ALAGAPPA UNIVERSITY

(Accredited with A+ Grade by NAAC (CGPA: 3.64) in the Third Cycle), Graded as
Category-I University and granted autonomy by MHRD-UGC)

DIRECTORATE OF COLLABORATIVE

PROGRAMMES

Diploma in School Counselling

Regulations and Syllabus

[For those who join the Course in July 2023 and after]

CHOICE BASED CREDIT SYSTEM

Content

COURSE REGULATIONS

Name of the Institution: **MS Chellamuthu Institute of Mental Health and Rehabilitation**

Mission of the Institution:

Develop competent, confident and compassionate mental health professionals to lead the mental health care movement in India.

Name of the Subject Discipline: Diploma in School Counselling

Programme of Level:

1. Choice-Based Credit System
A Choice-Based Credit System is a flexible system of learning. This system allows students to gain knowledge at their tempo. Students shall decide on electives from a wide range of elective courses offered by the Departments/institutions in consultation with the committee. Students undergo additional courses and acquire more than the required number of credits. They can also adopt an inter-disciplinary and intra-disciplinary approach to learning, and make the best use of the expertise of available faculty.

2. Programme
"Programme" means a course of study leading to the award of a degree in a discipline. DSC is a diploma programme and the duration is six months.

3. Courses
'Course' is a component (a paper) of a programme. Each course offered by the Department is identified by a unique course code. A course contains lectures/ tutorials/laboratory work/seminars/project work / practical training/report writing /Viva- voce, etc, or a combination of these, to meet effective teaching and learning needs.

4. Credits
The term "Credit" refers to the weightage given to a course, usually about the instructional hours assigned to it. Normally in each of the course's credits will be assigned based on the number of lectures/tutorials/laboratory and other forms of learning required to complete the course contents in a schedule. One credit is equal to one hour of lecture per week. For laboratory/field work one credit is equal to two hours.

5. Semesters
The course is offered in a minimum of 15 teaching weeks and the remaining 3-5 weeks are to be utilized for conduct of examination and evaluation purposes. Each week has 30 working hours spread over 5 days a week.

6. Departmental/institutional committee
The Departmental/Institutional Committee consists of the faculty of the Department/institution. The committee shall be responsible for admission to all the programmes offered by the Department including the conduct of entrance tests, verification of records, admission, and evaluation.
The committee determines the deliberation of courses and specifies the allocation of credits semester-wise and course- wise. For each course, it will also identify the number of credits for lectures, tutorials, practicals, seminars, etc.
A teacher offering a course will also be responsible for maintaining attendance and performance sheets (CIA -I, CIA-II, assignments, and seminar) of all the students registered for the course.

7. Programme Education Objectives- (PEO) Minimum 5 objectives are required

PEO-1	Understand the importance of School Counseling
PEO-2	Understand psychopathology
PEO-3	Understand the management of Mental disorders
PEO-4	Develop counselling competence.
PEO-5	Develop a perspective on field realities and the best practices in school counseling.

8. Programme Specific Objectives-(PSO)- Minimum 5 objectives are required

PSO-1	Understand and appreciate the importance of making school counseling, an integral part of school system..
PSO-2	Develop a biopsychosocial perspective about mental disorders.
PSO-3	Understand the bio-psycho-social management of mental disorders .
PSO-4	Domain clarity about the role played by the school counselor.
PSO-5	Develop the skills to provide basic psychosocial support.

9. Programme Outcome-(PO) - **Minimum 10 objectives are required**
By completing the program, students will have:

PO-1	Understood the importance of school counseling
PO-2	Developed clarity about the management of mental disorders by analyzing the existing practices.
PO-3	Understood the role played by school counselors in finding solutions to mental health problems.
PO-4	Holistic understanding of mental health problems by field investigations.
PO-5	Updated knowledge of the latest approaches in the promotion of mental health.
PO-6	Become sensitive to the concerns of all the stakeholders.
PO-7	Imbibed the value of compassion towards people with mental health problems.
PO-8	Understood the importance of ethical practices in establishing credibility.
PO-9	Become appreciative of team work in addressing the concerns of students and in improving their academic performance.
PO-10	The knowledge of the communication tools to promote the holistic wellbeing of the stakeholders.

10. Programme Specific Outcome-(PSO) - **Minimum 5 objectives are required**
By completing the program, students will be able to:

PSO-1	Appreciate the need and importance of school counseling
PSO-2	Communicate well about the importance of school counseling as a tool to empower students.
PSO-3	Provide psychosocial support to the students in distress.
PSO-4	Practice compassion.
PSO-5	Uphold the value of ethics in practice.

11. Eligibility for admission

A candidate who has completed their U.G degree from any recognized University/college is eligible for admission to the Diploma programme.

12. Minimum Duration of Programme

The programme is for six months (One Semester)

13. Medium of instruction

The medium of instruction is English

14. Teaching Methods

The classroom teaching would be through conventional lectures, the use of OHP, PowerPoint presentation, and novel innovative teaching ideas like television, smart board, and computer-aided instructions. Periodic field visit enables the student for gathering practical experience and up-to-date industrial scenario. Student seminars would be arranged to improve their communicative skills. The periodic test will be conducted for students to assess their knowledge. Slow learners would be identified and will be given special attention by remedial coaching. Major and electives would be held in the Department and for Non-major electives students have to undertake other subjects offered by other departments.

15. Components

A Diploma programme consists of several courses. The term "course" is applied to indicate a logical part of the subject matter of the programme and is invariably equivalent to the subject matter of a "paper" in the conventional sense. The following are the various categories of the courses suggested for the Diploma programme.

Core courses (CC) - "Core Papers" means "the core courses" related to the programme concerned including practicals and project work offered under the programme and shall cover core competency, critical thinking, analytical reasoning, and research skill.

F. Internship

The students shall undergo Internship in reputed organizations minimum of two weeks to acquire clinical knowledge. The student has to find an Institution related to their discipline in consultation with the faculty in charge/Mentor and get approval from the Head of the Department and Departmental Committee before going for an internship.

Format to be followed for Internship report

The format /certificate for the internship report to be followed by the student is given below

Title page

Title of internship report

Internship report submitted in partial fulfilment of the requirement for the _____ of degree in _____

By
(Student Name)
(Register Number)
University Logo
Department of -------------------------------
Institute name & address

(Year)

Format of certificate

(Faculty in charge)

  This is to certify that the report entitled "   " submitted to ----------------------- in partial fulfilment for the ------- of ------- in ------------ by Mr/Miss------------ (Reg No:------------) under my supervision. This is based on the work carried out by him/her in the organization M/S   --. This Internship report or any part of this work has not been submitted elsewhere for any other degree, diploma, fellowship, or any other similar record of any University or Institution.

Research Supervisor

Place:

Date: _____

(HOD)

This is to certify that the Internship report entitled "   " submitted by Mr/Miss.-----------------(Reg No:------------------) to the ----------, in partial fulfilment for the award of the ---------- of Science in ------- is a bonafide record of the Internship report done under the supervision of --------------, Assistant Professor, Department of ----------------------,   and the work carried out by him/her in the
organization M/S -------------------------. This is to further certify that the thesis or any part thereof has not formed the basis of the award to the student of any degree, diploma, fellowship, or any other similar title of any University or Institution.

Head of the Department

Place:
Date:_____

(Company supervisor or Head of the Organization)

This is to certify that the Internship report entitled "   " submitted to----------------- in partial fulfilment for the ----------in   by Mr/Miss------------ (Reg No ------------) under my supervision. This is based on the work carried out by him/her in our organization M/S ------------------------- for the period of ------.
This Internship report or any part of this work has not been submitted elsewhere for any other degree, diploma,fellowship, or any other similar record of any University or Institution.

Supervisor or In charge

Place:
Date:_____

(Student Declaration)

I hereby declare that the Internship Report entitled   "   " submitted to the -------------------for the award of the -----------in   has been carried out by me under the supervision of---------------, Assistant Professor, Department of---------
----------------, ---------------,   --. This is my original and independent work carried out by me in the organization M/S ------------------------- for the period of   and has not previously formed the basis of the award of any degree, diploma, associateship, fellowship, or anyother similar title of any University or Institution.

(_____)

Place:
Date:_____

Acknowledgment

Content as follows:

Chapter No.	Title	Page No.
1	Introduction	
2	Aim and Objectives	
3	Organization profile/details	
4	Methods/Work	
5	Observation and knowledge gained	
6	Summary and outcome of the Internship study	
7	References	

No. of copies of the internship report
The candidate should prepare three copies of the internship /report and submit the same for the evaluation of examiners. After evaluation, one copy will be retained in the department library, one copy will be retained by the guide and the student shall hold one copy.

Attendance
Students must have earned 75% of attendance in each course for appearing on the examination. Students who have earned 74% to 70% of attendance need to apply for condonation in the prescribed form with the prescribed fee. Students who have earned 69% to 60% of attendance need to apply for condonation in the prescribed form with the prescribed fee along with the Medical Certificate. Students who have below 60% of attendance are not eligible to appear for the End Semester Examination (ESE). They shall re-do the semester(s) after completion of the programme.

Examination
The examinations shall be conducted separately for theory and practicals to assess (remembering, understanding, applying, analyzing, evaluating, and creating) the knowledge required during the study. There shall be two systems of examinations viz., internal and external examinations. The internal examinations shall be conducted as Continuous Internal Assessment tests I and II (CIA Test I & II).

A. *Internal Assessment*
The internal assessment shall comprise a maximum of 25 marks for each course. The following procedure shall be followed for awarding internal marks.

Theory - 25 Marks

Sr.No.	Content	Marks
1	Average marks of two CIA Test	15
2	Seminar/group discussion/quiz, etc.,	5
3	Assignment/field trip report/case study reports	5
	Total	**25**

Practical - 25 Marks

Sr.No.	Content	Marks
1	Average marks of two CIA tests (Practical) Experiments –Major, Minor, and Spotter	15
2	Observation notebook	10
	Total	**25**

Internship - 25 Marks (assess by Guide/In charge/HOD/supervisor)

Sr.No.	Content	Marks
1	Presentation	15
2	Progress Report	10
	Total	**25**

A. *External Examination*

- ❖ There shall be examinations at the end of each semester, for odd semesters in October / November; for even semesters in April / May.
- ❖ A candidate who does not pass the examination in any course(s) may be permitted to appear in such failed course(s) in the subsequent examinations to be held in October / November or April / May. However, candidates who have arrears in practical shall be permitted to take their arrear Practical examination only along with regular practical examination in the respective semester.
- ❖ A candidate should get registered for the first-semester examination. If registration is not possible owing to a shortage of attendance beyond the condonation limit / regulation prescribed OR belated joining OR on medical grounds, the candidates are permitted to move to the next semester. Such candidates shall re-do the missed semester after completion of the programme.
- ❖ For the internship, the maximum mark will be 50 marks for project report evaluation and for the Viva-Voce it is 25 marks.
- ❖ Viva-Voce: Each candidate shall be required to appear for the Viva-Voce Examination (in defense of the Dissertation Work/internship).

Passing minimum

- A candidate shall be declared to have passed each course if he/she secures not less than 40% marks in the End Semester Examinations and 40% marks in the Internal Assessment and not less than 40% for UG and PG 50% in the aggregate, taking Continuous assessment and End Semester Examinations marks together.
- The candidates not obtained 50% in the Internal Assessment are permitted to improve their Internal Assessment marks in the subsequent semesters (2 chances will be given) by writing the CIA tests and by submitting assignments.
- Candidates, who have secured the pass marks in the End-Semester Examination and the CIA but failed to secure the aggregate minimum pass mark (E.S.E + C I.A), are permitted to improve their Internal Assessment mark in the following semester and/or in University Examinations

Each student should have taken 8 credits as a core course, 10 credits for practicals thus totaling 18 credits required to complete the diploma course.

COURSE STRUCTURE

959 - Diploma in School Counselling - Course Structure

Course Code	Title of the Paper	T/P	Cr.	Hrs./ Week	Max. Marks		
					Int.	Ext.	Total
95911	Fundamentals of counselling	T	4	4	25	75	100
95912	Psychopathology in childhood and adolescence	T	4	4	25	75	100
95913	Psychological assessment	P	5	10	25	75	100
95914	Internship	I	5	10	25	75	100
	Library	-	-	2	-	-	-
	Total		**18**	**30**	**100**	**300**	**400**

Approved on B.O.S conducted on 01.09.2023

SYLLABUS

Course Code	95911	Fundamentals of Counselling	T	Credits:4	Hours/Week : 4

Objectives	
	1. To understand the importance of Counselling. 2. To develop the necessary competence to practice Counselling. 3. To gain competence to administer psychological tests and interview. 4. To understand the importance of therapeutic relationship 5. To legal educate the ethical considerations in counselling
Unit - I	Understanding human behaviour: Concept of behaviour, Assumptions about behaviour, Connection between thoughts, Feelings and behaviour, Drivers of behaviour, Functional and dysfunctional behaviours.
Unit - II	Counselling: Definition of Counselling, Need for counselling, Objectives of counselling, Differences between advise and counselling, Assumptions of counselling, Counselling approaches - Directive, Non directive and eclectic, Factors influencing the outcome of counselling.
Unit - III	Therapeutic relationship: Importance of relationship, Relationship pyramid, Conditions that facilitate therapeutic relationship - Genuineness, Unconditional positive regard and empathy.
Unit - IV	Counselling process: Pre helping phase, Exploration, Understanding and Action phases, Responsibilities of Counsellor and Counsellee in each of these phases. Counselling responses - Understanding, Supportive, Probing, Interpretative and Evaluative responses.
Unit - V	Basic counselling skills: Attending skill, Listening skill, Skill of empathy, Problem solving and decision making skill. Management of resistance, Attributes of an effective counsellor, Ethics in the practice of Counselling, Role of school counselor.

References and Text Books:
- American Counselling Association (2009), The ACA Encyclopedia of Counselling, Alexandria, VA, USA.
- Carkhuff R.Robert(2008), The Art of Helping, Amherst, USA, Possibilities Publishing Inc.
- Egan Gerald (2010), The Skilled Helper, Belmont, USA, Brooks/Cole.
- Goss C. Malcom&Papadopouts Linda (2001), Becoming a Therapist, New York, Brunner-Rutledge.
- McLeod John(2003), An Introduction to Counselling, Berkshire, McGraw Hill, Open University Press

Websources :

https://www.caluniv.ac.in/academic/Education/Study/Techniques.pdf
https://www.britannica.com/topic/human-behavior
https://web.cortland.edu/andersmd/rogers/char-a.html
https://positivepsychology.com/counseling-process/
https://counsellingtutor.com/basic-counselling-skills/the-meaning-of-attending/

Course Outcomes
On completion of the course, students will have

CO1	Understood the concepts behind human behaviour and able to analyse the connection between thought, feeling and behaviour	K1, K2, K3
CO2	Understood counselling and analysed various approaches in counselling	K2, K4
CO3	Examined the therapeutic relationship and able to identify the factor that facilitate the relationship	K2, K4, K5
CO4	Reviewed the counselling process and align themselves with the responsibilities of the counsellor	K1, K2, K4
CO5	Equipped with competency to demonstrate the counselling skills in different settings.	K4, K5, K6

Mapping Course Outcome vs Programme Outcomes

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	S(3)	S(3)	S(3)	M(2)	M(2)	M(2)	M(2)	M(2)	M(2)	M(2)
CO2	S(3)	S(3)	S(3)	L(1)	M(2)	M(2)	M(2)	S(3)	S(3)	L(1)
CO3	S(3)	S(3)	M(2)	M(2)	M(2)	S(3)	S(3)	M(2)	M(2)	S(3)
CO4	S(3)	S(3)	S(3)	S(3)	M(2)	M(2)	M(2)	M(2)	S(3)	S(3)
CO5	S(3)	S(3)	S(3)	S(3)	S(3)	S(3)	M(2)	M(2)	S(3)	S(3)
W.Av	3	3	2.8	2.2	2.2	2.4	2.2	2.2	2.6	2.4

Mapping Course Outcome Vs Programme Specific Outcomes

CO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	S(3)	L(1)	M(2)	M(2)	L(1)
CO2	S(3)	M(2)	M(2)	M(2)	M(2)
CO3	S(3)	M(2)	M(2)	M(2)	M(2)
CO4	S(3)	M(2)	M(2)	M(2)	M(2)
CO5	S(3)	S(3)	S(3)	M(2)	M(2)
W.Av	3	2	2.2	2	1.8

Course Code	95912	Psychopathology in childhood and adolescence	T	Credits:4	Hours/ Week :4
Objectives		1. To understand the common mental health problems of Children and Adolescents. 2. To understand the concepts of developmental psychology to analyse the psychopathology across lifespan 3. To educate the adversities faced by adolescence which leads to potential mental health disorder 4. To understand the mental health disorder that is more prevalent in the adolescent period 5. To advocate the mental health programmes carried out in school premises and the role of stakeholders			
Unit - I		Mental health: Concept and importance of mental health, stress and mental health, concept of mental disorder - causes and consequences, myths and misconceptions regarding mental disorders, and the burden of mental disorders.			
Unit - II		Developmental Psychology – Concept, developmental milestones, Developmental tasks and challenges. Childhood Disorders - Mental Retardation, Learning disorders, ADHD, Autism, Anxiety and depression - Etiology, Diagnosis, and its Management. Emotional and behavioural disorders (separation anxiety, phobias-school, etc, social anxiety, non-organic enuresis & encopresis).			
Unit - III		Adolescence – Concept of Adolescence, Adolescence as a period of Change and Stress, Development Challenges, Role of Family and the Peer group in the life of Adolescents.			
Unit - IV		Mental Disorders of Adolescents: Eating Disorders, Anxiety, Depression, Personality Disorders, Substance use disorders, Somatoform disorders and Suicide - Etiology, Diagnosis, and its management.			
Unit - V		School Mental Health Programme - Objectives, Process, Practices, and Challenges. Role of Stakeholders in the implementation of School Mental Health Programme.			

References and Text Books:

- Feldman S. Robert. (2007). Understanding Psychology, New Delhi, Tata McGraw-Hill Publishing Company Ltd.
- Mikhail Buyanov. (1989). Child Psychiatry & you, Moscow, Mir Publishers.
- Nancy J. Cobb (2000). Adolescence continuity, change and diversity, Los Angles, California State University.
- Sadock and Kaplan (2007). Synopsis of Psychiatry, Wolters Kluwer.
- Thackery Ellen and Harois Madeline (2003), The Gale Encyclopedia of Mental Disorders, New York, Gale Group, Inc.
- Fishchhoff I.Baruch(2001), Adolescent risk and vulnerability -concepts and Measurement, Washington, National Academic Press.

Webresources :
https://www.ncbi.nlm.nih.gov/books/NBK361938/
https://www.ncbi.nlm.nih.gov/pmc/articles/PMC8106413/#:~:text=As%20per%20the%20WHO%2C%5B12,stakeholders%20at%20all%20the%20stages%20

Course Outcomes
On completion of the course, students will have

CO1	Understanding of the common mental health problems of children and adolescents.	K1, K2
CO2	Understanding the concepts of developmental psychology to analyse the psychopathology across lifespan	K1, K2, K4
CO3	Knowledge about the adversities faced by adolescence which leads to potential mental health disorder	K1, K2
CO4	Understanding of the mental health disorder that is more prevalent in the adolescent period and have the ability to diagnose and implement the management strategies	K4, K5
CO5	Knowledge about the importance of stakeholder in school mental programmes on the basis of analysis of process and practices	K1, K2

Mapping Course Outcome vs Programme Outcomes

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	S(3)	S(3)	S(3)	L(1)	L(1)	M(2)	M(2)	M(2)	M(2)	L(1)
CO2	S(3)	S(3)	S(3)	M(2)	M(2)	L(1)	L(1)	L(1)	L(1)	M(2)
CO3	S(3)	S(3)	S(3)	L(1)	L(1)	M(2)	M(2)	M(2)	M(2)	L(1)
CO4	M(2)	M(2)	M(2)	S(3)	S(3)	M(2)	M(2)	M(2)	M(2)	S(3)
CO5	S(3)	S(3)	S(3)	S(3)	S(3)	L(1)	L(1)	L(1)	L(1)	S(3)
W.Av	2.8	2.8	2.8	2	2	1.6	1.6	1.6	2	2

Mapping Course Outcome Vs Programme Specific Outcomes

CO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	S(3)	M(2)	M(2)	L(1)	L(1)
CO2	S(3)	M(2)	S(3)	L(1)	L(1)
CO3	M(2)	L(1)	L(1)	M(2)	M(2)
CO4	S(3)	M(2)	M(2)	S(3)	S(3)
CO5	S(3)	M(2)	S(3)	M(2)	M(2)
W.Av	2.8	1.8	2.2	1.8	1.8

Course Code	95913	Psychological assessment	P	Credits:5	Hours/Week: 10
Objectives		1. To understand the importance of psychometrics in diagnosis 2. To develop the necessary competence to administer and interpret various psychological tools. 3. To gain insight regarding various psychological tools 4. To gain the understanding about the application of the tools. 5. To make use of the appropriate psychological tool by analysing the context of need.			
		Psychological tests from the following areas (One from Each area) will be identified and students will be exposed to the administration of the selected tests. Practical Examination will be conducted by the Institute as per the Guidelines of the University. 1. Intelligence 2. Memory 3. Interest 4. Job satisfaction 5. Behaviour rating scale 6. Assessment for children			

References and Text Books
Cronbach, L.J (1972), Essentials of Psychological Testing, New Delhi, Prentice Hall.
Udai Pareek.T (2006), Handbook of Psychological and Social Instruments, New Delhi, Concept Publishing House.
WoodworthR.S.and Schlosberg,(1981), Experimental Psychology, New Delhi, Tata McGraw Hill Publishing Co.

Webresources :
https://onlinecourses.nptel.ac.in/noc20_hs45/preview

Course Outcomes
On completion of the course, students will have

CO1	Recognize the importance of assessments in the field	K1,K2
CO2	Understood the psychometric properties of the tests.	K2,K4
CO3	Explore the various existing assessments and understand their purpose.	K2,K3 ,K4
CO4	Identify and apply their knowledge to evaluate the scores on assessments	K4,K5 ,K6
CO5	Develop skills to write clinical reports to clients	K4,K5 ,K6

Mapping Course Outcome vs Programme Outcomes

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	S(3)	S(3)	S(3)	L(1)	L(1)	S(3)	S(3)	M(2)	M(2)	L(1)
CO2	S(3)	S(3)	S(3)	M(2)	L(1)	S(3)	S(3)	S(3)	M(2)	L(1)
CO3	S(3)	S(3)	S(3)	L(1)	L(1)	M(2)	M(2)	M(2)	M(2)	M(2)
CO4	S(3)	S(3)	S(3)	S(3)	S(3)	M(2)	M(2)	S(3)	S(3)	M(2)
CO5	S(3)	S(3)	S(3)	S(3)	S(3)	S(3)	S(3)	M(2)	M(2)	S(3)
W.Av	3	3	3	2	1.8	2.6	2.6	2.4	2.2	1.8

Mapping Course Outcome Vs Programme Specific Outcomes

CO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	S(3)	L(1)	L(1)	S(3)	M(2)
CO2	S(3)	M(2)	S(3)	S(3)	S(3)
CO3	S(3)	M(2)	M(2)	M(2)	M(2)
CO4	S(3)	S(3)	S(3)	S(3)	S(3)
CO5	S(3)	S(3)	S(3)	S(3)	S(3)
W.Av	3	2.2	2.4	2.8	2.6

Course Code	95914	Internship	I	Credits: 5	Hours / week : 10
Objectives		1. To study and understand the working process of an agency 2. To gain professional intervention skills and program/ process in implementation skills 3. To develop skills in documentation 4. To develop professional acumen 5. To practise the professional skills that is learned via theory			
Guidelines		Students are placed in an internship setting for their practice based exposure of diploma degree The CA marks are awarded by the supervisor out of 25 marks for the quality, regularity, initiatives, leadership and participation. At the end of the semester Viva Voce is conducted by an external examiner and marks are awarded out of 75.			

Course Outcomes :
On successful completion of the course, Students will have

CO1	Examined and Understood the field realities	K2, K4
CO2	Analysed the scope for the practice	K3, K4
CO3	Developed the necessary competence to practice	K3, K4, K6
CO4	Developed professional network	K3, K6
CO5	Becomes more compassionate and confident in working with people.	K4, K5

Mapping Course Outcome vs Programme Outcomes

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	S(3)	S(3)	S(3)	L(1)	L(1)	S(3)	S(3)	M(2)	M(2)	L(1)
CO2	S(3)	S(3)	M(2)	L(1)	L(1)	S(3)	S(3)	S(3)	M(2)	M(2)
CO3	S(3)	S(3)	S(3)	S(3)	S(3)	S(3)	S(3)	M(2)	M(2)	S(3)
CO4	L(1)	L(1)	M(2)	M(2)	S(3)	S(3)	S(3)	M(2)	M(2)	S(3)
CO5	L(1)	L(1)	M(2)	M(2)	M(2)	S(3)	S(3)	S(3)	S(3)	M(2)
W.Av	2.2	2.2	2.4	1.8	2	3	3	2.4	2.2	2.2

Mapping Course Outcome Vs Programme Specific Outcomes

CO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	S(3)	L(1)	L(1)	S(3)	M(2)
CO2	S(3)	M(2)	M(2)	S(3)	S(3)
CO3	S(3)	S(3)	S(3)	M(2)	M(2)
CO4	L(1)	S(3)	M(2)	M(2)	M(2)
CO5	M(2)	M(2)	S(3)	S(3)	S(3)
W.Av	**2.4**	**2.2**	**2.2**	**2.6**	**2.4**