



# MUGBERIA GANGADHAR MAHAVIDYALAYA

P.O.—BHUPATINAGAR, Dist.—PURBA MEDINIPUR, PIN.—721425, WEST BENGAL, INDIA

NAAC Re-Accredited B+Level Govt. aided College

CPE (Under UGC XII Plan) & NCTE Approved Institutions

DBT Star College Scheme Award Recipient

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## *Department of Education*

### **BA General**

#### **Programme outcome:**

PO-01	To expand in-depth knowledge on the specified domain of knowledge.
PO-02	To build up physical, mental and emotional health and develop a balanced personality.
PO-03	Expand critical thinking skills and questioning skills free from superstitions and prejudices in practical life.
PO-04	Sensitizes the students in gender issues and constitutional obligations.
PO-05	To build up proper cultural and human values in thinking and practices.
PO-06	Understand the recent expansions that took place in the subject area, to keep oneself constantly updated.
PO-07	To understand the environmental crisis in the present century, identification and find out solution through sustainable development.

#### **Programme Specific outcome:**

After the completion of the three years UG General programme in Education, the students will be able to:

PSO-01	Know the fundamental principles of Education
PSO-02	Acquire knowledge on different educational commissions, pre and post independence in India and its impacts on today's education system
PSO-03	Analyze sociological basis of education, relation between sociology and education , social change, social stratification, socialization, social control social agencies etc.
PSO-04	Explain role of different great educators like Viveananda, Rabindranath Tagore, Mahatma Gandhi, Sri Aurobindo, Rousseau, Froebel, Dewey, Montessori.

PSO-05	Acquire knowledge on growth and development of child, various theories of learning, motivation, intelligence, personality etc
PSO-06	Achieves a clear idea about different problems of students' life and how to solve it through Guidance and Counseling services.
PSO-07	Gain knowledge about evaluation system and its impact on education system.
PSO-08	Understand about Mental Health and Hygiene, adjustment mechanism and maladjustment behavior
PSO-09	Know about visual impairment, hearing impairment, speech and language disorder, physically challenged, learning disabilities etc
PSO-10	Understand about environmental education, ecosystem, disaster, sustainability, and the role of education to protect our earth etc
PSO-11	Understand the meaning and concept of Yoga, Raja Yoga, Hathayoga, asana, pranayama etc.
PSO-12	Explain the meaning of value, different sources of values, value crises in our life, inculcation of values, approaches of value education.

### **Course outcome:**

<b>Course Name &amp; Code</b>		<b>Course Outcomes</b>
Principles of Education EDCGCC01	CO1	After studying this course, students will able to:  Develop conceptual knowledge on meaning, nature and scope of education, understand different factors of education, state of different agencies of education, explain the concept of Child-centricism in education, and realize the role of play-way in education.
Educational Psychology EDCGCC02	CO2	Gain knowledge about Educational Psychology, nature and scope of educational psychology, understand the different stages of human life, cognitive and emotional development of a child, know about adolescent period and change of emotion in this period, realize the different aspects of Child Development like Physical, Intellectual, Emotional and Social.

		<p>Understand the meaning of personality and different types and traits of personality, Apply the concept of personality in their life to develop balanced personality. Realize individual difference and its significance in education.</p> <p>Know the concept of Intelligence, understand different intelligence theories and its impact on education, realize the use of different intelligence test and its significance.</p> <p>Comprehend different learning theories and its impact on education understood Trial &amp; Error theory, Classical conditioning, and Gestalt theory of learning and its educational significance.</p> <p>Explain different factors of attention and interest and its role on education, analyze the concept of motivation, different theories of motivation and its role in education.</p>
<p>Educational Sociology EDCGCC03</p>	CO3	<p>Know the meaning of sociology and its nature and scope, correlate between sociology and education, able to explain education as a social subsystem.</p> <p>Understand the meaning of social change and its nature, explain different factors and problems of social change in India, realize the process of socialization and its meaning.</p> <p>Describe the concept of social control; understand different agencies in social control and its role.</p> <p>Explain the role of family, school, state and mass media in socialization, the role of school in education</p>
<p>History of Education in Education EDCGCC04</p>	CO4	<p>Understand the activities of missionary in India and its significance in education, explain the contribution of trio in education in Srerampur mission, state main recommendation of charter act 1813, explain Macaulay's minutes, discuss the main recommendation of Adam report, describe the main recommendation of Wood Despatch</p>

		<p>and its significance in education.</p> <p>Know about first education Commission 1882, explain the main recommendation of Indian university Commission 1902 describe about national education movement and its significance.</p> <p>Explain the main recommendation of Sadler Commission 1917, analyze Hartog committee report, explain Wardha scheme and its significance, describe the recommendation of Sargent plan 1944</p> <p>Describe the main recommendation of Radhakrishnan Commission 1948 and rural university, describe main recommendation of Mudaliar Commission 1952-53, explain main recommendation of Kothari Commission in 1964-66, understand about National Education policy 1986 and also about revised educational policy of 1992.</p>
<p>Measurement an evaluation in education EDCGSE01</p>	<p>CO5</p>	<p>Know the concept of evaluation in education, differentiate between measurement and evaluation, explain needs of evaluation in education, describe different tools and techniques of education</p> <p>Differentiate between teacher made test and standardized test, explain achievement test and psychological test, understand about cumulative record card,</p> <p>Know the concept of reliability, describe test retest method of reliability, state validity of a test, and explain the method of determining content validity.</p> <p>Define mean, median and mode, calculate mean median and mode by tabulating data, calculate range quartile deviation standard deviation</p> <p>Explain the concept of correlation, calculate correlation by rank difference method and product moment method and interpret that</p>

		result.
Educational Guidance and Counseling EDCGSE02	CO6	<p>Describe the concept of guidance in education explain the scope of educational guidance, analyze the needs and importance of guidance, describe the characteristics of a good guidance program, understand different forms of guidance, analyze vocational guidance, differentiate between educational and vocational guidance, explain guidance service at different levels of education, know different tools and techniques of guidance.</p> <p>Define counseling, understand nature and scope of counseling, describe different types of counseling, explain different tools and techniques of counseling, differentiate between guidance and counseling, explain counseling process and its characteristics, describe the role of parent teacher and counselor in guidance program.</p>
Yoga Education EDCGSE03	CO7	<p>State the meaning of yoga, describe the history of yoga in India, understand Patanjali Yoga Sutra, describe Hathayoga Pradipika, Describe different stream of yoga,</p> <p>Understand eightfold path of Rajayoga, understand Anand Mimamsa, explain the theories of yoga practices, differentiate the process of Asana, Pranayama, Kriyas, Dhyana, practice Asana, Pranayama, relaxation techniques.</p>
Education of Children with special Needs EDCGSE04	CO8	<p>Know about visual impairment, identification characteristics, intervention for visual impairment, describe different prevention and educational process for visual impairment child</p> <p>Comprehend about speech and language disorder, identification characteristics, intervention for speech and language disorder, and explain education process of these children.</p>

		<p>Understand the concept of physically handicapped child, identification characteristics; explain intervention, prevention and education system for physically handicapped child.</p> <p>Explain learning disabilities, identification, intervention and prevention and educational process for learning disabilities student.</p>
<p>Educational Psychology EDCGGE01</p>	CO9	<p>Acquire knowledge about Educational Psychology, nature and scope of educational psychology, understand the different stages of human life, cognitive and emotional development of a child, know about adolescent period and change of emotion in this period, realize the different aspects of Child Development like Physical, Intellectual, Emotional and Social.</p> <p>Understand the meaning of personality and different types and traits of personality, Apply the concept of personality in their life to develop balanced personality. Realize individual difference and its significance in education.</p> <p>Know the concept of Intelligence, understand different intelligence theories and its impact on education, realize the use of different intelligence test and its significance.</p> <p>Comprehend different learning theories and its impact on education understood Trial &amp; Error theory, Classical conditioning, and Gestalt theory of learning and its educational significance.</p> <p>Explain different factors of attention and interest and its role on education, analyze the concept of motivation, different theories of motivation and its role in education.</p>
<p>Psychology of mental health and hygiene EDCGGE02</p>	CO10	<p>State the concept of Mental health and hygiene, explain the characteristics of mental health, and explain the role of mental health and hygiene in education.</p> <p>Know about adjustment and its necessity, describe different areas of adjustment, explain the mechanism of adjustment, and comprehend the role of family and school in effective adjustment.</p>

		Understand the concept of maladjustment, explain causes of maladjustment, describe different forms of mal adjustment, explain the role of family and school to destroy maladjusted behaviour.
Education of children with special needs EDCGGE03	CO11	<p>State about visual impairment, identification characteristics, intervention for visual impairment, describe different prevention and educational process for visual impairment child</p> <p>Understand about speech and language disorder, identification characteristics, intervention for speech and language disorder, and explain education process of these children.</p> <p>Understand the concept of physically handicapped child, identification characteristics; explain intervention, prevention and education system for physically handicapped child.</p> <p>Explain learning disabilities, identification, intervention and prevention and educational process for learning disabilities student.</p>
Value based education EDCGGE04	CO12	<p>Understand the meaning and importance of value, classify Indian and western value, describe different sources of values, explain the role of religion in making values, explain literature as a source of value.</p> <p>Realize traditional values like Satyam Shivam Sundaram, Ahisha, Prem and Karma, Tyaga and Lokasangraha, understand contemporary values like democracy socialism secularism freedom discipline responsibility human rights.</p> <p>Analyze the crisis of values in social life economic life and political life, explain how to inculcate values and its importance in human life, understand different approaches to value education like direct and indirect method curricular and extracurricular and co curricular.</p>
Great Educators	CO13	Describe Swami Vivekananda's educational thought. Understand educational thought of Rishi Aurobindo, explain educational thought

EDCGDSE01		<p>of Rabindranath Tagore, comprehend educational thought of Mahatma Gandhi, explain educational thought of Jean Jacques Rousseau, understand educational thought of August Froebel, describe kindergarten educational process, analyze the educational thought of John Dewey, describe the educational thought of Madam Maria Montessori.</p>
<p>Guidance and counseling EDCGDSE01</p>	CO14	<p>State and explain the concept of guidance and its nature, principles of guidance and different forms of guidance like educational, vocational, personal etc.</p> <p>State concept of counseling and its nature; explain the principles and types of counseling.</p> <p>Understand about intelligent test, aptitude test, interest tests and personality test; explain the use of interview in guidance and counseling. Understand about cumulative record card, anecdotal record card and case study method.</p> <p>Define adjustment, describe the characteristics of good adjustment, understand about different common adjustment problem in childhood and adolescence, and explain different adjustment mechanism.</p>
<p>Mental health and hygiene EDCGGE01</p>	CO15	<p>State the concept of Mental health and hygiene, explain the characteristics of mental health, and explain the role of mental health and hygiene in education.</p> <p>Know about adjustment and its necessity, describe different areas of adjustment, explain the mechanism of adjustment, and comprehend the role of family and school in effective adjustment.</p> <p>Understand the concept of maladjustment, explain causes of maladjustment, describe different forms of mal adjustment, explain the role of family and school to destroy maladjusted behaviour.</p>



Environmental Education EDCGGE02	CO16	<p>Understand about environmental education its concept and characteristics, explain different components of environmental education, describe the scope of environmental education</p> <p>Describe the concept of environment and ecosystem, explain natural and manmade disaster, define sustainable development, and describe education for sustainable development.</p> <p>Realize the problems related to energy and water in urban environment, understand different approaches in environmental education, describe interdisciplinary and multidisciplinary methods in environmental education, and explain problem solving method, workshop, seminar, discussion and field survey for teaching environmental education.</p>
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### Mapping Course Outcome (CO) and Programme outcome (PO):

	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	✓		✓			✓	
CO2	✓	✓		✓		✓	
CO3	✓		✓	✓	✓		
CO4	✓			✓		✓	
CO5	✓					✓	
CO6	✓	✓		✓			
CO7	✓	✓			✓		
CO8	✓	✓				✓	
CO9	✓	✓		✓			
CO10	✓	✓					

<b>CO11</b>	✓		✓			✓	
<b>CO12</b>	✓				✓		
<b>CO13</b>	✓		✓				
<b>CO14</b>	✓			✓		✓	
<b>CO15</b>	✓	✓					
<b>CO16</b>	✓		✓			✓	✓

### JUSTIFICATION MATRIX OF CO WITH PO (High: 3, Medium: 2, Low: 1)

	Mapping	Correlation	Justification
<b>CO1</b>	PO1	High	It helps to acquire the ability of in- depth study and analyze the subject of Education in its different areas.
	PO3	Moderate	It helps enable students to think critically and develop questioning skill in practical life.
	PO6	High	It helps to acquire the updated knowledge in specified field.
<b>CO2</b>	PO1, PO2	High	It helps to acquire deeper knowledge in the subject area and develop physical, mental, and emotional growth.
	PO4	Moderate	To enable students in sensitizing gender issues.
	PO6	Low	To acquire the updated knowledge about child psychology.
<b>CO3</b>	PO1	High	It helps to increase deeper knowledge about social change
	PO3	High	Understand and realize different factors in social change. It enable students to thin critically and asking questing freely.
	PO4	Moderate	To aware ender issues in social change
	PO5	Moderate	It helps to transmitting cultural, social and human values in thinking and practices.
<b>CO4</b>	PO1	High	To acquire the ability of deep study in history of education in India.
	PO4	High	Gender issues in the history of Indian education pre and post independent and different commission regarding women education.

	PO6	Moderate	Build up updated knowledge on different changes in education system in India.
<b>CO5</b>	PO1	High	To acquire in-depth knowledge on evaluation system in education.
	PO6	High	To increase different changes in evaluation system and to develop mathematical skill.
<b>CO6</b>	PO1	High	To expand deeper knowledge on guidance and counseling.
	PO2	Moderate	Helps to develop physical, mental, emotional and social adjustment and prepare balanced personality.
	PO4	Low	Reduces the gender issues.
<b>CO7</b>	PO1	High	To acquire deeper knowledge on Yoga education and its impact on personal life.
	PO2	Moderate	Helps to build up physical, mental and emotional development and prepare a good human.
	PO5	Moderate	Disseminate human values and cultures to the young people.
<b>CO8</b>	PO1	High	To expand deeper knowledge on education of children with special needs.
	PO2	Low	Helps to develop physical, mental, emotional and social adjustment and development a balanced personality.
	PO6	Moderate	Understand recent knowledge about special child and their education system.
<b>CO9</b>	PO1	High	It helps to acquire deeper knowledge in educational psychology and develop physical, mental, and emotional growth.
	PO2	Low	To enable students in sensitizing gender issues.
	PO4	Moderate	To acquire the updated knowledge in theory of learning, intelligence theory, personality theory etc.
<b>CO10</b>	PO1	High	To acquire deeper knowledge on mental health and hygiene and its importance on personal life.
	PO2	High	Helps to grow up physical and mental health and development a balanced personality.
<b>CO11</b>	PO1	High	To expand deeper knowledge on education of children with special needs.
	PO3	Moderate	Helps to develop questioning skill, critical thinking skills and free from

			superstition.
	PO6	High	Understand recent knowledge about special child and their education system.
<b>CO12</b>	PO1	High	To acquire deeper knowledge on value education and its impact on personal and social life.
	PO5	High	To foster deeper cultural and human values in thinking and practices in society.
<b>CO13</b>	PO1	High	To expand deeper knowledge on the role of great educators.
	PO3	Moderate	To expand critical thinking skill, questioning skills on different child centric education etc.
<b>CO14</b>	PO1	High	To expand deeper knowledge on guidance and counseling and its role on education.
	PO4	Low	To sensitizes the students in gender issues in different psychological issues.
	PO6	Moderate	To boost up updated knowledge on guidance and counseling services
<b>CO15</b>	PO1	High	To acquire deeper knowledge and understanding on mental health and hygiene and its importance on personal and social life.
	PO2	High	Helps to build up physical and mental health and development a balanced personality.
<b>CO16</b>	PO1	High	To expand deeper knowledge and understanding on environmental education and its impact on human civilization.
	PO3	Moderate	To expand critical think skill and questioning skill on different environmental issues.
	PO6	High	It helps to develop updated knowledge on eco-system and environment, different disaster and sustainable development.
	PO7	high	To understand environmental crisis in the present century, its identification and find out probable solution through sustainable development.

**ARTICULATION MATRIX OF CO WITH PO**

	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>	<b>PO6</b>	<b>PO7</b>
<b>CO1</b>	3		3			3	2
<b>CO2</b>	3	3		3		3	
<b>CO3</b>	3		3	2	3		
<b>CO4</b>	3			3		3	
<b>CO5</b>	3					3	
<b>CO6</b>	3	3		3			
<b>CO7</b>	3	3			3		
<b>CO8</b>	3	3				2	
<b>CO9</b>	3	3		2			
<b>CO10</b>	3	3					
<b>CO11</b>	3		3			3	
<b>CO12</b>	3				3		
<b>CO13</b>	3		3				
<b>CO14</b>	3			3		2	
<b>CO15</b>	3	3					
<b>CO16</b>	3		2			3	3
<b>Target</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>2.7</b>	<b>3</b>	<b>2.6</b>	<b>2.5</b>

**MUGBERIA GANGADHAR MAHAVIDYALAYA**  
**DEPARTMENT OF EDUCATION**  
**ATTAINMENT OF COURSE OUTCOMES**

The process for finding the attainment of Course outcomes uses various tools/methods. These methods are classified into two types: Direct and Indirect methods. Direct methods display the student's knowledge and skills from their performance in the class/assignment test, internal assessment tests, assignments, semester examinations, seminars, projects, etc. These methods provide a sampling of what students know and/or can do and provide strong evidence of student learning. Indirect methods such as course exit survey and examiner feedback to reflect on student's learning. They are used to assess opinions or thoughts about the graduate's knowledge or skills. Following tables show the various methods used in assessment process that periodically documents and demonstrates the degree to which the Course Outcomes are attained. They include information on: a) Listing and description of the assessment processes used to gather the data, and b) The frequency with which these assessment processes are carried out.

<b>Table 1 : Direct Assessment tool used for CO attainment</b>			
Sl. No.	Direct Assessment Method	Assessment frequency	Method Description
1.	Internal Assessment Test	Twice in a Semester	The Internal Assessment marks in a theory paper shall be based on two tests generally conducted at the end of 6th and 11th weeks of each semester. It is a metric used to continuously assess the attainment of course outcomes w.r.t course objectives. Average marks of two tests shall be the Internal Assessment Marks for the relevant course.
2.	Social Experiments	Frequently done in each Semester	Experiment is a qualitative performance assessment tool designed to assess students' practical knowledge and problem solving skills in society.
3.	End Semester Examination	Once in a Semester	End Semester examination (theory or projects) are the metric to assess whether all the course outcomes are

			attained or not framed by the course in charge. End Semester Examination is more focused on attainment of all course outcomes and uses analytical questions.
4.	Home Assignments	Frequently taken in a Semester	Assignment is a metric used to assess student's analytical and problem solving abilities. Every student is assigned with course related tasks & assessment will be done based on their performance. Grades are assigned depending on their innovation in solving/deriving the problems.
5.	Class / Assignment Test	Twice in a Semester	It is a metric used to continuously assess the student understands capabilities.
6.	Presentations	As per the requirement	Presentation is the metric used to assess student's communication and presentation skills along with depth of the subject knowledge. Seminars topics are given to the students that cover topics of current interest or provide in-depth coverage of selected topics from the core courses.
7.	Class Attendance	As Per Vidyasagar University Guideline.	<p>Total 5 Marks allotted for every Course / SEC/ DSE/AECC or others.</p> <p>The marks obtained of every course from Class Attendance by the students is following manner.</p> <ol style="list-style-type: none"> <li>1. 05 Marks if he/ she attained greater than or equal to 95%.</li> <li>2. 04 Marks if he/ she attained greater than or equal to 90%.</li> <li>3. 03 Marks if he/ she attained greater than or equal to 85%.</li> <li>4. 02 Marks if he/ she attained greater than or equal to</li> </ol>

			80%. 5. 01 Marks if he/ she attained greater than or equal to 75%
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<b>Table 2: Indirect Assessment tool used for CO attainment</b>			
Sr. No.	Direct Assessment Method	Assessment frequency	Method Description
1.	Course Exit Survey / Students Feedback Survey	End of Semester	Collect variety of information about course outcomes from the students after learning entire course.

The weightage given for various assessment tools used for the attainment of Course Outcomes are shown in table 3.

**Table 3: List of Course Assessment tools**

			<b>Tools</b>	<b>Frequency</b>	<b>Weightage</b>
<b>Assessment Tools</b>	<b>Direct</b>	<b>Internal Tools</b>	Assignment or Class Test	Frequently taken in a semester	10/75, 05/50
			Internal Assessment	Twice in a semester	
			Home Assignments	Frequently done.	
			MOCK Test or Surprise Test	Frequently done.	



			MCQ		
			Seminar/Presentations		
		<b>External Tools</b>	End Semester Examination	Once in a semester	60/75(Theory paper), 40/50(Theory paper), 40/75(Practical Paper)
		<b>Class Attendance</b>	Counted after completion the End Semester classes.	Once in a semester	Total 5 Marks allotted for every Core Course / SEC/ DSE/AECC or others. The marks obtained of every course from Class Attendance by the students is following manner. 05 Marks if he/ she attained greater than or equal to 95%. 04 Marks if he/ she attained greater than or equal to 90%. 03 Marks if he/ she attained greater than or equal to 85%.02 Marks if he/ she attained greater than or equal to 80%. 01 Marks if he/ she attained greater than or equal to 75%.

DIRECT METHOD: INTERNAL ASSESSMENT

Academic Session: **2021-2022**

Semester VI

Programme Name: B. A. General (Education)

ATTAINMENT LEVELS FOR

Target Level	Level Description Marks student scoring	
1	Below 40%	50 → indicates % and above in the questions in Internal and External tests
2	Below 40%-49%	
3	50% & about	

**Number of outgoing/Final year B.A (General) students, 2022**

Sl. No.	Name of Students	Roll No.	CGPA
1	ANUMITA SAU	1012	CGPA: 8.70
2	ARPITA MAITY	1023	CGPA: 8.60
3	ARPITA MAITY	1024	CGPA: 8.00
4	BAPAN DHAL	1035	CGPA: 6.60
5	DEBDIP MANNA	1044	CGPA: 7.40
6	DEBJANI GIRI	1045	CGPA: 8.60
7	DIPANKAR DE	1049	CGPA: 7.30
8	DIPANWITA GIRI	1051	CGPA: 8.60
9	DIPANWITA SASMAL	1052	CGPA: 7.90
10	GITASHREE PRAMANIK	1055	CGPA: 6.90
11	JYOTNA BERA	1065	CGPA: 8.630
12	KABITA JANA	1067	CGPA: 8.00
13	KRISHNA RANI DAS	1070	CGPA: 6.90
14	MAMATA KOTAL(ROY)	1079	CGPA: 8.60
15	MAMATA SAU	1080	CGPA: 8.30
16	MAMONI JANA	1081	CGPA: 8.30
17	MANASI GIRI	1082	CGPA: 8.30
18	MONALINI MAITY	1090	CGPA: 8.60
19	MOUSUMI MAITY	1099	CGPA: 8.60
20	NILIMA PRADHAN	1109	CGPA: 8.00
21	PALLABI DAS	1111	CGPA: 8.30
22	PRIYA PATRA	1123	CGPA: 8.00
23	RAKHI BARAI	1133	CGPA: 8.60

24	SABITA JANA	1143	CGPA: 8.00
25	SAHEB SAHA	1146	CGPA: 6.60
26	SAMPA PAUL	1149	CGPA: 8.00
27	SANGITA MAITY	1152	CGPA: 8.00
28	SATHI PATRA	1159	CGPA: 7.10
29	SATIPRASAD DASMAHAPATRA	1160	CGPA: 7.10
30	SAYANTAN MAITY	1161	CGPA: 7.40
31	SHYAMALI BERA	1169	CGPA: 8.30
32	SHYAMASHRI GIRI	1170	CGPA: 8.40
33	SOMA PARIAL	1173	CGPA: 8.00
34	SOMASHREE MAITY	1177	CGPA: 8.60
35	SONALI MANNA	1185	CGPA: 8.40
36	SOUMYA MAITY	1186	CGPA: 7.10
37	SOURAV GIRI	1188	CGPA: 8.30
38	SOURAV GIRI	1189	CGPA: 6.30
39	SOURAV JANA	1190	CGPA: 7.10
40	SUBECHHA TRIPATHY	1196	CGPA: 7.10
41	SUBHANKAR HAZRA	1198	CGPA: 7.10
42	SUCHISMITA SASMAL	1202	CGPA: 8.60
43	SUDIPA KHANRA	1206	CGPA: 7.10
44	SUJATA KHANRA	1209	CGPA:8.60
45	SUJAY PAL	1210	CGPA: 7.40
46	SUMANA MAITY	1210	CGPA: 6.90
47	SUMANA MANNA	1216	CGPA: 6.80
48	SUMI MAKUR	1217	CGPA:7.70
49	SUPARNA MAITY	1224	CGPA: 8.60
50	SURAMA KOTAL	1226	CGPA: 8.30
51	SUSMITA HAIT	1231	CGPA: 8.30
52	SUTAPA BARMAN	1234	CGPA: 8.00
53	TANUSHREE JANA	1240	CGPA: 8.30
54	APURBA KISORE MAITY	1254	CGPA: 7.40
55	ATANU KUMAR MANDAL	1255	CGPA: 7.60
56	BUDDHADEB PRADHAN	1259	CGPA: 7.70
57	BUDDHADEV DAS	1260	CGPA: 9.10
58	GOURHARI MAITY	1261	CGPA: 7.60
59	LATA RANI PRADHAN	1263	CGPA: 8.10
60	SAGAR BARUI	1275	CGPA:7.60
61	SANTANU PANDA	1278	CGPA: 8.30
62	SILABATI GIRI	1288	CGPA: 8.10

63	SK AJIMUL HOSEN	1289	CGPA: 7.10
64	SUBHRAKANTI PARIA	1297	CGPA: 6.50
65	SUCHISMITA GHORAI	1298	CGPA: 8.10
66	SUKDEV LAL	1301	CGPA: 7.10
67	SUSMITA DAS	1303	CGPA: 7.50
68	ARANYA KISHOR MAITY	1323	CGPA: 7.70
69	ARIJIT KHATUA	1324	CGPA: 7.10
70	ARPITA MAITY	1325	CGPA: 6.80
71	BAISAKHI MALI	1326	CGPA: 8.40
72	BAISAKHI PATRA	1327	CGPA: 8.40
73	GARGI DAS	1334	CGPA: 8.00
74	MANASI SHIT	1341	CGPA: 7.10
75	NIBEDITA DAS	1344	CGPA: 7.70
76	PARBATI BERA	1345	CGPA: 7.70
77	PIYALI DAS MAHAPATRA	1347	CGPA: 8.40
78	PRITAM SAHOO	1351	CGPA: 7.50
79	PUJA DHAL	1352	CGPA: 8.10
80	RABIN SANBIGRAHI	1354	CGPA: 8.60
81	RANJANA BAR	1360	CGPA: 7.50
82	RITWIKA SAMANTA	1363	CGPA: 8.70
83	RUMA JANA	1365	CGPA: 8.10
84	RUMPA GIRI	1366	CGPA: 8.10
85	SAMIR DAS	1368	CGPA: 8.60
86	SANDIP MAJI	1370	CGPA: 8.30
87	SARATHI ADAK	1373	CGPA: 8.10
88	SATHI BAG	1374	CGPA: 7.70
89	SATHI DAS	1375	CGPA: 7.80
90	SIBSANKAR DAS	1378	CGPA: 7.40
91	SILPA MAITY	1380	CGPA: 7.40
92	SIMA KHATUA	1381	CGPA: 7.40
93	SIULI MAJHI	1382	CGPA: 7.10
94	SRABANTI JANA	1385	CGPA: 5.90
95	SUBHA GHORAI	1387	CGPA: 7.10
96	SUBHAJIT BERA	1388	CGPA: 7.10
97	SUBRATA BARIK	1391	CGPA: 7.10
98	SUDIPTA SHIT	1392	CGPA: 7.00
99	SUMAN BERA	1395	CGPA: 7.70
100	SUMAN MANNA	1397	CGPA: 8.50
101	SUPARNA DAS	1399	CGPA: 7.40

102	MITALI MANNA	1408	CGPA: 8.30
103	SARASWATI MANNA	1411	CGPA: 7.70
104	SEULI DAS	1412	CGPA: 7.40
105	SUBHANKAR SHIT	1420	CGPA: 7.70
106	PUJA MAITY	1423	CGPA: 8.40
107	SHYAMAL BERA	1428	CGPA: 8.30
108	MOUMITA BERA	1432	CGPA: 8.00

**DEPARTMENT OF EDUCATION (General)**

**MUGBERIA GANGADHAR MAHAVIDYALAYA,**

**BHUPATINAGAR, PURBA MEDINIPUR-721425**

**PO & CO ATTAINMENT INDIRECT METHOD**

**Academic Session: 2021-2022**

**Semester VI**

**Programme Name: B.A. (General)**

**EXIT FORM SURVEY IS CONDUCTED THROUGH QUESTIONNAIRE METHODS. OUT OF 10 QUESTIONS, FIRST 7 OF THEM RELATE DIRECTLY TO THE PO&THE LAST 3 QUESTIONS RELATE TO THE CO. A SAMPLE FORM IS GIVEN BELOW:**

**MUGBERIA GANGADHAR MAHAVIDYALAYA**



BHUPATINAGAR, PURBA MEDINIPUR-721425

Department of Education  
Academic Session: 2021-2022

**INDIRECT ASSESSMENT METHOD**

Questionnaire for under graduate exit survey

(Tike The appropriate option)

(Students are asked to be completed the following IQ questions)

Students' Name : *Arunima Saha*

Course Name: UG SEM.: *6<sup>th</sup>* Year : *2022*

List of Ten Questions:

Sl. No	Statement	Excellent	Good	Average	Poor
1	Did you acquire sound & sufficient knowledge of the courses taught?	✓			
2	Rate your skill development in terms of critical thinking & reasoning offered in the courses?		✓		
3	How much are the courses offered to you suggesting an interdisciplinary approach?	✓			
4	Rate the courses as per their communication skill and attitude.		✓		
5	Did the courses help in developing self directed learning?	✓			
6	Rate the courses in terms of their updating with recent developments.			✓	
7	Rate the courses in terms of their experimental learning and employability option?		✓		
8	Rate the courses in terms of their environmental awareness and relevance to sustainable measures?	✓			
9	Rate the courses in terms of developing research oriented skill.			✓	
10	How far the courses are relevant in terms of job opportunities and research/further studies?			✓	

**MUGBERIA GANGADHAR MAHAVIDYALAYA**



BHUPATINAGAR, PURBA MEDINIPUR-721425

Department of Education  
Academic Session: 2021-2022

**INDIRECT ASSESSMENT METHOD**

Questionnaire for under graduate exit survey

(Tike The appropriate option)

(Students are asked to be completed the following IQ questions)

Students' Name : *Budhadelo Mandal*

Course Name: UG SEM.: *6<sup>th</sup>* Year : *2022*

List of Ten Questions:

Sl. No	Statement	Excellent	Good	Average	Poor
1	Did you acquire sound & sufficient knowledge of the courses taught?	✓			
2	Rate your skill development in terms of critical thinking & reasoning offered in the courses?		✓		
3	How much are the courses offered to you suggesting an interdisciplinary approach?	✓			
4	Rate the courses as per their communication skill and attitude.			✓	
5	Did the courses help in developing self directed learning?		✓		
6	Rate the courses in terms of their updating with recent developments.	✓			
7	Rate the courses in terms of their experimental learning and employability option?	✓			
8	Rate the courses in terms of their environmental awareness and relevance to sustainable measures?			✓	
9	Rate the courses in terms of developing research oriented skill.	✓			
10	How far the courses are relevant in terms of job opportunities and research/further studies?			✓	



**MUGBERIA GANGADHAR MAHAVIDYALAYA**

BHUPATINAGAR, PURBA MEDINIPUR-721425

Department of Education  
Academic Session: 2021-2022

**INDIRECT ASSESSMENT METHOD**  
Questionnaire for under graduate exit survey

(Tike The appropriate option)

(Students are asked to be completed the following IQ questions)

Students' Name : Mamata Sau

Course Name: UG SEM.: 6th Year : 2022

List of Ten Questions:

Sl. No	Statement	Excellent	Good	Average	Poor
1	Did you acquire sound & sufficient knowledge of the courses taught?		✓		
2	Rate your skill development in terms of critical thinking & reasoning offered in the courses?		✓		
3	How much are the courses offered to you suggesting an interdisciplinary approach?	✓			
4	Rate the courses as per their communication skill and attitude.			✓	
5	Did the courses help in developing self directed learning?		✓		
6	Rate the courses in terms of their updating with recent developments.	✓			
7	Rate the courses in terms of their experimental learning and employability option?		✓		
8	Rate the courses in terms of their environmental awareness and relevance to sustainable measures?	✓			
9	Rate the courses in terms of developing research oriented skill.			✓	
10	How far the courses are relevant in terms of job opportunities and research/further studies?	✓			



**MUGBERIA GANGADHAR MAHAVIDYALAYA**

BHUPATINAGAR, PURBA MEDINIPUR-721425

Department of Education  
Academic Session: 2021-2022

**INDIRECT ASSESSMENT METHOD**  
Questionnaire for under graduate exit survey

(Tike The appropriate option)

(Students are asked to be completed the following IQ questions)

Students' Name : Manasi Barua

Course Name: UG SEM.: 6th Year : 2022

List of Ten Questions:

Sl. No	Statement	Excellent	Good	Average	Poor
1	Did you acquire sound & sufficient knowledge of the courses taught?	✓			
2	Rate your skill development in terms of critical thinking & reasoning offered in the courses?		✓		
3	How much are the courses offered to you suggesting an interdisciplinary approach?	✓			
4	Rate the courses as per their communication skill and attitude.		✓		
5	Did the courses help in developing self directed learning?		✓		
6	Rate the courses in terms of their updating with recent developments.	✓			
7	Rate the courses in terms of their experimental learning and employability option?		✓		
8	Rate the courses in terms of their environmental awareness and relevance to sustainable measures?	✓			
9	Rate the courses in terms of developing research oriented skill.			✓	
10	How far the courses are relevant in terms of job opportunities and research/further studies?	✓			

**Programme Name: B.A. (General)**

**DEPARTMENT OF EDUCATION, MUGBERIA GANGADHAR MAHAVIDYALAYA,  
BHUPATINAGAR, PURBA MEDINIPUR-721425**

**RATING AND RELATION OF PO AND CO WITH QUESTIONNAIRE**  
**Average Rating (Excellent- 4, Good-3, Average-2, Poor-1) Target level: 3**

<b>Questions</b>	<b>Average Rating (Out of 108 Students )</b>
1. Did you acquire sound & sufficient knowledge of the courses taught?	<b>3.5</b>
2. Rate your skill development in terms of critical thinking & reasoning offered in the courses?	<b>3.1</b>
3. How much are the courses offered to you suggesting an interdisciplinary approach?	<b>3.5</b>
4. Rate the courses as per their communication skill and attitude	<b>3.2</b>
5. Did the courses help in developing self directed learning?	<b>3.5</b>
6. Rate the courses in terms of their updating with recent developments.	<b>3.1</b>
7. Rate the courses in terms of their experimental learning and employability option?	<b>2.8</b>
8. Rate the courses in terms of their environmental awareness and relevance to sustainable measures?	<b>3.8</b>
9. Rate the courses in terms of developing research oriented skill	<b>3.4</b>
10. How far the courses are relevant in terms of job opportunities and research/further studies?	<b>3.6</b>

	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>	<b>PO6</b>	<b>PO7</b>
<b>Questionnaire</b>	<b>Q1,Q4,Q9, Q10</b>	<b>Q2,Q4,Q9</b>	<b>Q2,Q3,Q5 ,Q10</b>	<b>Q2,Q3,Q4 ,Q10</b>	<b>Q3,Q6,Q8, Q9</b>	<b>Q1,Q3,Q6 Q9</b>	<b>Q2,Q8,Q9</b>
<b>Average Rating</b>	<b>3.28</b>	<b>3.2</b>	<b>3.3</b>	<b>3.23</b>	<b>3.48</b>	<b>3.15</b>	<b>3.4</b>



**MugberiaGangadharMahavidyalaya**

**DEPARTMENT OF EDUCATION**

**Academic Session: 2021-2022**

**FINAL ATTAINMENT OF CO, PO  
PROGRAMME NAME: B.A. (GENERAL) IN EDUCATION**

**Direct Method: Average CO of all courses**

	CO	CO	CO	CO	CO	CO
	7	8	13	14	15	16
<b>Direct Attainment</b>	3	3	3	3	3	3

**In Direct Method, the target level is reached successfully.**

**Indirect Method: Average of PO & CO with the questionnaire**

	PO1	PO2	PO3	PO4	PO5	PO6	PO7
	1	2	3	4	5	6	7
<b>Indirect Attainment</b>	3.57	3.63	3.27	3.53	3.7	3.5	3.67

**In Indirect Method, the target level is reached successfully for PO& CO**

*Kingshuk Karan*  
09/11/2022  
Signature of HOD

*S...*  
09.11.2022  
Signature of Principal



**Principal**  
**Mugberia Gangadhar Mahavidyalaya**