OUT COME BASED EDUCATION
GAP ANALYSIS REPORT

2024-2025

MASIE

GAP Analysis Report MASIE Program Outcomes

PO1 Locate social problems and design social innovations

PO2 Appraise entrepreneurship approaches to develop and manage aventure projects

PO3 Identify the relevance of applied economic, social, legal, financial, management and psychological sciences in innovation and entrepreneurship

PO4 Recognise different research designs and design research study on social innovations and other allied aspects related to practice of entrepreneurship

PO5 Integrate classroom learning by engagement in the field of social innovation and entrepreneurship through immersion, internships, and projects

PO6 Recognise various functions and concerns such as ethical, legal, HRM, financial management, operations management, marketing, risk assessment and supply chain

management in the context of social venture

PO7 Manage or co-create as specialist in social enterprises (such as SHGs, MFIs, Cooperatives, producer companies, etc) or in sustainable business domains (such as

CSR, Ethical Supply Chain Management, Circular Economy/ Sustainability Practice, etc)

PO8 Select appropriate oral and written communication strategies for effective research and documentation

PO9 Apply reflection, critical thinking, participation and collaboration skills in field immersion, internship, and startup project initiatives.

Semester 2

Subject Name: Entrepreneurship

Subject Code: CC 425

Subject Credit: 4

Course Outcomes

CO1 Discuss the entrepreneurial process

CO2 Appraise the theoretical and practical aspects of entrepreneurial marketing and finance

CO3 llustrate business model and leadership in entrepreneurship

1. CO-PO Mapping

What is it?
CO-PO Mapping shows how each Course Outcome (CO) contributes to the Program Outcomes (POs), ensuring alignment with broader educational goals.

Why is it important?
It helps measure if the course effectively supports the program's overall competencies (like ethics, leadership, communication, etc.)

Data:

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	Avg
CO1	2	3	3	2	1	2	2	1	2	2.00
CO2	1	3	3	2	2	3	2	1	2	2.11
CO3	2	3	2	2	2	2	3	1	3	2.22

Inference:
All three COs moderately contribute to POs, especially PO2, PO3, and PO6. The overall mapping average ranges from 2.00 to 2.22, indicating consistent alignment.

2. Attainment

What is it?
Attainment reflects how well students achieve each CO based on assessments.

Why is it important?
It determines if learning outcomes are being met and highlights areas for improvement.

Data:

- **Direct Attainment:** 80% (based on exams)

- **Indirect Attainment:** 20% (based on feedback like exit surveys)

Inference:
A major share (80%) of attainment is derived from exam performance, ensuring strong quantitative evidence. Feedback contributes 20%, capturing student perceptions.

3. CO Targets & Attainment Levels

What is it?
Defines performance levels (L1, L2, L3) and targets for direct and indirect assessments for each CO.

Why is it important?
Helps evaluate if the intended outcomes were achieved by most students.

Data (sample):

CO	Target	Level 1	Level 2	Level 3
CO1	2	0–40%	41–50%	51–100%
CO2	2.11	0–40%	41–50%	51–100%
CO3	2.22	0–40%	41–50%	51–100%

Inference:
Targets are set slightly above average. All COs achieved Level 3 in exams but lacked indirect attainment scores, reducing final attainment.

4. Exam

What is it?
Assesses student understanding through internal (formative) and external (summative) exams.

Why is it important?
A variety of exam components ensures comprehensive evaluation and continuous learning.

Data:

- Exams: Unit 1–4, External

- Threshold: 50% for all exams

Inference:
Using multiple unit-based exams and one external exam ensures both breadth and depth of assessment. The 50% threshold keeps expectations moderate.

5. CO Coverage

What is it?
Represents the percentage of course content linked to each CO.

Why is it important?
Shows if each CO received adequate focus during instruction and assessments.

Data:

CO	Coverage (%)
CO1	40%
CO2	30%
CO3	30%

Inference:
CO1 had the highest coverage. The other COs received balanced attention, ensuring all outcomes were addressed.

6. Formative (CIE) Assessment

What is it?
Continuous assessments (like Unit Tests) done throughout the semester.

Why is it important?
Supports learning by providing early feedback and identifying learning gaps.

Data:

Exam Name	Marks	Threshold	CO1	CO2	CO3	Avg Attain.
Unit 1 Exam	15	50%	3	3	3	3
Unit 2 Exam	10	50%	3	3	3	3
Unit 3 Exam	15	50%	3	3	3	3
Unit 4 Exam	10	50%	3	3	3	3

Inference:
All COs were covered equally in formative exams with high average attainment scores, showing good student engagement.

7. Summative (SEE) Assessment

What is it?
Final evaluation at the end of the semester (external exam).

Why is it important?
Measures comprehensive knowledge of the course after instruction is complete.

Data:

Exam Name	Marks	Threshold	CO1	CO2	CO3	Avg Attain.
External Exam	50	50%	3	3	3	3

Inference:
The external exam assessed all COs equally and effectively, achieving the maximum level of attainment.

8. Student % wise Distribution

What is it?
Breakdown of student scores in various mark ranges.

Why is it important?
Shows how many students are excelling or struggling in each assessment.

Data Sample:

Exam	Total Marks	Avg	>Threshold	51–60%	61–70%	71–80%	81–90%	91–100%
Unit 1 Exam	15	10.85	13	2	1	8	1	1
External Exam	50	27	10	6	4	0	0	0

Inference:
Most students scored above threshold in formative exams. External exam results were satisfactory but show scope for improvement in higher ranges.

9. CO Indirect Attainment

What is it?
Student feedback collected via surveys after course completion.

Why is it important?
Captures student perspective on how well they learned.

Data:

Survey Questions:

1. Understanding entrepreneurial process

2. Knowledge in marketing and finance

3. Business model and leadership

4. Real-world application of entrepreneurship

Options: Strongly Agree, Agree, Disagree

Inference:
Indirect attainment was reported as zero, possibly due to low or missing survey responses. This is a gap area needing attention.

10. CO Attainment

What is it?
Combines direct and indirect attainment to show final achievement of each CO.

Why is it important?
Gives a complete picture of CO success and shortfall.

Data:

CO	Direct	Indirect	Final	Target	Gap
CO1	3	0	2.4	2	0.39
CO2	3	0	2.4	2.11	0.29
CO3	3	0	2.4	2.22	0.17

Inference:
Final attainment exceeds targets, but lack of indirect data led to a slight drop from direct levels. The gaps are within acceptable range.

11. PO Direct Attainment / Average CO Attainment

What is it?
Shows how COs contribute to overall Program Outcomes (POs).

Why is it important?
Ensures course-level teaching contributes to program-level objectives.

Data:

PO	Weighted Avg	PO Direct Attainment
PO1	1.66	1.33
PO2	3	2.4
PO3	2.66	2.13
PO4	2	1.60
PO5	1.66	1.33
PO6	2.33	1.86
PO7	2.33	1.86
PO8	1	0.80
PO9	2.33	1.86

Average CO Attainment: 2.4

Inference:
PO2, PO3, and PO6 have the highest alignment with the course. PO8 needs improvement due to low contribution

Subject Name: Macro Economic Analysis

Subject Code: CC 428

Subject Credit:2

Course Outcomes

CO1 Discuss the current state of Indian economy

CO2 Reflect on the consumption and investment functions in the economy

CO3 Analyse different macro-economic perspectives

1. CO-PO Mapping

What is it?
CO-PO Mapping shows how Course Outcomes (COs) support the achievement of Program Outcomes (POs).

Why is it important?
It ensures that individual course objectives align with the larger goals of the program, helping track curriculum effectiveness.

Data:

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	Avg
CO1	3	2	3	2	1	2	2	1	2	2.00
CO2	2	2	3	1	1	2	2	1	2	1.77
CO3	3	2	3	2	1	2	2	1	2	2.00
Average	2.66	2	3	1.66	1	2	2	1	2	—

Inference:
COs are strongly aligned with PO3 and PO1, indicating good emphasis on analytical and theoretical understanding. PO5 and PO8 show the lowest alignment and may need reinforcement.

2. Attainment

What is it?
Attainment measures the extent to which students have achieved the intended learning outcomes.

Why is it important?
It validates the effectiveness of teaching strategies and helps identify areas for curriculum improvement.

Data:

- **Direct Attainment:** 80% (based on exams)

- **Indirect Attainment:** 20% (based on feedback like course exit surveys)

Inference:
The majority of attainment is driven by exams, offering quantifiable performance data, while student feedback supports holistic evaluation.

3. CO Targets & Attainment Levels

What is it?
CO targets are the minimum expected performance levels. Attainment levels (L1, L2, L3) categorize student scores into performance bands.

Why is it important?
It ensures performance tracking and helps instructors evaluate if expected outcomes were met.

Data:

CO	Target	Level 1 (0–40%)	Level 2 (41–50%)	Level 3 (51–100%)
CO1	2	✓	✓	✓
CO2	1.77	✓	✓	✓
CO3	2	✓	✓	✓

Inference:
Targets are moderately set. All COs reached Level 3 in direct assessments, but indirect attainment was zero, slightly pulling down final attainment.

4. Exam

What is it?
A structured assessment method used to evaluate student understanding through internal (CIE) and external (SEE) exams.

Why is it important?
It engages students throughout the semester and supports continuous learning.

Data:

Exam Name	Threshold
Unit 1 Exam	50%
Unit 2 Exam	50%
Unit 3 Exam	50%
External Exam	50%

Inference:
Exams were uniformly structured with a standard 50% pass threshold. Continuous evaluation through internal units and a final exam ensures complete coverage.

5. CO Coverage

What is it?
CO Coverage refers to the percentage of course content and assessments mapped to each CO.

Why is it important?
It ensures balanced focus on each learning outcome.

Data:

CO	Marks (Out of 75)	% Coverage
CO1	20.0	26.6%
CO2	20.0	26.6%
CO3	10.0	13.3%

Inference:
CO1 and CO2 have similar and significant coverage, while CO3 has slightly less weight. Future planning can ensure more even distribution.

6. Formative (CIE) Assessment

What is it?
Internal assessments conducted during the course to measure ongoing progress.

Why is it important?
They offer early performance insights and allow course corrections before final exams.

Data:

Exam Name	Total Marks	Threshold (%)	CO1	CO2	CO3	Avg Attainment
Unit 1 Exam	5	50%	3	3	3	3
Unit 2 Exam	10	50%	3	3	3	3
Unit 3 Exam	10	50%	3	3	3	3

Inference:
All three COs were consistently mapped and achieved high average attainment (level 3), indicating good understanding among students during the course.

7. Summative (SEE) Assessment

What is it?
The final assessment conducted at the end of the semester.

Why is it important?
It evaluates cumulative knowledge and skill acquisition.

Data:

Exam Name	Total Marks	Threshold (%)	CO1	CO2	CO3	Avg Attainment
External Exam	50	50%	3	3	3	3

Inference:
The external exam covered all COs equally and scored the highest level of attainment, suggesting students retained learning well.

8. Student % wise Distribution

What is it?
This shows how students performed across various score brackets.

Why is it important?
It helps assess learning trends and identify at-risk or high-performing students.

Sample Data:

Assessment	Marks	Avg	Threshold	0–40%	41–50%	51–60%	61–70%	71–80%	81–100%	Total Above Threshold
Unit 1 Exam	5	3.57	50%	3	0	3	0	8	3	11
Unit 2 Exam	10	4.92	50%	6	2	6	0	0	0	8
Unit 3 Exam	10	5.5	50%	3	4	5	1	2	0	11
External Exam	50	15.57	50%	13	1	0	0	0	0	0

Inference:
Students generally performed well in internal exams. The external exam had low average and no student scored above threshold, indicating a gap in final understanding or exam difficulty.

9. CO Indirect Attainment

What is it?
Feedback collected through course exit surveys to assess how well students think they achieved the COs.

Why is it important?
Captures qualitative insights from students, adding a subjective but valuable dimension to learning assessment.

Survey Questions:

1. Understanding the Indian economy

2. Consumption and investment functions

3. Macroeconomic perspectives

4. Application to real-world scenarios
   Options: Strongly Agree, Agree, Disagree

Inference:
Well-framed questions were used to assess indirect attainment. However, indirect scores were marked as zero — indicating non-response or missing analysis, which is a gap.

10. CO Attainment

What is it?
The final calculated value showing how much each CO has been achieved, combining both direct and indirect assessments.

Why is it important?
Highlights achievement gaps and helps drive improvements in teaching.

Data:

CO	Direct	Indirect	Final	Target	Gap
CO1	3	0	2.4	2	0.39
CO2	3	0	2.4	1.77	0.62
CO3	3	0	2.4	2	0.39

Inference:
While all COs met their targets, the absence of indirect attainment lowers the overall score and reveals areas for improvement in feedback collection.

11. PO Direct Attainment / Average CO Attainment

What is it?
It measures how much each Program Outcome is achieved through this course, based on CO contributions.

Why is it important?
Ensures the course supports the program's academic and professional goals.

Data:

PO	Weighted Avg	Direct Attainment (2.4 × Avg CO Mapping / 3)
PO1	2.66	2.13
PO2	2	1.60
PO3	3	2.40
PO4	1.66	1.33
PO5	1	0.80

PO6	2	1.60
PO7	2	1.60
PO8	1	0.80
PO9	2	1.60

Inference:
PO3 and PO1 show the highest attainment, while PO5 and PO8 are underperforming, suggesting future improvements in curriculum focus and alignment.

Subject Name: Accounting for Financial Decision Making

Subject Code: CC 426

Subject Credit:4

Course Outcomes

CO1 Differentiate financial accounting and management accounting

CO2 Apply basic costing skills

CO3 Discuss the financial management skills

Course Outcomes

CO1 Differentiate financial accounting and management accounting

CO2 Apply basic costing skills

CO3 Discuss the financial management skills

1. CO-PO Mapping

What is it?
CO-PO Mapping aligns **Course Outcomes (COs)** with **Program Outcomes (POs)** to understand how each course contributes to achieving program-level competencies.

Why is it important?
It ensures curriculum coherence and helps track how individual subjects strengthen specific skills and knowledge areas.

Data:

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	Avg
COCC 426.1	1	2	3	1	1	2	2	1	1	1.55
COCC 426.2	1	3	3	1	1	3	2	1	1	1.77
COCC 426.3	1	3	3	2	1	3	2	1	2	2.00
Average	1	2.66	3	1.33	1	2.66	2	1	1.33	—

Inference:
The subject has strong alignment with PO2, PO3, and PO6 (problem-solving, financial decision-making, and analytical skills). Weaker alignment with PO1, PO5, and PO8 indicates limited focus on foundational knowledge and communication, suggesting areas for enhancement.

2. Attainment

What is it?
Attainment is the measurement of how well students achieved the intended Course Outcomes.

Why is it important?
It evaluates whether teaching methods and assessments effectively helped students meet the learning objectives.

- **Direct Attainment (80%)**: Based on **exams** (Formative & Summative).

- **Indirect Attainment (20%)**: Based on **course exit surveys and stakeholder feedback**.

Data:

CO	Direct Attainment	Indirect Attainment
CO1	2.66	0
CO2	2.5	0
CO3	2.5	0

Inference:
Direct attainment scores are good, showing students met the outcomes through exams. Indirect attainment is absent, indicating a gap in collecting feedback or student perception data.

3. CO Targets & Attainment Levels

What is it?
CO Targets set expected levels of learning (typically Level 2 or higher). Attainment Levels show how many students fall into Level 1 (low), Level 2 (moderate), and Level 3 (high).

Why is it important?
It helps measure whether the course is meeting expected learning standards and identifies underperforming areas.

Data:

CO	Target	Final Attainment	Gap
CO1	1.55	2.12	0.57
CO2	1.77	2.00	0.23
CO3	2.00	2.00	0

Inference:
All COs met or exceeded the target. However, CO1 has the largest gap, requiring slight improvement in foundational understanding.

4. Exam

What is it?
Internal (Formative/CIE) and External (Summative/SEE) exams that assess understanding.

Why is it important?
A mix of exams helps reinforce learning through periodic checks and final assessment, enhancing student engagement.

Exam Threshold: 50% for all components.

Exam Name	Threshold
Unit 1 Exam Sem 2	50%
Unit 2 Exam Sem 2	50%
Unit 3 Exam Sem 2	50%
Unit 4 Exam Sem 2	50%
External Exam	50%

Inference:
The consistent threshold and multiple units ensure continuous evaluation, giving students multiple opportunities to improve.

5. CO Coverage

What is it?
It shows the percentage of course content dedicated to each CO.

Why is it important?
Helps ensure balanced content delivery across all outcomes.

Data:

CO	Coverage (%)
CO1	40.0
CO2	30.0
CO3	30.0

Inference:
CO1 received the highest weightage, aligning with its importance in distinguishing financial vs. management accounting. Balance is generally well-maintained.

6. Formative (CIE) Assessment

What is it?
Formative assessments are internal tests conducted during the course.

Why is it important?
They help monitor ongoing progress and provide timely feedback.

Data:

Exam Name	Total Marks	Threshold	COs Covered	Avg Attainment
Unit 1 Exam	10	50%	CO1, CO2, CO3	3
Unit 2 Exam	15	50%	CO1, CO2, CO3	3
Unit 3 Exam	15	50%	CO1, CO2, CO3	3
Unit 4 Exam	10	50%	CO1, CO2, CO3	3

Inference:
Consistent and balanced testing across COs with high average attainment indicates effective internal assessment design.

7. Summative (SEE) Assessments

What is it?
Final evaluation conducted at the end of the semester.

Why is it important?
It tests cumulative learning and determines final attainment.

Data:

Exam Name	Total Marks	Threshold	COs Covered	Avg Attainment
External Exam	50	50%	CO1, CO2, CO3	2.11

Inference:
Moderate average attainment in the final exam shows students met learning objectives but could benefit from more support or revisions before finals.

8. Student % Wise Distribution

What is it?
Represents how students scored across percentage brackets in different exams.

Why is it important?
It helps understand the spread of student performance and identify those needing support.

Example Data – Unit 1 Exam:

Score Range	No. of Students
0–10%	1
11–40%	2
51–60%	4
61–80%	7

81–90%	0
Above 50%	**13**

Inference:
Majority of students scored above 50%, indicating good overall performance. Few students in lower ranges need targeted support.

9. CO Indirect Attainment

What is it?
Feedback from students (exit surveys), capturing their perceived learning.

Why is it important?
Validates exam results and gives insight into the teaching-learning experience.

Questions Asked:

1. Were you able to clearly differentiate between financial and management accounting?

2. Did you develop basic costing and financial management skills?

3. Could you apply accounting concepts to decision-making?

4. Did you understand the practical aspects of financial management?

Options:

- Strongly Agree

- Agree

- Disagree

Inference:
While the feedback mechanism exists, no data was incorporated, leading to **0% indirect attainment**. Improvement needed in collecting and integrating this feedback.

10. CO Attainment Summary

What is it?
Final measurement combining direct and indirect attainment.

Why is it important?
Shows if each CO met expectations and highlights learning gaps.

Data:

CO	Direct	Indirect	Final	Target	Gap
CO1	2.66	0	2.12	1.55	0.57
CO2	2.5	0	2.00	1.77	0.23
CO3	2.5	0	2.00	2.00	0

Inference:

All COs achieved or exceeded targets through direct attainment. However, the gap in indirect feedback reduces overall evaluation accuracy.

11. PO Direct Attainment & Average CO Attainment

What is it?

Shows how the course contributes to each PO using average CO attainment.

Why is it important?

Links subject performance to program-level achievement.

Data:

PO	Weight Avg	Formula (Avg CO: 2.04)	Direct Attainment
PO1	1	(2.04/3) × 1	0.68
PO2	2.66	(2.04/3) × 2.66	1.81
PO3	3	(2.04/3) × 3	2.04
PO4	1.33		0.90
PO5	1		0.68
PO6	2.66		1.81
PO7	2		1.36
PO8	1		0.68
PO9	1.33		0.90

Average CO Attainment: 2.04

Inference:

Good contribution to PO3, PO2, and PO6. Need to enhance course activities that support PO1, PO5, and PO8 (foundational, ethical, and communication skills).

Subject Name: Field Immersion

Subject Code: CC427
Subject Credit: 4

1. CO-PO Mapping

What it is: CO-PO Mapping shows the relationship between each Course Outcome (CO) and the Program Outcomes (POs).

Why it is important: It helps to ensure the course aligns with the broader program objectives and identifies how each CO contributes to the overall graduate attributes.
Data:

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	Avg
CO1	3	2	3	2	2	2	2	1	2	2.11
CO2	2	3	2	1	3	3	2	1	3	2.22
CO3	1	2	2	2	3	2	1	3	3	2.11
Avg	2	2.33	2.33	1.66	2.66	2.33	1.66	1.66	2.66	–

Inference: The course strongly supports PO2, PO3, PO5, and PO6. The average mapping suggests a balanced contribution of each CO across relevant POs.

2. Attainment

What it is: Attainment refers to the measurement of how well students have achieved the COs.
Why it is important: It indicates the effectiveness of teaching and learning strategies in delivering course outcomes.
Assessment Types:

- **Direct Assessment (80%)**: Based on exams (Internal & External).

- **Indirect Assessment (20%)**: Based on feedback from course exit surveys and stakeholders.

Inference: Majority weightage is given to direct assessment, ensuring that objective performance data drives attainment results.

3. CO Targets & Attainment Levels

What it is: Targets define the expected performance levels for each CO, categorized into Levels 1 to 3.

Why it is important: It sets benchmarks for evaluating student performance and course effectiveness.

Direct Attainment Levels:

- Level 1: 0–40%

- Level 2: 41–50%

- Level 3: 51–100%

Sample Data:

CO	Direct Target	Level
CO1	2.11	Level 3
CO2	2.22	Level 3
CO3	2.11	Level 3

Inference: All COs achieved Level 3, indicating strong student performance in meeting course expectations.

4. Exam

What it is: Exams assess students' understanding and application of COs.
Why it is important: Multiple exams promote continuous learning and comprehensive evaluation.

Exam Data:

- **Formative (CIE):** Internal (Field Immersion) – 50 Marks – 50% Threshold

- **Summative (SEE):** External Exam – 50 Marks – 50% Threshold

Inference: Both formative and summative assessments are used equally, supporting balanced evaluation through field and theory.

5. CO Coverage

What it is: CO Coverage indicates the proportion of each CO addressed through assessments.
Why it is important: Ensures fair and complete representation of all course outcomes.

Data:

CO	% Coverage
CO1	33.3%
CO2	33.3%

CO3	33.3%

Inference: All COs are equally covered, reflecting balanced focus across outcomes.

6. Formative (CIE) Assessments

What it is: These are continuous assessments conducted during the course.

Why it is important: Helps identify learning gaps early and supports remedial action.

Data:

Exam Name	Total Marks	Threshold	COs Mapped	Avg Attainment
Internal (Field Immersion)	50	50%	CO1, CO2, CO3	3

Inference: All COs were effectively assessed through field immersion activity with high attainment.

7. Summative (SEE) Assessments

What it is: End-term exams that evaluate cumulative learning.

Why it is important: Measures comprehensive understanding and application.

Data:

Exam Name	Total Marks	Threshold	COs Mapped	Avg Attainment
External Exam	50	50%	CO1, CO2, CO3	3

Inference: Strong performance in the external exam confirms mastery of course content.

8. Student % wise Distribution

What it is: Shows how students performed across various score ranges.

Why it is important: Highlights the spread of student understanding and identifies high/low performers.

Data Snapshot:

Assessment	Type	Avg Marks	Total Above Threshold
Internal (Field Immersion)	F	33.85	14

External Exam	S	30.42	13	

Inference: Most students met the threshold, indicating strong collective performance.

9. CO Indirect Attainment

What it is: Indirect attainment is based on student feedback and surveys.
Why it is important: It captures student perceptions, experience, and satisfaction.

Survey Questions:

- Understanding of society, polity, and economy.

- Application of theoretical knowledge in the field.

- Task performance supporting entrepreneurs.

- Learning from field immersion.

Options: Strongly Agree, Agree, Disagree

Inference: Structured feedback validates learning beyond exams and supports continuous improvement.

10. CO Attainment

What it is: Final measurement combining direct and indirect attainment for each CO.

Why it is important: Reflects overall effectiveness of course delivery.

CO	Direct	Indirect	Final	Target	Gap
CO1	3	0	2.4	2.11	0.29
CO2	3	0	2.4	2.22	0.17
CO3	3	0	2.4	2.11	0.29

Inference: All COs surpassed the set targets, but small gaps indicate room for minor improvements in delivery or resources.

11. PO Direct Attainment & Average CO Attainment

What it is: Measures how COs contribute to each PO through attainment scores.

Why it is important: Ensures the program goals are met through course outcomes.

PO	Weighted Avg	Final (CO Avg × PO Map / 3)
PO1	2	1.60

PO2	2.33	1.86
PO3	2.33	1.86
PO4	1.66	1.33
PO5	2.66	2.13
PO6	2.33	1.86
PO7	1.66	1.33
PO8	1.66	1.33
PO9	2.66	2.13

Inference: PO5 and PO9 show the highest attainment (2.13), aligning well with the course's entrepreneurial and social context.

Subject Name: Logistics and Supply Chain Management

Subject Code: DSE 424

Subject Credit: 2

Course Outcomes

CO1 Distinguish logistics and supply chain management

CO2 Discuss vendor and purchase management strategies

CO3 Relate to concepts such as packaging, distribution and e-SCM

1. CO-PO Mapping

What is it?
CO-PO Mapping shows how Course Outcomes (COs) contribute to achieving Program Outcomes (POs).

Why is it important?
It ensures alignment between what is taught and the skills/competencies expected from graduates. A strong mapping helps measure curriculum effectiveness.

Data Table:

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	Average
CO1	2	2	3	1	1	3	2	1	1	1.77
CO2	2	3	3	1	1	3	2	1	1	1.88
CO3	2	2	3	1	1	3	3	1	1	1.88
Avg	2	2.33	3	1	1	3	2.33	1	1	-

Inference:
Highest alignment is with PO3 and PO6 (score: 3), showing strong mapping with analytical and domain-specific competencies. Lower scores for PO4–PO5 indicate a possible improvement area.

2. Attainment

What is it?
CO Attainment measures how well students achieved each course outcome.

Why is it important?
It identifies the effectiveness of teaching strategies and student learning.

Explanation:

- **Direct Attainment (80%)**: From exams (CIE & SEE).

- **Indirect Attainment (20%)**: From feedback (exit survey, stakeholders).

Inference:
Direct assessments (exams) play a major role, with indirect surveys supporting it. Ensures academic performance and student satisfaction are both considered.

3. CO Targets & Attainment Levels

What is it?
Defines performance thresholds to categorize attainment levels (Low, Medium, High).

Why is it important?
It helps measure the percentage of students attaining desired COs.

Assessment Levels:

CO	Target	Direct Attainment Levels	Indirect Attainment Levels
CO1	1.77	0–40 (L1), 41–50 (L2), 51–100 (L3)	Same
CO2	1.88	0–40 (L1), 41–50 (L2), 51–100 (L3)	Same
CO3	1.88	0–40 (L1), 41–50 (L2), 51–100 (L3)	Same

Inference:
All COs are targeting Level 3 (>50%) performance, ensuring students achieve a satisfactory level of understanding.

4. Exam

What is it?
Evaluations conducted to assess student learning (internal & external).

Why is it important?
Multiple components allow varied assessment of student capabilities.

Data:

- **Internal Exams**: Unit 1–4
- **External Exam**: Final evaluation
- **Threshold**: 50% for all

Inference:
Having multiple internals ensures continuous assessment, and final exams validate overall learning. These diversify evaluation methods.

5. CO Coverage

What is it?
It shows the distribution of teaching and assessment across all COs.

Why is it important?
Ensures balanced focus and resource allocation across all learning outcomes.

Data:

CO	CO1	CO2	CO3
%	40	30	30

Inference:
CO1 received slightly more weight, likely due to its foundational nature. Balanced coverage avoids CO neglect.

6. Formative (CIE) Assessments

What is it?
Continuous evaluation during the course (like internal/unit exams).

Why is it important?
Tracks progress and identifies learning gaps early.

Data:

Exam Name	Total Marks	Threshold	COs Mapped	Avg Attainment
Unit 1 Exam	10	50%	CO1, CO2, CO3	3
UNIT 2 SEM 2	10	50%	CO1, CO2, CO3	3
Unit 3 SEM 2	15	50%	CO1, CO2, CO3	3
Unit 4 SEM 2	15	50%	CO1, CO2, CO3	1

Inference:
High attainment in first 3 units; Unit 4 underperformed, suggesting need to revise that portion or exam.

7. Summative (SEE) Assessments

What is it?
End-of-semester exams assessing overall learning.

Why is it important?
Validates course outcome achievement comprehensively.

Data:

Exam Name	Total Marks	Threshold	COs Mapped	Avg Attainment
External Exam	50	50%	CO1, CO2, CO3	3

Inference:
Strong final exam performance across COs reflects effective learning and retention.

8. Student % Wise Distribution

What is it?
Shows how student scores are distributed across ranges.

Why is it important?
Highlights overall performance trends and problem areas.

Key Data Snippet:

Exam	Avg Marks	Total Above Threshold
Unit 1 Exam	4.72	6 / 13
UNIT 2 Exam	7.63	11 / 13
Unit 3 Exam	7.36	6 / 13
Unit 4 Exam	7.00	4 / 13
External Exam	28.9	7 / 13

Inference:
UNIT 2 had best student performance. Unit 1 & 4 show room for improvement.

9. CO Indirect Attainment

What is it?
Student feedback on course effectiveness via surveys.

Why is it important?
Reflects learner satisfaction and perceived learning.

Survey Questions & Scale:

1. Distinguish logistics & supply chain?

2. Vendor & purchase strategies?

3. Packaging, distribution, e-SCM?

4. Apply SCM concepts professionally?

- **Options**: Strongly Agree, Agree, Disagree

Inference:
Focuses on perception-based validation of outcomes. This complements exam-based evaluation.

10. CO Attainment

What is it?
Measures how much each CO was achieved (combined direct & indirect scores).

Why is it important?
Guides curriculum refinement and identifies gaps.

Data:

CO	Direct	Indirect	Final	Target	Gap
CO1	2.62	0	2.09	1.77	0.31
CO2	2.62	0	2.09	1.88	0.20
CO3	2.62	0	2.09	1.88	0.20

Inference:
All COs exceeded target levels with small positive gaps, suggesting effective teaching.

11. PO Attainment & Average CO Attainment

What is it?
Evaluates how well the course supports program-level objectives.

Why is it important?
Links course performance to overall program goals.

Data:

PO	Weight Avg	Calculation	Direct Attainment
PO1	2	2.09/3	1.39
PO2	2.33	2.09/3	1.62
PO3	3	2.09/3	2.09
PO4	1	2.09/3	0.70
PO5	1	2.09/3	0.70
PO6	3	2.09/3	2.09
PO7	2.33	2.09/3	1.62
PO8	1	2.09/3	0.70
PO9	1	2.09/3	0.70

Inference:
Best alignment with PO3 and PO6 (2.09); lowest with PO4–PO5–PO9 (0.70). Strengths lie in technical and operational skills.

Subject Name: Research Methodology- II

Subject Code: RMC 404

Subject Credit: 2

Course Outcomes

CO1 State the importance of cooperatives in global, developing countries context and in India

CO2 Discuss the modalities of forming and promoting cooperative

CO3 Critically analyse the emergence of producer companies

1. CO-PO Mapping

What is it?
CO-PO Mapping establishes the correlation between Course Outcomes (COs) and Program Outcomes (POs). It identifies which POs are influenced by each CO.

Why is it important?
This mapping ensures curriculum alignment with the program's educational objectives. It helps track how well the course contributes to overall graduate capabilities.

Data & Inference:

Course Outcomes	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	Avg
CO1	3	2	2	2	1	2	3	1	2	2
CO2	2	3	2	2	2	3	3	1	2	2.22
CO3	3	2	3	2	1	2	3	1	2	2.11

PO-wise Average:

* PO1: 2.66 | PO2: 2.33 | PO3: 2.33 | PO4: 2.00 | PO5: 1.33 | PO6: 2.33 | PO7: 3.00 | PO8: 1.00 | PO9: 2.00
  Inference: All POs are moderately to strongly addressed, especially PO1 and PO7.

2. Attainment

What is it?
Attainment measures how well students achieved each CO through direct and indirect methods.

Why is it important?
It ensures whether the course objectives are met and helps identify areas for improvement.

* **Direct Assessment**: Based on exams like internals and externals (80% weightage)

- **Indirect Assessment**: Based on student feedback/course exit surveys (20% weightage)

Inference: A balanced 80:20 ratio is followed. Direct attainment is the primary contributor.

3. CO Targets & Attainment Levels

What is it?
CO Target is a benchmark for achievement. Attainment levels classify performance:

- **Level 1**: Below 40%

- **Level 2**: 41–50%

- **Level 3**: 51–100%

Why is it important?
It helps interpret student achievement per CO and decide whether the target is met.

CO	Target	Direct Attainment	Indirect Attainment	Final Attainment
CO1	2.0	3	0	2.4
CO2	2.22	3	0	2.4
CO3	2.11	3	0	2.4

Inference: All COs exceeded the target levels; however, indirect attainment is zero (feedback missing or not scored).

4. Exam

What is it?
Assessment components like Unit Tests and External Exams.

Why is it important?
It reinforces concepts and provides multiple opportunities to assess COs.

Exam Name	Threshold
Unit 1 to 4 Exam	50%
External Exam	50%

Inference: Equal threshold helps maintain consistency. Multiple internal exams ensure continuous evaluation and student engagement.

5. CO Coverage

What is it?
It represents how much each CO is covered through assessments.

Why is it important?
It ensures balanced delivery and assessment across all COs.

CO	% Coverage
CO1	40%
CO2	30%
CO3	30%

Inference: CO1 has slightly higher coverage. All COs are fairly distributed.

6. Formative (CIE) Assessments

What is it?
Continuous Internal Evaluation (Unit-wise exams).

Why is it important?
Tracks progress and gives scope for timely feedback.

Exam Name	Total Marks	Threshold	Mapped COs	Avg Attainment
Unit 1 Exam	10	50%	CO1–CO3	3
UNIT 2 SEM 2	10	50%	CO1–CO3	3
Unit 3 SEM 2	20	50%	CO1–CO3	3
Unit 4 SEM 2	10	50%	CO1–CO3	3

Inference: All internals show high attainment, indicating effective teaching and learning.

7. Summative (SEE) Assessment

What is it?
Final exam to assess overall learning.

Why is it important?
It validates holistic understanding of the course.

Exam Name	Total Marks	Threshold	Mapped COs	Avg Attainment
External Exam	50	50%	CO1–CO3	3

Inference: Full attainment at Level 3 shows strong performance in final exam too.

8. Student % wise Distribution

What is it?
Shows student marks range across all assessments.

Why is it important?
Helps identify performance gaps and learner diversity.

Exam Title	Type	Avg Marks	Threshold	Students Above Threshold
Unit 1 Exam	F	7	50%	3

UNIT 2 SEM 2	F	7.33	50%	3
Unit 3 SEM 2	F	17.33	50%	3
Unit 4 SEM 2	F	7.33	50%	3
External Exam	S	33.33	50%	3

Inference: Most students scored between 51–80%. No students in very low or very high extremes, indicating stable performance.

9. CO Indirect Attainment

What is it?
Feedback-based measurement of CO achievement.

Why is it important?
Captures student perception and satisfaction.

Survey Questions:

1. Understanding of cooperatives (India & globally)?

2. Practical insights into forming cooperatives?

3. Analyzing emergence of producer companies?

4. Relating real-world cases?

Options: Strongly Agree / Agree / Disagree

Inference: Useful for validating classroom learning with student perception, though in this case, indirect scores were not assigned numerically.

10. CO Attainment

What is it?
Final calculated attainment after combining direct and indirect components.

Why is it important?
Shows if students achieved learning outcomes as per expectations.

CO	Direct	Indirect	Final	Target	Gap
CO1	3	0	2.4	2.00	0.39
CO2	3	0	2.4	2.22	0.17
CO3	3	0	2.4	2.11	0.29

Inference: All COs met or exceeded targets. Small gaps indicate room for improving indirect engagement.

11. PO Direct Attainment & Average CO Attainment

What is it?

Shows program outcome achievement derived from COs.

Why is it important?

Confirms course's role in achieving broader program-level objectives.

PO	Mapping Avg	PO Attainment (2.4 ÷ 3)
PO1	2.66	2.13
PO2	2.33	1.86
PO3	2.33	1.86
PO4	2	1.60
PO5	1.33	1.06
PO6	2.33	1.86
PO7	3	2.40
PO8	1	0.80
PO9	2	1.60

Inference: PO7 has the highest contribution. PO8 has the least; could be improved through communication or ethical training.

Subject Name: Management of Cooperatives and Producer Companies

Subject Code: DSE 423
Subject Credit: 2

1. CO-PO Mapping

What is it?
CO-PO Mapping establishes the correlation between Course Outcomes (COs) and Program Outcomes (POs). It identifies which POs are influenced by each CO.

Why is it important?
This mapping ensures curriculum alignment with the program's educational objectives. It helps track how well the course contributes to overall graduate capabilities.

Data & Inference:

Course Outcomes	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	Avg
CO1	3	2	2	2	1	2	3	1	2	2
CO2	2	3	2	2	2	3	3	1	2	2.22
CO3	3	2	3	2	1	2	3	1	2	2.11

PO-wise Average:

- PO1: 2.66 | PO2: 2.33 | PO3: 2.33 | PO4: 2.00 | PO5: 1.33 | PO6: 2.33 | PO7: 3.00 | PO8: 1.00 | PO9: 2.00
  Inference: All POs are moderately to strongly addressed, especially PO1 and PO7.

2. Attainment

What is it?
Attainment measures how well students achieved each CO through direct and indirect methods.

Why is it important?
It ensures whether the course objectives are met and helps identify areas for improvement.

- **Direct Assessment**: Based on exams like internals and externals (80% weightage)

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CO	Target	Direct Attainment	Indirect Attainment	Final Attainment
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What is it?
Continuous Internal Evaluation (Unit-wise exams).

Why is it important?
Tracks progress and gives scope for timely feedback.

Exam Name	Total Marks	Threshold	Mapped COs	Avg Attainment
Unit 1 Exam	10	50%	CO1–CO3	3
UNIT 2 SEM 2	10	50%	CO1–CO3	3
Unit 3 SEM 2	20	50%	CO1–CO3	3
Unit 4 SEM 2	10	50%	CO1–CO3	3

Inference: All internals show high attainment, indicating effective teaching and learning.

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What is it?
Final exam to assess overall learning.

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What is it?
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PO3	2.33	1.86

PO4	2	1.60
PO5	1.33	1.06
PO6	2.33	1.86
PO7	3	2.40
PO8	1	0.80
PO9	2	1.60

Inference: PO7 has the highest contribution. PO8 has the least; could be improved through communication or ethical training.

Program Outcomes

PO1 Locate social problems and design social innovations

PO2 Appraise entrepreneurship approaches to develop and manage aventure projects

PO3 Identify the relevance of applied economic, social, legal, financial, management and psychological sciences in innovation and entrepreneurship

PO4 Recognise different research designs and design research study on social innovations and other allied aspects related to practice of entrepreneurship

PO5 Integrate classroom learning by engagement in the field of social innovation and entrepreneurship through immersion, internships, and projects

PO6 Recognise various functions and concerns such as ethical, legal, HRM, financial management, operations management, marketing, risk assessment and supply chain

management in the context of social venture

PO7 Manage or co-create as specialist in social enterprises (such as SHGs, MFIs, Cooperatives, producer companies, etc) or in sustainable business domains (such as

CSR, Ethical Supply Chain Management, Circular Economy/ Sustainability Practice, etc)

PO8 Select appropriate oral and written communication strategies for effective research and documentation

PO9 Apply reflection, critical thinking, participation and collaboration skills in field immersion, internship, and startup project initiatives

Subject Name: Business Law

Subject Code: CC 525
Subject Credit: 4

Course Outcomes

CO1 Explain the key provisions of Indian Contract Act, Sale of Goods Act, Partnership Act, and Negotiable Instruments Act

CO2 Analyze the legal frameworks applicable to start-ups and evaluate different forms of business entities

CO3 Apply appropriate legislation for registration and formation of partnerships or LLPs

CO4 Differentiate between various types of contracts, negotiable instruments, and partnership structures

CO5 Appraise the legal implications and rights of parties involved in business transactions using relevant laws

1. CO-PO Mapping

What is it?
CO-PO Mapping shows how Course Outcomes (COs) contribute to achieving Program Outcomes (POs).

Why is it important?
It ensures course content is aligned with the overall program goals, promoting systematic curriculum development and outcome-based education quality.

Data & Inference:

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	Average
CO1	1	2	3	2	2	3	2	2	2	2.11
CO2	2	3	3	2	2	3	3	2	2	2.44

CO3	2	3	3	2	2	3	3	2	2	2.44
CO4	2	2	3	2	2	3	2	2	2	2.22
CO5	2	3	3	2	2	3	3	1	1	2.22
Average	1.8	2.6	3	2	2	3	2.6	1.8	1.8	

Inference:
The strongest alignment is seen with PO3 and PO6, showing the course strongly supports critical thinking and legal application. PO1 and PO8 show comparatively lower alignment.

2. Attainment

What is it?
CO attainment measures how well the students achieved the intended outcomes.

Why is it important?
It helps identify if learning goals are met and informs course improvement.

- **Direct Attainment (80%)** – from internal (CIE) and external (SEE) assessments.

- **Indirect Attainment (20%)** – from student feedback like course exit surveys and stakeholder reviews.

Inference:
The average CO attainment is **2.65**, with higher direct assessment levels (from exams) and good indirect scores from feedback surveys.

3. CO Targets & Attainment Levels

What is it?
It sets thresholds to determine if students achieved a particular level for each CO.

Why is it important?
Helps in benchmarking performance and recognizing gaps.

Target Levels:

- **Level 1**: 0–40%

- **Level 2**: 41–50%

- **Level 3**: 51–100%

Provided Data:

CO	Target	Final Attainment	Gap
CO1	2.11	2.69	0.58
CO2	2.44	2.69	0.25

CO3	2.44	2.69	0.25
CO4	2.22	2.69	0.46
CO5	2.22	2.49	0.27

Inference:
All COs achieved above the set targets, with minor positive gaps indicating strong attainment.

4. Exam

What is it?
Exams include internal and external assessments that directly test COs.

Why is it important?
Multiple exams (Unit 1–4 + External) ensure continuous and comprehensive evaluation across all COs, increasing student engagement and depth of understanding.

Exam Details:

Exam Name	Threshold
Unit 1 SEM 4	50%
Unit 2 SEM 4	50%
Unit 3 SEM 4	50%
Unit 4 SEM 4	50%
External Exam	50%

Inference:
Balanced assessment structure promotes sustained learning throughout the semester.

5. CO Coverage

What is it?
It refers to the percentage of syllabus content mapped to each CO.

Why is it important?
Ensures uniform focus across outcomes, avoiding over- or under-representation.

Data:

CO	Coverage %
CO1	34.4
CO2	34.4

CO3	10.4
CO4	10.4
CO5	10.4

Inference:
CO1 and CO2 dominate content focus, while CO3 to CO5 are covered equally but with lesser weight.

6. Formative (CIE) Assessments

What is it?
CIE evaluates learning during the course via unit tests.

Why is it important?
Promotes ongoing learning and feedback.

Details:

Exam Name	Total Marks	Threshold	COs Mapped	Avg Attainment
Unit 1 SEM 4	5	50%	CO1 to CO5	3
Unit 2 SEM 4	5	50%	CO1 to CO5	3
Unit 3 SEM 4	5	50%	CO1 to CO5	3
Unit 4 SEM 4	5	50%	CO1 to CO5	3

Inference:
All internal tests achieved maximum average attainment, showing consistent internal performance.

7. Summative (SEE) Assessment

What is it?
SEE evaluates end-semester performance through final exam.

Why is it important?
It assesses overall understanding after full content delivery.

Details:

Exam Name	Total Marks	Threshold	COs Mapped	Avg Attainment
External Exam	30	50%	CO1 to CO5	3

Inference:
Summative exam performance was high, confirming content mastery.

8. Student % Wise Distribution

What is it?
Shows how many students scored within specific mark ranges.

Why is it important?
Highlights performance trends and identifies struggling learners.

Sample (Unit 1):

Range	No. of Students
0–10%	0
11–20%	1
21–30%	0
31–40%	1
41–50%	0
51–60%	3
61–70%	0
71–80%	3
81–90%	0
91–100%	0

Inference:
Most students performed above threshold. Unit 2 and 3 had better distributions in the 71–100% range.

9. CO Indirect Attainment

What is it?
Measured via surveys and stakeholder feedback.

Why is it important?
Captures student perceptions and learning experience quality.

Course Exit Questions:

1. Understanding key provisions of business laws
2. Legal frameworks for start-ups
3. Application of partnership/LLP laws
4. Differentiating legal instruments and structures
5. Appraisal of legal implications

Scale: Disagree / Agree / Strongly Agree

Inference:
Mostly "Agree" and "Strongly Agree" responses were received, validating course effectiveness from learner perspective.

10. CO Attainment Summary

What is it?
Combines direct and indirect assessment results for each CO.

Why is it important?
Shows how well learning goals were achieved.

CO	Direct	Indirect	Final	Target	Gap
CO1	2.62	3	2.69	2.11	0.58
CO2	2.62	3	2.69	2.44	0.25
CO3	2.62	3	2.69	2.44	0.25
CO4	2.62	3	2.69	2.22	0.46
CO5	2.62	2	2.49	2.22	0.27

Inference:
All COs exceeded target with positive gaps, especially CO1 and CO4.

11. PO Direct Attainment & Average CO Attainment

What is it?
Shows how course outcomes contribute to program outcomes through final average mapping.

Why is it important?
Helps identify strengths and gaps in curriculum alignment.

PO	Weight Avg	Direct Attainment (2.65 ÷ 3)
PO1	1.8	1.59
PO2	2.6	2.30
PO3	3	2.65
PO4	2	1.77
PO5	2	1.77
PO6	3	2.65
PO7	2.6	2.30

PO8	1.8	1.59
PO9	1.8	1.59

Inference:

Strongest attainment is in PO3 and PO6. PO1, PO8, and PO9 are slightly lower, indicating areas for PO strengthening in future iterations

Subject Name: SHG, Microfinance and Livelihoods

Subject Code: DSE 421

Subject Credit: 4

Course Outcomes

CO1 Understand the context, principles, and documentation practices involved in organising and sustaining SHGs

CO2 Understand the microfinance ecosystem, its service models, and governance structures

CO3 Create a sustainable livelihood plan tailored to a marginalized or vulnerable community

CO4 Apply participatory tools and project planning methods for promoting community-based livelihoods

CO5 Evaluate the impact of livelihood programs using VUCA-responsive and people-centred assessment techniques

1. CO-PO Mapping
What is it?
CO-PO Mapping connects each Course Outcome (CO) with relevant Program Outcomes (POs), showing how well the course aligns with overall program goals.

Why is it important?
It ensures that the course is contributing meaningfully to program-level skills and knowledge. Mapping helps identify the strength and coverage of each CO against POs.

Data & Inference:

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	Average
CO1	3	2	3	2	2	3	3	2	3	2.55
CO2	3	3	3	2	2	3	3	2	3	2.66
CO3	3	3	3	2	3	3	3	2	3	2.77
CO4	3	3	3	2	3	3	3	2	3	2.77
CO5	3	2	3	3	2	3	3	3	3	2.77
Average	**3**	**2.6**	**3**	**2.2**	**2.4**	**3**	**3**	**2.2**	**3**	—

Inference:
All COs have strong mapping with PO1, PO3, PO6, PO7, and PO9. The lowest alignment is seen with PO5 and PO8. Average mapping is high, indicating broad curriculum alignment.

2. Attainment
What is it?
Attainment shows the extent to which COs have been achieved by students.

Why is it important?

It helps measure the course's effectiveness and identify areas for improvement.
- **Direct Attainment (80%)** = Based on exams and tests.
- **Indirect Attainment (20%)** = Based on feedback from course exit surveys and stakeholders.

Inference:

The majority weightage was given to direct assessments (80%) from tests, while feedback-based indirect assessments contributed 20%. This balanced method ensures both performance and perception are evaluated.

3. CO Targets & Attainment Levels

What is it?

CO Targets are expected performance levels. Attainment levels are categorized based on scores.

Why is it important?

It sets benchmarks and helps evaluate whether students achieved intended learning outcomes.

COs	Target	Direct Attainment	Indirect Attainment
CO1	2.55	Level 3 (51–100%)	Level 3 (51–100%)
CO2	2.66	Level 3	Level 3
CO3	2.77	Level 3	Level 3
CO4	2.77	Level 3	Level 3
CO5	2.77	Level 3	Level 1 (Discrepancy)

Inference:

All COs reached the highest attainment level except CO5, which showed a gap in indirect attainment, possibly due to lower survey ratings.

4. Exam

What is it?

Exams assess students' understanding of COs.

Why is it important?

Multiple components (unit tests and external exams) allow comprehensive evaluation across all COs.

Exam Name	Threshold
Unit 1 SEM 4	50%
Unit 2 SEM 4	50%
Unit 3 SEM 4	50%
Unit 4 SEM 4	50%
External Exam	50%

Inference:

Each exam uniformly applied a 50% threshold, ensuring fair and consistent assessment.

5. CO Coverage

What is it?

CO Coverage indicates how much of the syllabus corresponds to each CO.

Why is it important?

Helps ensure equal attention is given to all intended outcomes.

COs	% Coverage
CO1	22.4%
CO2	22.4%
CO3	22.4%
CO4	22.4%
CO5	10.4%

Inference:

All COs except CO5 have uniform coverage. CO5 has the least coverage and shows a lower indirect attainment.

6. Formative (CIE) Assessment

What is it?

Formative assessments are internal tests conducted during the course.

Why is it important?

It tracks student learning continuously and supports early interventions.

Exam Name	Total Marks	Threshold	COs Mapped	Avg Attainment
Unit 1 SEM 4	10	50%	CO1–CO5	3
Unit 2 SEM 4	10	50%	CO1–CO5	3
Unit 3 SEM 4	10	50%	CO1–CO5	3
Unit 4 SEM 4	10	50%	CO1–CO5	3

Inference:

All units consistently evaluated all COs with full attainment (level 3), reflecting good student performance.

7. Summative (SEE) Assessment

What is it?

Summative assessments evaluate cumulative understanding at the end of the course.

Why is it important?

It reflects the final learning outcome achievements.

Exam Name	Total Marks	Threshold	COs Mapped	Avg Attainment
External Exam	60	50%	CO1–CO5	3

Inference:

The external exam covered all COs with maximum attainment, reinforcing the effectiveness of the teaching approach.

8. Student % Wise Distribution

What is it?

This shows how students performed across different score bands.

Why is it important?

Helps analyze performance trends and identify struggling students.

Exam	Avg Marks	>50% Students	Score Range Highlights
Unit 1	8	8	Majority in 61–100% range
Unit 2	6.12	7	Spread between 41–80%
Unit 3	5.75	7	Few in 51–90%, some just above 40%
Unit 4	6.37	8	High scores mostly above 50%
External Exam	37.37	6	Moderate spread across mid-range

Inference:
Most students scored above the threshold, indicating good overall grasp of concepts.

9. CO Indirect Attainment
What is it?
Collected via course exit survey to assess perceived learning.

Why is it important?
Provides qualitative insight into students' perceived understanding.
Survey Questions (Responses: Disagree, Agree, Strongly Agree):
- Q1: SHG understanding
- Q2: Microfinance models
- Q3: Livelihood planning
- Q4: Participatory tools
- Q5: VUCA-based impact evaluation

Inference:
High agreement on most questions; lower responses for Q5 led to CO5's weaker indirect score.

10. CO Attainment
What is it?
Final result showing both direct and indirect attainments for each CO.

Why is it important?
It highlights performance and identifies improvement areas.

CO	Direct	Indirect	Final	Target	Gap
CO1	3	3	3	2.55	0.45
CO2	3	3	3	2.66	0.33
CO3	3	3	3	2.77	0.23
CO4	3	3	3	2.77	0.23
CO5	3	1	2.6	2.77	-0.16

Inference:
All COs exceeded targets except CO5, which underperformed in indirect attainment due to survey feedback.

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11. PO Direct Attainment & Average CO Attainment
What is it?
Shows how well the course contributed to program outcomes using average CO scores.

Why is it important?

It validates the course's contribution to broader program objectives.

PO	Weighted Avg	PO Attainment (Avg CO: 2.92)
PO1	3	2.92
PO2	2.6	2.53
PO3	3	2.92
PO4	2.2	2.14
PO5	2.4	2.34
PO6	3	2.92
PO7	3	2.92
PO8	2.2	2.14
PO9	3	2.92

Inference:

High PO attainment across all outcomes except PO4, PO5, and PO8. The course is strongly aligned with the program.