330457462	programme 2 20:	(Passing Out) 9 202	р. сос	etc.	traditions?	sensioliities?	priorities, etc.?	in societies?	literature?	fiction?	time?	literature?	poetry?	centuries?	etc.?	and drama?	suggested?
,		Akanksha Kumari	Shyam karan	8013225321	1 20				3		;	;	3			4		5			4 4
3	11-12-2022 8:00:28		Mamata Ghosh	8013221513				-	, ,		:		, ,			,	1	5			5 5
4	11-13-2022 13:1454		KIRAN SHAW	9875661569				-	. 5		5	1	3		5	5	5	5			5 5
5	11-13-2022 19:36:5	Subhankar Roy	Prasanta Roy	9903004111				5	5		5	5	5 5		5	5	5	4	5	j	5 5
6	11-14-2022 0:07:34	Debjit Saha	Bipul Saha	8013985155	5 20:	19 202		Ţ	i 5		5	1	1 5		5	5	5	5	5	5	5 5
				AVERAGE			4.83	4.83	5.00	4.67	4.33	4.83	4.67	5.00	4.33	4.67	4.80	5.00	4.80	4.80	4.80

Feed	back CO Sem	4																							
				0	O Feedback Q	uestion Nos.	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52	53
													Do you				Can you now								
													understand the			Have you now	appreciate and								
													Romantic period			learnt the skills of	analyze the								
													in English			critical analysis	sensibility of the								
							Can you now			Can you now		Do you now	literature in terms		How much are	and	British Romantic		How much can						
							explain the		Do you think you	appreciate and	Can you map the	understand that	of its social,		you able to	interpretation of	period and its		you now identify	Have you been					
							historical and	Have you been	are now equipped	analyze the formal	relationship	Romanticism as a	philosophical,		appreciate and	selected poems in	ideas about the	Can you now	and analyze the	able to		Do you now	Can you link the		
							literary	able to trace the	to examine and	variations of 18th		concept in	intellectual,	Can you analyze	understand the		importance of the						Victorian spirit /		
							background and	development of	analyze the form		formal and the	relation to	literary	and understand					ľ		Can you link the		'	Have you been	Have you got a
					Year of Admission		analyze the rise of	Restoration	and function of		political in the	'	backgrounds		poems and prose	theme, language,	equality, freedom,	other forms of	that inform the	self and society in	rise of the novel	the Romantic to	economic and	able to	fair understanding
				Mobile Number	to the English	Completion of	the critical mind	Comedy and anti-		Literature from	literature of the	Classicism, and	including German	characteristics/	of the writers of	style, and	sense of						political contexts	understand the	of the rise of the
			Father / Mother's	. ,	Honours	Programme	in 18th century	sentimental	eighteenth	texts like The		often reactions to	and French	features of	the Romantic	elements of	community and		period (19th	-	of Colonialism and		in English	concepts of	dramatic
Sl. no.	Timestamp	Your Name	Name	WhatsApp)	programme	(Passing Out)	England?	drama?	century?	Rape of the Lock?	period?	them?	influences?	Romanticism?	period?	prosody?	brotherhood?	instance?	century England)?	period?	Capitalism?	culture?	colonies?	utilitarianism?	monologue?
1		Akanksha Kumari	-	8013225321	2019	2022	. 4	5	5	4		5	5	5	!	4	4	4	5	5	4	4	4	5	5
2	11-12-2022 8:02:53		Mamata Ghosh	8013221513		2022	•	5	5	5	4	4	5	5	!	5	5	5	9	5	4	5	5	2	5
3	11-13-2022 13:19:24		KIRAN SHAW	9875661569			4	5	5	5	5	5	5	5		5	5	5	9	5	5	5	5	4	5
4	11-13-2022 19:37:55	Subhankar Roy	Prasanta Roy	9903004111	2018	2022	. 5	5	5	5	5	5	5	5		5	5	5	5	5	5	5	5	5	5
				AVERAGE			4.5	j	)	4.75	4.75	4.75	j	b		4./5	4.75	4.75	5	b	4.5	4./5	4.75	4	j





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Feedb	oack CO Sem 5																															
				(	O Feedback C	uestion Nos	5	4 55	56	57	58	59	6	61	6	68	64	6	5 75	76	17	78	1.	9 80	81	82	83	84	89	88	81	88
																			Have you now got the understanding of the historical content of the					Did you get to know the fundamentals of Indo-European								
																Can you explain			period beginning from 5th century					linguistics initializing some						Can you now		
														Can you trace the		the history of			AD and	Can you now				important ideas					Do you now have	١.		Can you read and
														history of		early twentieth-			continuing till the	understand the	Do you think you			related to	Can you recognise				abetter	tragedy, comedy		understand
										Can you now			Do you now	modernism in the		century	Can you identify		11th century, with	Old English epic,	haveafair	Do you row		historical	the influences on		Do you now		understanding of	and novels in		theoretical tests
								Are you now able	Can you explain	examine and			understand the	socio-cultural and		modernism in the	and analyze the	Have you now	itsculture,	non-epic, secular,	knowledge of the	understand the		linguistics, chiefly	the language from		understand	Are you now able	the critical	comparative		central to the
								to understand		appreciate the			complexity of	intellectual		light of stream of				elegiac poetry,		literary devices of		the concept of the			Prosody (the	to interpret,		traditions, that is		concepts of the
					w fall : 1	v 1	'	and appreciate		role played by		· .		contents of late					therres, and also					language family,	٠	understand the	,	,	., .	to say, they are at		
					Year of Admission	Year of	recognise the	the	feminine and the		to social	location specific		nineteenth	distinguish						history of old					metorical devices						1
			Father / Mother's	Mobile Number Preferably	to the English Honours	Completion of		representation of female experience	feminist as	economic contexts in	discrimination and social	trajectory of female bonding or		century and early twentieth century			early twerded century British				English from the 5th to the 11th	poetry, ine, alliteration,	pagan & Christian elements in OE			and apply them in the appreciation				across cultures		
Sl.no.	Timestamo	Your Name	Name	WhatsApp)	programme	Passing Out	in literature?	in literature?		defining woman?		empowerment?	womanhood?	Europe?	nodernism?	Imagism, etc.?	'	major genres?		representations?		caesura, etc.)	writing?	Languages?		of literary texts?		novels?	etc.)	and ages?	novel?	suggested texts?
1	11-11-2022 23:33:5		Debasis Roy	7439481345				5 5		5	ving.	i j		5	in a contract of the contract	5	5	ingir garan	5 5	5	5	uncern) cons		5 5	5	5	5	5		5	I I	5 5
2	11-12-2022 6:12:5	5 Nandri Shaw	Parina devi	6290095235	2019	2002		5 5	5	5		5		5		4	5		5 5	5	5	5		5 5	5	5	5	5	5	5	9	5
3	11-12-2022 807:1	3Tanaya Ghosh	Marrata Ghosh	8013221523	2019	202		5 5	5	5		3		5	!	1	3	1	3 5	5	5	5		3 4	4	5	3	5	5	5		j 5
4	11-12-2022 8094	2 Puja sheet	Karócksheet	6290593673	2019	202		5 5	9	5		5	!	5	!	5	5	:	5 5	5	5	9	!	5 5	5	5	5	5	9	5		j 5
5	11-12-2022 9:16:0		Arup Kumar Das	6289278125	-	_		5 5	5	5		5		5		5	5		4	5	5	1	!	5 5	5	5	5	5	5	5		5
6			1	8013225321				1		4		5	!	4	!	5	5		4	5	4		!	5	5	5	5	5	5	5		5
	11-13-2022 13:260	-	KRAN SHAW	9875661569	-			1 5		5																5	- 5			,		. 5
8	11-13-2022 14:25:0 11-13-2022 19:39:1		Varóck prasad Prasarta Roy	9330457462 9903004111										: :		( )	(			,	, ,	1		( (	(	t t		(	1			(
11			Prado Kumer Biswas	9051998381	-	_		1 1	1	, ,							,		1 1	1	, ,	1		, ,	,	1			1	1		, ,
11	11-13-2022 23-47.0		Bioul Saha	8013985155		_		, ,	,	, ,		,		, ,		,				,	,			1 5	,	,		,	,	,		3 5
		7,444		AVERAGE		Lyca	5.00	4.91	4.91	4.91	5.00	4.82	5.00	4.82	4.82	4.64	4.73	4.73	4.82	5.00	4.91	4,91	4.82	4.91	4.91	5.00	4.82	5.00	5.00	4.91	4.82	5.00



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Fe	edbac	Back CO Sem 6         60         61         68         70         71         72         73         74         73         73         74																									
					0	O Feedback Q	uestion Nos.	66	67	68	69	7	] ]	. 72	7:	74	89	91	91	92	93	94	95	96	97	9	99
	Т																								Can you now link		
																									and analyze the		
																									eco-socio-		
																									historical-cultural		
																									contexts and		
																									dimensions		
																									related to the		
														Can you now											Partition of India		
													Can you see	appreciate and											e.g. nationalism,		
										Do you			through a corpus	analyze the											violence, exile,		
									Can you now	understand how		Do you now	of representative	growing spectres											homelessness,		
									understand and	meaning is		understand the	postcolonial texts	of inequality											refugee,		
									engage with	created in theatre	Do you now	scope of	from different	arising out of				Are you now able							rehabilitation,		
									concepts like	and are you also	understand the	postcolonial	colonial locations	colonial				to understand	Can you					Can you	resettlement,		
									realism,	able to write	social-historical-	literatures in India	/countries: the	occupation and		Do you think you	Do you think you	various literary	historically situate		Can you now		Can you now	demonstrate a	border and		Have you received
									naturalism,	about innovations	political-economic	and elsewhere,	effects of colonial	the role played by	Can you critically	have been	have received a	theories and the	literary theorists	Can you identify	apply various	Has this course	explain historical	critical	border lands,		a fair amount of
								Do you recognise	symbolism,	introduced into	contexts of	primarily as a	rule on the	postcolonial	engage with issues	acquainted with	sound historical	way they enrich	whose works have	theoretical	theoretical	sharpened	and socio-cultural	understanding of	literary responses	Can you now	knowledge and
								the role of theatre	expressionism, the	theatrical practice	colonialism and	response to the	language, culture,	literatures to	of racism and	concepts like	overview of major	and change our	informed and	concepts with	frameworks and	interpretative	factors	manifestations of	to the partition in	interpret texts	understanding
						Year of Admission	Year of		,		postcolonialism in		economy and		imperialism	decolonisation,	literary theorists,		shaped various	theorists and	concepts to your	skills in the light	responsible for	the experience of	different parts of	and experience	about the state of
					Mobile Number	to the English	Completion of	introduction and	epic theatre, the		India and other				during and after		especially of the		literary	movements with		of various	the Partition of	the	Indian continent	and relate it to	
				Father / Mother's	(Preferably	Honours	Programme	shaping of	theatre of the		countries affected		groups of people		colonial	identity politics,			theoretical	which they are	,	theoretical	the Indian Sub-	partition in		their contexts and	
SI.	-	Timestamp	Your Name	Name	WhatsApp)	programme	(Passing Out)	modernity?	absurd, etc?	century?	by colonial rule?	occupation?	affected by it?	countries?	occupation?	etc.??	20th centuries?	society?	discourses?	associated.?	cultural texts?	frameworks?	continent?	various art forms?	them?	the experiences?	Partition?
	_	1-12-2022 9:18:24		Arup Kumar Das	6289278128	2019	2022	5	5	5	5		5	5			4			5	5	5	5	5	5		5
	_	1-12-2022 9:1903		Vartick sheet	6290593673	2019	2022	5	5	3	) 5			1 3			5	:		3	5	5	3	3	) 5		5
	_	1-12-2022 9:27:04		Debasis Roy	7439481345	2019	2022	5	5	3				3			5	:		3	5	5		3	) 5		5
	_	-12-2022 12:33:30 (		Kartick prasad	9330457462	2019	2022	5	,	3							)				5	5		3			5
	-			Shyam karan	8013225321	2019	2022	١		3							)			4	4	4	4	4	4		4
	_	-12-2022 21:5057	-	Mamata Ghosh	8013221513	2019	2022	5	)					1 1	,	:	)			4	4	3	4	1	4		4
	_	-13-2022 13:2932		HRALAL SHAW	9875661569	2019	2022	)	)	,							,			)	)	,		)			5
	_	-13-2022 19:40:19 (		Prasanta Roy Pradio Kumar Biswas	9903004111 9051998381	2018 2019	2022 2022	,	)	,							,			)	,	,		)		-	5
	-	-13-2022 23:56:49		Pradip kumar biswas Bipul Saha	9051998381 8013985155	2019	2022	,	,	3							,			,	)	,		,			3
	49 11	TERRET TO SHEET	cuji 3dild		AVERAGE	2019	LVLL	5	5	4.9	5		4.9	4.8	4.9	4.8	4,9	4.8	4.7	4.8	4.7	4,7	4.8	4.7	4.8	4.0	4.8



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#### **DEPARTMENT: PHILOSOPHY**

COURSE N LOGIC	NAME OF THE STUDENT	INTERNAL MARKS	Average	Parcentag	EXTERNAL MARKS	Average	Parcentage	e
LOGIC	Manisha Bhadra	17			54 43			
	Dipika Sarkar Sunita Singh	18 19			63			
	Puja Bhattacharjee Chirosree Sarkar	AB			54			
	Chirosree Sarkar	18			49			
	Shivani Sharma	AB AB			17 39			
	Jayanta Roy Chowdhury Nitu Bala	AB			25			
	Priya Mondal	18			55			
	shuvankar Roy	15			60			
	Snehasish Saha Sayani Pal	15 AB			51 54			
	Sekh Mainuddin Raham	an						
	Shuvrojit das	AB			1 2			
	Sourav Neogi Surajit Deb	AB			11			
	Subhrarup Das	AB 14			3 40			
	Priyanka Bala	AB			21			
	TOTAL	134	16.75	83.75	642	35.66	47.54	
EM 2								
	Manisha Bhadra Dipika Sarkar	16 12			51 52			
o E S I E I CIT	Sunita Singh	19			66			
	Puja Bhattacharjee				58			
	Chirosree Sarkar	15			65			
	Shivani Sharma				41 64			
	Jayanta Roy Chowdhur Nitu Bala				52			
	Priya Mondal	18			65			
	shuvankar Roy	17			65			
	Snehasish Saha Sayani Pal				64 63			
	Sekh Mainuddin Raham	an			Ab			
	Shuvrojit das				Ab			
	Sourav Neogi				59			
	Surajit Deb				AP 66			
	Subhrarup Das Priyanka Bala				Ab 66			
		97	16.16	80.8	831	59.35	79.13	
EM3	Manisha Bhadra							
NDIAN EF	Manisha Bhadra Dipika Sarkar	10			68 58			
	Shivani Sharma	AB			41			
	Jayanta Roy Chowdhury	12			65			
	Nitu Bala	AB			61			
	Sayani Pal Sourav Neogi	AB AB			63 48			
	Ritwika Sen	17			68			
	Samprity Bag	AB			63			
	Papiya Das	15			65			
		54	10.35	50%	600	60	80%	
EM 4								
THICS -IN	Manisha Bhadra	AB			68			
	Dipika Sarkar	12			62			
	Shivani Sharma Jayanta Roy Chowdhury	10 11			62 62			
	Nitu Bala				65			
	Sayani Pal				63			
	Sourav Neogi	14			58			
	Ritwika Sen	16			65			
	Samprity Bag Papiya Das	16			67 67			
	Papiya Das	89	14.83	74.15	639	63.9	85.2	
SEM 5								
APPLIED E	Manisha Bhadra Dipika Sarkar	AB 8			65 Ab			
	Shivani Sharma	9			57			
	Jayanta Roy Chowdhury	10			63			
	Nitu Bala	8			57			
	Sayani Pal	10			60 61			
	Sourav Neogi	56	9.3	46.5	363	60.5	80.66	
		50	3.3	40.3	303	00.5	80.00	
SE.								
HE PHILO	SOPHY OF SELF DEVELO	AB						
	Animesh Chowdhury SK Nazir Ali	11			60			
	Sk Rohan Ali	11						
					59 64			
	Poulomi Sardar	13			64 65			
	Poulomi Sardar Puja Rao	13 10			64 65 63			
	Poulomi Sardar Puja Rao Dipti Das	13 10 14			64 65 63 65			
	Poulomi Sardar Puja Rao Dipti Das Jyoti Halder	13 10 14 8			64 65 63 65 65			
	Poulomi Sardar Puja Rao Dipti Das Jyoti Halder Shusoma Rajbanshi Kanika Sardar	13 10 14 8 14			64 65 63 65 65 68			
	Poulomi Sardar Puja Rao Dipti Das Jyoti Halder Shusoma Rajbanshi Kanika Sardar Papiya Pal	13 10 14 8 14			64 65 63 65 65 68 61			
	Poulomi Sardar Puja Rao Dipti Das Jyoti Halder Shusoma Rajbanshi Kanika Sardar Papiya Pal Sonali Sarkar	13 10 14 8 14 14			64 65 63 65 65 64 64			
	Poulomi Sardar Puja Rao Dipti Das Jyoti Halder Shusoma Rajbanshi Kanadar Sonali Sarkar Suparna Samanta	13 100 14 8 14 14 12			64 65 63 65 65 68 61 64 64			
	Poulomi Sardar Puja Rao Dipti Das Jyoti Halder Shusoma Rajbanshi Kanika Sardar Papiya Pal Sonali Sarkar Suparna Samanta Pritty Sharma	13 100 14 8 14 14 12 12			64 65 63 65 65 66 66 64 64 66			
	Poulomi Sardar Puja Rao Puja Rao Solomi Sardar Jyoti Halder Shusoma Rajbanshi Kanika Sardar Papiya Pal Sonali Sarkar Suparna Samanta Dishary Acharjee Aritrika Kar	13 10 11 8 8 14 12 12 12 12 12 10			64 65 63 65 66 66 64 64 66 66 57			
	Foulomi Sardar Foulomi Sardar Jyoti Halder Shusoma Rajbanshi Kanika Sardar Sonali Sarkar Suparna Samanta Prity Sharma Dishary Acharjee Sangita Das	13 10 14 8 14 12 12 12			64 65 65 65 65 66 61 64 66 66 67 67 67			
	Poulomi Sardar Puja Rao  Dipti Dea  Dipti Dea  Shusoma Rajbanshi Kanika Sardar Papiya Pal Sonali Sarkar Suparna Samanta Prity Sharma Dishary Acharjee Sangita Das Bedisha Nath	13 14 14 12 14 12 12 12 12 12 14 16 16 16 17 18 18 18 18 18 18			64 65 65 65 68 61 61 64 66 66 66 66 66			
	Foulomi Sardar Foulomi Sardar Jyoti Halder Shusoma Rajbanshi Kanika Sardar Sonali Sarkar Suparna Samanta Prity Sharma Dishary Acharjee Sangita Das	13 14 14 12 14 12 12 12 12 12 14 16 16 16 17 18 18 18 18 18 18	11.13	55.65	64 65 65 65 65 66 61 64 66 66 67 67 67	59.83	79.77	
	Poulomi Sardar Puja Rao  Dipti Dea  Dipti Dea  Shusoma Rajbanshi Kanika Sardar Papiya Pal Sonali Sarkar Suparna Samanta Prity Sharma Dishary Acharjee Sangita Das Bedisha Nath	13 10 11 8 8 14 12 12 12 12 12 10	11.13	55.65	64 65 63 66 65 66 61 64 66 66 57 63 64 64	59.83	79.77	
EM 6	Foulomi Sardar Pips Ros Pips Ros Syoti Halder Shusoma Rajbanshi Kanika Sardar Pappal Sardar Pappal Sardar Suparna Samanta Prity Sharma Dishary Acharjee Sangita Das Bedisha Nath Sayani Saha	13 14 14 12 14 12 12 12 12 12 14 16 16 16 17 18 18 18 18 18 18	11.13	55.65	64 65 63 66 65 66 61 64 66 66 57 63 64 64	59.83	79.77	
EM 6 ocial and	Poulomi Sardar Puja Rao Puja Rao Jyoti Halder Shusoma Rajbanshi Kanika Sardar Papiya Pal Sonali Sarkar Suparna Samanta Pity Shack Artirika Kar Sangita Das Bedisha Nath Sayani Saha	13 10 11 18 18 14 12 12 12 12 10 14 10 167	11.13	55.65	64 69 69 69 65 68 61 61 64 66 57 64 64 64	59.83	79.77	
EM 6 ocial and	Poulomi Sardar Pija Rao Pija Rao Sigui Halder Shusoma Rajbanshi Kanika Sardar Papiya Pal Pal Suparna Samanta Prity Sharma Dishary Acharjee Aritrika Kar Sangita Das Sayani Saha Sayani Saha Political Philosophy Manisha Bhadra	13 10 10 11 8 8 14 12 12 12 12 12 10 16 16 167	11.13	55.65	64 65 65 66 65 66 61 64 66 66 66 64 64 64	59.83	79.77	
EM 6 ocial and	Poulomi Sardar Pola Rao Pija Rao Sonal Sardar Sonal Sarkar Sonal Sarkar Sonal Sarkar Sonal Sarkar Sonal Sarkar Aritrika Kar Sangita Das Bedisha Nath Sayani Saha Pelitical Philosophy Monisha Bhadra Shyani Sharma	13 10 10 11 8 14 12 12 12 10 14 10 167	11.13	55.65	64 64 65 65 68 64 64 64 66 66 66 64 64 64 64 64 64 66 66	59.83	79.77	
EM 6 ocial and	Foul omi Sardar Piga Ros Piga Ros Syoti Halder Shusoma Rajbanshi Kanika Sardar Pappia Sar Pappia Sar Pappia Sar Suparna Samanta Prity Sharma Dishary Acharjee Sangita Das Bedisha Nath Sayani Saha Political Philosophy Manisha Bhadra Shivani Sharma	13 14 14 14 14 14 12 12 12 12 12 16 16 16 16 16 16 16 16 16 16 16 16 16	11.13	55.65	64 65 66 68 68 61 64 66 66 57 63 64 1007	59.83	79.77	
EM 6 ocial and	Poulomi Sardar Pola Rao Pija Rao Sonal Sardar Sonal Sarkar Sonal Sarkar Sonal Sarkar Sonal Sarkar Sonal Sarkar Aritrika Kar Sangita Das Bedisha Nath Sayani Saha Pelitical Philosophy Monisha Bhadra Shyani Sharma	13 10 10 11 18 14 12 12 12 10 14 10 167	11.13		64 64 65 65 68 64 64 64 64 64 64 64 64 64 64 64 64 64	59.83	79.77	
EM 6 ocial and	Foul omi Sardar Piga Ros Piga Ros Syoti Halder Shusoma Rajbanshi Kanika Sardar Pappia Sar Pappia Sar Pappia Sar Suparna Samanta Prity Sharma Dishary Acharjee Sangita Das Bedisha Nath Sayani Saha Political Philosophy Manisha Bhadra Shivani Sharma	13 14 14 14 14 14 12 12 12 12 12 16 16 16 16 16 16 16 16 16 16 16 16 16	11.13	55.65	64 65 66 68 68 61 64 66 66 57 63 64 1007	59.83	79.77	
ocial and	Poulomi Sardar Poulomi Sardar Pija Rao  Jyoti Halder Shusoma Rajbanshi Kanika Sardar Sapiya Pal Sonali Sarkar Sonali Sarkar Disharya Andrajee Aritrika Kar Sangita Das Bedisha Nath Sayani Saha Political Philosophy Monisha Bhadra Shyani Sharma Jayanta Roy Chowdhun Nitu Bala Sayani Pal	13 10 10 11 18 14 12 12 12 10 14 10 167	11.13		64 64 65 65 68 64 64 64 64 64 64 64 64 64 64 64 64 64	59.83 64.8	79.77	
ocial and	Poul omi Sardar Pija Rao Pija Rao Syoti Halder Shusoma Rajbanshi Kanika Sardar Papiya ag Papiya ag Pity Sharma Dishary Acharjee Sangita Das Bedisha Nath Sayani Saha Political Philosophy Manisha Bhadra Shivani Sharma Shivani Shary Chowdhun Nitu Bala Sayani Pal Animesh Chowdhury	13 10 10 11 18 14 12 12 12 10 14 10 167	11.13		644 666 677 688 689 681 681 684 686 687 688 688 688 688 689	59.83 64.8	79.77	
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Course	Internal n	External N	Direct assessme	ent S Direct Assessme	nt L Indirect S	Indirect L	CO attainment Score	CO attain	ment Target	Attained or Not A	ttained	Action Taken
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LOGIC	83.75	47.54	65.64	3	93.33	3		3 3	3	Attained		
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METAPH												
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EPISTEM												
OLOGY A	80.8	79.13	79.96	3	91.48	3		3 3	3	Attained		
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EPISTEM												
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AND												
METAPH												
YSICS	50%	80%	65	3	93	3		3 3	3	Attained		
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INDIAN												
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	74.15	85.2	79.67	3	91.66	3		3 3	3	Attained		
APPLIED												
ETHICS	46.5	80.66	63	3								
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Timestamp	Email Address	Your Name	You are giving feedback for the course of	Name the Course	1. What overall rating would you give the course?	2. The Course Objective s were clear	3. The course textbooks were clear and well written	4. The assignme nts were appropriat e for the level of this class		
11-11-2022 13:24	manishabhadra122700 @gmail.com	Manisha Bhadra	Semester VI	SEM - VI DSE (Social & Political Philosophy)	Excellent	5	Strongly Agree	Strongly Agree		
11-11-2022 13:29	omjayantaom@gmail.c	Jayanta Roy Chowdhury	Semester VI	SEM - VI DSE (Social & Political Philosophy) SEM - V DSE ( Applied Ethics), SEM - VI DSE	Excellent	5	Strongly Agree	Strongly Agree		
11-11-2022 13:30	tudisa04@gmail.com	Dipika Sarkar	Semester V	(Social & Political Philosophy)	Excellent	5	Strongly Agree	Strongly Agree		
11-11-2022 13:34	sayanipaul609@gmail. com	Sayani pal	Semester VI	SEM - IV ( Ethics - Indian and Western) SEM - V GE (	Excellent	5	Strongly Agree	Agree		
12-11-2022 00:54	prity08523@gmail.com	Prity Sharma	Semester V	The Philosophy of Self Development) SEM - V GE ( The Philosophy	Excellent	4	Agree	Agree		
12-11-2022 14:29	jyoti26halder@gmail.c om	Jyoti Halder	Semester VI	of Self Development)	Good	4	Disagree	Neutral		
11-11-2022 13:24	manishabhadra122700 @gmail.com	Manisha Bhadra	Semester VI	SEM - VI DSE (Social & Political Philosophy) SEM - VI DSE	Excellent	5	Strongly Agree	Strongly Agree	Strongly Agree	Strongly Agree
11-11-2022 13:29	omjayantaom@gmail.c om	Jayanta Roy Chowdhury	Semester VI	(Social & Political Philosophy) SEM - V DSE ( Applied Ethics),	Excellent	5	Strongly Agree	Strongly Agree	Strongly Agree	Strongly Agree
11-11-2022 13:30	tudisa04@gmail.com	Dipika Sarkar	Semester V	SEM - VI DSE (Social & Political Philosophy) SEM - IV (	Excellent	5	Strongly Agree	Strongly Agree	Strongly Agree	Strongly Agree
11-11-2022 13:34	sayanipaul609@gmail. com	Sayani pal	Semester VI	Ethics - Indian and Western) SEM - V GE ( The Philosophy	Excellent	5	Strongly Agree	Agree	Agree	Agree
12-11-2022 00:54	prity08523@gmail.com	Prity Sharma	Semester V	of Self Development) SEM - V GE ( The Philosophy	Excellent	4	Agree	Agree	Agree	Agree
12-11-2022 14:29	jyoti26halder@gmail.c om	Jyoti Halder	Semester VI	of Self Development) SEM - VI DSE	Good	4	Disagree	Neutral	Strongly Agree	Disagree
12-11-2022 20:24	papiyapal813@gmail.c om manishabhadra122700	Papiya pal	Semester VI	(Social & Political Philosophy)	Excellent	5	Strongly Agree Strongly	Strongly Agree Strongly	Strongly Agree Strongly	Agree Strongly
12-11-2022 20:41	@gmail.com	Manisha Bhadra	Semester I	SEM - I ( Logic) SEM - II ( Western Epistemology	Excellent	1	Agree	Agree	Agree	Agree
12-11-2022 20:45	manishabhadra122700 @gmail.com	Manisha Bhadra	Semester II	Metaphysics)	Excellent	5	Agree	Agree	Strongly Agree	Agree
12-11-2022 20:47	manishabhadra122700 @gmail.com	Manisha Bhadra	Semester III	SEM - III ( Indian Epistemology and Metaphysics), SEM - III SEC & SEM - V SEC (Media Ethics)	Excellent	5	Strongly Agree	Strongly Agree	Strongly Agree	Strongly Agree
12-11-2022 20:49	manishabhadra122700 @gmail.com manishabhadra122700	Manisha Bhadra	Semester IV	SEM - IV ( Ethics - Indian and Western) SEM - V DSE (	Excellent	5	Strongly Agree Strongly	Strongly Agree Strongly	Strongly Agree Strongly	Strongly Agree Strongly
12-11-2022 20:50		Manisha Bhadra	Semester V	SEM - V DSE ( Applied Ethics) SEM - VI DSE (Social &	Excellent	5	Agree	Agree	Agree	Agree
12-11-2022 20:51	manishabhadra122700 @gmail.com	Manisha Bhadra	Semester VI	Political Philosophy)	Excellent	5	Strongly Agree	Strongly Agree	Strongly Agree	Strongly Agree





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Timestamp	Email	Your name	covered in the class			competiti ons)	experienc e	m Facilities	Resource s			Philosoph y		different problems	the social life	' '	of social science.	long learning.	
40 44 0000 00 04	sunitasingh743 127@gmail.co	Comite Cineb	Fusallari	Fueelless	Fueelles	Fundle	Fundle:	Fusallari	Fueelle:	Fueelles	Funallast	Funallast	Fueellest	Fueelles	Fueelles	Fusallari	Fueelle:	Funallast	
12-11-2022 20:24	m manishabhadra 122700@gmail	Sunita Singh	Excellent	Excellent	Excellent	Excellent	Excellent	Excellent	Excellent	Excellent	Excellent	Excellent	Excellent	Excellent	Excellent	Excellent	Excellent	Excellent	
12-11-2022 20:54	.com	Manisha Bhadra	Excellent	Excellent	Excellent	Excellent	Excellent	Excellent	Excellent	Excellent	Excellent	Excellent	Excellent	Excellent	Excellent	Excellent	Excellent	Excellent	Option 1

SEM   Logic	93.33
SEM II	91.48
SEM III	93
SEM IV	91.66
SEM V	93
SEM VI	91.48



PO 6

PO7

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	4.2	y			y	у	у	y
	4.3	y	y		y	у	у	у
	4.4	y	y	y	y	у	у	у
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SEM V	5.1	y		y	y	у	y	у
	5.2	у		у	y	У	У	У
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SEM V	6.1	у			y	y	y	y
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	7.2	у		y	y	y	y	y
	7.3	у		y	y	y	y	y
	7.4	у				y	y	y
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	8.3	У		у	у	У	у	у
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#### **DEPARTMENT: MATH**

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PO 5: Demonstrate the ability to an		ctive reasoning										
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	aryze data ana araw appropr	late statistical										
PO 6: Demonstrate the ability to app	oly analytical and theoretica	l skills to model										
and solve mathematical proble	ems.											
PO 7: Recognize and appreciate the	connections of mathematic	s with other										
branches of science.												
Course Outcomes:												
Semester -I [Core Paper] Topic: Differential	Calculus											
Course outcome: After successful completion	of the course, Students will be abl											
CO 1: Have an idea about a function from an	algebraic, numerical, graphical and	verbal perspective and extract i	nformation relevant to the	e phenomenon m	odelled by the funct	ion.						
CO 2: Understand the meaning of limit, contin	uity and differentiability and partia	I derivative of a function	1.5%									
CO 3: Derive the value of the limit, continuity CO 4: Understand the difference between the			verritions									
CO 5: Interpret the geometrical and theoretic												
CO 6: Represent a function using infinite serie	es.											
CO 7: Understand the application of ordinary	and partial derivatives of a function											
Semester-II [Core Paper] Topic: Differential	Calculus											
Upon completion of this course, students w	ill be able to											
CO 1: Incorporate a family of curves with its d												
CO 2: Be familiar with concepts of order, degr CO 3: Acquainted with various methods for so				partial differential	equations.							
CO 4: Interpret the difference between gener		order ordinary and partial differ	rential equations.									
CO 5: Understand the applications of differen	tial equations.											
Semester-III [Core Paper] Topic: Real Analys	is											
After successful completion of the course the CO 1: understand the number system and poi												
CO 2: know the basic postulates of real numb		sic properties of real numbers										
CO 3: get the knowledge of Sequence and Ser	ies of real numbers											
CO 4: recognize the difference between point												
CO 5: illustrate the effect of uniform converge				rentiability.								
CO 6: familiar with concepts of power series,	radius of convergence and illustrate	properties and convergence of	power series.									
Semester-IV [Core Paper] Topic: Algebra												
Upon successful completion of the course the CO 1: gain the basic knowledge of the concep	students will be able to	ulades of the concepts mannin	er and their tuner									
CO 2: gain working knowledge of important m			gs and their types.									
CO 3: compare the known algebraic structure												
CO 4: have knowledge of many mathematical	concepts studied in abstract algebr		Abelian groups, Cyclic grou	ups and normal su	bgroups							
CO 5: Gain knowledge of homomorphism of g												
CO 6: introduce to the mathematical concept	s of rings, zero divisors, Integral don	nains, fields and their properties										
Semester-V [DSE] Topic: Matrices												
Upon completion of the course, students will												
CO 1: acquire the idea of representing a syste												
CO 2: determine the determinant of a square CO 3: solve a system of equations by using the	matrix and rank of a matrix and sol	ve related problems along with	matrix representation of	a linear transform	ation relative to ord	ered bases of finit	e dimensional v	ector spaces				
CO 4: apply matrices in geometry, physics, che												
CO 5: acquainted with the idea of vector space		rmations, null space, range spac	e.									
CO 6: Learn change of basis theorem and app	ly them to problems.											
Semester -V [Alternative DSE] Topic: N	lechanics											
After successful completion of the course the	students will be able to											
CO 1: acquire idea about the equilibrium of a			of particles, velocity and a	acceleration analy	sis of mechanisms u	sing vector analysi	is approach, the	lows of friction :	nd to calculat	e the amount o	f friction acting	on a body
CO 2: gain the idea of forces acting on a partic												
CO 3: Apply Equation of motion using Newton												
CO 4: understand about the type of forces, w CO 5: understand the idea of centre of gravity												
CO 6: use the concept of projectiles and solve												
projectics and solve												
Semester-VI [DSE] Topic: Numerical Metho												
After taking this course, the student should be		laterantial and the second second	- la conditato diff		and the state of t							
CO 1: gain the idea of error of approximation CO 2: use different interpolating polynomial v	arong with the approximation rules	merporation and its application	on in predicting different	pnenomenon des	crised by a function.	the technique to	nolve differenti	d sountions	arically.			
CO 2: use different interpolating polynomial viz.			only in unierent situation	o, numerical diff	contraction formula,	e technique to	soive unterenti	equacions num	C. ruany			
CO 4: acquire idea about iteration method an												
CO 5: find some methods viz. bisection metho	od, method of false position, metho	d of fixed point iteration methor	d, Newton's method, Seca	ant method for so	dving an equation nu	merically upto ce	rtain degree of	accuracy.				
CO 6: use several available methods to Solve												



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Date .....

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v Direct Attainment: We will consider all the courses which are mapped to a particular PO. Then the direct attainment value will be calculated based on the following formula:

Develope Distraction



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	ny Course attained to PO (i) $\times$ Attainment level of the course $\sum no \ of \ COs \ of \ all \ corses \ attained \ to \ PO(i)$	
Indirect Attainment: In	this method, we consider the feedbacks of students,	
parents, alumni and par	rents on the framed questionnaires.	
PO attainment	Levels	
Level	PO attainment range	
1 (Poor)	0.5<=PO attainment value<1	
2 (Average)	1<=PO attainment value<1.5	
3 (Good)	1.5<=PO attainment value<2	
4 (Very Good)	2<=PO attainment value<2.5	
	2.5<=PO attainment value<=3	



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Ref.:	Date

Result Mathe	matics General 2	1-22									
Semederi	internal marks	Percentage of Internal Marks	External Marks	Percentage of External Marks							
Dippy House	Ab		65								
Preselt Histories	10		59								
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Simren Chiletin	Ab		59								
Historia Hanja	6		59								
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Keya Ristras	Ab		49								
Simmer Chiletin	16		66								
Hinklata Wanja	16		42								
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Ref.:	Date

			Feedbacks	for program	nme autoo	mes.																				
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Ref.:	Date

	Feedbacks for	course outcor	nes												_			_	_
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		Results for indirect level (Feedbacks)							
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Differential Equataion	Total	156 Percentag In							
Real Analysis	Total	147 Percentag 81.666661							
Algebra	Total	148 Percentag 82.22222							
Matrices	Total	153 Percentag 85							
LPP	Total	111 Percentag 92.5							
C-Programming	Total	153 Percentag 88.33							
Logic and Set	Total	111 Percentage 92.5							



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Ref.:	Date

		O Attainment								
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Offerential Calculus	64	88.48	79,718	1	86.67	1	1	1	Attained	Percentage for fluing targent levels may be rescheduled to M
Offerential Squartors	**	77.88	71.665	1	86.67	1	1	1	Attained	Percentage for fluing targent levels may be rescheduled to My
Real Analysis	82.6		8079	2	80.67		2.2	2	Attained	Target label should travesed to 8
Algebra	25	88.2	841	2	82.22		2.2	1	Not Atlaired	More emphasise on Internal tests
Mattes	28.38	86.67	818	2	85	1	2.2	1	Not Atlated	More attention on Internal and external tests
UPP	92.5		9025	1	92.5		1	2	Attained	Target lebel should travesed to 8
C-Programming Language	90.67		9087	1	88.88		1	1	Attained	Percentage for fishing tangent levels may be rescheduled to bi
Logic fiets	82		82	1	82.5	1	1	1	Attained	Percentage for fixing targent levels may be rescheduled to My



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Ref.:	Date
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				Attai	inment	of PO		
					20-			
					POs			
		PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7
	COs							
Semester 1								
Differential Calculus	<b></b>	W		West	W			War.
	001	Yes		Yes	Yes	Ven		Yes
	CD 2	Yes	Yes	Yes	Yes	Yes	Yes	Yes
	004	Yes			Yes	Yes		Yes
	co s		Yes	Yes	Yes	Yes		
	∞6		Yes	Yes		Yes	Yes	Yes
	007	Yes	Yes		Yes	Yes	Yes	Yes
	No. of Occurence	5	4	4	6	6	3	6
Semester 2								
Differential Equation								
	CD 1	Yes	Yes	Yes	Yes	Yes		Yes
	003	160	Mare				Mare	Yes
	004	Yes	Yes	Yes	Yes	Yes	Yes	Yes
	005	Yes	Yes		Yes	Yes	Yes	Yes
	No. of Occurence	4	4	2	5	4	3	4
Semester 3								
Real Analysis								
	001	Yes		Yes	Yes	Yes		Yes
	002	Yes		Yes	Yes	Yes		Yes
	003	Yes		Yes	Yes	Yes		Yes
	004		Yes	Yes	Yes	Yes	Yes	
	@ 5	Yes	Yes		Yes	Yes	34	Yes
	CO 6 No. of Occurence	Yes 5	-	Yes	Yes	5	Yes 2	4
	No. or Occurence	,	2	9		9	-	•
C-Programming Language (SEC)								
CHICG STITLING LENGUAGE (SEC.)	001				Yes	Yes	Yes	Yes
	002	Yes	Yes		Yes	Yes		Yes
	003	Yes	Yes	Yes	Yes	Yes	Yes	Yes
	004			Yes		Yes	Yes	
	00.5	Yes	Yes	Yes	Yes			
	ထေး	Yes	Yes		Yes		Yes	Yes
	No. of Occurence	4	4	3	5	4	4	4
Semester 4								
Algebra								
	001	Yes		Yes		Yes		
	002	Yes	Yes		Yes	Yes		Yes
	003	Yes	Yes		-	Yes	Yes	Yes
	CD 4	Yes	Yes	Yes	Yes	Yes	Man	Yes
		Yes	160	Yes	Yes	W	Yes	163
	CO 6 No. of Occurence	Yes 6	3	Yes 4	Yes	Yes 5	3	3
	No. or Occurence		-	-	,	,	-	-
Logic and Sets (SEC)								
	001	Yes		yes	yes	yes		yes
	002			yes	yes	Yes	yes	
	co s		Yes	Yes	Yes		Yes	Yes
	004	Yes	Yes	Yes			Yes	
	co s	Yes	Yes		Yes		Yes	Yes
				4	4	2	4	3
	No. of Occurence	3	3					
	No. or Occurence	3	,					
Semester S	No. or Occurence	3	,					
Semester S								
Semester S	CO 1	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Semester 5	CO 1 CO 2	Yes Yes	Yes	Yes Yes	Yes Yes	Yes	Yes	160
Semester 5	CD 1 CD 2 CD 3	Yes Yes Yes	Yes		Yes	Yes	Yes	
Semester 5	CD 1 CD 2 CD 3 CD 4	Yes Yes Yes Yes	Yes	Yes	Yes	Yes Yes Yes	Yes	
Semester S Matrices	CD 1 CD 2 CD 3 CD 4 CD 5	Yes Yes Yes Yes	Yes Yes Yes	Yes	Yes Yes Yes	Yes Yes Yes	Yes Yes Yes	Yes
Semester S Matrices	001 002 003 004 005	Yes Yes Yes Yes	Yes Yes Yes	Yes	Yes Yes Yes	Yes Yes Yes	Yes Yes Yes	Yes Yes
Semester 5 Matrices	CD 1 CD 2 CD 3 CD 4 CD 5	Yes Yes Yes Yes	Yes Yes Yes	Yes	Yes Yes Yes	Yes Yes Yes	Yes Yes Yes	Yes
Semester 5 Matrices Semester 6	001 002 003 004 005	Yes Yes Yes Yes	Yes Yes Yes	Yes	Yes Yes Yes	Yes Yes Yes	Yes Yes Yes	Yes Yes
Semester 5 Matrices Semester 6 Unear Programming	CD 1 CD 2 CD 3 CD 4 CD 5 CD 6 No. of Occurence	Yes Yes Yes Yes	Yes Yes Yes	Yes	Yes Yes Yes Yes S	Yes Yes Yes Yes	Yes Yes Yes	Yes Yes
Semester 5 Matrices Semester 6 Unear Programming	CD 1 CD 2 CD 3 CD 4 CD 5 CD 6 No. of Occurence	Yes Yes Yes Yes Yes	Yes Yes Yes Yes	Yes	Yes Yes Yes S	Yes Yes Yes Yes	Yes Yes Yes Yes S	Yes Yes
Semester 5 Matrices Semester 6 Unear Programming	CO 1 CO 2 CO 3 CO 4 CO 5 CO 6 No. of Occurence	Yes Yes Yes Yes Yes 5	Yes Yes Yes Yes Yes Yes	Yes Yes 3	Yes Yes Yes S Yes Yes	Yes Yes Yes Yes Yes Yes Yes Yes	Yes Yes Yes S Yes	Yes 3
Semester 5 Matrices Semester 6 Unear Programming	CD 1 CD 2 CD 3 CD 4 CD 5 CD 6 No. of Occurence	Yes Yes Yes Yes Yes Yes Yes Yes Yes	Yes Yes Yes Yes Yes Yes Yes Yes	Yes Yes Yes Yes	Yes Yes Yes Yes S Yes Yes	Yes	Yes Yes Yes Yes Yes Yes Yes Yes Yes	Yes Yes 3 Yes Yes
Semester 5 Matrices Semester 6 Unear Programming	CD 1 CD 2 CD 3 CD 4 CD 5 CD 6 No. of Occurence CD 1 CD 2 CD 3	Yes Yes Yes Yes Yes 5	Yes	Yes Yes 3	Yes Yes Yes S Yes Yes	Yes	Yes	Yes Yes 3 Yes Yes Yes
Semester 5 Matrices Semester 6 Unear Programming	CD 1 CD 2 CD 3 CD 4 CD 5 CD 6 No. of Occurence CD 1 CD 2 CD 3 CD 4	Yes	Yes Yes Yes Yes Yes Yes Yes Yes	Yes Yes Yes Yes	Yes Yes Yes Yes S Yes Yes	Yes	Yes	Yes Yes 3 Yes Yes



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Ref.:	Date
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PO	attair	ment																			
			No of Co	s mapped	to																
Course	PO 1	PO 2	PO 3	PO 4		PO 6	PO 7	CO attainemnt	PO 1 Attained	PO 2 Att	er PO 3 atta	PO 4 atta	PO 5 atta	i PO 6 atta	i PO 7 attained						
Offerential Calculus	5	4	4	6	6	3	6	3	15	12	12	18	15	9	18						
Offerential Equation	4	4	2	5	4	3	4	3	12	12	6	15	12	9	12						
Real Analysis	5	2	5	6	5	2	4	2.2	11	4.4	11	13.2	11	4.4	5.5						
Algebra	6	3	4	5	5	3	3	2.2	13.2	6.6	8.6	11	11	6.6	6.6						
Matrices	5	4	3	5	5	5	3	2.2	11	8.6	6.6	11	11	11	6.6						
Linear Programming	5	4	3	5	6	5	4	3	15	12	9	15	18	15	12						
C-Programming Language	4	4	3	5	4	4	4	3	12	12	9	15	12	12	12						
ogic and Sets	3	3	4	4	2	4	3	3	9	9	12	12	6	12	9						
Total	37	28	26	41	37	29	31	-	98.2	76.6	74.4	110.2	99	79	85						
O attained									2.654054054		4.6571428	68780487			74193546						
-																					
									_												
		At	tainme	ent of I	POs	_															
	Para .	00 00000	Nove N	Division No.	Indirect F	O level	DO HING	ne Whether PO att	Auties march	notice a								-	-		
	Pos	PU targe	DIFFECT PT						a Action may be	Selders											
				(5)	(1)		ION*5+209											-			
	PO 1	5	2.65	5	4		4.5	No	More attention	n should b	e given on	Curriculum									
	PO 2	5	2.74	5	5		5	Yes													
	PO 3	5	2.66	5	5		5	Yes													
	PO 4	5	2.69	5	5		5	Yes													
	PO 5	5	2.69	5	4		4.5	No	Set target leve	14											
	PO 6	4	2.72	5	4		4.6	Yes													
	PO 7	4	2.74	5	5		5	Yes													
			2.00	-	-		-														
																		_			



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### **DEPARTMENT: EDUCATION**

		Ta	gging Cos wit	h Pos		
PO CO	Develop the basic ideas and theoratical principles as well as practical knowledge in Echication.	To incubente the pence in soft and others and develop a positive attitude towards life, perspectives, and inclusiveness, increasing awareness of a rights of a wareness of a rights on as elitzen, administrator, manager, educator, teacher, commitment to professional extreme the soft as a series of the series of	To develop the basic knowledge of educational research, evaluation and reseasurement, fundamental statistical application, ICT skill, interpretation skill, technique involved in reseasurement and evaluation and to evaluation and to a specific topic in	To develop problem solving karning skill, observational skill, and the skill observational skill, as the skill observation is skill observed to the skill observed served to translate thinking communication, contemporary issues related to translaing, keeks of teaching, time transgement, discipline, and teaching skill observed to the skill observed to	To build the awareness about various social structure, culture, major socio, economical, historical, facing education system, historical background of education, present scenario and sustainability.	Realizing the nature of human behavior and development, problems of students in the learning environment, reantal health issues, and adaptable stringings to the environment.
Educational Philosophy	(EDCACOR01T)		different way.			
Understand the foundation of Education and disciplinary relationship between	Yes	Yes	Yes	Yes		
Get an idea of the Philosophical bases in	Yes	Yes			Yes	Yes
Acquire knowledge of the Western & Indian Schools of Philosophy	Yes	Yes		Yes	Yes	Yes
and their impact on Perceive the values enshrined and educational provisions in the Indian	Yes	Yes		Yes	Yes	
Understand contributions of some great educators and	Yes	Yes		Yes	Yes	
Educational Psychological			1	•		
Educational Sociology Understand the meaning of Sociology and its different	Yes	Yes	Yes	Yes	Yes	
nerspectives related Realize the relationship between Education and	Yes	Yes	Yes	Yes		
Education and Acquaintance with the concept of Culture and its relationship with Education Understand about	Yes			Yes	Yes	
Understand about National Integration & International Get an idea of social	Yes Yes	Yes	Yes Yes	Yes Yes	Yes Yes	Yes
development and role Connect with some	Yes	Yes	Yes	Yes	Yes	
social issues in education Pedagogy(EDCACO	R04T)					
Get an idea of Pedagogy as an	Yes		Yes	Yes		
Understand about different bases of Develop an	Yes		Yes	Yes		
understanding of philosophical, sociological and						
Learn about Pedagogy as a science of teaching and Pedagogy of Get acquainted with	Yes		Yes	Yes		
some contemporary issues of Pedagogy	Yes		Yes	Yes		
Education in Pre-inde Develop an idea of education in ancient	Yes Tridio	Yes	Yes	Yes	Yes	
And medieval India Know about the education under East	Yes		Yes	Yes	Yes	
India Company Perceive the development of education under	Yes		Yes	Yes	Yes	
Develop a concept of education from 1917-	Yes					
Education in Post-inc Understand about the	lependence Indi Yes	a (EDCACOR06T) Yes	Yes	Yes	Yes	
development of education from 1947- 1052 Develop a concept of	Yes	Yes	Yes	Yes	Yes	
education from 1964- 1968 Know about the education from 1986-	Yes	Yes	Yes	Yes	Yes	
1992 Learn about the development of	Yes	Yes	Yes	Yes	Yes	
education from 1993 Contamorator Testas Explore the Traditional issues,	r in Indian aduc Yes	rtion (FDCACOR07T) Yes	Yes	Yes	Yes	
Social issues and Educational issues of Gather experience regarding places of	Yes	Yes	Yes	Yes	Yes	Yes
Philosophical, Psychological & Historical	<u> </u>			,		
Field study includes proper planning, execution of journey	Yes	Yes	Yes	Yes	Yes	Yes
Students will able to link their learning with Educational Manage Develop the concept,	Yes Yes	Yes	Yes	Yes	Yes	Yes
nature, types and need of educational			Yes	Yes	Yes	Yes
Understand the importance of leadership in	Yes	Yes	Yes	Yes	Yes	Yes
Know the agencies of educational management in Indian Understand the	Yes	Yes	Yes	Yes	Yes	Yes
importance of planning and		Evaluation (EDCACOR	.09T)			
Have preliminary concepts on research methodology Learn about Sampling	Yes		Yes	Yes		
Learn about Sampling and hypothesis Know about	Yes		Yes	Yes		
Evaluation and Measurement Explore the steps in	Yes		Yes	Yes		
standardization of a	l			1	1	



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Daf	C.	Data
Kej.	f	Date

State   Stat	C4-41-41 I T-341-	8 C+-+ -+  D-					
Companies and Individuals	Develop the basic		actical (EDCACOROTOT)		Yes		
Manual	Concept of Statistics	Vec		Vas	Vac		
Commonwealth	data						
Carpon time relational   Year   Yea		Yes		Yes	Yes		
Commandation   Comm	Learn the calculation	Yes		Yes	Yes		
Explores an executed of a control of a contr		Yes		Yes	Yes		-
Company   Comp							
Secure of section of contents and section of content	Explore the method of data Analyses by any	Yes		Yes	Yes		
All	excel/ software and						
Section	Gather experience	Yes		Yes	Yes		
Consequence   Continues   Co	writing						
Consequent of Clarifolium			DR011T)	Yes	Yes		1
Content   Cont	concept of Guidance						
Odderstoots dead		Yes	Yes	Yes	Yes	Yes	Yes
Chemistry   Chem	adjustment and						
Interesting and Educations	Get acquainted with the basic data	Yes		Yes	Yes	Yes	Yes
Control and Approved   Control   C	necessary for						
Extractorional Accordance   Control   Contro							
Activate the contemps and	Educational Technol	COLUMN CED CACOL	2012T) & Rosic ICT (ED	CACOR012P)	Vas	1	T
Characteristic   Ves	about the concept and	ves		Yes	Yes		
Consequence	approaches of						
Control   Components	Understand the	Yes		Yes	Yes		
Deck   Section	concepts, components and	1					
Of monostabload	basic models of						
Included agreement	Know the techniques	Yes		Yes	Yes		
Control and the compounds	technology used in	1					
Section   Sect	Education Learn about computer	Yes		Yes	Yes	+	1
Description		1					
Description	Know how to operate	Yes		Yes	Yes		
EPT along with report   Controlled   CDCACOR013TD   Convolution   Strategies   CDCACOR013TD   Convolution   Strategies   CDCACOR013TD   Convolution   Strategies   Strategie							
Secretary   Content   Co		Yes		Yes	Yes		
Develop a concept of   Ves	writing	En al acres					
Curriculum  Ves Ves Ves Ves Curriculum  Ves			[	Yes	Yes		
and objectives of the development of the developmen	Curriculum						
Curriculum.  Ves	Understand the aims and objectives of	Yes	Yes	Yes	Yes		
the development of the team about to the team about the team about to the team about th	Curriculum.						
Learn shout the ves ves ves ves ves ves ves ves ves ve		Yes	Yes	Yes	Yes		
Curriculum   Control   C		Yes	Yes	Yes	Yes		
Special Education (EDCACOBILAT)  Ves							
about bask concept  Indicatand the development and the development	Special Education (E.	DCACOR014T					1
development and organization of the content of the	about basic concept	Yes	Yes	Ves	Yes	Yes	Yes
Grandation of Learn about Glided Ves Ves Ves Ves Ves Ves Ves Ves Ves Carber experiences Ves Ves Ves Ves Ves Ves Ves Ves Ves V		Yes	Yes	Yes	Yes	Yes	Yes
Learn about Giffed Ves Ves Ves Ves Ves Ves Ves Ses About the different CDCADSEQIT)  Acquire knowledge to see the second of the s							
about the different Division (EDCADSE01T)  Acquire knowledge and necessifies of women detectation (EDCADSE01T)  Develop the ideas of ves	Learn about Gifted	Yes	Yes	Yes	Yes	Yes	Yes
Yes	Gather experiences	Yes		Yes	Yes	Yes	Yes
Acquire knowledge about concept and sour concept and source an	types of						
about concept and necessities of women necessities of women necessities of women of women education from askert time to independent period: recommendation of various commendation various of various commendation various of various constitutional rights and least rights of various of vario							
women education from ancient time to Learn about post women education from ancient time to Learn about the from about the from a bout the from the location from ancient time to Learn about the from the role of a teacher transplant from the role of a teacher in popularizing from the role of te			Voc.	Yos	Vas	Yes	
Monancient time to   Yes   Y	Acquire knowledge		Yes	Yes	Yes	Yes	
From ancient time to   Learn about post   Yes	Acquire knowledge about concept and necessities of women		Yes	Yes	Yes	Yes	
Learn about post independent periodic independent periodic various commission and	Acquire knowledge about concept and necessities of women advection Develop the ideas of	Yes	Yes				Yes
recommendation of various commission and committee for the Know the role of a teacher in popularizing women education.  Know the role of a teacher in popularizing women education.  Ves	Acquire knowledge about concept and necessities of women aducation Develop the ideas of women education	Yes	Yes	Yes	Yes	Yes	
and committee for the Know the role of a teacher in popularizing women education.  Yes	Acquire knowledge about concept and necessities of women oducation. Develop the ideas of women education from ancient time to Learn about post	Yes	Yes	Yes	Yes	Yes	
Know the role of a teacher in popularizing women education.   Yes   Ye	Acquire knowledge about concept and necessities of women advantage. Develop the ideas of women education from ancient time to Learn about post independent period: recommendation of	Yes	Yes	Yes	Yes	Yes	
teacher in popularizing women education. Get acquainted constitutional rights and less lights of the constitutional rights and less lights and less	Acquire knowledge about concept and necessities of women concept and necessities of women concentration and the concept and th	Yes	Yes	Yes	Yes	Yes	
Get acquainted constitutional rights and legal rights of Life skill education(EDCADSE03T)  Life skill education (EDCADSE03T)  Lord life skill education (EDCADSE03T)  Lord life skill education (EDCADSE03T)  Acquire concept of ves yes yes yes yes yes yes yes yes yes y	Acquire knowledge about concept and necessities of women observable to be the series of the series o	Yes Yes Yes		Yes Yes	Yes Yes	Yes Yes	Yes
constitutional rights and legal rights of Life skill education(EDCADSE03T)  Learn about Life skills Ves	Acquire knowledge about concept and necessities of women advances. Develop the ideas of women education from ancient time to Learn about post independent period: recommendation of various commission and committee for the Know the role of a teacher in popularizing	Yes Yes Yes		Yes Yes	Yes Yes	Yes Yes	Yes
Life skill education (EDCADSE03T)  Learn about Life skills  Acquire concept of educational agencies  Peace Education(EDCADSE05T)  Acquire concept of peace and peace Learn about the barriers of peace education and preventive measures to overcome the barriers of peace education present context  Understand the concept and necessities to study environmental studies.  Understand the Ves Ves Ves Ves Ves Ves Ves Ves Ves Ve	Acquire knowledge about concept and necessities of women aducation. Develop the ideas of women education from ancient time to Learn about post independent period: recommendation of various commission and committee for the Know the role of a teacher in popularizing women education. Get acquainted	Yes Yes Yes	Yes	Yes Yes Yes	Yes Yes	Yes Yes Ves	Yes
and life skill education	Acquire knowledge about concept and necessities of women advances and produceria. Develop the ideas of women education from ancient time to independent period: recommendation of various commission and committee for the Know the role of a teacher in popularizing women education. Get acquainted constitutional rights	Yes Yes Yes	Yes	Yes Yes Yes	Yes Yes	Yes Yes Ves	Yes
Get know about the Yes Yes Yes Yes Yes Yes Yes Yes Yes Ye	Acquire knowledge about concept and necessities of women advances and pevelop the ideas of women education from ancient time to Learn about post independent period: worden committee for the Know the role of a Know the role of a Know the role of a constitutional rights and lead rights and lead rights and lead rights of Life skill education(I	Yes Yes Yes Yes Yes Yes EDCADSE03T)	Yes Yes	Yes  Yes  Yes	Yes Yes Yes	Yes Yes Ves	Yes
Know the role of ves	Acquire knowledge about concept and necessities of women necessities of women contential to the file of the file o	Yes Yes Yes Yes Yes Yes EDCADSE03T)	Yes Yes	Yes  Yes  Yes	Yes Yes Yes	Yes Yes Ves	Yes
Peace Education(EDCADSE05T)	Acquire knowledge about concept and necessities of women advances and produce the second	Yes Yes Yes Yes Yes Yes Yes EDCADSE03T)	Yes Yes	Yes Yes Yes Yes	Yes Yes Yes Yes	Yes Yes Ves	Yes Yes
Acquire concept of peace and peace Learn about the barriers of peace education and preventive measures to overcome the harriers of peace education present context  Environmental Education(EDCADSE06T)  Understand the concept and necessities to study environmental studies.  Understand the Ves Yes Yes Yes Yes Yes Yes Yes Yes Yes Y	Acquire knowledge about concept and necessities of women advantage of the season bevelop the ideas of women education. Develop the ideas of women education to the season between the season to the season between the season independent period: recommendation of various committee for the Know the role of a teacher in popularizing women education. Get acquainted constitutional rights and least rights of Life skill education (Learn about Life skill education Get know about the Know the role of	Yes Yes Yes Yes Yes EDCADSE03T) Yes Yes	Yes Yes Yes	Yes Yes Yes Yes Yes Yes	Yes Yes Yes Yes Yes Yes Yes	Yes  Yes  Yes  Yes	Yes Yes Yes
peace and peace Learn about the barriers of peace education and preventive measures to overcome the barriers of peace education Learn the role of peace education Understand the ves V	Acquire knowledge about concept and necessities of women advances. Develop the ideas of women education from ancient time to Learn about post independent period: recommendation of various committee for the Know the role of a teacher in popularizing women education. Get acquainted constitutional rights and life skill education. Get know about the Know the role of the skill education. Get know about the Know the role of educational agencies	Yes Yes Yes Yes Yes EDCADSE03T) Yes Yes Yes	Yes Yes Yes	Yes Yes Yes Yes Yes Yes	Yes Yes Yes Yes Yes Yes Yes	Yes  Yes  Yes  Yes	Yes Yes Yes
barriers of peace education and preventive measures to overcome the barriers of peace.  Learn the role of Ves	Acquire knowledge about concept and necessities of women advantable ideas of women education from ancient time to Learn about post independent period: recommendation of various commission and committee for the Know the role of a teacher in popularizing women education. constitutional rights and legal rights of Life skill education Cet know the role of a teacher in the skill education Get know about Life skills and life skill education Get know about the Know the role of education(Learn about Life skills and legal rights of Learn about Life skills and life skill education Get know about the Know the role of education(Learn about the Acquire concept of	Yes Yes Yes Yes EDCADSE03T) Yes Yes CADSE05T)	Yes Yes Yes Yes Yes Yes	Yes Yes Yes Yes Yes Yes Yes Yes	Yes Yes Yes Yes Yes Yes Yes Yes	Yes Yes Yes Yes	Yes Yes Yes Yes Yes
education and preventive measures to overcome the harriers of beace Learn the role of peace education present context  Understand the concept and necessities to study environmental studies.  Understand the Ves Ves Ves Ves Ves Ves Ves Ves Ves Ve	Acquire knowledge about concept and necessities of women oblivation. Develop the kleas of Dev	Yes Yes Yes Yes EDCADSE03T) Yes Yes Yes Yes Yes Yes	Yes Yes Yes Yes Yes Yes Yes	Yes Yes Yes Yes Yes Yes Yes Yes	Yes Yes Yes Yes Yes Yes Yes Yes Yes	Yes Yes Yes Yes Yes	Yes Yes Yes Yes Yes Yes
to overcome the harriers of neace   Ves	Acquire knowledge about concept and necessities of women advantable ideas of women education from ancient time to Learn about post independent period: recommendation of various commission and committee for the Know the role of a teacher in popularizing women education. Constitutional rights and legal rights of Life skill education Get know about Life skills and life skill education Get know about the Know the role of educational agencies Peace Education(ED). Acquire concept of peace and peace Learn about the Learn about	Yes Yes Yes Yes EDCADSE03T) Yes Yes Yes Yes Yes Yes	Yes Yes Yes Yes Yes Yes Yes	Yes Yes Yes Yes Yes Yes Yes Yes	Yes Yes Yes Yes Yes Yes Yes Yes Yes	Yes Yes Yes Yes Yes	Yes Yes Yes Yes Yes Yes
harriers of heace Learn the role of peace education present context Environmental Education(EDCADSE06T)  Ves	Acquire knowledge about concept and necessities of women actuation from ancient time to Learn about post independent period: recommendation of various commission and committee for the Know the role of a teacher in popularizing women education. Constitutional rights and legal rights of Life skill education Get know the role of a teacher in popularizing constitutional rights and legal rights of Life skill education Get know about Life skill and life skill education Get know about the Know the role of education agencies Peace Education(ED Acquire concept of peace and peace Learn about the barriers of peace education and	Yes Yes Yes Yes EDCADSE03T) Yes Yes Yes Yes Yes Yes	Yes Yes Yes Yes Yes Yes Yes	Yes Yes Yes Yes Yes Yes Yes Yes	Yes Yes Yes Yes Yes Yes Yes Yes Yes	Yes Yes Yes Yes Yes	Yes Yes Yes Yes Yes Yes
peace education present context  Environmental Education(EDCADSE06T)  Understand the concept and recessities to study environmental studies.  Understand the different environmental Perceived knowledge Yes Yes Yes Yes Yes Yes Yes Yes Yes Ye	Acquire knowledge about concept and necessities of women advantable ideas of women education from ancient time to Learn about post independent period: recommendation of various commission and committee for the Know the role of a teacher in popularizing women education. Get acquainted disanct learn about Life skill education Get know the role of a teacher in the skill education Get know the role of education in the skill education of	Yes Yes Yes Yes EDCADSE03T) Yes Yes Yes Yes Yes Yes	Yes Yes Yes Yes Yes Yes Yes	Yes Yes Yes Yes Yes Yes Yes Yes	Yes Yes Yes Yes Yes Yes Yes Yes Yes	Yes Yes Yes Yes Yes	Yes Yes Yes Yes Yes Yes
Environmental Education(EDCADSE06T)   Ves   Ve	Acquire knowledge about concept and necessities of women advanced to the concept and necessities of women advanced to the concept and necessities of women advanced to the concept and the concept and the constitution of various commission and committee for the Know the role of a teacher in popularizing women education. Get acquainted constitutional rights and least rights of Life skill education Get know about the Know the role of education and life skill education Get know about the Know the role of educational agencies Peace Education(ED Acquire concept of peace and peace education and preventive measures to overcome the harriers of peace	Yes	Yes Yes Yes Yes Yes Yes Yes Yes	Yes	Yes	Yes Yes Yes Yes Yes Yes	Yes  Yes  Yes  Yes  Yes  Yes  Yes
Understand the concept and necessities to study environmental studies.  Understand the Yes Yes Yes Yes Yes Yes Yes Yes Yes Ye	Acquire knowledge about concept and necessities of women advances and necessities of women advances. Develop the ideas of women education from ancient time to independent period: recommendation of various commission and committee for the Know the role of a teacher in popularizing women education. Get acquainted constitutional rights and least rights of Life skill education (Et know about the Know the role of education and life skill education (Et know about the Fance and peace to peace and peace the concept of peace and peace education and preventive measures to overcome the barriers of peace education and preventive measures to overcome the barriers of peace Learn the role of peace and peace Learn the role of peace and peace education and preventive measures to overcome the barriers of peace education	Yes	Yes Yes Yes Yes Yes Yes Yes Yes	Yes	Yes	Yes Yes Yes Yes Yes Yes	Yes  Yes  Yes  Yes  Yes  Yes  Yes
necessities to study environmental studies.  Understand the different environmental environmental environmental environmental environmental environmental Perceived knowledge Yes Yes Yes Yes Yes Yes Yes Yes Yes Ye	Acquire knowledge about concept and necessities of women about concept and necessities of women. Developme kleas of Developme kleas of Developme kleas of Developme kleas of Learn about post independent period: recommendation of various commission and committee for the Know the role of a teacher in popularizing women education. Get acquainted constitutional rights and less displays and less displays of Learn about the skills education. He skill education Get know about the Know the role of educational agencies Peace Education(ED Acquire concept of peace and peace education and preventive measures to overcome the larriers of peace peace education peaces and peace peace education peace and peace education peace and peace education peace and peace education peace and peace peace education persent context	Yes	Yes Yes Yes Yes Yes Yes Yes Yes	Yes	Yes	Yes Yes Yes Yes Yes Yes	Yes  Yes  Yes  Yes  Yes  Yes  Yes
environmental studies.  Understand the different environmental Perceived knowledge Yes Yes Yes Yes Yes Yes Yes Yes Yes Ye	Acquire knowledge about concept and necessities of women about concept and necessities of women. Development and necessities of women and the state of the state	Yes  Yes  Yes  Yes  Yes  Yes  Yes  Yes	Yes	Yes	Yes	Yes Yes Yes Yes Yes Yes Yes	Yes Yes Yes Yes Yes Yes Yes
different environmental Perceived knowledge Yes Yes Yes Yes Yes Yes Yes Yes Yes Ye	Acquire knowledge about concept and necessities of women advanced to the state of women education from ancient time to Learn about post independent period: recommendation of various commission and committee for the Know the role of a teacher in popularizing women education.  Know the role of a teacher in popularizing and legal rights of Life skill education Get know about Life skills and life skill education Get know about Life skills and life skill education Get know about Life skills and life skill education Get know about the Know the role of educational agencies  Peace Education(ED Acquire concept of peace and peace Learn about the barriers of peace education and preventive measures to overcome the barriers of neace Learn the role of peace education  Environmental Edu Understand the	Yes  Yes  Yes  Yes  Yes  Yes  Yes  Yes	Yes	Yes	Yes	Yes Yes Yes Yes Yes Yes Yes	Yes Yes Yes Yes Yes Yes Yes
different environmental Perceived knowledge Yes Yes Yes Yes Yes Yes Yes Yes Yes Ye	Acquire knowledge about concept and necessities of women about concept and necessities of women. Develop he kleas of Learn about post independent period: recommendation of various commission and committee for the Know the role of a teacher in popularizing women education. Get acquainted constitutional rights and least rights of Life skill educational tipe skill education. The skill education development of Education and peace and peace Learn about the barriers of peace education and preventive measures to overcome the larriers of peace education present context. Environmental Educationeters of the concept and the concept and necessities to study	Yes  Yes  Yes  Yes  Yes  Yes  Yes  Yes	Yes	Yes	Yes	Yes Yes Yes Yes Yes Yes Yes Yes	Yes Yes Yes Yes Yes Yes Yes
Perceived knowledge         Yes	Acquire knowledge about concept and necessities of women about concept and necessities of women. Develop the ideas of Develop the ideas	Yes Yes Yes Yes Yes EDCADSE03T) Yes	Yes	Yes	Yes	Yes Yes Yes Yes Yes Yes Yes Yes Yes	Yes
Get know the some Yes Yes Yes Yes Yes Yes	Acquire knowledge about concept and necessities of women aducation. Develop the ideas of women aducation women education to the independent period: recommendation of various commission and committee for the Know the role of a teacher in popularizing women education. Get acquainted constitutional rights and least rights of Life skill education Get know the role of a teacher in popularizing women education. Get acquainted constitutional rights and least rights of Life skill education Get know about the Know the role of educational agencies Peace Education(ED Acquire concept of peace and peace education and preventive measures to overcome the harriers of peace education present context. Edu Understand the concept and necessities to study environmental studies. Understand the different	Yes Yes Yes Yes Yes EDCADSE03T) Yes	Yes	Yes	Yes	Yes Yes Yes Yes Yes Yes Yes Yes Yes	Yes
	Acquire knowledge about concept and necessities of women advantable ideas of women education from ancient time to Learn about post independent period: recommendation of various commission and committee for the Know the role of a teacher in popularizing women education. Get acquainted constitutional rights constitutional rights of the role of a teacher in popularizing for the skill education of the skill education of the skill education of the known that the known about the Known the role of educational agencies. Hence the peace and peace education present context Environmental Educations the context Environmental Educations and eccessities to study environmental studies. Understand the concept and environmental education environmental studies.	Yes  Yes  Yes  Yes  Yes  Yes  Yes  Yes	Yes	Yes	Yes	Yes  Yes  Yes  Yes  Yes  Yes  Yes  Yes	Yes  Yes  Yes  Yes  Yes  Yes  Yes  Yes
environmental environmental	Acquire knowledge about concept and necessities of women advanced to the concept and necessities of women acquires to the concept and necessities of women acquires to the content of the concept and the content of the	Yes	Yes	Yes	Yes	Yes	Yes



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Course	Internal	External	Direct	Direct	Indirect	Indirect	СО
	Average	Average					Attainment
	(I)	(E)	D=(I+E)/2	Level	Average	Level	80% of A+
				(A)		(B)	20% of B
Educational		43		2			
Philosophy							
Educational		38		2			
Psychology							
Educational		51		2			
Sociology							
Pedagogy		55		3			
Education in pre-		52		2			
independence				_			
Education in post-		58		2			
independence				_			
Contemporary		52		2			
Issues							
Field Tour &							
Report writing							
Educational		60		2			
Management							
Basics of		56		3			
Educational							
Statistics in		65		2			
Education							
Statistics Practical							
Guidance and		60		2			
Counselling							
Educational		61		3			
Technology							
Basic ICT							
Women		62		2			
Education							
Life Skill		58		2			
Education							
Curriculum		60		3			
Studies		1					
Special Education		62		2			
Peace Education		56		2			



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Ref.:	Date
-05	

Towart ar	Setting CO Attainm	
1 arget se	Course	s of different groups of students.  CO attainment level
	Educational Philosophy( EDCACOR01T)	3
	Educational Psychology( EDCACOR02T)	3
	Educational Sociology(EDCACOR03T)	2
	Pedagogy(EDCACOR04T)	3
	Education in pre-independence India(EDCACOR05T)	2
	Education in post-independence India(EDCACOR06T)	2
	Contemporary Issues & Field Tour & Report writing( EDCACOR	2
	Educational Management(EDCACOR08T)	2
	Basics of Educational Research and Evaluation(EDCACOR09T)	3
	Statistics in Education( EDCACOR10T & Statistics Practical(ERDCACOR10P)	2
	Guidance and Counselling (EDCACOR11T)	2
	Educational Technology(EDCACOR12T & Basic ICTEDCACOR12P))	3
	Women Education( EDCADSE01T)	2
	Life Skill Education(EDCACOR03T)	3
	Curriculum Studies(EDCACOR13T)	3
	Special Education(EDCACOR14T)	2
	Peace Education(EDCADSE05T)	3
	Environmental Education( EDCADSE06T)	2





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TARGET LEVEL				
Levels	Average Percentage Levels			
Low(1)	greater or equal to 40%- less than 50%			
Moderate (2)	greater or equal to 50%- less than 60%			
High(3)	Greater or equal to 60%			

> Attainment Level Calculation for each CO=80% of direct level + 20% of indirect level of that CO



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#### **DEPARTMENT: ECONOMICS**

#### Attainment of CO for Department of Economics (Academic Batch 2019-2022)

Semester (Paper)	Direct Assessment Score	Direct Assessment Level (A)	Indirect Assessment Score	Indirect Assessment Level (B)	CO Attainment Level 0.8A + 0.2B	Attainment Target	Whether Target attained	Action to be Taken
Sem I	46.65	1	95	3	.8+ .6 =1.4	2	No	
Sem II	60.8	3	98.3	3	2.4 + .6 = 3.0	2	Yes	
Sem III	84.7	3	98.3	3	2.4 +.6 = 3.0	3	Yes	
Sem IV	63.55	3	100	3	2.4 + .6 = 3.0	3	Yes	
Sem V	60.65	3	100	3	2.4 + .6 = 3.0	2	Yes	
Sem VI	51.2	2	100	3	1.6 + .6 = 2.2	2	Yes	





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Ref.:		••••					Date		
Timestamp	Your Name	Vou are giving foodbook	Course (Donor) nome	Man the course/ sone You could easily so	an The course toutheele	The source provided of	Llow do you or olyoto ti	Do you think the course/paper will help you in	
11-9-2022 14:18:57		Semester VI	Public Finance (Sem \		5 5			5 po you think the course/paper will nelp you in	your career progression
11-10-2022 12:19:57		Semester I	Introductory Microecor		4 4	2		5	
11-10-2022 12:19:37		Semester II	Introductory Macroeco		4 5			5	
11-10-2022 12:20:50		Semester III	Development Economi		4 5			5	
11-10-2022 12:20:30		Semester IV	Indian Economy (Sem		5 5			5	
11-10-2022 12:21:18		Semester V	Elementary Statistics	5	5 5			5	
11-10-2022 12:21:42		Semester VI	Public Finance (Sem \		5 5			5	
11-10-2022 12:22:34		Semester V	Survey Methodology (\$		5 5			5	
11-10-2022 12:22:34		Semester I	Introductory Microecor		5 5			5	
11-10-2022 12:24:49		Semester II	Introductory Macroeco		5 5			5	
11-10-2022 12:26:20		Semester III	Development Economi		5 5			5	
11-10-2022 12:26:55		Semester IV	Indian Economy (Sem		5 5			5	
11-10-2022 12:20:33		Semester V	Indian Economy (Sem		5 5			5	
11-10-2022 12:27:34		Semester VI	Public Finance (Sem		5 5			5	
11-10-2022 12.20.23	AVIJII GHOSH	Semester vi	Public Finance (Sem )	3	5 5	•	5	5	
11-10-2022 12:19:57		Semester I	Introductory Microecor		4 4	4		5	
11-10-2022 12:24:49	AVIJIT GHOSH	Semester I	Introductory Microecor	5	5 5		5 5	5	
				_					
11-10-2022 12:20:28		Semester II	Introductory Macroeco		4 5			5	
11-10-2022 12:25:39	AVIJIT GHOSH	Semester II	Introductory Macroeco	5	5 5		5 5	5	
				_				_	
11-10-2022 12:20:50		Semester III	Development Economi		4 5			5	
11-10-2022 12:26:20	AVIJIT GHOSH	Semester III	Development Economi	5	5 5		5 5	5	
11-10-2022 12:21:18		Semester IV	Indian Economy (Sem		5 5			5	
11-10-2022 12:26:55	AVIJIT GHOSH	Semester IV	Indian Economy (Sem	5	5 5		5 5	5	
11-10-2022 12:21:42		Semester V	Elementary Statistics	5	5 5			5	
11-10-2022 12:22:34		Semester V	Survey Methodology (S		5 5			5	
11-10-2022 12:27:34	AVIJIT GHOSH	Semester V	Indian Economy (Sem	5	5 5	Ę	5 5	5	
11-10-2022 12:22:04		Semester VI	Public Finance (Sem \		5 5			5	
11-10-2022 12:28:23	AVIJIT GHOSH	Semester VI	Public Finance (Sem \	. 5	5 5		5	5	

### Semester:1

Name of the Student	Class test on 07.09.2019	University Marks (F.M.75)	Direct Assessment Score
Sourav Pandey	06/10	17	(43.3 + 50)/2 =
Sayan Bhattayacharjee	03/10	23	46.65
Avijit Ghosh	04/10	22	
Semester Average (%)	43.3	50	



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### Semester: 2

Name of the Student	Class test on 11.02.2020	Self assessment via google classroom 23.03.2020	Self assessme nt via google classroo m 28.03.202	Self assessment via google classroom 26.04.2020	Self assessment via google classroom 07.07.2020	Universit y Marks (F.M:75)	Direct Assessm ent Score
Sourav Pandey	05/10	Absent	Absent	08/10	Absent	65	(42 +
Sayan Bhattayacharje e	Absent	04/20	Absent	08/10	05/10	55	79.6)/2 = 60.8
Avijit Ghosh	Absent	04/20	08/20	Absent	Absent	59	
Semester Average	(42/100) X 100 = 42						

### **Semester 3**

Name of the Student	Internal on 05.02.2021	University marks (F.M. 75)	Direct Assessment Score
Sourav Pandey	25/25	72	169.4 / 2 = 84.7
Sayan Bhattayacharjee	20/25	52	
Avijit Ghosh	23/25	53	
Semester Average	90.7	78.7	





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### Semester: 4

Name of the Student	Class test on 11.05.2021	Class Test on 07.06.202	Class Test on 06.08.2021	Class Test on 11.08.2021	Class Test on 18.08.2021	University Marks (F.M:75)	Direct Assessment Score
Sourav Pandey	06/10	14/20	07/10	06/10	07/10	67	(60 +
Sayan Bhattayacharjee	Absent	Absent	Absent	05/10	Ab	46	67.1)/2 = 63.55
Avijit Ghosh	04/10	Absent	05/10	Ab	06/10	38	03.33
Semester Average	(60/100) X 10	00 = 60		67.1			

### **Semester 5**

Name of the Student	Class test on 01.12.2021	Class Test on 03.12.2021	University Marks (F.M:75)	Direct Assessment Score
Sourav Pandey	06/10	14/20	55	(60 + 61.3)/2
Sayan Bhattayacharjee	Absent	Absent	42	= 60.65
Avijit Ghosh	04/10	Absent	41	- 00.03
Semester Average	60		61.3	

### Semester: 6

Name of the Student	Class test on 05.05.2022	University Marks (F.M:75)	Direct Assessment Score
Sourav Pandey	12/20	63	(43.3 +59.1)/2 = 51.2
Sayan Bhattayacharjee	10/20	33	]` "
Avijit Ghosh	04/20	37	
Semester Average	43.3	59.1	





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### **CO Assessment Sheet**

Semes ter (Paper )	Direct Assessme nt Score	Direct Assessme nt Level (A)	Indirect Assessm ent Score	Indirect Assessme nt Level (B)	CO Attainm ent Level 0.8A + 0.2B	Attainme nt Target	Wheth er Target attaine d	Action to be Taken
Sem I	46.65	1	95	3	.8+ .6 =1.4	2	No	
Sem II	60.8	3	98.3	3	2.4 + .6 = 3.0	2	Yes	
Sem III	84.7	3	98.3	3	2.4 +.6 = 3.0	3	Yes	
Sem IV	63.55	3	100	3	2.4 + .6 = 3.0	3	Yes	
Sem V	60.65	3	100	3	2.4 + .6 = 3.0	2	Yes	
Sem VI	51.2	2	100		1.6 + .6 = 2.4	2	Yes	



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	PO1	PO2	PO3	PO4					
CO11			YES	YES					
CO12		YES	YES	YES					
CO13	YES	YES	YES						
CO14	YES		YES						
No. of Occurence	2	2	4	2					
CO21	YES	YES							
CO22	YES	YES							
CO23	YES	YES							
	150								
CO24		YES	YES	YES					
CO25		YES	YES						
No. of Occurence	3	5	2	1					
CO31	YES	YES	YES						
CO32	YES	YES	YES						
			TES						
CO33	YES	YES		YES					
	3		2						
No. of Occurence	-	3							
CO41	VEC	VEC							
	YES	YES							
CO42	YES	YES							
CO43			VEC						
	YES	YES	YES						
CO44	YES	YES	YES	YES					
No. of Occurence	4								
140. Of Occurence	4	4		<u> </u>					
CO51		VEC	VEC	VEC					
		YES	YES	YES					
CO52	YES	YES	YES	YES					
CO53	YES		YES	YES					
	YES		TES	TES					
CO54	YES	YES	YES	YES					
No. of Occurence	3	3	4	4					
CO61	YES	YES	YES						
CO62	YES	YES	YES						
CO63	YES	YES	YES						
CO64	YES	YES	YES	YES					
No. of Occurence	4	4	4	1					
No. or occurence	_								
CO71	YES	YES		YES					
CO72	YES	YES		YES					
No. of Occurence	2	2		2					
CO81		YES	YES	YES					
CO82		YES	YES	YES					
No. of Occurence		2	2	2					
			PPOGPANNA	OUTCOME AT	TAINMENT				
OFMEOTES:-:-									
SEMESTER/PAPER	PO1	PO2	PO3	PO4	CO ATTAINMENT SCORE	PO1 Attained	PO2 Attained	PO3 Attained	PO4 Attained
SEMI	2	2 2	4	2		2 X 1.4 = 2.8			
						- A 1.7 - 2.0			
SEMII		5	2	1					
SEM III	3	3	2	1					
SEMIV	4	1 4	2	1					
SEM VI	3	3	4	4					
SEM VI		1 4	4	1					
	4	•							
SEC III			0	າ					
SEC III	2	2 2							
SEC III SECIV		2 2							
SECIV	2	2 2				ш			
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SECIV SUM	2	2 2							
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SECIV SUM	2	2 2							
SECIV SUM	2	2 2							
SECIV SUM	2	2 2							
SECIV SUM PO SCORES	2	2 2							
SECIV SUM PO SCORES	G	2 2	2	2					
SECIV SUM	2	2 2	2 Direct PO Leve	2 Indirect PO Lev	PO Attained score				
SECIV SUM PO SCORES	G	2 2	2	2					
SECIV SUM PO SCORES	G	2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2	2 Direct PO Leve	2 Indirect PO Lev	PO Attained score				
SECIV SUM PO SCORES POs	G	2 2	2 Direct PO Leve	2 Indirect PO Lev	PO Attained score				
SECIV SUM PO SCORES  POs PO1 PO2	G	2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2	2 Direct PO Leve	2 Indirect PO Lev	PO Attained score				
SECIV SUM PO SCORES  POs PO1 PO2	G	2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2	2 Direct PO Leve	2 Indirect PO Lev	PO Attained score				
SECIV SUM PO SCORES POs	G	2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2	2 Direct PO Leve	2 Indirect PO Lev	PO Attained score				





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05	

SEMESTER/ PAPERS		PO1	ME OUTCOM PO2	PO3		CO Amma	INMENT SCORE	DO1 7++~+	ned PO2 Attained	
PO3 Att	•	o PO4 Atta		FUZ	EOD	FU4	CO AITA.	TMUDG INTENI	FUI ALLAI	ned FOZ Attained
POS ALLA SEM I		2 ALL	4	0	1.4	0 77 1 /	2 0	1 4 7 0 0 0	1 / 57 /	= 5.6 1.4 X 2 = 2.8
				2		2 X 1.4 3 X 3 =				
SEM II		5 3	2	1				3 X 5 = 15	$3 \times 2 = 6$	
SEM III	-	4	2	1	3	3 X 3 =			$3 \times 2 = 6$	
SEM IV	_		2	1				$3 \times 4 = 12$		
SEM VI		3	4	4 1						.2   3   X   4 = 12
SEM VI		4	4		2.2				2.2 X 4 =	8.8 2.2 X 1 = 2.2
	19	21	18	10		50.6	56.6	44.4 26		
PO SCORI	ES						50.6/19	= 2.66 56.6/21	= 2.69 4	4.4/ 18 = 2.47 26/10 =
2.6										
SEC III	2	2	0	2	3					
SECIV	0	2	2	2	2.2					
POs P.O. Ta:	PO Targo		Direct Steps t		Direct B	PO Level		Indirect PO Leve	el E	O Attained score
			(C)		.8 C + .	2 D				
	5	2.66	5				Yes			
PO1			5	5	4.0 + 1. 4.0 + 1.	0 = 5.0	Yes			
PO1 PO2	5	2.69								
	5	2.69	4		3.2 + 1.			To upgrade the !	Target	