



AMITY UNIVERSITY

UTTAR PRADESH

Outcome Assessment Plan

Domain: Faculty of Rehabilitation Sciences

August 2018



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Introduction to Faculty/Domain of Rehabilitation Sciences

Faculty of Rehabilitation Sciences (RS) is under the overall guidance of Amity Foundation for Developmental Disabilities (AFDD), a brain child of our dynamic and visionary Founder President Sir, Dr. Ashok K. Chauhan. It is the integral part of Amity University Uttar Pradesh, a centre of excellence for quality education in mental health and special education with its strategic focus on emerging trends.

Faculty of Rehabilitation Sciences (RS):

Faculty of RS has been established with an objective to educate, equip and empower the aspiring rehabilitation professionals with relevant expertise, fostering values, creating social responsibility and global competence to meet the requirement of the field.

Faculty of RS provides rehabilitation education and skill-based training in all areas of disability at all levels with an objective to develop human resources required for identification, assessment and management of various types of disability and undertake cutting-age research in emerging frontiers and to provide professional leadership in the area of rehabilitation training, services, research and innovations.

All programmes run under the domain are as per the guidelines and curriculum framework recommended by the statutory of **Rehabilitation Council of India** (which is National body entrusted under the **Ministry of Social Justice and Empowerment (MSJE)**, to accredit all training institutions and registration of all practitioners for the field of disability rehabilitation).

Institutions

The Institutes working under the Faculty of Rehabilitation Sciences, AUUP Noida Campus are:

- a. Amity Institute of Behavioural (Health) and Allied Sciences (AIBHAS)**
- b. Amity Institute of Rehabilitation Sciences (AIRS)**



SECTION I

Introduction of Outcome Assessment Plan



1.1 Outcomes Assessment

Outcomes assessment is a systematic, evaluative process that is implemented to secure learning experiences that are congruent with original goals and objectives; thereby providing a basis for the effectiveness and continuous quality improvement of the academic unit.

- 1) The annual **outcome assessment** process is more **qualitative** and focuses on improving teaching by **analyzing student learning outcomes**.
- 2) The programme **review process** is more **quantitative** and focuses on the programme/discipline as a whole, how effective it is, and that our students are learning.
- 3) To achieve the above, some aspect of each programmes goals and objectives needs to be assessed on an annual basis.
- 4) All programme and general education goals shall be evaluated annually

The outcome assessment plan includes:

1. **Mission** The Mission is defined for the domain which flows down to the Institution level and finally to the programme level. The mission at the institution and programme level is aligned with the domain mission
2. **Broad Based Goals:** The broad based are defined under the following categories:

2.1 Educational Goals: The Educational Goals are defined at Domain, Institution and Programme level. The Educational Goals at the institution and programme level are aligned with the domain mission.

2.2 Operational Goals: The Operational Goals are defined at Domain, Institution and Programme level. The Operational Goals at the institution and programme level are aligned with the domain mission.

3. Outcomes: The Outcomes are defined under the following categories:

3.1 Operational Outcomes: The operational outcomes are defined for the domain and assessed at the domain level

3.2 Educational Goals The Learning outcomes are defined for each programme and each learning outcome is assessed to identify that the established learning objectives are achieved.

4. Mapping of PEOs and PLOs – The relationship of PEOs and PLOs are clearly indicated through the mapping of learning outcomes with the established Objective. Each outcome addresses some objective and achievement of outcome indicates the attainment of Objective



5. **Assessment of Learning and Operational Outcomes** – Each learning outcome is assessed by at least one direct and one indirect method. Similarly Operational outcomes are also assessed using the operational assessment tools. It also ensures that outcomes achieved are consistent with the mission. The results of the annual assessments and other data are used to determine the effectiveness of the programme during the programme review process.

6. **Programme Review:** Through the review of our programmes we seek to demonstrate that:

- Students are **learning** the knowledge, skills, and habits necessary to achieve the programme/discipline goals and objectives
- The **programme/discipline goals** are derived from and support the college mission
- The **curriculum** is coherent, current and consistent
- The **instruction** is effective in enabling student
- The **resources** are adequate for the production of student learning.
- The academic **support services** are adequate to facilitate student learning.



SECTION II:

DOMAIN MISSION AND BROADBASED GOALS /OBJECTIVES



2. DOMAIN MISSION AND BROADBASED GOALS /OBJECTIVES

2.1 Mission Statement

Mission of Faculty of Rehabilitation Sciences

To provide education at all levels in rehabilitation sciences of modern times and in the futuristic and emerging frontier areas of knowledge, learning and research and to develop the overall personality of students by making them not only excellent professionals but also good individuals, with understanding and regard for human values, pride in their heritage and culture, a sense of right and wrong and yearning for perfection and imbibe attributes of courage of conviction and action

2.2 Broad Based Goals / Objectives at Domain / Faculty Level

| Educational Goals : Students will be able to - | |
|---|--|
| 1. | Demonstrate experiential knowledge of the application of therapy and various rehabilitation strategies in a professional work setting |
| 2. | Integrate theory and practice and demonstrate expertise in treatment and rehabilitation areas in making effective decisions to improve quality of life of people with disabilities |
| 3. | Develop and sustain effective individual and organizational performance by leveraging Professional Service and Research skills while improving Information and Technological competencies within the framework of Rehabilitation Sciences. |
| 4. | Identify when and how to use their professional praxis in affective manner. |
| 5. | Demonstrate effective communication skills that support and enhance effective rehabilitation |
| 6. | Develop positive perspectives and skills that create productive leaders and professionals. |
| 7. | Act ethically and responsibly and follow all stipulated professional guidelines. |
| 8. | Critically evaluate scientific published reports and reflect learning and development throughout their career. |



2.3 Broad Based Operational Goals (Resources Required) At Faculty / Domain Level

| Operational Goals : FRS will be able to | |
|---|--|
| 1. | Provide educational excellence in Teaching/Academic Delivery and research in Rehabilitation Sciences |
| 2. | Facilitate an academically conducive environment for holistic development of students. |
| 3. | Facilitate environment for innovation and research excellence for the intellectual growth of faculty. |
| 4. | Facilitate cultivation of core values of the university and ethical conduct amongst students, faculty and staff. |
| 5. | Encourage cultural diversity and a sense of social and environmental responsibility |
| 6. | Provide ample opportunities for international exposure to faculty and students. |
| 7. | Involved in continual improvement of processes and systems and aim to attain national and international accreditations and university rankings |
| 8. | Build a strong industry interaction by way of alumni networks and empanelment of expertise from the field. |
| 9. | Facilitate employment opportunities and also support students to start their own centres for service delivery. |
| 10. | Facilitate good governance in discharge of responsibilities and execution of policies and programs. |



SECTION III:

INSTITUTION MISSION AND BROADBASED GOALS /OBJECTIVES



3. INSTITUTION MISSION AND BROADBASED GOALS /OBJECTIVES

Name of the Institution: Amity Institute of Rehabilitation Sciences

3.1 Mission Statement

| Mission of Institution |
|--|
| To provide education at all levels in special education for persons with different disabilities in the futuristic and emerging frontier areas of knowledge, learning and research and to develop the overall personality of students by making them not only excellent professionals but also good individuals, with understanding and regard for human values, pride in their heritage and culture, a sense of right and wrong and yearning for perfection and imbibe attributes of courage of conviction and action. |

3.2 Broad Based Goals / Objectives at Institution Level

| Educational Goals : Students will be able to - | |
|--|--|
| 1. | Demonstrate experiential knowledge of the application of special education principles in professional work setting. |
| 2. | Integrate theory and practice, as well as expertise across all diversities in making effective decisions to improve quality of life of the persons with disability. |
| 3. | Develop and sustain effective individual and organizational performance by leveraging Research skills, Information and Technological competencies in the given rehabilitation framework. |
| 4. | Identify when and how to use assertiveness and influential skills. |



| | |
|----|---|
| 5. | Demonstrate effective communication skills that support and enhance effective rehabilitation. |
| 6. | Develop positive perspectives and skills that create efficient rehabilitation professionals. |
| 7. | Act ethically and responsibly. |
| 8. | Critically evaluate and reflect learning and development throughout their career. |

3.3 Broad Based Operational Goals (Resources Required) At Institution level

| Operational Goals : AIRS will be able to | |
|--|--|
| 1. | Provide educational excellence in Teaching/Academic Delivery and research. |
| 2. | Facilitate an academically conducive environment for holistic development of students. |
| 3. | Facilitate environment for innovation and research excellence for the intellectual growth of faculty. |
| 4. | Facilitate cultivation of core values of the university and ethical conduct amongst students, faculty and staff. |
| 5. | Encourage cultural diversity and a sense of social and environmental responsibility. |
| 6. | Provide ample opportunities for international exposure to faculty and students. |
| 7. | Be involved in continual improvement of processes and systems and aim to attain national and international accreditations and university rankings. |
| 8. | Build a strong industry interaction by way of alumni networks and empanelment of expertise from industry. |
| 9. | Facilitate employment opportunities and also support students to start their own ventures. |
| 10. | Facilitate good governance in discharge of responsibilities and execution of policies and programs. |



Section IV:

Programme Mission, PEO's, PLO's and Assessment Plan for each Programme

- 1. Master's of Education in Special Education (Learning Disability/ Mental Retardation)**
- 2. Integrated Bachelor of Education-Master of Education Special Education (Specific Learning Disability/ Intellectual Disability)**
- 3. Bachelor's of Education in Special Education (Learning Disability/ Mental Retardation/ Autism Spectrum Disorder)**
- 4. Integrated Bachelor's in Arts and Bachelor's of Education in Special Education**
- 5. Integrated Bachelor's in Commerce and Bachelor's of Education in Special Education**
- 6. Integrated Bachelor's in Science and Bachelor's of Education in Special Education**



4. STUDENT LEARNING ASSESSMENT

BACHELOR'S Level Programme –

1. B.Ed Special Education (Autism Spectrum Disorder/Learning Disability/Mental Retardation)
2. Integrated BA/BCom/BSc & B.Ed Special Education

4.1 Mission Statement

| Programme Mission |
|---|
| To provide education at undergraduate level in special education for persons with different disabilities and in the futuristic and emerging frontier areas of knowledge, learning and research and to develop the overall personality of students by making them not only excellent professionals but also good individuals, with understanding and regard for human values, pride in their heritage and culture, a sense of right and wrong and yearning for perfection and imbibe attributes of courage of conviction and action. |

4.2 Programme Educational Objectives (PEOs)

| Educational Goals : Students should be able to | |
|--|---|
| 1. | Demonstrate appropriate mastery of the knowledge and techniques of educational provisions for working with children with various disabilities in Special and Inclusive educational environment. |
| 2. | Develop skills to critically analyse the available research findings and apply relevant research data in solving problems of Persons with Disabilities. |
| 3. | Explore and access Information Communication and Technology to empower persons with disability in different aspects of life. |
| 4. | Design creative and innovative solutions for issues arising during rehabilitation services |



| | |
|----|--|
| 5. | Communicate effectively to different stakeholders of special education services and address communication barriers of persons with disability. |
| 6. | Analyse problem and diagnose the challenges faced by students with disability in the contemporary world. |
| 7. | Demonstrate professional ethics to reduce bias, be committed to social justice and principles of sustainability. |
| 8. | Demonstrate competencies towards empowerment and training for persons with disabilities for their lifelong learning. |
| 9. | Imbibe values towards preservation and conservation of the environment. |

4.3 Programme Operational Objectives

| Operational Goals : Programme will be able to | |
|---|--|
| 1. | Provide educational excellence in Teaching/Academic Delivery and research. |
| 2. | Facilitate an academically conducive environment for holistic development of students. |
| 3. | Facilitate environment for innovation and research excellence for the intellectual growth of faculty. |
| 4. | Facilitate cultivation of core values of the university and ethical conduct amongst students, faculty and staff. |
| 5. | Encourage cultural diversity and a sense of social and environmental responsibility. |
| 6. | Provide ample opportunities for international exposure to faculty and students. |
| 7. | Be involved in continual improvement of processes and systems and aim to attain national and international accreditations and university rankings. |
| 8. | Build a strong industry interaction by way of alumni networks and empanelment of expertise from industry. |
| 9. | Facilitate employment opportunities and also support students to start their own ventures. |
| 10. | Facilitate good governance in discharge of responsibilities and execution of policies and programs. |



4.4 Programme Learning Outcomes

| Intended Learning Outcomes : Student will - | |
|---|---|
| 1. | Acquire knowledge and execute the conceptual knowledge of human development, contemporary Indian education, pedagogy of various school subjects and assessment of learning, skill domains to function as special educator, nature and educational needs of children with disabilities in Special and Inclusive educational environment. |
| 2. | Analyze a conceptual knowledge of quantitative and qualitative research methods in reference to disability and rehabilitation research. |
| 3. | Construct and access information technology to empower persons with disability in different aspects of life. |
| 4. | Analyze creative and innovative solutions for issues arising during rehabilitation services. |
| 5. | Review effectively the opinion of different stakeholders of special education services and address communication barriers of persons with disability. |
| 6. | Justify knowledge and skills for capacity building of human resources, develop skills required for enhancing institutional quality for sustained development and analyse problem faced by students with disability in the contemporary world. |
| 7. | Demonstrate awareness on ethical, social and cultural issues globally and their importance in exercising professional skills and responsibilities. |
| 8. | Appraise for truth, honesty, integrity, fairness , generosity in professional life, be aware and act to reduce personal bias, be committed to social justice and principles of sustainability, learn to appreciate diversity and equality, demonstrate ethical behaviors at all situations. |
| 9. | Integrate and appraise work as catalysts for change by converting opportunities into marketable realities within the area of Special Education |
| 10. | Establish commitment towards lifelong learning and continuous professional development and demonstrate independent and self directed learning to facilitate lifelong learning of the new and updated concepts of management of special education. |



4.5 Programme Operational Outcomes

| Operational Outcomes of - B.Ed Special education (LD/MR/ASD) - Integrated BA/BCom/BSc and B.Ed Special education : Programme will be able to - | |
|--|---|
| 1. | Use appropriate methodology and pedagogical tools for teaching, learning and development. Institute shall provide Academic facilities, Technological Resources for teaching and learning. |
| 2. | The programme curriculum will be able to be contemporary and relevant to meet requirements and benchmarked on global standards by incorporating feedback from all the stakeholders. The student of AIRS will be able to earn achievements in interuniversity Extra Curricular activities. |
| 3. | Faculty will be able to be engaged in scholarly and professional activities in order to enhance their competencies and to contribute to the existing Body of Knowledge. |
| 4. | Integrate ethics and values in teaching, theory and practice, develop and retain excellent students, faculty and staff. |
| 5. | Facilitate cultivation of cross cultural humanitarian values. |
| 6. | Facilitate joint research collaborations, invite international delegates and speakers for seminars and conferences and various other opportunities for global exposure. |
| 7. | Be continuously engaged in developing/ reviewing processes, policies and systems to achieve prestigious accreditations from various national, international bodies and ranking bodies. |
| 8. | Programme shall develop and maintain strong relationship with institutions working in the area of disability rehabilitation. It will be able to maintain lifelong alumni network and keep the curriculum responsive to existing needs |
| 9. | The student of programme will be able to graduate in timely manner. Institute will be able to support all the students for quality placements or join self employment |



Mapping of Intended Programme Learning Outcomes to Broad Based Programme Educational Objectives (PEOs)

The broad based student learning goals identified in Section I above encompass the intended student learning outcomes as articulated in this section, and are general composites or summaries of these outcomes. These relationships are summarized in the outcomes to goals mapping below (**Note: √ in a given cell of the table indicates the intended learning outcome in that row is associated with the learning goal in that column.**):

| PLOs (PEOs) | PEO 1 | PEO 2 | PEO 3 | PEO 4 | PEO 5 | PEO 6 | PEO 7 | PEO 8 |
|---|----------|----------|----------|----------|----------|----------|----------|----------|
| BACHELOR'S LEVEL PROGRAMS | | | | | | | | |
| (a) <u>Integrated BA/BCom/BSc and B.Ed Special Education</u> | | | | | | | | |
| (b) <u>B.Ed Special Education (Autism Spectrum Disorder/Learning Disability/Mental Retardation)</u> | | | | | | | | |
| Student will be able to acquire knowledge and execute the conceptual knowledge of human development, contemporary Indian education, pedagogy of various school subjects and assessment of learning, skill domains to function as special educator, nature and educational needs of children with disabilities in Special and inclusive educational environment. | ✓ | | ✓ | | ✓ | ✓ | | |
| Student will be able to analyze a conceptual understanding of quantitative and qualitative research methods in reference to disability and rehabilitation research. | ✓ | ✓ | | | | ✓ | | |
| Student will be able to construct and access information technology to empower persons with disability in different aspects of life. | | ✓ | ✓ | ✓ | | | | |
| Student will be able to analyze creative and innovative solutions for issues arising during rehabilitation services. | | | | ✓ | | ✓ | ✓ | |
| Student will be able to review effectively the opinion of different stakeholders of special education services and address communication barriers of persons with disability. | | | ✓ | | ✓ | ✓ | | |
| Student will be able to justify knowledge and skills for capacity building of human resources, develop skills required for enhancing institutional quality for | | | | | | ✓ | ✓ | ✓ |



| PLOs \ (PEOs) | PEO 1 | PEO 2 | PEO 3 | PEO 4 | PEO 5 | PEO 6 | PEO 7 | PEO 8 |
|---|-------|-------|-------|-------|-------|-------|-------|-------|
| | | | | | | | | |
| sustained development and analyse problem faced by students with disability in the contemporary world. | | | | | | | | |
| Student will be able to demonstrate awareness on ethical, social and cultural issues globally and their importance in exercising professional skills and responsibilities. | | | | ✓ | | | ✓ | ✓ |
| Student will be able to appraise for truth, honesty, integrity, fairness, generosity in professional life, be aware and act to reduce personal bias, be committed to social justice and principles of sustainability, learn to appreciate diversity and equality, demonstrate ethical behaviours at all situations. | | | | | | | ✓ | ✓ |
| integrate and appraise work as catalysts for change by converting opportunities into marketable realities within the area of Special Education | | | | ✓ | ✓ | ✓ | | |
| establish commitment towards lifelong learning and continuous professional development and demonstrate independent and self directed learning to facilitate lifelong learning of the new and updated concepts of management of special education. | | | ✓ | | | ✓ | ✓ | ✓ |

| Operational Goals \ Operational Outcomes | OG1 | OG 2 | OG 3 | OG 4 | OG 5 | OG 6 | OG 7 | OG 8 | OG 9 | OG 10 |
|--|-----|------|------|------|------|------|------|------|------|-------|
| | | | | | | | | | | |
| BACHELOR'S LEVEL PROGRAMS | | | | | | | | | | |
| (a) <u>Integrated BA/BCom/BSc and B.Ed Special Education</u> | | | | | | | | | | |
| (b) <u>B.Ed Special Education (Autism Spectrum Disorder/Learning Disability/Mental Retardation)</u> | | | | | | | | | | |



| Operational Goals Operational Outcomes | OG1 | OG 2 | OG 3 | OG 4 | OG 5 | OG 6 | OG 7 | OG 8 | OG 9 | OG 10 |
|---|-----|------|------|------|------|------|------|------|------|-------|
| Operational Outcome 1 | ✓ | ✓ | | ✓ | | ✓ | | | | |
| Operational Outcome 2 | | | ✓ | | ✓ | | ✓ | ✓ | | |
| Operational Outcome 3 | ✓ | | ✓ | | | | | ✓ | ✓ | |
| Operational Outcome 4 | | | | ✓ | ✓ | | | | | |
| Operational Outcome 5 | | | | | ✓ | ✓ | | | | |
| Operational Outcome 6 | | | | | | ✓ | ✓ | ✓ | ✓ | |
| Operational Outcome 7 | | | | | | | ✓ | ✓ | | ✓ |
| Operational Outcome 8 | | | | | | | ✓ | ✓ | ✓ | |
| Operational Outcome 9 | ✓ | ✓ | | | | | | | | ✓ |



4.6 Programme educational Assessment Plan for –

- (a) **Integrated BA/BCom/BSc and B.Ed Special Education**
 (b) **B.Ed Special Education (Autism Spectrum Disorder/Learning Disability/Mental Retardation)**

| # | PEO's | PLO's | Direct | Tool No for Direct Assessment | Target Performance | Indirect | Tool_No for Indirect Assessment | Target Performance |
|---|--|---|---|-------------------------------|--|--|---------------------------------|--|
| 1 | demonstrate conceptual understanding of education provisions for working with children with various disabilities in Special and inclusive educational environment. | Student will be able to acquire knowledge and execute the conceptual knowledge of human development, contemporary Indian education, pedagogy of various school subjects and assessment of learning, skill domains to function as special educator, nature and educational needs of children with disabilities in Special and inclusive educational environment. | Comprehensive Exam/Viva on annual basis | UG/PLO/D/CE Framework | 80% students shall pass the exam. | Student Exit Survey | UG/PLO/ID/Exit Survey | 80% students response range between 45 on the Likert Scale in the Student Exit Survey. |
| 2 | develop skills to critically analyse the available research findings and apply relevant research data in solving problems of Persons with Disabilities. | Student will be able to analyze a conceptual understanding of quantitative and qualitative research methods in reference to disability and rehabilitation research. | Comprehensive Exam | UG/PLO/D/CE Framework | 80% students shall pass the exam. | Student Exit Survey Feedback of Internship Guide | UG/PLO/ID/Exit Survey | 80% students response range between 45 on the Likert Scale in the Student Exit Survey. |
| 3 | explore and access information technology to empower persons | Student will be able to construct and access information technology to empower persons with | Comprehensive Exam | UG/PLO/D/CE Framework | 100% students shall able to leverage IT in order to complete | Student Exit Survey | UG/PLO/ID/Exit Survey | 80% students response range between 45 on |



| | | | | | | | | |
|---|--|---|---|---------------------------------------|--|---------------------|-----------------------|--|
| | with disability in different aspects of life. | disability in different aspects of life. | | | their Assignments and Projects | | | the Likert Scale in the Student Exit Survey. |
| 4 | develop creative and innovative solutions for issues arising during rehabilitation services. | Student will be able to analyze creative and innovative solutions for issues arising during rehabilitation services. | Comprehensive Exam Case work during placement Viva on annual basis | UG/PLO/D/CE Framework | 80% students shall be able to demonstrate Problem Solving and Decision Making Skill | Student Exit Survey | UG/PLO/ID/Exit Survey | 80% students response range between 45 on the Likert Scale in the Student Exit Survey. |
| 5 | communicate effectively to different stakeholders of special education services and address communication barriers of persons with disability. | Student will be able to review effectively the opinion of different stakeholders of special education services and address communication barriers of persons with disability. | Communication Skills Course, rubrics | UG/PLO/D/CE Framework | 80% students shall pass the exam. | Student Exit Survey | UG/PLO/ID/Exit Survey | 80% students response range between 45 on the Likert Scale in the Student Exit Survey. |
| 6 | analyse problem faced by students with disability in the contemporary world. | Student will be able to justify knowledge and skills for capacity building of human resources, develop skills required for enhancing institutional quality for sustained development and analyse problem faced by students with disability in the contemporary world. | Behavioural Science Course, Journal of Success Rubrics | UG/PLO/D/CE Framework UG/PLO6/D/BS | 80% students should secure a grade of 6 and above on a 10point scale in the Journal for Success component of Behavioural Science course. | Student Exit Survey | UG/PLO/ID/Exit Survey | 80% students response range between 45 on the Likert Scale in the Student Exit Survey. |



| | | | | | | | | |
|----|---|---|---|-----------------------|---|--------------------------------------|---|--|
| 7 | demonstrate awareness about Global Environment and act as Natural Resources Manager | Student will be able to demonstrate awareness on ethical, social and cultural issues globally and their importance in exercising professional skills and responsibilities. | Comprehensive Exam | UG/PLO/D/CE Framework | 80% students shall pass the exam. | Student Exit Survey Alumni Survey | UG/PLO/ID/Exit Survey | 80% students response range between 45 on the Likert Scale in the Student Exit Survey. |
| 8 | demonstrate awareness and act to reduce personal bias, be committed to social justice and principles of sustainability. | Student will be able to appraise for truth, honesty, integrity, fairness, generosity in professional life, be aware and act to reduce personal bias, be committed to social justice and principles of sustainability, learn to appreciate diversity and equality, demonstrate ethical behaviours at all situations. | Plagiarism Checking of Student Projects Comprehensive Exam | UG/PLO/D/CE Framework | 100% Students are checked for plagiarism in NTCC report submissions and are allowed to appear for vivavoce upon obtaining plagiarism % below 15%. | Exit Survey | UG/PLO/ID/ Exit Survey | 80% students response range between 45 on the Likert Scale in the Student Exit Survey. |
| 9 | demonstrate skills of Innovation & Entrepreneurship | integrate and appraise work as catalysts for change by converting opportunities into marketable realities within the area of Special Education | Comprehensive Exam | UG/PLO/D/CE Framework | 80% students shall pass the exam. | Student Exit Survey Alumni Survey | UG/PLO/ID/ Exit Survey UG/PLO/ID/Alumni Survey | 80% students response range between 45 on the Likert Scale in the Student Exit Survey. |
| 10 | Innovation & Entrepreneurship demonstrate commitment towards lifelong learning | establish commitment towards lifelong learning and continuous professional development and demonstrate independent and selfdirected learning to facilitate lifelong learning of the new and updated | Comprehensive Exam | UG/PLO/D/CE Framework | 80% students shall pass the exam. | Student Exit Survey Alumni Survey | UG/PLO/ID/Exit Survey | 80% students response range between 45 on the Likert Scale in the Student Exit Survey. |



| | | | | | | | | |
|--|--|--|--|--|--|--|--|--|
| | | concepts of management of special education. | | | | | | |
|--|--|--|--|--|--|--|--|--|

4.6 STUDENT LEARNING ASSESSMENT

BACHELOR'S Level Programme –

B.Ed Special Education (Autism Spectrum Disorder/Learning Disability/Mental Retardation)

Mission Statement

Programme Mission

To provide education at undergraduate level in special education for persons with different disabilities and in the futuristic and emerging frontier areas of knowledge, learning and research and to develop the overall personality of students by making them not only excellent professionals but also good individuals, with understanding and regard for human values, pride in their heritage and culture, a sense of right and wrong and yearning for perfection and imbibe attributes of courage of conviction and action.

Programme Educational Objectives (PEOs)

Educational Goals : Students should be able to

| | |
|----|--|
| 1. | Demonstrate conceptual understanding of education provisions for working with children with various disabilities in special and inclusive educational environment. |
| 2. | Develop skills to critically analyse the available research findings and apply relevant research data in solving problems of Persons with Disabilities. |
| 3. | Explore and access information technology to empower persons with disability in different aspects of life. |
| 4. | Develop creative and innovative solutions for issues arising during rehabilitation services |
| 5. | Communicate effectively to different stakeholders of special education services and address communication barriers of persons with disability. |
| 6. | Analyse problem faced by students with disability in the contemporary world. |
| 7. | Demonstrate awareness and act to reduce personal bias, be committed to social justice and principles of sustainability. |



| | |
|----|---|
| 8. | Demonstrate competencies and skills to impart special education services and training effectively to persons with disabilities as well as other people in various settings such as inclusive, special, open school, rehabilitation clinics and home based education |
|----|---|

Programme Operational Objectives

| Operational Goals : Student will be able to - | |
|---|---|
| 1. | Provide educational excellence in Teaching/Academic Delivery and research. |
| 2. | Facilitate an academically conducive environment for holistic development of students. |
| 3. | Facilitate environment for innovation and research excellence for the intellectual growth of faculty. |
| 4. | Facilitate cultivation of core values of the university and ethical conduct amongst students, faculty and staff. |
| 5. | Encourage cultural diversity and a sense of social and environmental responsibility. |
| 6. | Provide ample opportunities for international exposure to faculty and students. |
| 7. | Involved in continual improvement of processes and systems and aim to attain national and international accreditations and university rankings. |
| 8. | Build a strong industry interaction by way of alumni networks and empanelment of expertise from industry. |
| 9. | Facilitate employment opportunities and also support students to start their own ventures. |
| 10. | Facilitate good governance in discharge of responsibilities and execution of policies and programs. |



Programme Learning Outcomes

| Intended Learning Outcomes : Students will - | |
|--|---|
| 1. | Acquire knowledge and execute the conceptual knowledge of human development, contemporary Indian education, pedagogy of various school subjects and assessment of learning, skill domains to function as special educator, nature and educational needs of children with disabilities in Special and inclusive educational environment. |
| 2. | Analyze a conceptual understanding of quantitative and qualitative research methods in reference to disability and rehabilitation research. |
| 3. | Construct and access information technology to empower persons with disability in different aspects of life. |
| 4. | Analyze creative and innovative solutions for issues arising during rehabilitation services. |
| 5. | Review effectively the opinion of different stakeholders of special education services and address communication barriers of persons with disability. |
| 6. | Justify knowledge and skills for capacity building of human resources, develop skills required for enhancing institutional quality for sustained development and analyse problem faced by students with disability in the contemporary world. |
| 7. | Demonstrate awareness on ethical, social and cultural issues globally and their importance in exercising professional skills and responsibilities. |
| 8. | Appraise for truth, honesty, integrity, fairness , generosity in professional life, be aware and act to reduce personal bias, be committed to social justice and principles of sustainability, learn to appreciate diversity and equality, demonstrate ethical behaviours at all situations. |
| 9. | Integrate and appraise work as catalysts for change by converting opportunities into marketable realities within the area of Special Education |
| 10. | Establish commitment towards lifelong learning and continuous professional development and demonstrate independent and self directed learning to facilitate lifelong learning of the new and updated concepts of management of special education. |



Programme Operational Outcomes

| Operational Outcomes of - B.Ed Special education (LD/MR/ASD) : Programme will be able to - | |
|--|---|
| 1. | Use appropriate methodology and pedagogical tools for teaching, learning and development. Institute shall provide academic facilities, Technological Resources for teaching and learning. |
| 2. | The programme curriculum will be able to be contemporary and relevant to meet requirements and benchmarked on global standards by incorporating feedback from all the stakeholders. The student of AIRS will be able to earn achievements in interuniversity Extra Curricular activities. |
| 3. | Faculty will be able to be engaged in scholarly and professional activities in order to enhance their competencies and to contribute to the existing Body of Knowledge. |
| 4. | Integrate ethics and values in teaching, theory and practice, develop and retain excellent students, faculty and staff. |
| 5. | Facilitate cultivation of cross cultural humanitarian values. |
| 6. | Facilitate joint research collaborations, invite international delegates and speakers for seminars and conferences and various other opportunities for global exposure. |
| 7. | Continuously engaged in developing/ reviewing processes, policies and systems to achieve prestigious accreditations from various national, international bodies and ranking bodies. |
| 8. | Programme shall develop and maintain strong relationship with institutions working in the area of disability rehabilitation. It will be able to maintain lifelong alumni network and keep the curriculum responsive to existing needs |
| 9. | The student of programme will be able to graduate in timely manner. Institute will be able to support all the students for quality placements or join self employment |



4.6 Mapping of Intended Programme Learning Outcomes to BroadBased Programme Educational Objectives (PEOs)

The broad based student learning goals identified in Section I above encompass the intended student learning outcomes as articulated in this section, and are general composites or summaries of these outcomes. These relationships are summarized in the outcomes to goals mapping below (**Note: ✓ in a given cell of the table indicates the intended learning outcome in that row is associated with the learning goal in that column.**):

| PLOs (PEOs) | PEO 1 | PEO 2 | PEO 3 | PEO 4 | PEO 5 | PEO 6 | PEO 7 | PEO 8 |
|---|-------|-------|-------|-------|-------|-------|-------|-------|
| | | | | | | | | |
| BACHELOR'S LEVEL PROGRAMS | | | | | | | | |
| <u>B.Ed Special Education (Autism Spectrum Disorder/Learning Disability/Mental Retardation)</u> | | | | | | | | |
| Student will be able to acquire knowledge and execute the conceptual knowledge of human development, contemporary Indian education, pedagogy of various school subjects and assessment of learning, skill domains to function as special educator, nature and educational needs of children with disabilities in Special and inclusive educational environment. | ✓ | | ✓ | | ✓ | ✓ | | |
| Student will be able to analyze a conceptual understanding of quantitative and qualitative research methods in reference to disability and rehabilitation research. | ✓ | ✓ | | | | ✓ | | |
| Student will be able to construct and access information technology to empower persons with disability in different aspects of life. | | ✓ | ✓ | ✓ | | | | |
| Student will be able to analyze creative and innovative solutions for issues arising during rehabilitation services. | | | | ✓ | | ✓ | ✓ | |
| Student will be able to review effectively the opinion of different stakeholders of special education services and address communication barriers of persons with disability. | | | ✓ | | ✓ | ✓ | | |



| (PEOs) PLOs | PEO 1 | PEO 2 | PEO 3 | PEO 4 | PEO 5 | PEO 6 | PEO 7 | PEO 8 |
|--|----------|----------|----------|----------|----------|----------|----------|----------|
| Student will be able to justify knowledge and skills for capacity building of human resources, develop skills required for enhancing institutional quality for sustained development and analyse problem faced by students with disability in the contemporary world. | | | | | | ✓ | ✓ | ✓ |
| Student will be able to demonstrate awareness on ethical, social and cultural issues globally and their importance in exercising professional skills and responsibilities. | | | | ✓ | | | ✓ | ✓ |
| Student will be able to appraise for truth, honesty, integrity, fairness , generosity in professional life, be aware and act to reduce personal bias, be committed to social justice and principles of sustainability, learn to appreciate diversity and equality, demonstrate ethical behaviours at all situations. | | | | | | | ✓ | ✓ |
| integrate and appraise work as catalysts for change by converting opportunities into marketable realities within the area of Special Education | | | | ✓ | ✓ | ✓ | | |
| establish commitment towards lifelong learning and continuous professional development and demonstrate independent and self directed learning to facilitate lifelong learning of the new and updated concepts of management of special education. | | | ✓ | | | ✓ | ✓ | ✓ |



| Operational Goals Operational Outcomes | OG1 | OG 2 | OG 3 | OG 4 | OG 5 | OG 6 | OG 7 | OG 8 | OG 9 | OG 10 |
|--|-----|------|------|------|------|------|------|------|------|-------|
| BACHELOR'S LEVEL PROGRAMS | | | | | | | | | | |
| <u>B.Ed Special Education (Autism Spectrum Disorder/Learning Disability/Mental Retardation)</u> | | | | | | | | | | |
| Operational Outcome 1 | ✓ | ✓ | | ✓ | | ✓ | | | | |
| Operational Outcome 2 | | | ✓ | | ✓ | | ✓ | ✓ | | |
| Operational Outcome 3 | ✓ | | ✓ | | | | | ✓ | ✓ | |
| Operational Outcome 4 | | | | ✓ | ✓ | | | | | |
| Operational Outcome 5 | | | | | ✓ | ✓ | | | | |
| Operational Outcome 6 | | | | | | ✓ | ✓ | ✓ | ✓ | |
| Operational Outcome 7 | | | | | | | ✓ | ✓ | | ✓ |
| Operational Outcome 8 | | | | | | | ✓ | ✓ | ✓ | |
| Operational Outcome 9 | ✓ | ✓ | | | | | | | | ✓ |



Programme educational Assessment Plan for –

(a) B.Ed Special Education (Autism Spectrum Disorder/Learning Disability/Mental Retardation)

| # | PEO's | PLO's | Direct | Tool No for Direct Assessment | Target Performance | Indirect | Tool_No for Indirect Assessment | Target Performance |
|---|--|---|---|-------------------------------|-----------------------------------|---------------------|---------------------------------|--|
| 1 | demonstrate conceptual understanding of education provisions for working with children with various disabilities in Special and inclusive educational environment. | Student will be able to acquire knowledge and execute the conceptual knowledge of human development, contemporary Indian education, pedagogy of various school subjects and assessment of learning, skill domains to function as special educator, nature and educational needs of children with disabilities in Special and inclusive educational environment. | Comprehensive Exam/Viva on annual basis | UG/PLO/D/CE Framework | 80% students shall pass the exam. | Student Exit Survey | UG/PLO/ID/Exit Survey | 80% students response range between 45 on the Likert Scale in the Student Exit Survey. |



| | | | | | | | | |
|---|---|---|---|-----------------------|---|---|-----------------------|--|
| 2 | develop skills to critically analyse the available research findings and apply relevant research data in solving problems of Persons with Disabilities. | Student will be able to analyze a conceptual understanding of quantitative and qualitative research methods in reference to disability and rehabilitation research. | Comprehensive Exam | UG/PLO/D/CE Framework | 80% students shall pass the exam. | Student Exit Survey Feedback of Internship Guide | UG/PLO/ID/Exit Survey | 80% students response range between 45 on the Likert Scale in the Student Exit Survey. |
| 3 | explore and access information technology to empower persons with disability in different aspects of life. | Student will be able to construct and access information technology to empower persons with disability in different aspects of life. | Comprehensive Exam | UG/PLO/D/CE Framework | 100% students shall able to leverage IT in order to complete their Assignments and Projects | Student Exit Survey | UG/PLO/ID/Exit Survey | 80% students response range between 45 on the Likert Scale in the Student Exit Survey. |
| 4 | develop creative and innovative solutions for issues arising during rehabilitation services. | Student will be able to analyze creative and innovative solutions for issues arising during rehabilitation services. | Comprehensive Exam Case work during placement Viva on annual basis | UG/PLO/D/CE Framework | 80% students shall able to demonstrate Problem Solving and Decision Making Skill | Student Exit Survey | UG/PLO/ID/Exit Survey | 80% students response range between 45 on the Likert Scale in the Student Exit Survey. |
| 5 | communicate effectively to different stakeholders of | Student will be able to review effectively the opinion of | Communication Skills Course, Rubrics | UG/PLO/D/CE Framework | 80% students shall pass the exam. | Student Exit Survey | UG/PLO/ID/Exit Survey | 80% students response range between 45 |



| | | | | | | | | |
|---|---|---|-------------------------------------|---------------------------------------|--|--------------------------------------|-----------------------|--|
| | special education services and address communication barriers of persons with disability. | different stakeholders of special education services and address communication barriers of persons with disability. | | | | | | on the Likert Scale in the Student Exit Survey. |
| 6 | analyse problem faced by students with disability in the contemporary world. | Student will be able to justify knowledge and skills for capacity building of human resources, develop skills required for enhancing institutional quality for sustained development and analyse problem faced by students with disability in the contemporary world. | Behavioural Science Course, Rubrics | UG/PLO/D/CE Framework UG/PLO6/D/BS | 80% students should secure a grade of 6 and above on a 10point scale in the Journal for Success component of Behavioural Science course. | Student Exit Survey | UG/PLO/ID/Exit Survey | 80% students response range between 45 on the Likert Scale in the Student Exit Survey. |
| 7 | demonstrate awareness about Global Environment and act as Natural | Student will be able to demonstrate awareness on ethical, social and cultural issues | Comprehensive Exam | UG/PLO/D/CE Framework | 80% students shall pass the exam. | Student Exit Survey Alumni Survey | UG/PLO/ID/Exit Survey | 80% students response range between 45 on the Likert Scale in the |



| | | | | | | | | |
|---|---|---|---|-----------------------|---|-----------------------------------|---|--|
| | Resources Manager | globally and their importance in exercising professional skills and responsibilities. | | | | | | Student Exit Survey. |
| 8 | demonstrate awareness and act to reduce personal bias, be committed to social justice and principles of sustainability. | Student will be able to appraise for truth, honesty, integrity, fairness, generosity in professional life, be aware and act to reduce personal bias, be committed to social justice and principles of sustainability, learn to appreciate diversity and equality, demonstrate ethical behaviours at all situations. | Plagiarism Checking on the clinical report Student Comprehensive Exam | UG/PLO/D/CE Framework | 100% Students are checked for plagiarism in clinical report submissions and are allowed to appear for vivavoce upon obtaining plagiarism % below 15%. | Student Exit Survey. | UG/PLO/ID/Exit Survey | 80% students response range between 45 on the Likert Scale in the Student Exit Survey. |
| 9 | demonstrate skills of Innovation & Entrepreneurship | integrate and appraise work as catalysts for change by converting opportunities into marketable realities within | Comprehensive Exam | UG/PLO/D/CE Framework | 80% students shall pass the exam. | Student Exit Survey Alumni Survey | UG/PLO/ID/ Exit Survey UG/PLO/ID/Alumni Survey | 80% students response range between 45 on the Likert Scale in the Student Exit Survey. |



| | | | | | | | | |
|----|--|---|--------------------|-----------------------|-----------------------------------|-----------------------------------|-----------------------|--|
| | | the area of Special Education | | | | | | |
| 10 | Innovation & Entrepreneurship demonstrate commitment towards lifelong learning | establish commitment towards lifelong learning and continuous professional development and demonstrate independent and self directed learning to facilitate lifelong learning of the new and updated concepts of management of special education. | Comprehensive Exam | UG/PLO/D/CE Framework | 80% students shall pass the exam. | Student Exit Survey Alumni Survey | UG/PLO/ID/Exit Survey | 80% students response range between 45 on the Likert Scale in the Student Exit Survey. |



Master's Level Programme –M.Ed Special Education (Learning Disability/Mental Retardation)
Integrated B.Ed. M.Ed. Special Education (Specific Learning Disability/Intellectual Disability)
M.Phil (Clinical Psychology)
Professional Diploma in Clinical Psychology

Mission Statement

Programme Mission

To provide education at postgraduate level in special education for persons with different disabilities and Clinical Psychology and master trainer for human resource development and in the futuristic and emerging frontier areas of knowledge, learning and research and to develop the overall personality of students by making them not only excellent professionals but also good individuals, with understanding and regard for human values, pride in their heritage and culture, a sense of right and wrong and yearning for perfection and imbibe attributes of courage of conviction and action.

Programme Educational Objectives (PEOs)

Educational Goals – Students should be able to

1. Demonstrate knowledge in the area of human development, contemporary Indian education, and pedagogy of various school subjects and assessment of learning.
2. Conceptualize an empirical research on the basis of available literature (gap analysis in the knowledge and practice domain) and plan a prospective study and carry out a meaningful research, analysing the data and write the interpretation of data and make relevant recommendations.
3. Explore and access information technology to empower persons with disability in different aspects of life.
4. Develop creative and innovative solutions for issues arising during rehabilitation services.
5. Communicate effectively to different stakeholders of special education/mental health services and address communication barriers of persons with disability.
6. Demonstrate knowledge and skills for capacity building of human resources.
7. Develop skills to appreciate diversity, rights and equality and demonstrate ethical behaviours at all situations.
8. Collaborate and understand networking with different stakeholders, departments and ministries to impart effective rehabilitation services.



Programme Operational Objectives

| Operational Goals : Programme will be able to | |
|---|---|
| 1. | Provide educational excellence in Teaching/Academic Delivery and Research. |
| 2. | Facilitate an academically conducive environment for holistic development of students. |
| 3. | Facilitate environment for innovation and research excellence for the intellectual growth of faculty. |
| 4. | Facilitate cultivation of core values of the university and ethical conduct amongst students, faculty and staff. |
| 5. | Encourage cultural diversity and a sense of social and environmental responsibility. |
| 6. | Provide ample opportunities for international exposure to faculty and students. |
| 7. | Involved in continual improvement of processes and systems and aim to attain national and international accreditations and university rankings. |
| 8. | Build a strong industry interaction by way of alumni networks and empanelment of expertise from industry. |
| 9. | Facilitate employment opportunities and also support students to start their own ventures. |
| 10. | Facilitate good governance in discharge of responsibilities and execution of policies and programs. |



Programme Learning Outcomes

| Intended Learning Outcomes : Student will - | |
|---|---|
| 1. | Define knowledge and demonstrate conceptual knowledge about human development, contemporary Indian education, pedagogy of various school subjects and assessment of learning, skill domains to function as special educator, nature and educational needs of children with disabilities in Special and inclusive educational environment. |
| 2. | Illustrate a conceptual understanding of quantitative and qualitative research methods in reference to disability and rehabilitation/mental health research. |
| 3. | Apply and access information technology to empower persons with disability in different aspects of life. |
| 4. | Discover creative and innovative solutions for issues arising during rehabilitation services. |
| 5. | Recognize and communicate effectively to different stakeholders of special education/mental health services and address communication barriers of persons with disability. |
| 6. | Design skills for capacity building of human resources, develop skills required for enhancing institutional quality for sustained development and analyse problem faced by students with disability in the contemporary world. |
| 7. | Execute awareness on ethical, social and cultural issues globally and their importance in exercising professional skills and responsibilities. |
| 8. | Establish and strive for truth, honesty, integrity, fairness , generosity in professional life, be aware and act to reduce personal bias, be committed to social justice and principles of sustainability, learn to appreciate diversity and equality, demonstrate ethical behaviours at all situations. |
| 9. | Review and work as catalysts for change by converting opportunities into marketable realities within the area of Special Education/Mental Health |
| 10. | Illustrate commitment towards lifelong learning and continuous professional development and demonstrate independent and self-directed learning to facilitate lifelong learning of the new and updated concepts of management of special education/Mental Health. |



Programme Operational Outcomes

| Operational Outcomes : Programme will be able to - | |
|--|--|
| 1. | Use appropriate methodology and pedagogical tools for teaching, learning and development. Institute shall provide Academic facilities, Technological Resources for teaching and learning. |
| 2. | The programme curriculum will be able to be contemporary and relevant to meet requirements and benchmarked on global standards by incorporating feedback from all the stakeholders. The student of AIRS/AIBHAS will be able to earn achievements in interuniversity Extra Curricular activities. |
| 3. | Faculty will be able to be engaged in scholarly and professional activities in order to enhance their competencies and to contribute to the existing Body of Knowledge. |
| 4. | Integrate ethics and values in teaching, theory and practice, develop and retain excellent students, faculty and staff. |
| 5. | Facilitate cultivation of cross cultural humanitarian values. |
| 6. | Facilitate joint research collaborations, invite international delegates and speakers for seminars and conferences and various other opportunities for global exposure. |
| 7. | Be continuously engaged in developing/ reviewing processes, policies and systems to achieve prestigious accreditations from various national, international bodies and ranking bodies. |
| 8. | Programme shall develop and maintain strong relationship with institutions working in the area of disability rehabilitation/Mental Health. It will be able to maintain lifelong alumni network and keep the curriculum responsive to existing needs |
| 9. | The student of programme will be able to graduate in timely manner. Institute will be able to support all the students for quality placements or join self-employment |

Mapping of Intended Programme Learning Outcomes to Broad Based Programme Educational Objectives (PEOs)

The broad based student learning goals identified in Section I above encompass the intended student learning outcomes as articulated in this section, and are general composites or summaries of these outcomes. These relationships are summarized in the outcomes to goals mapping below (**Note: ✓ in a given cell of the table indicates the intended learning outcome in that row is associated with the learning goal in that column.**):



| <div>PLOs</div> <div>(PEOs)</div> | PEO 1 | PEO 2 | PEO 3 | PEO 4 | PEO 5 | PEO 6 | PEO 7 | PEO 8 |
|---|-------|-------|-------|-------|-------|-------|-------|-------|
| MASTER'S LEVEL PROGRAMS | | | | | | | | |
| <u>M.Ed Special Education (Learning Disability/Mental Retardation)</u> <u>Integrated B.Ed M.Ed Special Education (SLD/ID)</u> | | | | | | | | |
| Student will be able to acquire knowledge and execute the conceptual knowledge of human development, contemporary Indian education, pedagogy of various school subjects and assessment of learning, skill domains to function as special educator, nature and educational needs of children with disabilities in Special and inclusive educational environment. | ✓ | | ✓ | | ✓ | ✓ | | |
| Student will be able to analyze a conceptual understanding of quantitative and qualitative research methods in reference to disability and rehabilitation research. | ✓ | ✓ | | | | ✓ | | |
| Student will be able to construct and access information technology to empower persons with disability in different aspects of life. | | ✓ | ✓ | ✓ | | | | |
| Student will be able to analyze creative and innovative solutions for issues arising during rehabilitation services. | | | | ✓ | | ✓ | ✓ | |
| Student will be able to review effectively the opinion of different stakeholders of special education services and address communication barriers of persons with disability. | | | ✓ | | ✓ | ✓ | | |
| Student will be able to justify knowledge and skills for capacity building of human resources, develop skills required for enhancing institutional quality for sustained development and analyse problem faced by students with disability in the contemporary world. | | | | | | ✓ | ✓ | ✓ |
| Student will be able to demonstrate awareness on ethical, social and cultural issues globally and their importance in exercising professional skills and responsibilities. | | | | ✓ | | | ✓ | ✓ |
| Student will be able to appraise for truth, honesty, integrity, fairness , generosity in professional life, be aware and act to reduce personal bias, be | | | | | | | ✓ | ✓ |



| PLOs \ (PEOs) | PEO 1 | PEO 2 | PEO 3 | PEO 4 | PEO 5 | PEO 6 | PEO 7 | PEO 8 |
|---|-------|-------|-------|-------|-------|-------|-------|-------|
| | | | | | | | | |
| committed to social justice and principles of sustainability, learn to appreciate diversity and equality, demonstrate ethical behaviours at all situations. | | | | | | | | |
| integrate and appraise work as catalysts for change by converting opportunities into marketable realities within the area of Special Education | | | | ✓ | ✓ | ✓ | | |
| establish commitment towards lifelong learning and continuous professional development and demonstrate independent and self directed learning to facilitate lifelong learning of the new and updated concepts of management of special education. | | | ✓ | | | ✓ | ✓ | ✓ |

| Operational Goals \ Operational Outcomes | OG1 | OG 2 | OG 3 | OG 4 | OG 5 | OG 6 | OG 7 | OG 8 | OG 9 | OG 10 |
|--|-----|------|------|------|------|------|------|------|------|-------|
| MASTER'S LEVEL PROGRAMS | | | | | | | | | | |
| <i>M.Ed Special education (LD/MR)</i> <i>Integrated B.Ed M.Ed Special Education (SLD/ID)</i> | | | | | | | | | | |
| Operational Outcome 1 | ✓ | ✓ | | ✓ | | ✓ | | | | |
| Operational Outcome 2 | | | ✓ | | ✓ | | ✓ | ✓ | | |
| Operational Outcome 3 | ✓ | | ✓ | | | | | ✓ | ✓ | |



| Operational Goals Operational Outcomes | OG1 | OG 2 | OG 3 | OG 4 | OG 5 | OG 6 | OG 7 | OG 8 | OG 9 | OG 10 |
|---|-----|------|------|------|------|------|------|------|------|-------|
| Operational Outcome 4 | | | | ✓ | ✓ | | | | | |
| Operational Outcome 5 | | | | | ✓ | ✓ | | | | |
| Operational Outcome 6 | | | | | | ✓ | ✓ | ✓ | ✓ | |
| Operational Outcome 7 | | | | | | | ✓ | ✓ | | ✓ |
| Operational Outcome 8 | | | | | | | ✓ | ✓ | ✓ | |
| Operational Outcome 9 | ✓ | ✓ | | | | | | | | ✓ |



| PLOs | (PEOs) | PEO 1 | PEO 2 | PEO 3 | PEO 4 | PEO 5 | PEO 6 | PEO 7 | PEO 8 | PEO 9 |
|---|--------|-------|-------|-------|-------|-------|-------|-------|-------|-------|
| MASTER'S LEVEL PROGRAMS | | | | | | | | | | |
| <i>Name of the programme: M.PHIL Clinical Psychology</i> | | | | | | | | | | |
| Conceptualize specific adult and child mental health problems within a psychological framework, giving due consideration to psychosocial/ contextual factors | | √ | | √ | | √ | √ | √ | | |
| A) Develop conceptual understanding of qualitative and quantitative research methods and ethical guidance for conduct of research in mental health area B) Ability to critically analyze the available research findings and apply relevant data in clinical practice C) Ability to conceptualize an empirical research on the basis of review of literature and plan a prospective study, carry out a sound experiment, interpret the findings, write a research report and make relevant recommendations. | | √ | √ | √ | | √ | | √ | | |
| A) Work with the psychosocial dimensions of psychological disorders and physical diseases, formulate and undertake focused/ targeted psychosocial interventions. B) Work with community to promote health, quality-of-life & psychological well-being. | | √ | | √ | | | | √ | √ | |
| Apply professional ethics in case management and follow professional conduct while rendering services | | √ | √ | | | | | √ | √ | |
| Student shall develop required skills and expertise in administering, scoring, interpreting and reporting of various clinical assessment tools for range of psychological disorders | | √ | √ | | √ | √ | √ | √ | | |
| Student shall be able to formulate cases for various evidenced-based treatment/s with required degree of proficiency, outlining therapy processes, techniques needed, outcome and prevention strategies | | √ | | √ | √ | √ | √ | √ | √ | |



| PLOs \ (PEOs) | PEO 1 | PEO 2 | PEO 3 | PEO 4 | PEO 5 | PEO 6 | PEO 7 | PEO 8 | PEO 9 |
|---|-------|-------|-------|-------|-------|-------|-------|-------|-------|
| Student shall able to understand the legal issues involved in mental health areas and in providing care to mentally ill in out-door and in-door facilities and while functioning as expert testimony in the court of law. | | √ | | | √ | | | √ | |
| Student shall show required sensitivity to socio-cultural issues involved in a particular case and be aware of the prevailing cultural practices, misconception, stigma, discrimination, gender construction, and habitual life styles of persons seeking help. | | | | √ | | √ | √ | √ | |
| Student shall be competent to acquire knowledge on one's own through internet, research journals, books, continuing professional training programs, conferences, workshops, feedback by stakeholders, peer-review process for life long upgradation of knowledge, skills and practices. | | | | | | | | | √ |

| Operational Outcomes \ Operational Goals | OG1 | OG 2 | OG 3 | OG 4 | OG 5 | OG 6 | OG 7 | OG 8 | OG 9 |
|---|-----|------|------|------|------|------|------|------|------|
| MASTER'S LEVEL PROGRAMS | | | | | | | | | |
| <i>Name of the programme: MPHIL Clinical Psychology</i> | | | | | | | | | |
| 1.1 - The Faculty of AIBHAS will use appropriate methodology and pedagogical tools for teaching/ training; and support all trainees in their learning and professional development. | √ | | | | | | | | |
| 1.2 - The training module will be contemporary and relevant to the requirements of trainees to provide evidence-based interventions for persons with mental illness, and is benchmarked on global principles (UNCRPD), and as approved by the Rehabilitation Council of India (RCI) following incorporating feedback from all stakeholders. | √ | | | | | | | | |



| Operational Goals Operational Outcomes | OG1 | OG 2 | OG 3 | OG 4 | OG 5 | OG 6 | OG 7 | OG 8 | OG 9 |
|---|-------|-------|-------|-------|-------|-------|-------|-------|-------|
| 1.3 - The trainees of AIBHAS will graduate in timely manner. | √ | | | | | | | | |
| 1.4 - University shall provide facilities for academic teaching, professional training and research in the area of mental health. | √ | | | | | | | | |
| 2.1 – On successful completion of the course, trainees are readily recruited by service rendering organizations, by academic institutes or by research organizations. | | √ | | | | | | | |
| 3.1 - Faculty members engage in professional service activities connected to mental health areas in routine manner, in governance within and outside the university, guiding research projects. | | | √ | | | | | | |
| 4.1 – AIBHAS shall integrate professional conduct and ethics in teaching, training, research and clinical practice | | | | √ | | | | | |
| 5.1 – AIBHAS shall facilitate faculty and trainee’s participation in seminars, discourse and workshop on cultural issues, environment footprints, pollution etc. conducted within the university and outside. | | | | | √ | | | | |
| 6.1– AIBHAS shall facilitate joint research collaboration; invite international experts to interact with faculty and trainees and try for any other opportunities for global exposure. | | | | | | √ | | | |
| 7.1 – AIBHAS shall be continuously engaged in developing/ reviewing processes, policies and systems to achieve prestigious accreditations from various national, international bodies and ranking bodies. | | | | | | | √ | | |
| 8.1 - AIBHAS shall develop and maintain strong working relationship with State and NGO run service organization for an effective feedback, peer-review of the programs, training modules, teaching methods and recruitment of successfully trained professionals. | | | | | | | | √ | |
| 9.1- AIBHAS shall support organizations desiring to recruit successfully trained at their own service activities. | | | | | | | | √ | |
| 10.1 – AIBHAS shall establish an internal quality cell for operational quality and process improvement. | | | | | | | | | √ |
| PLOs (PEOs) | PEO 1 | PEO 2 | PEO 3 | PEO 4 | PEO 5 | PEO 6 | PEO 7 | PEO 8 | PEO 9 |



| Operational Goals Operational Outcomes | | | | | | | | | |
|---|-----|------|------|------|------|------|------|------|------|
| | OG1 | OG 2 | OG 3 | OG 4 | OG 5 | OG 6 | OG 7 | OG 8 | OG 9 |
| MASTER'S LEVEL PROGRAMS | | | | | | | | | |
| <i>Name of the programme: Professional Diploma in Clinical Psychology</i> | | | | | | | | | |
| Conceptualize specific adult and child mental health problems within a psychological framework, giving due consideration to psychosocial/ contextual factors | √ | √ | | √ | √ | √ | | | |
| A) Work with the psychosocial dimensions of psychological disorders and physical diseases, formulate and undertake focused/ targeted psychosocial interventions. B) Work with community to promote health, quality-of-life & psychological well-being. | √ | √ | | | | √ | √ | | |
| Apply professional ethics in case management and follow professional conduct while rendering services | √ | √ | | | | √ | √ | | |
| Student shall develop required skills and expertise in administering, scoring, interpreting and reporting of various clinical assessment tools for range of psychological disorders | √ | √ | √ | √ | √ | √ | | | |
| Student shall be able to formulate cases for various evidenced-based treatment/s with required degree of proficiency, outlining therapy processes, techniques needed, outcome and prevention strategies | √ | √ | √ | √ | √ | √ | √ | | |
| Student shall be able to understand the legal issues involved in mental health areas and in providing care to mentally ill in out-door and in-door facilities and while functioning as expert testimony in the court of law. | √ | | | √ | | | √ | | |
| Student shall show required sensitivity to socio-cultural issues involved in a particular case and be aware of the prevailing cultural practices, misconception, stigma, discrimination, gender construction, and habitual life styles of persons seeking help. | | | √ | | √ | √ | √ | | |
| Student shall be competent to acquire knowledge on one's own through internet, research journals, books, continuing professional training programs, conferences, workshops, feedback by stakeholders, peer-review process for life long upgradation of knowledge, skills and practices. | | | | | | | | √ | |



| Operational Goals Operational Outcomes | OG1 | OG 2 | OG 3 | OG 4 | OG 5 | OG 6 | OG 7 | OG 8 | OG 9 |
|--|-----|------|------|------|------|------|------|------|------|
| | | | | | | | | | |
| MASTER'S LEVEL PROGRAMS | | | | | | | | | |
| <i>Name of the programme: Professional Diploma in Clinical Psychology</i> | | | | | | | | | |
| 1.1 - The Faculty of AIBHAS will use appropriate methodology and pedagogical tools for teaching/ training; and support all trainees in their learning and professional development. | √ | | | | | | | | |
| 1.2 - The training module will be contemporary and relevant to the requirements of trainees to provide evidence-based interventions for persons with mental illness, and is bench marked on global principles (UNCRPD), and as approved by the Rehabilitation Council of India (RCI) following incorporating feedback from all stakeholders. | √ | | | | | | | | |
| 1.3 - The trainees of AIBHAS will graduate in timely manner. | √ | | | | | | | | |
| 2.1 – On successful completion of the course, trainees are readily recruited by service rendering organizations, by academic institutes or by research organizations. | | √ | | | | | | | |
| 3.1 - Faculty members engage in professional service activities connected to mental health areas in routine manner, in governance within and outside the university, guiding research projects. | | | √ | | | | | | |
| 4.1 – AIBHAS shall integrate professional conduct and ethics in teaching, training, research and clinical practice | | | | √ | | | | | |
| 5.1 – AIBHAS shall facilitate faculty and trainee's participation in seminars, discourse and workshop on cultural issues, environment footprints, pollution etc. conducted within the university and outside. | | | | | √ | | | | |
| 6.1– AIBHAS shall facilitate joint research collaboration; invite international experts to interact with faculty and trainees and try for any other opportunities for global exposure. | | | | | | √ | | | |
| 7.1 – AIBHAS shall be continuously engaged in developing/ reviewing processes, policies and systems to achieve prestigious accreditations from various national, international bodies and ranking bodies. | | | | | | | √ | | |
| 8.1 - AIBHAS shall develop and maintain strong working relationship with State and NGO run service organization for an effective feedback, peer-review of the programs, training modules, teaching methods and recruitment of successfully trained professionals. | | | | | | | | √ | |
| 9.1- AIBHAS shall support organizations desiring to recruit successfully trained at their own service activities. | | | | | | | | √ | |



| Operational Goals Operational Outcomes | OG1 | OG 2 | OG 3 | OG 4 | OG 5 | OG 6 | OG 7 | OG 8 | OG 9 |
|---|-----|------|------|------|------|------|------|------|------|
| | | | | | | | | | √ |

10.1 – AIBHAS shall establish an internal quality cell for operational quality and process improvement.

**Programme Educational Outcome for – M.Ed Special Education (Learning Disability/Mental Retardation)
Integrated B.Ed M.Ed Special Education (SLD/ID)**

| # | PEO's | PLO's | Direct | Tool No for Direct Assessment | Target Performance | Indirect | Tool_No for Indirect Assessment | Target Performance |
|---|---|--|---|-------------------------------|-----------------------------------|---------------------|---------------------------------|--|
| 1 | demonstrate knowledge about human development, contemporary Indian education, and pedagogy of various school subjects and | Student will be able to define knowledge and demonstrate conceptual knowledge about human development, | Comprehensive Exam/Viva on annual basis | PG/PLO/D/CE Framework | 80% students shall pass the exam. | Student Exit Survey | PG/PLO/ID/Exit Survey | 80% students response range between 45 on the Likert Scale in the Student Exit Survey. |



| | | | | | | | | |
|---|---|--|---|---|--|---|-----------------------|--|
| | assessment of learning | contemporary Indian education, pedagogy of various school subjects and assessment of learning, skill domains to function as special educator, nature and educational needs of children with disabilities in Special and inclusive educational environment. | | | | | | |
| 2 | conceptualize an empirical research on the basis of available literature (gap analysis in the knowledge and practice domain) and plan a prospective study and carry out a meaningful research, analysing the data and write the interpretation of data and make relevant recommendations. | Student will be able to illustrate a conceptual understanding of quantitative and qualitative research methods in reference to disability and rehabilitation research. | Term Paper, Seminar, Internship, Dissertation (Rubrics) Comprehensive Exam | PG/PLO2/D/Dissertation PG/PLO/D/CE Framework | 80% students shall pass the exam. | Student Exit Survey Feedback of Internship Guide | PG/PLO/ID/Exit Survey | 80% students response range between 45 on the Likert Scale in the Student Exit Survey. |
| 3 | explore and access information technology to empower persons with disability in | Student will be able to apply and access information technology to empower persons | Comprehensive Exam + rubrics | PG/PLO/D/CE Framework | 100% students shall able to leverage IT in order to complete their | Student Exit Survey | PG/PLO/ID/Exit Survey | 80% students response range between 45 on the |



| | | | | | | | | |
|---|--|--|---|---------------------------------------|--|---------------------|-----------------------|--|
| | different aspects of life. | with disability in different aspects of life. | | | Assignments and Projects | | | Likert Scale in the Student Exit Survey. |
| 4 | develop creative and innovative solutions for issues arising during rehabilitation services. | Student will be able to discover creative and innovative solutions for issues arising during rehabilitation services. | Comprehensive Exam Case work during placement Viva on annual basis | PG/PLO/D/CE Framework | 80% students shall be able to demonstrate Problem Solving and Decision Making Skill | Student Exit Survey | PG/PLO/ID/Exit Survey | 80% students response range between 45 on the Likert Scale in the Student Exit Survey. |
| 5 | communicate effectively to different stakeholders of special education services and address communication barriers of persons with disability. | Student will be able to recognize and communicate effectively to different stakeholders of special education services and address communication barriers of persons with disability. | Communication Skills Course, | PG/PLO/D/CE Framework | 80% students shall pass the exam. | Student Exit Survey | PG/PLO/ID/Exit Survey | 80% students response range between 45 on the Likert Scale in the Student Exit Survey. |
| 6 | analyse problem faced by students with disability in the contemporary world. | Student will be able to design skills for capacity building of human resources, develop skills required for enhancing institutional quality for sustained development and analyse problem faced by students with disability in | Behavioural Science Course, Rubrics | PG/PLO/D/CE Framework PG/PLO6/D/BS | 80% students should secure a grade of 6 and above on a 10point scale in the Journal for Success component of Behavioural Science course. | Student Exit Survey | PG/PLO/ID/Exit Survey | 80% students response range between 45 on the Likert Scale in the Student Exit Survey. |



| | | | | | | | | |
|---|---|---|---|-----------------------|--|--|---|--|
| | | the contemporary world. | | | | | | |
| 7 | demonstrate awareness about Global Environment and act as Natural Resources Manager | Student will be able to execute awareness on ethical, social and cultural issues globally and their importance in exercising professional skills and responsibilities. | Comprehensive Exam | PG/PLO/D/CE Framework | 80% students shall pass the exam. | Student Exit Survey Alumni Survey | PG/PLO/ID/Exit Survey | 80% students response range between 45 on the Likert Scale in the Student Exit Survey. |
| 8 | demonstrate awareness and act to reduce personal bias, be committed to social justice and principles of sustainability. | Student will be able to establish and strive for truth, honesty, integrity, fairness, generosity in professional life, be aware and act to reduce personal bias, be committed to social justice and principles of sustainability, learn to appreciate diversity and equality, demonstrate ethical behaviours at all situations. | Plagiarism Checking of Student Clinical reports Comprehensive Exam | PG/PLO/D/CE Framework | 100% Students are checked for plagiarism in Clinical report submissions and are allowed to appear for viva voce upon obtaining plagiarism % below 15%. | Feedback of Internship Guide Indiscipline Cases | PG/PLO/ID /Exit Survey | 80% students response range between 45 on the Likert Scale in the Student Exit Survey. |
| 9 | demonstrate skills of Innovation & Entrepreneurship | review and work as catalysts for change by converting opportunities into marketable realities | Comprehensive Exam | PG/PLO/D/CE Framework | 80% students shall pass the exam. | Student Exit Survey Alumni Survey | PG/PLO/ID/Exit Survey PG/PLO/ID /Alumni Survey | 80% students response range between 45 on the Likert Scale in the |



| | | | | | | | | |
|----|--|--|--------------------|-----------------------|-----------------------------------|-----------------------------------|-----------------------|--|
| | | within the area of Special Education | | | | | | Student Exit Survey. |
| 10 | Innovation & Entrepreneurship demonstrate commitment towards lifelong learning | illustrate commitment towards lifelong learning and continuous professional development and demonstrate independent and self directed learning to facilitate lifelong learning of the new and updated concepts of management of special education. | Comprehensive Exam | PG/PLO/D/CE Framework | 80% students shall pass the exam. | Student Exit Survey Alumni Survey | PG/PLO/ID/Exit Survey | 80% students response range between 45 on the Likert Scale in the Student Exit Survey. |



Student Learning Assessment for M.Phil (Clinical Psychology)

| S.No | Attributes | PLO | Direct | Tool_No for Direct Assessment | Target | Indirect | Tool_No for Indirect Assessment | Target |
|-------------|-------------------------|---|--|---|-----------------------------------|---|--|-------------------------------|
| 1 | Knowledge and Expertise | Conceptualize specific adult and child mental health problems within a psychological framework, giving due consideration to psychosocial/contextual factors | Diagnose psychological problems in children and adults and propose differential diagnoses and justify on the basis of history obtained and findings on examination | Viva on half-yearly and annual clinical examination | 80% students shall pass the exam. | Employability potential as indicated by placement | Placement report | Student Exit Survey(attached) |



| | | | | | | | | |
|---|-----------------|--|-----------------------|--|--|--|-----------------------------------|---|
| 2 | Research skills | A) Develop conceptual understanding of qualitative and quantitative research methods and ethical guidance for conduct of research in mental health area B) Ability to critically analyze the available research findings and apply relevant data in clinical practice C) Ability to conceptualize an empirical research on the basis of review of literature and plan a prospective study, carry out a sound experiment, interpret the findings, write a research report and make relevant recommendations | Research dissertation | Presentation and Viva during annual exam | 80% students shall be able to submit a research dissertation | Evaluation report by outside subject experts/consultants | Evaluation report (copy enclosed) | 80% of students obtain greater than 60% marks on the evaluation questionnaire |
|---|-----------------|--|-----------------------|--|--|--|-----------------------------------|---|



| | | | | | | | | |
|---|----------------------------------|--|--|---|---|---|-----------------------------------|---|
| 3 | Clinical skills | A) Work with the psychosocial dimensions of psychological disorders and physical diseases, formulate and undertake focused/ targeted psychosocial interventions. B) Work with community to promote health, quality-of-life & psychological well-being. | A) Treatment outcome of the cases assigned during service activities in clinic B) Performance during psychoeducational session with family | Patient care evaluation questionnaire (PCEQ) (attached) | 100% score on PCEQ | Feedback from clinical supervisor / consultant | Placement report | Student Exit Survey (attached) |
| 4 | Ethical and Professional Conduct | Apply professional ethics in case management and follow professional conduct while rendering services | Discuss the ethical issues involved in a case and their management during case presentation | Presentation and discussion during weekly case conferences and psychotherapy meetings | 100% of students shall be able to demonstrate required sensitivity to ethical issues and professional management of these issues. | Ratings by Chairperson and Consultants taking part in the presentations | Evaluation report (copy enclosed) | 100% of the students shall get more than 60% score on the evaluation scale. |



| | | | | | | | | |
|---|-------------------|---|---|--|--|---|------------------------------------|---|
| 5 | Assessment skills | Student shall develop required skills and expertise in administering, scoring, interpreting and reporting of various clinical assessment tools for range of psychological disorders | Demonstrate the required skills during Pass-out exam | Viva on half-yearly and annual clinical examination | 100% of the students shall secure a grade of 8 and above on a 10-point scale in the Pass-out | Presentation of the Psycho diagnostic Report during case conference and psychotherapy meetings, and Annual Diagnostic Record submission | Evaluation report (copy enclosed) | 100% of students get more than 60% score on the evaluation scale and 50% in Annual record submission. |
| 6 | Therapy skills | Student shall be able to formulate cases for various evidenced-based treatment/s with required degree of proficiency, outlining therapy processes, techniques needed, outcome and prevention strategies | During service activities whenever cases are allotted | Presentation and viva during half-yearly and annual exam | 100% students shall secure a grade of 6 and above on a 10 point scale. | Presentation of the Psychotherapy formulation during case conference and Psychotherapy meetings and Annual Therapy Record submission | Evaluation report (copy enclosed) | 100% of students get more than 60% score on the evaluation scale and 50% in Annual record submission. |



| | | | | | | | | |
|---|--------------------------------------|---|---|--|--|---|------------------------------------|---|
| 7 | Expert testimony in the court of law | Student shall able to understand the legal issues involved in mental health areas and in providing care to mentally ill in out-door and in-door facilities and while functioning as expert testimony in the court of law. | During service activities whenever medico-legal cases are allotted. | Presentation and viva during half-yearly and annual exam | 100% students shall secure a grade of 6 and above on a 10 point scale. | Presentation of the cases during case conference and psychotherapy meetings | Evaluation report (copy enclosed) | 100% of students get more than 60% and above on the evaluation scale. |
| 8 | Sensitivity to socio-cultural issues | Student shall show required sensitivity to socio-cultural issues involved in a particular case and be aware of the prevailing cultural practices, misconception, stigma, discrimination, gender construction, and habitual life styles of persons seeking help. | During service activities. | Presentation and viva during half-yearly and annual exam | 100% Students shall secure a grade of 6 and above on a 10 point scale | Presentation of the cases during case conference and psychotherapy meetings | Evaluation report (copy enclosed) | 100% of students get more than 60% and above on the evaluation scale. |



| | | | | | | | | |
|---|-------------------|---|---|---------------------------------------|--|-----------------------|------------------------------------|---|
| 9 | Lifelong Learning | Student shall be competent to acquire knowledge on one's own through internet, research journals, books, continuing professional training programs, conferences, workshops, feedback by stakeholders, peer-review process for life long upgradation of knowledge, skills and practices. | During service activities and academic presentations. | Presentation during academic meetings | 100% students shall secure 50% and above in evaluation of the academic presentation. | Academic interactions | Evaluation report (copy enclosed) | 100% of students get more than 60% and above on the evaluation scale. |
|---|-------------------|---|---|---------------------------------------|--|-----------------------|------------------------------------|---|



Student Learning Assessment for Professional Diploma in Clinical Psychology

| S.No | Attributes | PLO | Direct | Tool No for Direct Assessment | Target | Indirect | Tool No for Indirect Assessment | Target |
|------|-------------------------|--|--|---|-----------------------------------|--|---------------------------------|--------------------------------|
| 1 | Knowledge and Expertise | Conceptualize specific adult and child mental health problems within a psychological framework, giving due consideration to psychosocial/ contextual factors | Diagnose psychological problems in children and adults and propose differential diagnoses and justify on the basis of history obtained and findings on examination | Viva on half-yearly and annual clinical examination | 80% students shall pass the exam. | Employability protentional as indicated by placement | Placement report | Student Exit Survey (attached) |
| 2 | Clinical skills | A) Work with the psychosocial dimensions of | A) Treatment outcome of the cases assigned during service | Patient care evaluation questionnaire | 100% score on PCEQ | Feedback from clinical supervisor / consultant | Placement report | Student Exit Survey (attached) |



| | | | | | | | | |
|---|----------------------------------|--|---|---|--|---|-----------------------------------|---|
| | | psychological disorders and physical diseases, formulate and undertake focused/ targeted psychosocial interventions. B) Work with community to promote health, quality-of-life & psychological well-being. | activities in clinic B) Performance during psychoeducation session with family | (PCEQ) (attached) | | | | |
| 3 | Ethical and Professional Conduct | Apply professional ethics in case management and follow professional conduct while rendering services | Discuss the ethical issues involved in a case and their management during case presentation | Presentation and discussion during weekly case conferences and psychotherapy meetings | 100% of students shall able to demonstrate required sensitivity to ethical issues and professional management of these issues. | Ratings by Chairperson and Consultants taking part in the presentations | Evaluation report (copy enclosed) | 100% of the students shall get more than 60% score on the evaluation scale. |



| | | | | | | | | |
|---|-------------------|---|---|--|--|---|-----------------------------------|---|
| 4 | Assessment skills | Student shall develop required skills and expertise in administering, scoring, interpreting and reporting of various clinical assessment tools for range of psychological disorders | Demonstrate the required skills during Pass-out exam | Viva on half-yearly and annual clinical examination | 100% of the students shall secure a grade of 8 and above on a 10-point scale in the Pass-out | Presentation of the Psycho diagnostic Report during case conference and psychotherapy meetings, and Annual Diagnostic Record submission | Evaluation report (copy enclosed) | 100% of students get more than 60% score on the evaluation scale and 50% in Annual record submission. |
| 5 | Therapy skills | Student shall be able to formulate cases for various evidenced-based treatment/s with required degree of proficiency, outlining therapy processes, techniques needed, | During service activities whenever cases are allotted | Presentation and viva during half-yearly and annual exam | 100% students shall secure a grade of 6 and above on a 10 point scale. | Presentation of the Psychotherapy formulation during case conference and Psychotherapy meetings and Annual Therapy Record submission | Evaluation report (copy enclosed) | 100% of students get more than 60% score on the evaluation scale and 50% in Annual record submission. |



| | | | | | | | | |
|---|--------------------------------------|--|---|--|--|---|-----------------------------------|---|
| | | outcome and prevention strategies | | | | | | |
| 6 | Expert testimony in the court of law | Student shall be able to understand the legal issues involved in mental health areas and in providing care to mentally ill in out-door and in-door facilities and while functioning as expert testimony in the court of law. | During service activities whenever medico-legal cases are allotted. | Presentation and viva during half-yearly and annual exam | 100% students shall secure a grade of 6 and above on a 10 point scale. | Presentation of the cases during case conference and psychotherapy meetings | Evaluation report (copy enclosed) | 100% of students get more than 60% and above on the evaluation scale. |
| 7 | Sensitivity to socio-cultural issues | Student shall show required sensitivity to socio-cultural issues involved in a particular case and be aware of the prevailing cultural practices, | During service activities. | Presentation and viva during half-yearly and annual exam | 100% Students shall secure a grade of 6 and above on a 10 point scale | Presentation of the cases during case conference and psychotherapy meetings | Evaluation report (copy enclosed) | 100% of students get more than 60% and above on the evaluation scale. |



| | | | | | | | | |
|---|-------------------|---|---|---------------------------------------|--|-----------------------|-----------------------------------|---|
| | | misconception, stigma, discrimination, gender construction, and habitual life styles of persons seeking help. | | | | | | |
| 8 | Lifelong Learning | Student shall be competent to acquire knowledge on one's own through internet, research journals, books, continuing professional training programs, conferences, workshops, feedback by stakeholders, peer-review process for life long | During service activities and academic presentations. | Presentation during academic meetings | 100% students shall secure 50% and above in evaluation of the academic presentation. | Academic interactions | Evaluation report (copy enclosed) | 100% of students get more than 60% and above on the evaluation scale. |



| | | | | | | | | |
|--|--|---|--|--|--|--|--|--|
| | | upgradation of knowledge, skills and practices. | | | | | | |
|--|--|---|--|--|--|--|--|--|



Section V:

Domain Operational Outcomes & Operational Outcome Assessment Plan



Operational Assessment

5.1 Operational Outcomes

| Intended Operational Outcomes for the Rehabilitation Sciences: FRS will be able to |
|---|
| Use appropriate methodology and pedagogical tools for teaching, learning and development. University shall provide Academic facilities, Technological Resources for teaching and learning. |
| The curriculum will be able to be contemporary and relevant to meet requirements and benchmarked on global standards by incorporating feedback from all the stakeholders. The student of RS will be able to earn achievements in interuniversity Extra Curricular activities. |
| Faculty will be able to be engaged in scholarly and professional activities in order to enhance their competencies and to contribute to the existing Body of Knowledge. |
| Integrate ethics and values in teaching, theory and practice, develop and retain excellent students, faculty and staff. |
| Facilitate cultivation of cross cultural humanitarian values. |
| Facilitate joint research collaborations, invite international delegates and speakers for seminars and conferences and various other opportunities for global exposure. |
| Be continuously engaged in developing/ reviewing processes, policies and systems to achieve prestigious accreditations from various national, international bodies and ranking bodies |
| FRS shall develop and maintain strong relationship with institutions working in the area of disability rehabilitation. Domain shall maintain lifelong alumni network and keep the curriculum responsive to existing needs |
| The student of RS will be able to graduate in timely manner. Domain will be able to support all the students for quality placements or join selfemployment |
| Be continuously engaged in developing/ reviewing processes, policies and systems to achieve prestigious accreditations from various national, international bodies and ranking bodies. |



5.2 Operational Outcome Assessment Plan

| # | Broad Based Operational Goals | Intended Operational Outcomes for the Domain | Assessment Measures/Methods for Intended Operational Outcomes | Performance Objectives (Targets/Criteria) |
|----|--|--|---|--|
| 1. | Domain intends to provide educational excellence in Teaching/Academic Delivery and research. | The faculty of RS will be able to use appropriate methodology and pedagogical tools for teaching, learning and development. University shall provide Academic facilities, Technological Resources for teaching and learning. | <ul style="list-style-type: none"> • Student feedback of course faculty. • Faculty Qualifications and Experience Files. • Graduation rate in convocation report. <ul style="list-style-type: none"> - on completion of Registration period (N) - during extended period (N+1 for PG and for UG) • Teaching, learning aids, resources, such as labs, library, journals, database, softwares, Inventory of all technology equipment in classrooms, computer labs, academic offices, and faculty offices. | <ul style="list-style-type: none"> • 80% faculty shall have the required feedback • 100% Faculty shall be qualified as per RCI norms . • Curriculum shall be reviewed periodically (At least once in 5 years) • At least 80% students shall graduate on completion of Registration period (N) • 80% or remaining students shall pass <ul style="list-style-type: none"> - during extended period (N+1for PG and for UG) |



| | | | | |
|----|--|--|--|--|
| | | | | <ul style="list-style-type: none"> 90% classrooms, computer labs, academic offices, and faculty offices are equipped with technology equipment. |
| 2. | Domain will be able to facilitate an academically conducive environment for holistic development of students. | The curriculum will be able to be contemporary and relevant to meet requirements and benchmarked on global standards by incorporating feedback from all the stakeholders. The student of RS will be able to earn achievements in inter-university Extra Curricular activities. | <ul style="list-style-type: none"> Functional and area specific club, Committees, Sports Events, cocurricular and extra curricular activities and students participation in inter institutional competition. List of Award winners | <ul style="list-style-type: none"> Every student shall be a part of atleast one Club or Committee. |
| 3. | Domain will be able to facilitate environment for innovation and research excellence for the intellectual growth of faculty. | Faculty will be able to be engaged in scholarly and professional activities in order to enhance their competencies and to contribute to the existing Body of Knowledge. | <p>Faculty data about Research work and other Scholar activities such as:</p> <ul style="list-style-type: none"> Professional activities: Routine consulting, conference, workshop, professional meeting attendance, professional membership. | <ul style="list-style-type: none"> 100% Faculty shall be engaged in research and scholarly activities. |
| 4. | FRS will be able to facilitate cultivation of core values of the university and ethical conduct amongst students, faculty and staff. | Domain will be able to integrate ethics and values in teaching, theory and practice, develop and retain excellent students, faculty and staff. | <ul style="list-style-type: none"> Attrition Rate Courses embedded in curriculum such as Behavioral Science Courses, Human Values and Community Outreach, etc. Plagiarism check. Feedback system. | <ul style="list-style-type: none"> Attrition rate shall be below 10% annually |



| | | | | |
|----|--|--|---|--|
| | | | | <ul style="list-style-type: none"> • Faculty Feedback shall be taken for each course. • 80% faculty shall have 4 or 5 on 5 point Likert Scale. |
| 5. | FRS will be able to encourage cultural diversity and a sense of social and environmental responsibility. | Domain will be able to facilitate cultivation of cross cultural humanitarian values. | <ul style="list-style-type: none"> • List of community/ social sector projects/ activities/ engagements. • Organizing Cultural program • Day of Belongingness. • Celebration of festivals for culturally diverse group of students. | <ul style="list-style-type: none"> • At least 80% faculty and students should be engaged in organizing/ participating the various events and activities |
| 6. | FRS will be able to provide ample opportunities for international exposure to faculty and students. | Domain will be able to facilitate joint research collaborations, invite international delegates and speakers for seminars and conferences and various other opportunities for global exposure. | <ul style="list-style-type: none"> • Conferences/ Seminars organized by national and international speakers and delegates.. | <ul style="list-style-type: none"> • 100% students and faculty of FRS shall be offered an opportunity for international exposure through various. Conferences, workshops and seminars |
| 7. | FRS will be able to be involved in continual improvement of processes and systems and aim to attain national and international accreditations and university rankings. | Domain will be able to be continuously engaged in developing/ reviewing processes, policies and systems to achieve prestigious accreditations from various national, international bodies and ranking bodies | <ul style="list-style-type: none"> • Accreditation at institutions and programme levels. | <ul style="list-style-type: none"> • 100% programmes are recognized by RCI |



| | | | | |
|-----|--|--|---|---|
| 8. | FRS will be able to build a strong industry interaction by way of alumni networks and empanelment of expertise from the field. | Domain shall develop and maintain strong relationship with institutions working in the area of disability rehabilitation. Domain shall maintain lifelong alumni network and keep the curriculum responsive to existing needs | Report on Annual Industry Interaction activities such as, <ul style="list-style-type: none"> • Alumni Meets • Industry visits • Evaluation Board • Career Counseling Sessions, etc. | <ul style="list-style-type: none"> • Industry visits shall be scheduled for 100% students of FRS • Details of 60% of FRS alumni shall be maintained in the alumni database and readily available for various purposes |
| 9. | FRS dents to start their own centers for service delivery. | The student of RS will be able to graduate in timely manner. Domain will be able to support all the students for quality placements or join selfemployment | Employability: <ul style="list-style-type: none"> • Quality of placements (company profile, job profile, salary package offered) • quality of internship • List of students placed. • List of industries visiting campus, Entrepreneurship: <ul style="list-style-type: none"> • Students starting their own ventures. | 90% students shall either be placed or shall start their own ventures or shall go for further studies. |
| 10. | FRS will be able to facilitate good governance in discharge of responsibilities and execution of policies and programs. | Domain will be able to be continuously engaged in developing/ reviewing processes, policies and systems to achieve prestigious accreditations from various national, international bodies and ranking bodies. | Reports of various: <ul style="list-style-type: none"> • Statutory bodies, • Accreditation bodies, • External evaluators report. • Quality Audit Report by QAE. | FRS shall conduct periodic meetings as per regulations. |



SECTION VII: APPENDICES

Rubrics For Assessment



AMITY INSTITUTE OF REHABILITATION SCIENCES

RUBRICS FOR ASSESMENT OF BEHAVIOURAL SCIENCE FOR B.ED SPECIAL EDUCATION (ASD/LD/MR) PROGRAMME

Assessment Parameters:

- Leadership skills
- Interpersonal skills
- Team spirit
- Conflict management
- Lifelong learning

SCORING:

- If the student's performance is **unsatisfactory** on a criteria, he scores 0
- If the student's performance is **needs improvement** on a criteria, he scores 1
- If the student's performance is **satisfactory** on a criteria, he scores 2
- If the student's performance is **proficient** on a criteria, he scores 3
- If the student's performance is **distinguished** on a criteria, he scores 4

TOOLS USED FOR ASSESSMENT:

- Social Awareness Programme
- Journal of Success (JOS)
- Participation and Interaction in the class
- Psychometric assessment
- Participation in various extracurricular & cocurricular activities

COMPOSITION OF ASSESSMENT BOARD



- Business Communication Faculty
- Program Leader/ Program Coordinator

SCORE SHEET: INDIVIDUAL

| If the student scores between | Outcome Attainment Levels |
|--------------------------------------|----------------------------------|
| <20 | Needs improvement |
| 20-26 | Satisfactory |
| 27-33 | Partly Achieved |
| 33-40 | Fully Achieved |

SCORE SHEET: PROGRAMME/BATCH

| Outcome Attainment Levels | Percentage of Students |
|----------------------------------|-------------------------------|
| Needs improvement | |
| Satisfactory | |
| Partly Achieved | |
| Fully Achieved | |



| Behavioural Science – UG | | | | | | | |
|--------------------------|---|---|--|--|--|--|-------|
| Name: _____ | | Enrollment No.: _____ | | Programme: _____ | | | |
| S. No. | Description of Rubrics | Unsatisfactory (0) | Needs Improvement (1) | Satisfactory (2) | Proficient (3) | Distinguished | Score |
| 1. | Able to Understand Self with reference to strength and Weakness | The JOS Does not reflect the conceptual understanding | The JOS slightly reflects the conceptual understanding | The JOS moderately reflects the conceptual understanding | The JOS mostly reflects the conceptual understanding | The JOS completely reflect the conceptual understanding | |
| 2. | Able to display and demonstrate the concept of Self and associated areas& its application | The individual's JOS did not cover relevant information of the application based learning | The individual's JOS slightly covered relevant information of the application based learning | The individual's JOS somewhat covered relevant information of the application based learning | The individual's JOS mostly covered relevant information of the application based learning | The individual's JOS completely covered relevant information of the application based learning | |
| 3. | Able to Understand and demonstrate the management of conflict | The individual did not initiate and scored low in demonstration of conflict resolution. | The individual slightly initiated and scored relatively better than low in demonstration of conflict resolution. | The individual initiated and scored average on demonstration of conflict resolution. | The individual initiated and scored moderately on demonstration of conflict resolution. | The individual effectively initiated and scored high on demonstration of conflict resolution. | |
| 4. | Able to Understand and demonstrate interpersonal | The individual did not initiate and did not exhibit the clarity | The individual slightly initiated and did exhibit the clarity in | The individual initiated and did exhibit average on the clarity in | The individual initiated and did exhibit moderately on demonstration of | The individual effectively initiated and did exhibit | |



| | | | | | | | |
|----|---|---|---|--|---|--|--|
| | communication for enhanced interpersonal Relationship | in terms of interpersonal communication for enhanced interpersonal Relationship | terms of better than low interpersonal communication for enhanced interpersonal Relationship | terms interpersonal communication for enhanced interpersonal Relationship | interpersonal communication for enhanced interpersonal Relationship. | average high on demonstration interpersonal communication for enhanced interpersonal Relationship. | |
| 5. | The student would be able to engage in collaborative learning with team members to achieve a shared goal. | The individual could not engage at all and collaborative learning with team members to achieve a shared goal. | The individual could not engage much in collaborative learning with team members to achieve a shared goal. | The individual could somewhat engage in collaborative learning with team members to achieve a shared goal. | The individual could moderately engage in collaborative learning with team members to achieve a shared goal. | The individual could completely engage in collaborative learning with team members to achieve a shared goal. | |
| 6. | The student would be able to engage in articulation of strengths and weaknesses of team members and constructively evaluate others' work. | The individual could not engage at all in articulation of strengths and weaknesses of team members and constructively evaluate others' work | The individual could not engage much in articulation of strengths and weaknesses of team members and constructively evaluate others' work | The individual could somewhat in articulation of strengths and weaknesses of team members and constructively evaluate others' work | The individual could moderately engage in articulation of strengths and weaknesses of team members and constructively evaluate others' work | The individual could completely comprehend engage in articulation of strengths and weaknesses of team members and constructively evaluate others' work | |
| | | | | | | | |



| | | | | | | | |
|-----|---|--|---|---|---|---|--|
| 7. | Able to demonstrate the learning of leadership concept and developing own style of leadership | The individual could not demonstrate the learning of leadership concept and developing own style of leadership | The individual could slightly demonstrate the learning of leadership concept and developing own style of leadership | The individual could somewhat demonstrate the learning of leadership concept and developing own style of leadership | The individual could moderately demonstrate the learning of leadership concept and developing own style of leadership | The individual could completely demonstrate the learning of leadership concept and developing own style of leadership | |
| 8. | Able to demonstrate the learning of excellence | The individual could not demonstrate the learning of excellence | The individual could slightly demonstrate the learning of excellence | The individual could somewhat demonstrate the learning of excellence | The individual could moderately demonstrate the learning of excellence | The individual could completely demonstrate the learning of excellence | |
| 9. | Ability to demonstration of enhanced personal effectiveness | The individual scored low in demonstration of enhanced personal effectiveness. | The individual slightly scored relatively better than low in demonstration of enhanced personal effectiveness. | The individual scored average on demonstration of enhanced personal effectiveness. | The individual initiated and scored moderately on demonstration of enhanced personal effectiveness. | The individual effectively initiated and scored high on demonstration of enhanced personal effectiveness. | |
| 10. | Able to Understand and comprehend the concept of lifelong learning through social practices | The individual could not demonstrate practicing the concept of lifelong learning through social | The individual could slightly demonstrate practicing the concept of lifelong learning through social | The individual could average demonstrate practicing the concept of lifelong learning through social | The individual could moderately demonstrate practicing the concept of lifelong learning through | The individual could fully demonstrate practicing the concept of lifelong learning | |



| | | | | | | | |
|--------------------|-----------------------|---------------------------------|---------------------------------|---------------------------------|--|--|--|
| | and ethical behavior. | practices and ethical behavior. | practices and ethical behavior. | practices and ethical behavior. | social practices and ethical behavior. | through social practices and ethical behavior. | |
| Total score | | | | | | | |

| If the student scores between | Outcome Attainment Levels |
|--------------------------------------|----------------------------------|
| <20 | Needs improvement |
| 20-26 | Satisfactory |
| 27-33 | Partly Achieved |
| 33-40 | Fully Achieved |

Signatures:



RUBRICS FOR ASSESMENT OF BEHAVIOURAL SCIENCEFOR INTEGRATED BA/BCOM/BSC & B.ED SPECIAL EDUCATION PROGRAMME

Assessment Parameters:

- Leadership skills
- Interpersonal skills
- Team spirit
- Conflict management
- Lifelong learning

SCORING:

- If the student's performance is **unsatisfactory** on a criteria, he scores 0
- If the student's performance is **needs improvement** on a criteria, he scores 1
- If the student's performance is **satisfactory** on a criteria, he scores 2
- If the student's performance is **proficient** on a criteria, he scores 3
- If the student's performance is **distinguished** on a criteria, he scores 4

TOOLS USED FOR ASSESSMENT:

- Social Awareness Programme
- Journal of Success (JOS)
- Participation and Interaction in the class
- Psychometric assessment
- Participation in various extracurricular & cocurricular activities

COMPOSITION OF ASSESSMENT BOARD

- Business Communication Faculty
- Program Leader/ Program Coordinator



SCORE SHEET: INDIVIDUAL

| If the student scores between | Outcome Attainment Levels |
|-------------------------------|---------------------------|
| <20 | Needs improvement |
| 20-26 | Satisfactory |
| 27-33 | Partly Achieved |
| 33-40 | Fully Achieved |

SCORE SHEET: PROGRAMME/BATCH

| Outcome Attainment Levels | Percentage of Students |
|---------------------------|------------------------|
| Needs improvement | |
| Satisfactory | |
| Partly Achieved | |
| Fully Achieved | |



| Behavioural Science – UG | | | | | | | |
|--------------------------|---|---|--|--|---|--|-------|
| Name: _____ | | Enrollment No.: _____ | | Programme: _____ | | | |
| S. No. | Description of Rubrics | Unsatisfactory (0) | Needs Improvement (1) | Satisfactory (2) | Proficient (3) | Distinguished | Score |
| 11. | Able to Understand Self with reference to strength and Weakness | The JOS Does not reflect the conceptual understanding | The JOS slightly reflects the conceptual understanding | The JOS moderately reflects the conceptual understanding | The JOS mostly reflects the conceptual understanding | The JOS completely reflect the conceptual understanding | |
| 12. | Able to display and demonstrate the concept of Self and associated areas& its application | The individual's JOS did not cover relevant information of the application based learning | The individual's JOS slightly covered relevant information of the application based learning | The individual's JOS somewhat covered relevant information of the application based learning | The individual's JOS mostly covered relevant information of the application based learning | The individual's JOS completely covered relevant information of the application based learning | |
| 13. | Able to Understand and demonstrate the management of conflict | The individual did not initiate and scored low in demonstration of conflict resolution. | The individual slightly initiated and scored relatively better than low in demonstration of conflict resolution. | The individual initiated and scored average on demonstration of conflict resolution. | The individual initiated and scored moderately on demonstration of conflict resolution. | The individual effectively initiated and scored high on demonstration of conflict resolution. | |
| 14. | Able to Understand and demonstrate interpersonal communication for enhanced | The individual did not initiate and did not exhibit the clarity in terms of interpersonal | The individual slightly initiated and did exhibit the clarity in terms of better than low | The individual initiated and did exhibit average on the clarity in terms interpersonal | The individual initiated and did exhibit moderately on demonstration of interpersonal communication for | The individual effectively initiated and did exhibit average high on demonstration | |



| | interpersonal Relationship | communication for enhanced interpersonal Relationship | interpersonal communication for enhanced interpersonal Relationship | communication for enhanced interpersonal Relationship | enhanced interpersonal Relationship. | interpersonal communication for enhanced interpersonal Relationship. | |
|------------|---|---|---|--|---|--|--|
| 15. | The student would be able to engage in collaborative learning with team members to achieve a shared goal. | The individual could not engage at all and collaborative learning with team members to achieve a shared goal. | The individual could not engage much in collaborative learning with team members to achieve a shared goal. | The individual could somewhat engage in collaborative learning with team members to achieve a shared goal. | The individual could moderately engage in collaborative learning with team members to achieve a shared goal. | The individual could completely engage in collaborative learning with team members to achieve a shared goal. | |
| 16. | The student would be able to engage in articulation of strengths and weaknesses of team members and constructively evaluate others' work. | The individual could not engage at all in articulation of strengths and weaknesses of team members and constructively evaluate others' work | The individual could not engage much in articulation of strengths and weaknesses of team members and constructively evaluate others' work | The individual could somewhat in articulation of strengths and weaknesses of team members and constructively evaluate others' work | The individual could moderately engage in articulation of strengths and weaknesses of team members and constructively evaluate others' work | The individual could completely comprehend engage in articulation of strengths and weaknesses of team members and constructively evaluate others' work | |
| 17. | Able to demonstrate the learning of leadership concept and developing | The individual could not demonstrate the learning of leadership concept and | The individual could slightly demonstrate the learning of leadership concept and | The individual could somewhat demonstrate the learning of leadership concept and | The individual could moderately demonstrate the learning of leadership concept and developing | The individual could completely demonstrate the learning of leadership concept and | |



| | own style of leadership | developing own style of leadership | developing own style of leadership | developing own style of leadership | own style of leadership | developing own style of leadership | |
|--------------------|---|---|--|---|--|---|--|
| 18. | Able to demonstrate the learning of excellence | The individual could not demonstrate the learning of excellence | The individual could slightly demonstrate the learning of excellence | The individual could somewhat demonstrate the learning of excellence | The individual could moderately demonstrate the learning of excellence | The individual could completely demonstrate the learning of excellence | |
| 19. | Ability to demonstration of enhanced personal effectiveness | The individual scored low in demonstration of enhanced personal effectiveness. | The individual slightly scored relatively better than low in demonstration of enhanced personal effectiveness. | The individual scored average on demonstration of enhanced personal effectiveness. | The individual initiated and scored moderately on demonstration of enhanced personal effectiveness. | The individual effectively initiated and scored high on demonstration of enhanced personal effectiveness. | |
| 20. | Able to Understand and comprehend the concept of lifelong learning through social practices and ethical behavior. | The individual could not demonstrate practicing the concept of lifelong learning through social practices and ethical behavior. | The individual could slightly demonstrate practicing the concept of lifelong learning through social practices and ethical behavior. | The individual could average demonstrate practicing the concept of lifelong learning through social practices and ethical behavior. | The individual could moderately demonstrate practicing the concept of lifelong learning through social practices and ethical behavior. | The individual could fully demonstrate practicing the concept of lifelong learning through social practices and ethical behavior. | |
| Total score | | | | | | | |



| If the student scores between | Outcome Attainment Levels |
|-------------------------------|---------------------------|
| <20 | Needs improvement |
| 20-26 | Satisfactory |
| 27-33 | Partly Achieved |
| 33-40 | Fully Achieved |

Signatures:



AMITY INSTITUTE OF REHABILITATION SCIENCES

RUBRICS FOR ASSESMENT OF BEHAVIOURAL SCIENCE FOR M.ED. SPECIAL EDUCATION

Assessment Parameters:

- Leadership skills
- Interpersonal skills
- Team spirit
- Conflict management
- Lifelong learning

SCORING:

- If the student's performance is **unsatisfactory** on a criteria, he scores 0
- If the student's performance is **needs improvement** on a criteria, he scores 1
- If the student's performance is **satisfactory** on a criteria, he scores 2
- If the student's performance is **proficient** on a criteria, he scores 3
- If the student's performance is **distinguished** on a criteria, he scores 4

TOOLS USED FOR ASSESSMENT:

- Social Awareness Programme
- Journal of Success (JOS)
- Participation and Interaction in the class
- Psychometric assessment
- Participation in various extracurricular & cocurricular activities

COMPOSITION OF ASSESSMENT BOARD

- Business Communication Faculty
- Program Leader/ Program Coordinator



SCORE SHEET: INDIVIDUAL

| If the student scores between | Outcome Attainment Levels |
|-------------------------------|---------------------------|
| <20 | Needs improvement |
| 20-26 | Satisfactory |
| 27-33 | Partly Achieved |
| 33-40 | Fully Achieved |

SCORE SHEET: PROGRAMME/BATCH

| Outcome Attainment Levels | Percentage of Students |
|---------------------------|------------------------|
| Needs improvement | |
| Satisfactory | |
| Partly Achieved | |
| Fully Achieved | |



| Behavioural Science – PG | | | | | | | |
|--------------------------|---|---|--|--|--|--|-------|
| Name: _____ | | Enrollment No.: _____ | | Programme: _____ | | | |
| S. No. | Description of Rubrics | Unsatisfactory (0) | Needs Improvement (1) | Satisfactory (2) | Proficient (3) | Distinguished | Score |
| 21. | Able to Understand Self with reference to strength and Weakness | The JOS Does not reflect the conceptual understanding | The JOS slightly reflects the conceptual understanding | The JOS moderately reflects the conceptual understanding | The JOS mostly reflects the conceptual understanding | The JOS completely reflect the conceptual understanding | |
| 22. | Able to display and demonstrate the concept of Self and associated areas& its application | The individual's JOS did not cover relevant information of the application based learning | The individual's JOS slightly covered relevant information of the application based learning | The individual's JOS somewhat covered relevant information of the application based learning | The individual's JOS mostly covered relevant information of the application based learning | The individual's JOS completely covered relevant information of the application based learning | |
| 23. | Able to Understand and demonstrate the management of conflict | The individual did not initiate and scored low in demonstration of conflict resolution. | The individual slightly initiated and scored relatively better than low in demonstration of conflict resolution. | The individual initiated and scored average on demonstration of conflict resolution. | The individual initiated and scored moderately on demonstration of conflict resolution. | The individual effectively initiated and scored high on demonstration of conflict resolution. | |
| 24. | Able to Understand and demonstrate | The individual did not initiate and did not exhibit the | The individual slightly initiated and did exhibit the clarity in terms of | The individual initiated and did exhibit average on the clarity in | The individual initiated and did exhibit moderately on demonstration of | The individual effectively initiated and did exhibit | |



| | | | | | | | |
|-----|---|---|---|--|---|--|--|
| | interpersonal communication for enhanced interpersonal Relationship | clarity in terms of interpersonal communication for enhanced interpersonal Relationship | better than low interpersonal communication for enhanced interpersonal Relationship | terms interpersonal communication for enhanced interpersonal Relationship | interpersonal communication for enhanced interpersonal Relationship. | average high on demonstration interpersonal communication for enhanced interpersonal Relationship. | |
| 25. | The student would be able to engage in collaborative learning with team members to achieve a shared goal. | The individual could not engage at all and collaborative learning with team members to achieve a shared goal. | The individual could not engage much in collaborative learning with team members to achieve a shared goal. | The individual could somewhat engage in collaborative learning with team members to achieve a shared goal. | The individual could moderately engage in collaborative learning with team members to achieve a shared goal. | The individual could completely engage in collaborative learning with team members to achieve a shared goal. | |
| 26. | The student would be able to engage in articulation of strengths and weaknesses of team members and constructively evaluate others' work. | The individual could not engage at all in articulation of strengths and weaknesses of team members and constructively evaluate others' work | The individual could not engage much in articulation of strengths and weaknesses of team members and constructively evaluate others' work | The individual could somewhat in articulation of strengths and weaknesses of team members and constructively evaluate others' work | The individual could moderately engage in articulation of strengths and weaknesses of team members and constructively evaluate others' work | The individual could completely comprehend engage in articulation of strengths and weaknesses of team members and constructively evaluate others' work | |



| | | | | | | | |
|-----|---|--|---|---|---|---|--|
| 27. | Able to demonstrate the learning of leadership concept and developing own style of leadership | The individual could not demonstrate the learning of leadership concept and developing own style of leadership | The individual could slightly demonstrate the learning of leadership concept and developing own style of leadership | The individual could somewhat demonstrate the learning of leadership concept and developing own style of leadership | The individual could moderately demonstrate the learning of leadership concept and developing own style of leadership | The individual could completely demonstrate the learning of leadership concept and developing own style of leadership | |
| 28. | Able to demonstrate the learning of excellence | The individual could not demonstrate the learning of excellence | The individual could slightly demonstrate the learning of excellence | The individual could somewhat demonstrate the learning of excellence | The individual could moderately demonstrate the learning of excellence | The individual could completely demonstrate the learning of excellence | |
| 29. | Ability to demonstration of enhanced personal effectiveness | The individual scored low in demonstration of enhanced personal effectiveness. | The individual slightly scored relatively better than low in demonstration of enhanced personal effectiveness. | The individual scored average on demonstration of enhanced personal effectiveness. | The individual initiated and scored moderately on demonstration of enhanced personal effectiveness. | The individual effectively initiated and scored high on demonstration of enhanced personal effectiveness. | |
| 30. | Able to Understand and comprehend the concept of lifelong learning | The individual could not demonstrate practicing the concept of lifelong learning through social | The individual could slightly demonstrate practicing the concept of lifelong learning through social practices | The individual could average demonstrate practicing the concept of lifelong learning through social | The individual could moderately demonstrate practicing the concept of lifelong learning through | The individual could fully demonstrate practicing the concept of lifelong learning | |



| | | | | | | | |
|--------------------|--|---------------------------------|-----------------------|---------------------------------|--|--|--|
| | through social practices and ethical behavior. | practices and ethical behavior. | and ethical behavior. | practices and ethical behavior. | social practices and ethical behavior. | through social practices and ethical behavior. | |
| Total score | | | | | | | |

| If the student scores between | Outcome Attainment Levels |
|--------------------------------------|----------------------------------|
| <20 | Needs improvement |
| 20-26 | Satisfactory |
| 27-33 | Partly Achieved |
| 33-40 | Fully Achieved |

Signatures:



RUBRICS FOR ASSESMENT OF DISSERTATION FOR M.ED. SPECIAL EDUCATION

Assessment Parameters:

- Analyze
- Conceptualize
- Applied
- Demonstrate
- Innovation

SCORING:

- If the student's performance is **unsatisfactory** on a criteria, he scores 0
- If the student's performance is **needs improvement** on a criteria, he scores 1
- If the student's performance is **satisfactory** on a criteria, he scores 2
- If the student's performance is **proficient** on a criteria, he scores 3
- If the student's performance is **distinguished** on a criteria, he scores 4

TOOLS USED FOR ASSESSMENT:

- Report writing
- Presentations
- VivaVoce

COMPOSITION OF ASSESSMENT BOARD

- External Expert (Disability Rehabilitation/ Academia)
- Dissertation Guide
- Faculty member



SCORE SHEET: INDIVIDUAL

| If the student scores between | Outcome Attainment Levels |
|-------------------------------|---------------------------|
| <36 | Needs improvement |
| 36-47 | Satisfactory |
| 48-59 | Partly Achieved |
| 60-72 | Fully Achieved |

SCORE SHEET: PROGRAMME/BATCH

| Outcome Attainment Levels | Percentage of Students |
|---------------------------|------------------------|
| Needs improvement | |
| Satisfactory | |
| Partly Achieved | |
| Fully Achieved | |



| Dissertation – PG | | | | | | |
|--------------------------|---|---|--|--|--|-------|
| Name: _____ | | Enrollment No.: _____ | | Programme: _____ | | |
| S. No. | Trait | Deficient (1) | Sufficient (2) | Competent (3) | Exemplary (4) | Score |
| 31. | Identification of the main problem in disability and rehabilitation | Student fails to identify the main problem disability and rehabilitation | Student is somewhat able to identify the main problem in disability and rehabilitation | Student substantially identifies the main problem in a disability and rehabilitation | Student comprehensively and precisely identifies the problem in a disability and rehabilitation | |
| 32. | Identification of the key assumptions surrounding a problem/situation in disability and rehabilitation. | Student fails to identify the main assumptions surrounding the situation/ problem in disability and rehabilitation. | Student is somewhat able to identify the main assumptions surrounding the situation/ problem in disability and rehabilitation. | Student substantially identifies the key assumptions in a situation / problem in disability and rehabilitation. | Student identifies all the key assumptions surrounding a problem in disability and rehabilitation. | |
| Literature Review | | | | | | |
| 33. | Critically reviews literature; contrast and compares relevant debates, concepts and theories | Student fails to identify the relevant literature, and unable to compare and contrast the concepts and theories. | Student is somewhat able to identify the relevant literature, and unable to compare and contrast the concepts and theories. | Student substantially identifies the key and relevant literature, and was able to compare and contrast the concepts and theories for situation / problem in disability and rehabilitation. | Student identifies all the key the relevant literature, and was able to develop the concepts and theories, surrounding a situation/ problem disability and rehabilitation. | |
| 34. | Justifies literature in relation to research | Student fails to clearly link literature to objectives; | Student is somewhat able to clearly link literature to objectives; incorporates current or | Student substantially links literature to objectives; incorporates current or recent | Student identifies relevant links through literature to objectives; incorporates current or recent literature | |



| | | | | | | |
|-----------------------------|---|--|--|---|---|--|
| | question(s); clearly links literature to objectives; incorporates current or recent literature | incorporates current or recent literature surrounding the situation/ problem disability and rehabilitation. | recent literature surrounding the situation/ problem disability and rehabilitation. | literature in a situation / problem disability and rehabilitation. | surrounding a situation/ problem disability and rehabilitation. | |
| Research Methodology | | | | | | |
| 35. | Justifies methodological approach in relation to research question(s) and objectives; clearly links discussion to own topic | Student fails to establish methodological approach to be followed with respect to objectives and research questions. | Student is somewhat able to establish methodological approach to be followed with respect to objectives and research questions. | Student is able to justify methodological approach in relation to research question(s) and objectives. | Student is able to devise methodological approach in relation to research question(s) and objectives and identify relevant links through recent literature surrounding a situation/ problem in disability and rehabilitation. | |
| 36. | Justifies appropriateness of research design and data collection methods; presents reliable and valid data; | Student fails to justify appropriateness of research design and data collection methods; presents reliable and valid data; justifies rejection | Student is somewhat able to justify appropriateness of research design and data collection methods; presents reliable and valid data; justifies rejection of alternative methods | Student substantially links & justifies appropriateness of research design and data collection methods; presents reliable and valid data; justifies rejection of alternative methods. | Student identifies relevant links through literature to objectives; Justifies appropriateness of research design and data collection methods; presents reliable and valid data; justifies rejection of alternative methods. | |



| | | | | | | |
|----------------------|--|--|--|---|---|--|
| | justifies rejection of alternative methods | of alternative methods somewhat able to Justifies appropriateness of research design and data collection methods; presents reliable and valid data; justifies rejection of alternative | | | | |
| Data Analysis | | | | | | |
| 37. | Evaluation of relevance of Data | Student uses irrelevant data or ignores relevant data | Student is somewhat able to use irrelevant data or ignores relevant data | Student correctly evaluates the relevance of the data | Student identifies logical data and ascertains source of irrelevant data. | |
| 38. | Evaluation of validity of Data | Student fails to identify invalid data | Student is somewhat able to identify invalid data | Student correctly evaluates the validity of the data | Student separates valid data and ascertain source of invalid data | |
| 39. | Ability to solve problems | Student is unable to solve problems | Student is somewhat able to solve problems | Student solves problem in satisfactory manner | Student solves problem and provide insightful solutions | |
| 40. | Ability to arrive at valid , supported conclusions | Student provides conclusions that are unsupported by the data | Student is somewhat able to provide conclusions that may be unsupported or supported by the data | Student provides conclusions that are supported by the data | Student provides conclusions that are supported by the data and demonstrate a deep understanding of the issues involved | |



| | | | | | | |
|-----------------------|--|---|---|---|--|--|
| 41. | Understanding of the implications of the conclusions | Student ignores implications from conclusions or generalizes beyond the scope of relevance. | Student is somewhat able to drive implications from conclusions or generalizes beyond the scope of relevance. | Student demonstrates an understanding of immediate effects of the conclusion drawn. | Student correctly generalizes conclusions to related areas affected by the issues | |
| Presentation | | | | | | |
| 42. | Organization | Presentation is disorganized | Presentation is somewhat organized | Presentation is well organized and sequenced | Presentation is well organized Sequenced with smooth transitions. | |
| 43. | Content | Content is irrelevant or with no supporting evidence | Content is somewhat relevant but lacks sufficient supporting evidence | Content is relevant or with supporting evidence | Content is relevant or with supporting evidence and incorporates innovative insights. | |
| 44. | Timing & Conclusion | Presentation was too short or too long , Conclusion missing or content does not support findings. | Presentation was somewhat short/long not covering all the points, Conclusion is somewhat insufficient or content does not support findings. | Presentation utilizes allotted time, Conclusion is supported by content and contain review of key points. | Presentation provides excellent coverage of time, conclusion is supported by content and provides review of key points and stimulates further inquiry with closing thoughts. | |
| Written report | | | | | | |
| 45. | Introduction | Opening not appropriate to problem / situation | Opening somewhat appropriate but does to clearly define problem / situation | Opening appropriate to problem / situation | Opening is clear , concise, and considerate sets the right tone. | |
| 46. | Organization | Disorganized incorrect format , unclear direction | Somewhat organized, with correct format , but unclear direction | Organized , correct format , clarity of main points | Clear considerate and correct formatting and development of main points | |



| | | | | | | |
|--------------------|------------|--|---|--|--|--|
| 47. | Content | Incorrect , irrelevant, | Somewhat correct, and relevant, | Relevant and correct with evidence | Relevant and correct with evidence with innovative insights. | |
| 48. | Conclusion | Missing content or lack of supporting evidence | Somewhat conclusive content but lack of supporting evidence | Supports content, contains summary statement | Clear , complete, closing with thought considerations. | |
| Total score | | | | | | |

| If the student scores between | Outcome Attainment Levels |
|--------------------------------------|----------------------------------|
| <36 | Needs improvement |
| 36-47 | Satisfactory |
| 48-59 | Partly Achieved |
| 60-72 | Fully Achieved |

Signatures:



RUBRICS FOR ASSESMENT OF HUMAN VALUES AMONGST STUDENTS

ASSESSMENT PARAMETERS:

- Rarely
- Seldom
- Sometimes
- Always

SCORING:

- If the student rarely get involved, He/She scores 0
- If the student seldom get involved, He/ She scores 1
- If the student sometimes get involved, He/She scores 2
- If the student always get involved, He/She scores 3

TOOLS USED FOR ASSESSMENT:

- Participation
- Active involvement in organizing

COMPOSITION OF ASSESSMENT BOARD

- Amity Human Value Coordinator
- Event Faculty coordinator



SCORESHEET: INDIVIDUAL

| If the studentscoresbetween | Outcome AttainmentLevels |
|-----------------------------|--------------------------|
| <10 | Needs improvement |
| 10-12 | Satisfactory |
| 12-16 | PartlyAchieved |
| 16-20 | FullyAchieved |

**Students scoring 9 or above fall in the passing criteria.*

SCORESHEET:PROGRAMME/BATCH

| Outcome Attainment Levels | Percentage of Students |
|---------------------------|------------------------|
| Needs improvement | |
| Satisfactory | |
| Partly Achieved | |
| Fully Achieved | |



ASSESSMENT OF HUMAN VALUES AMONGST STUDENTS

Name: _____ Enrolment No.: _____ Course: _____

| S.No | Indicators | Rarely (1) | Seldom (2) | Sometimes (3) | Always (4) | Score |
|--------------------|--|---------------|---------------|------------------|---------------|-------|
| 1. | The student is aware about various social issues/problems in their | | | | | |
| 2. | The Student Substantially identifies the concern that they carry for others. | | | | | |
| 3. | The student involves in organizing various activities. | | | | | |
| 4. | The student demonstrates active participation in various activities | | | | | |
| 5. | The student is recognized and appreciated for the work to the community. | | | | | |
| Total Score | | | | | | |



| If the student scores between | Outcome Attainment Levels |
|-------------------------------|---------------------------|
| <10 | Needs improvement |
| 10-12 | Satisfactory |
| 12-16 | Partly Achieved |
| 16-20 | Fully Achieved |

**Students scoring 9 or above fall in the passing criteria.*

Signatures:



Rubrics for Assessment of Participation in Club and Committee Activities

Assessment Parameters:

- Deficient
- Sufficient
- Competent
- Exemplary

SCORING:

- If the student's performance is Deficient on a criteria, she/he scores 0
- If the student's performance is Sufficient on a criteria, she/he scores 1
- If the student's performance is Competent on a criteria, she/he scores 2
- If the student's performance is Exemplary on a criteria, she/he scores 3

TOOLS USED FOR ASSESSMENT:

- Participation in various events
- Organizing various events

COMPOSITION OF ASSESSMENT BOARD

- Event Coordinator
- Club/Committee Members



SCORESHEET: INDIVIDUAL

| If the student scores between | Outcome Attainment Levels |
|-------------------------------|---------------------------|
| <8 | Needs improvement |
| 9-11 | Satisfactory |
| 12-14 | Partly Achieved |
| 15-18 | Fully Achieved |

**Students scoring 9 or above fall in the passing criteria.*

SCORESHEET: PROGRAMME/BATCH

| Outcome Attainment Levels | Percentage of Students |
|---------------------------|------------------------|
| Needs improvement | |
| Satisfactory | |
| Partly Achieved | |
| Fully Achieved | |



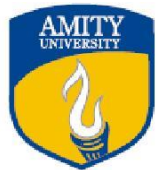
| Participation in Club and Committee Activities | | | | | | |
|--|--|----------------------|-------------------|------------------|------------------|--------------|
| Name: _____ | | Enrolment No.: _____ | | Course: _____ | | |
| S.No | Indicator | Deficient (0) | Sufficient (1) | Competent (2) | Exemplary (3) | Score (4) |
| 1. | Student participate actively in various Club and Committee activities. | | | | | |
| 2. | Takes the initiative to plan and drive various creative events. | | | | | |
| 3. | Is a member of a Club or Committee and helps organize events in that capacity. | | | | | |
| 4. | Demonstrate high level of interpersonal skill. | | | | | |
| 5. | Delivers assigned job effectively. | | | | | |
| 6. | Is able to inspire peer group. | | | | | |
| Total Score | | | | | | |

| If the student scores between | Outcome Attainment Levels |
|-------------------------------|---------------------------|
| <8 | Needs improvement |
| 9-11 | Satisfactory |
| 12-14 | Partly Achieved |
| 15-18 | Fully Achieved |

**Students scoring 9 or above fall in the passing criteria.*



Assessment Tool PG/PLO 07/D/FBL



AMITY UNIVERSITY
— UTTAR PRADESH —

FACULTY OF REHABILITATION SCIENCES

RUBRICS FOR ASSESMENT OF FOREIGN BUSINESS LANGUAGE FOR MATERS PROGRAMME

Assessment Parameters:

- *Language*
- *Culture*
- *Vocabulary*

SCORING:

- If the student's performance is **unsatisfactory** on a criteria then he scores 0
- If the student's performance is **needs improvement** on a criteria then he scores 1
- If the student's performance is **satisfactory** on a criteria then he scores 2
- If the student's performance is **proficient** on a criteria then he scores 3
- If the student's performance is **distinguished** on a criteria then he scores 4

TOOLS USED FOR ASSESSMENT:

- Role play
- Exercises in class



- Class performance
- Assignments

COMPOSITION OF ASSESSMENT BOARD

- Foreign Business Language Faculty
- Program coordinator
- Senior Core Course Faculty



SCORE SHEET: INDIVIDUAL

| If the student scores between | Outcome Attainment Levels |
|-------------------------------|---------------------------|
| <10 | Needs improvement |
| 10-13 | Satisfactory |
| 14-16 | Partly Achieved |
| 17-20 | Fully Achieved |

SCORE SHEET: PROGRAMME/ BATCH

| Outcome Attainment Levels | Percentage of Students |
|---------------------------|------------------------|
| Needs improvement | |
| Satisfactory | |
| Partly Achieved | |
| Fully Achieved | |



| Foreign Business Language PG | | | | | | | |
|------------------------------------|---|---|--|------------------|--|---|-----------|
| Name: _____ | | Enrolment No.: _____ | | Programme: _____ | | | |
| Attributes | Unsatisfactory | Needs improvement (1) | Satisfactory (2) | | Proficient (3) | Distinguished (4) | Score (5) |
| 1. Initiation/ Introduction | Student does not understand the concepts | Sometimes takes initiative & asks questions | Is able to comprehend and utilize appropriate study material | | Student eagerly participates in class. Asks questions and speaks spontaneously | Student shows great interest in class activities & instantly responds with the right answer | |
| 2. Vocabulary | Uses limited vocabulary and mispronunciation | Relies on basic vocabulary. Speech is comprehensible in spite of mispronunciation | Utilizes old and new vocabulary. Attempts to use idiomatic expressions according to the topic. | | Speaks clearly and uses idiomatic expressions fluently as per the topic | Uses variety of vocabulary as per the context. Has good command over expressions | |
| 3. Grammatical structure | Makes sentences which are so brief that there is little evidence of structure | Makes errors which may interfere with comprehensibility | Makes a few errors which do not affect to overall comprehension | | Uses correct word order and article adjectives. Errors do not hinder comprehensibility | Makes error free sentences using correct sentence formations | |
| 4. Conversation | Uses very few | Uses some strategies | Uses some strategies | | Clarifies and continues | Is able to speak on any given | |



| | | | | | | | | |
|----|---------------------------------|--|---|---|--|--|---|--|
| | | approaches to initiate a conversation | and needs frequent prompting to further the conversation. | yet requires occasional prompting | | conversation using good strategies like intonation, self correction and verbal cues. | topic using expression. Is also able to comprehend other person clearly. | |
| 5. | Cultural appropriateness | Rarely uses/interprets cultural manifestations | Sometimes uses/interprets cultural manifestations | Frequently uses/interprets cultural manifestation when appropriate to the task. | | Almost always uses / interprets cultural manifestations when appropriate to the task | Has in depth knowledge about other countries culture & other perspectives | |
| | | | | | | | Total Score | |

| If the student scores between | Outcome Attainment Levels |
|-------------------------------|---------------------------|
| <10 | Needs improvement |
| 10-13 | Satisfactory |
| 14-16 | Partly Achieved |
| 17-20 | Fully Achieved |

SIGNATURES:



FACULTY OF REHABILITATION SCIENCES

RUBRICS FOR ASSESMENT OF FOREIGN BUSINESS LANGUAGE FOR UNDER GRADUATE PROGRAMME

Assessment Parameters:

- *Language*
- *Culture*
- *Pronunciation*
- *Vocabulary*

SCORING:

- If the student's performance is **unsatisfactory** on a criteria then he scores 0
- If the student's performance is **needs improvement** on a criteria then he scores 1
- If the student's performance is **satisfactory** on a criteria then he scores 2
- If the student's performance is **proficient** on a criteria then he scores 3
- If the student's performance is **distinguished** on a criteria then he scores 4

TOOLS USED FOR ASSESSMENT:

- Role play
- Exercises in class
- Class performance
- Assignments



COMPOSITION OF ASSESSMENT BOARD

- Foreign Business Language Faculty
- Program coordinator
- Senior Core Course Faculty

SCORE SHEET: INDIVIDUAL

| If the student scores between | Outcome Attainment Levels |
|-------------------------------|---------------------------|
| <12 | Needs improvement |
| 12-16 | Satisfactory |
| 17-20 | Partly Achieved |
| 21-24 | Fully Achieved |

SCORE SHEET: PROGRAMME/ BATCH

| Outcome Attainment Levels | Percentage of Students |
|---------------------------|------------------------|
| Needs improvement | |
| Satisfactory | |
| Partly Achieved | |
| Fully Achieved | |



| Foreign Business Language – UG | | | | | | | |
|--------------------------------|---------------------------------|--|--|---|--|---|-------|
| | | Name:_____ | | Enrolment No.:_____ | | | |
| Programme:_____ | | | | | | | |
| S.N O. | Attributes Marks | Unsatisfactory (0) | Needs improvement (1) | Satisfactory (2) | Proficient (3) | Distinguished (4) | Score |
| 1. | Initiation/ Introduction | Students hardly understand the concepts. | Student rarely takes initiative & asks questions. | Student is able to understand and utilize relevant study material. | Student will be able to actively participate in class. Asks questions and speaks extemporaneously. | Student shows great curiosity in class activities & immediately responds with the precise answer. | |
| 2. | Grammatical structure | Makes sentences which are so brief that there is little evidence of structure & comprehension. | Makes errors which may interfere with comprehensibility. | Makes a few errors which do not affect the overall comprehension. | Uses correct word order and article adjectives. Errors do not hinder comprehensibility | Makes error free sentences using correct sentence formations . | |
| 3. | Vocabulary | Uses limited vocabulary And | Relies on basic vocabulary. | Utilizes old and new vocabulary | Speaks clearly and uses | Uses variety of vocabulary | |



| | | | | | | | |
|----|-----------------------|--|--|---|---|---|--|
| | | mispronunciations hinder comprehensibility. | Speech is comprehensible in spite of mispronunciation. | . Attempts to use idiomatic expressions according to the topic. | idiomatic expressions fluently as per the theme. | as per the context. Has good command over expressions. | |
| 4. | Conversational | Uses very Few approaches to initiate a conversation. | Uses some strategies and needs frequent prompting to further the conversation. | Uses some strategies yet requires occasional prompting. | Clarifies and continues conversation using good strategies like intonation, self correction, and verbal cues. | Is able to speak on any given topic using expressions. Is also able to comprehend other person clearly. | |
| 5. | Pronunciation | Incomprehensible to a native speaker | Nearly incomprehensible to a native | Partially comprehensible to a native | Mostly comprehensible to a native | Completely comprehensible to a | |



| | | | | | | | |
|----|---------------------------------|---|---|--|--|--|--|
| | | | Speaker | speaker | speaker | native speaker | |
| 6. | Cultural Appropriateness | Rarely uses/interprets cultural manifestations. | Sometimes uses/interprets Cultural Manifestations when appropriate to the task. | Frequently uses/interprets cultural manifestations when appropriate to the task. | Almost always uses /interprets cultural manifestations when appropriate to the task. | Has in depth knowledge about other countries culture & other perspectives. | |
| | Total Score | | | | | | |

| If the student scores between | Outcome Attainment Levels |
|-------------------------------|---------------------------|
| <12 | Needs improvement |
| 12-16 | Satisfactory |
| 17-20 | Partly Achieved |
| 21-24 | Fully Achieved |

SIGNATURES:



Student Exit Survey



Student Exit Survey

Domain: Rehabilitation Sciences

Programme: Integrated B.A./B.Com./B.Sc. & B.Ed Special Education

Batch: 2014-18

Dear Student, the objective of this Survey is to seek your candid assessment regarding the various learning aspects of the Integrated B.A./B.Com./B.Sc. & B.Ed Special Education programme. The information from this survey will be able to be analysed and used to identify the areas of improvement.

| S.No. | Statements | Strongly agree | Agree | Neither agree nor disagree | Somewhat Agree | Not at all agree |
|--|--|----------------|-------|----------------------------|----------------|------------------|
| PLO 1 : Student will be able to be able to acquire knowledge , demonstrate and develop conceptual knowledge about human development, contemporary Indian education, pedagogy of various school subjects and assessment of learning, skill domains to function as special educator, nature and educational needs of children with disabilities in Special and inclusive educational environment. | | | | | | |
| 1 | I am able to elaborate the stages of human development and evaluate the effect of developmental delays in children with disability. | | | | | |
| 2 | I am able to apply concepts of Indian education in multidisciplinary context. | | | | | |
| 3 | I am able to describe and critically analyse the nature and needs of children with disability in the field of rehabilitation sciences. | | | | | |
| 4 | I try to relate academic learning to practical issues. | | | | | |
| PLO 2: Student shall able to develop a conceptual understanding of quantitative and qualitative research methods in reference to disability and rehabilitation research. | | | | | | |
| 1 | I am able to acquire and evaluate new knowledge through research methods in Special Education. | | | | | |
| 2 | I have ability to identify, define and investigate issues in the area of Special Education. | | | | | |



| | | | | | | |
|--|---|--|--|--|--|--|
| 3 | I have ability to conduct action research in classroom settings. | | | | | |
| 4 | I am able to apply evidence based practices in special education. | | | | | |
| PLO 3 : Student will be able to be able to explore and access information technology to empower persons with disability in different aspects of life. | | | | | | |
| 1 | I find myself Information and Digital literate. | | | | | |
| 2 | I can easily locate information through ICT to support service delivery for children with disability. | | | | | |
| 3 | I am able to use various assistive tools & TLM for training of person with disability. | | | | | |
| 4 | I am able to use various educational software and assistive technologies for teaching and training of children with disabilities. | | | | | |
| PLO 4 : Student will be able to be able to develop creative and innovative solutions for issues arising during rehabilitation services. | | | | | | |
| 1 | I have ability to critically think on any issue /problem related to disability rehabilitation. | | | | | |
| 2 | I can apply various decision making methods to scientifically solve any problem related to disability rehabilitation. | | | | | |
| 3 | I can apply range of strategies for solving a problem. | | | | | |
| 4 | I have ability to develop creative, innovative and practical solution for disability rehabilitation. | | | | | |
| PLO 5 : Student will be able to be able to communicate effectively to different stakeholders of special education services and address communication barriers of persons with disability. | | | | | | |
| 1 | I have ability to communicate with the family of person with disability. | | | | | |
| 2 | I am competent to convey information related to assessment and management of person with disability in writing. | | | | | |
| 3 | I can communicate clearly and effectively. | | | | | |



| | | | | | | |
|---|---|--|--|--|--|--|
| 4 | I am good making presentation in global /cross cultural environment. | | | | | |
| PLO 6 : Student will be able to be able to show knowledge and skills for capacity building of human resources, develop skills required for enhancing institutional quality for sustained development and analyse problem faced by students with disability in the contemporary world | | | | | | |
| 1 | I am reliable and dependable. | | | | | |
| 2 | I am respectful & empathetic towards others views irrespective of caste, race, class, gender, religion etc. | | | | | |
| 3 | I am a collaborative team worker. | | | | | |
| 4 | I can stay calm in crisis situations and motivate my team. | | | | | |
| 5 | I am confident to initiate and lead my peer group in any situation. | | | | | |
| PLO 7 : Student will be able to be able to demonstrate awareness on ethical, social and cultural issues globally and their importance in exercising professional skills and responsibilities. | | | | | | |
| 1 | I am able to understand global issues from different perspectives. | | | | | |
| 2 | I learn from and respect different cultures. | | | | | |
| 3 | I find myself capable of applying my knowledge in local, national and international contexts | | | | | |
| 4 | I know to communicate in multicultural context. | | | | | |
| PLO 8 : Student shall able to strive for truth, honesty, integrity, fairness , generosity in professional life, be aware and act to reduce personal bias, be committed to social justice and principles of sustainability, learn to appreciate diversity and equality, demonstrate ethical behaviours at all situations. | | | | | | |
| 1 | I understand and practice the highest standards of ethical behaviour associated with rehabilitation profession. | | | | | |
| 2 | I am ethical responsible towards colleagues, research subjects, the wider community, and the environment; | | | | | |
| 3 | I strive for justice, equality, honesty, and integrity in all my personal and professional pursuits | | | | | |



| | | | | | | |
|--|---|--|--|--|--|--|
| 4. | I understand, practice and protect the rights of persons with disabilities. | | | | | |
| PLO 9 : be able to work as catalysts for change by converting opportunities into marketable realities within the area of Special Education | | | | | | |
| 1 | I have basic acumen on disability rehabilitation & professional skills to be employable. | | | | | |
| 2 | I can create visibility for myself to draw attention of a recruiter. | | | | | |
| 3 | I possess entrepreneur skill; I am a risk taker. | | | | | |
| 4 | I always find opportunities to improve the networking with institutions working in the area of disability rehabilitation. | | | | | |
| PLO 10: be able to demonstrate commitment towards lifelong learning and continuous professional development and demonstrate independent and selfdirected learning to facilitate lifelong learning of the new and updated concepts of management of special education. | | | | | | |
| 1 | I have curiosity to learn new things. | | | | | |
| 2 | I am competent to acquire knowledge on my own through various sources. | | | | | |
| 3 | I feel I am a selfdirected learner. | | | | | |
| 4 | I can apply my knowledge and skill set in my profession. | | | | | |
| Experience at AMITY | | | | | | |
| 1 | I am overall satisfied with the methodologies and pedagogical tools used by my faculty. | | | | | |
| 2 | I find the curriculum contemporary and relevant to the area of disability rehabilitation. | | | | | |
| 3 | I got ample opportunities for interaction with institutions working in the area of disability rehabilitation. | | | | | |
| 4 | I am satisfied with the internship facility provided to me. | | | | | |
| 5 | I am satisfied with the University infrastructure. | | | | | |
| 6 | I am overall satisfied with the faculties who taught me. | | | | | |
| 7 | I am overall satisfied with the programme. | | | | | |

Thank you for taking the time to complete this survey.





Student Exit Survey

Domain: Rehabilitation Sciences

Programme: B.Ed Special Education (Autism Spectrum Disorder/Learning Disability/Mental Retardation)

Batch: 2016-18

Dear Student, the objective of this Survey is to seek your candid assessment regarding the various learning aspects of the B.Ed Special Education (Autism Spectrum Disorder/Learning Disability/Mental Retardation) programme. The information from this survey will be able to be analysed and used to identify the areas of improvement.

| S.No. | Statements | Strongly agree | Agree | Neither agree nor disagree | Somewhat Agree | Not at all agree |
|--|--|----------------|-------|----------------------------|----------------|------------------|
| PLO 1 : Student will be able to be able to acquire knowledge , demonstrate and develop conceptual knowledge about human development, contemporary Indian education, pedagogy of various school subjects and assessment of learning, skill domains to function as special educator, nature and educational needs of children with disabilities in Special and inclusive educational environment. | | | | | | |
| 1 | I am able to elaborate the stages of human development and evaluate the effect of developmental delays in children with disability. | | | | | |
| 2 | I am able to apply concepts of Indian education in multidisciplinary context. | | | | | |
| 3 | I am able to describe and critically analyse the nature and needs of children with disability in the field of rehabilitation sciences. | | | | | |
| 4 | I try to relate academic learning to practical issues. | | | | | |
| PLO 2: Student shall able to develop a conceptual understanding of quantitative and qualitative research methods in reference to disability and rehabilitation research. | | | | | | |
| 1 | I am able to acquire and evaluate new knowledge through research methods in Special Education. | | | | | |
| 2 | I have ability to identify, define and investigate issues in the area of Special Education. | | | | | |



| | | | | | | |
|--|---|--|--|--|--|--|
| 3 | I have ability to conduct action research in classroom settings. | | | | | |
| 4 | I am able to apply evidence based practices in special education. | | | | | |
| PLO 3 : Student will be able to be able to explore and access information technology to empower persons with disability in different aspects of life. | | | | | | |
| 1 | I find myself Information and Digital literate. | | | | | |
| 2 | I can easily locate information through ICT to support service delivery for children with disability. | | | | | |
| 3 | I am able to use various assistive tools & TLM for training of person with disability. | | | | | |
| 4 | I am able to use various educational software and assistive technologies for teaching and training of children with disabilities. | | | | | |
| PLO 4 : Student will be able to be able to develop creative and innovative solutions for issues arising during rehabilitation services. | | | | | | |
| 1 | I have ability to critically think on any issue /problem related to disability rehabilitation. | | | | | |
| 2 | I can apply various decision making methods to scientifically solve any problem related to disability rehabilitation. | | | | | |
| 3 | I can apply range of strategies for solving a problem. | | | | | |
| 4 | I have ability to develop creative, innovative and practical solution for disability rehabilitation. | | | | | |
| PLO 5 : Student will be able to be able to communicate effectively to different stakeholders of special education services and address communication barriers of persons with disability. | | | | | | |
| 1 | I have ability to communicate with the family of person with disability. | | | | | |
| 2 | I am competent to convey information related to assessment and management of person with disability in writing. | | | | | |
| 3 | I can communicate clearly and effectively. | | | | | |
| 4 | I am good making presentation in global /cross cultural environment. | | | | | |



PLO 6 : Student will be able to be able to show knowledge and skills for capacity building of human resources, develop skills required for enhancing institutional quality for sustained development and analyse problem faced by students with disability in the contemporary world

| | | | | | | |
|---|---|--|--|--|--|--|
| 1 | I am reliable and dependable. | | | | | |
| 2 | I am respectful & empathetic towards others views irrespective of caste, race, class, gender, religion etc. | | | | | |
| 3 | I am a collaborative team worker. | | | | | |
| 4 | I can stay calm in crisis situations and motivate my team. | | | | | |
| 5 | I am confident to initiate and lead my peer group in any situation. | | | | | |

PLO 7 : Student will be able to be able to demonstrate awareness on ethical, social and cultural issues globally and their importance in exercising professional skills and responsibilities.

| | | | | | | |
|---|--|--|--|--|--|--|
| 1 | I am able to understand global issues from different perspectives. | | | | | |
| 2 | I learn from and respect different cultures. | | | | | |
| 3 | I find myself capable of applying my knowledge in local, national and international contexts | | | | | |
| 4 | I know to communicate in multicultural context. | | | | | |

PLO 8 : Student shall able to strive for truth, honesty, integrity, fairness , generosity in professional life, be aware and act to reduce personal bias, be committed to social justice and principles of sustainability, learn to appreciate diversity and equality, demonstrate ethical behaviours at all situations.

| | | | | | | |
|----|---|--|--|--|--|--|
| 1 | I understand and practice the highest standards of ethical behaviour associated with rehabilitation profession. | | | | | |
| 2 | I am ethical responsible towards colleagues, research subjects, the wider community, and the environment; | | | | | |
| 3 | I strive for justice, equality, honesty, and integrity in all my personal and professional pursuits | | | | | |
| 4. | I understand, practice and protect the rights of persons with disabilities. | | | | | |

PLO 9 : be able to work as catalysts for change by converting opportunities into marketable realities within the area of Special Education



| | | | | | | |
|---|---|--|--|--|--|--|
| 1 | I have basic acumen on disability rehabilitation & professional skills to be employable. | | | | | |
| 2 | I can create visibility for myself to draw attention of a recruiter. | | | | | |
| 3 | I possess entrepreneur skill; I am a risk taker. | | | | | |
| 4 | I always find opportunities to improve the networking with institutions working in the area of disability rehabilitation. | | | | | |
| PLO 10: be able to demonstrate commitment towards lifelong learning and continuous professional development and demonstrate independent and self directed learning to facilitate lifelong learning of the new and updated concepts of management of special education. | | | | | | |
| 1 | I have curiosity to learn new things. | | | | | |
| 2 | I am competent to acquire knowledge on my own through various sources. | | | | | |
| 3 | I feel I am a self directed learner. | | | | | |
| 4 | I can apply my knowledge and skill set in my profession. | | | | | |
| Experience at AMITY | | | | | | |
| 1 | I am overall satisfied with the methodologies and pedagogical tools used by my faculty. | | | | | |
| 2 | I find the curriculum contemporary and relevant to the area of disability rehabilitation. | | | | | |
| 3 | I got ample opportunities for interaction with institutions working in the area of disability rehabilitation. | | | | | |
| 4 | I am satisfied with the internship facility provided to me. | | | | | |
| 5 | I am satisfied with the University infrastructure. | | | | | |
| 6 | I am overall satisfied with the faculties who taught me. | | | | | |
| 7 | I am overall satisfied with the programme. | | | | | |

Thank you for taking the time to complete this survey.



Student Exit Survey

Domain: Rehabilitation Sciences

Programme: M.Ed Special Education (Learning Disability/Mental Retardation)Batch: 2015-17

Dear Student, the objective of this Survey is to seek your candid assessment regarding the various learning aspects of the M.Ed Special Education (Learning Disability/Mental Retardation)programme. The information from this survey will be able to be analysed and used to identify the areas of improvement.

| S.No. | Statements | Strongly agree | Agree | Neither agree nor disagree | Somewhat Agree | Not at all agree |
|--|--|----------------|-------|----------------------------|----------------|------------------|
| PLO 1 : Student will be able to be able to acquire knowledge , demonstrate and develop conceptual knowledge about human development, contemporary Indian education, pedagogy of various school subjects and assessment of learning, skill domains to function as special educator, nature and educational needs of children with disabilities in Special and inclusive educational environment. | | | | | | |
| 1 | I am able to elaborate the stages of human development and evaluate the effect of developmental delays in children with disability. | | | | | |
| 2 | I am able to apply concepts of Indian education in multidisciplinary context. | | | | | |
| 3 | I am able to describe and critically analyse the nature and needs of children with disability in the field of rehabilitation sciences. | | | | | |
| 4 | I try to relate academic learning to practical issues. | | | | | |
| PLO 2: Student shall able to develop a conceptual understanding of quantitative and qualitative research methods in reference to disability and rehabilitation research. | | | | | | |
| 1 | I am able to collect empirical evidences based on applied research in Special Education. | | | | | |
| 2 | I have ability to implement evidence based research in the disability & rehabilitation process. | | | | | |
| 3 | I have ability to conduct and guide action research in classroom settings for person with disability. | | | | | |



| | | | | | | |
|--|---|--|--|--|--|--|
| 4 | I am able to generalize evidence based practices in special education. | | | | | |
| PLO 3: Student will be able to be able to explore and access information technology to empower persons with disability in different aspects of life. | | | | | | |
| 1 | I find myself Information and Digital literate. | | | | | |
| 2 | I can easily locate information through ICT to support service delivery for children with disability. | | | | | |
| 3 | I am able to use various assistive tools & TLM for training of person with disability. | | | | | |
| 4 | I am able to use various educational software and assistive technologies for teaching and training of children with disabilities. | | | | | |
| PLO 4 : Student will be able to be able to develop creative and innovative solutions for issues arising during rehabilitation services. | | | | | | |
| 1 | I have ability to critically think on any issue /problem related to disability rehabilitation. | | | | | |
| 2 | I can apply various decision making methods to scientifically solve any problem related to disability rehabilitation. | | | | | |
| 3 | I can apply range of strategies for solving a problem. | | | | | |
| 4 | I have ability to develop creative, innovative and practical solution for disability rehabilitation. | | | | | |
| PLO 5 : Student will be able to be able to communicate effectively to different stakeholders of special education services and address communication barriers of persons with disability. | | | | | | |
| 1 | I have ability to communicate with the family of person with disability. | | | | | |
| 2 | I am competent to convey information related to assessment and management of person with disability in writing. | | | | | |
| 3 | I can communicate clearly and effectively. | | | | | |
| 4 | I am good making presentation in global /cross cultural environment. | | | | | |



| | | | | | | |
|---|---|--|--|--|--|--|
| PLO 6 : Student will be able to be able to show knowledge and skills for capacity building of human resources, develop skills required for enhancing institutional quality for sustained development and analyse problem faced by students with disability in the contemporary world | | | | | | |
| 1 | I am reliable and dependable. | | | | | |
| 2 | I am respectful & empathetic towards others views irrespective of caste, race, class, gender, religion etc. | | | | | |
| 3 | I am a collaborative team worker. | | | | | |
| 4 | I can stay calm in crisis situations and motivate my team. | | | | | |
| 5 | I am confident to initiate and lead my peer group in any situation. | | | | | |
| PLO 7 : Student will be able to be able to demonstrate awareness on ethical, social and cultural issues globally and their importance in exercising professional skills and responsibilities. | | | | | | |
| 1 | I am able to understand global issues from different perspectives. | | | | | |
| 2 | I learn from and respect different cultures. | | | | | |
| 3 | I find myself capable of applying my knowledge in local, national and international contexts | | | | | |
| 4 | I know to communicate in multicultural context. | | | | | |
| PLO 8 : Student shall able to strive for truth, honesty, integrity, fairness , generosity in professional life, be aware and act to reduce personal bias, be committed to social justice and principles of sustainability, learn to appreciate diversity and equality, demonstrate ethical behaviours at all situations. | | | | | | |
| 1 | I understand and practice the highest standards of ethical behaviour associated with rehabilitation profession. | | | | | |
| 2 | I am ethical responsible towards colleagues, research subjects, the wider community, and the environment; | | | | | |
| 3 | I strive for justice, equality, honesty, and integrity in all my personal and professional pursuits | | | | | |
| 4. | I understand, practice and protect the rights of persons with disabilities. | | | | | |



| PLO 9 : be able to work as catalysts for change by converting opportunities into marketable realities within the area of Special Education | | | | | | |
|--|---|--|--|--|--|--|
| 1 | I have basic acumen on disability rehabilitation & professional skills to be employable. | | | | | |
| 2 | I can create visibility for myself to draw attention of a recruiter. | | | | | |
| 3 | I possess entrepreneur skill; I am a risk taker. | | | | | |
| 4 | I always find opportunities to improve the networking with institutions working in the area of disability rehabilitation. | | | | | |
| PLO 10: be able to demonstrate commitment towards lifelong learning and continuous professional development and demonstrate independent and selfdirected learning to facilitate lifelong learning of the new and updated concepts of management of special education. | | | | | | |
| 1 | I have curiosity to learn new things. | | | | | |
| 2 | I am competent to acquire knowledge on my own through various sources. | | | | | |
| 3 | I feel I am a selfdirected learner. | | | | | |
| 4 | I can apply my knowledge and skill set in my profession. | | | | | |
| Experience at AMITY | | | | | | |
| 1 | I am overall satisfied with the methodologies and pedagogical tools used by my faculty. | | | | | |
| 2 | I find the curriculum contemporary and relevant to the area of disability rehabilitation. | | | | | |
| 3 | I got ample opportunities for interaction with institutions working in the area of disability rehabilitation. | | | | | |
| 4 | I am satisfied with the internship facility provided to me. | | | | | |
| 5 | I am satisfied with the University infrastructure. | | | | | |
| 6 | I am overall satisfied with the faculties who taught me. | | | | | |
| 7 | I am overall satisfied with the programme. | | | | | |



Thank you for taking the time to complete this survey.

Comprehensive Examination



Comprehensive Examination Guidelines for Integrated BA/BSc/BCom & B.Ed Special Education

Intended Programme Learning Outcomes

| | |
|-----------------|--|
| Purpose | To assess attainment of programme goals in the core and specialization areas of Integrated BA/BSc/BCom & B.Ed Special Education programme in AIRS. |
| Goal(s) | <ol style="list-style-type: none"> 1. To assess the knowledge acquired from theoretical concepts of disability and rehabilitation. 2. To assess the ability to analyze various situations/problems of disability and rehabilitation in global scenario and formulate the solutions. 3. To assess the ability to conduct research and use various tools and the holistic knowledge acquired for problemsolving and decisionmaking in disability and rehabilitation. 4. To assess the communication skills, leadership and team skills and ability to make ethical choices. 5. To assess the understanding of scenario in disability and rehabilitation and ability to convert opportunities into professional practices through innovation, creativity and risktaking for sustainable competitive advantage. |
| Process: | The comprehensive examination would be conducted at the end of each academic year. |
| Format | <ol style="list-style-type: none"> 1. The examination will be able to be based on multiple choice questions. The question paper will be able to consist of eight sections. <ol style="list-style-type: none"> 1. Section A: Disability and Rehabilitation 15 Questions / 30 Marks 2. Section B: Application Based 15 Questions / 30 Marks 3. Section C: Specialization/Area Specific <ul style="list-style-type: none"> • Disability Specialization 15 Questions / 30 Marks • BA/BCom/BSc 15 Questions / 30 Marks 4. Section D: General Education, General Awareness& Lifelong Learning 10 Questions / 20 Marks 5. Section E: Ethics, Social & Environmental Impact 10 Questions / 20 Marks 6. Section F: Information and Digital Literacy – 10 Questions / 20 Marks 7. Section G: Employability 10 Questions / 20 Marks 2. Section A : Disability and Rehabilitation 15 Questions/30 Marks: This section shall comprise of theory based/conceptual questions from core areas of human development, contemporary Indian education, and pedagogy of various school subjects, identification of educational needs and assessment |



| | |
|--|--|
| | <p>of children with disabilities, conceptual understanding of education provisions and issues related to children with various disabilities in Special and inclusive educational environment of learning, global aspects, Information & Communication Technology and integration of all above.</p> <p>3. Section B: Application Based 15 Questions/30 Marks: This section shall comprise of questions on special and inclusive education which will be able to have focus on applications of various concepts, principles and theories. These questions will be able to be based on caselets.</p> <p>4. Section C: Specialization/Area Specific</p> <p>a. Disability Specialization 15 Questions each/30 Marks:</p> <p>This section shall comprise of theory and application based questions from specialized areas of special education viz.</p> <ul style="list-style-type: none"> i. Developmental Disability ii. Sensory Impairment <p>b. BA/BSc/BCom course 15 Questions each/30 Marks</p> <p>(This section will be able to have an option of choosing their specialization area(s) opted by the student).</p> <p>c. Section D: General Education, General Awareness & Lifelong Learning 10 Questions/20 Marks.</p> <p>This section shall comprise of questions based on general awareness in various areas, and knowledge acquired through various sources viz. seminars, conferences, news (electronic and print media), journals, magazines, reports and books related to various subjects such as sports, spirituality, religion, literature, Humanities and Social Sciences etc. which may be of lifelong importance.</p> <p>d. Section E: Ethics, Social & Environmental Impact 10 Questions/20 Marks.</p> <p>This section shall comprise of questions based on caselets having ethical, social, cultural and environmental implications.</p> |
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| | <p>e. Section F: Information and Digital Literacy – 10 Questions/20 Marks. This section shall comprise of questions based on awareness and usage level of Information Technology software/tools.</p> <p>f. Section G: Employability – 10 Questions/20 Marks: This section shall comprise of questions based on competencies and skills to impart special education services and training effectively to persons with disabilities as well as other people in various settings such as inclusive, special, open school, rehabilitation clinics and home based education, creativity & innovation, planning and organizing, decision making, leadership & team spirit through caselets.</p> |
|--|---|



Comprehensive Examination Guidelines for B.Ed Special Education

Intended Programme Learning Outcomes

| | |
|-----------------|---|
| Purpose | To assess attainment of programme goals in the core and specialization areas of B.Ed Special Education programme in AIRS. |
| Goal(s) | <ol style="list-style-type: none">6. To assess the knowledge acquired from theoretical concepts of disability and rehabilitation.7. To assess the ability to analyze various situations/problems of disability and rehabilitation in global scenario and formulate the solutions.8. To assess the ability to conduct research and use various tools and the holistic knowledge acquired for problem solving and decision making in disability and rehabilitation.9. To assess the communication skills, leadership and team skills and ability to make ethical choices.10. To assess the understanding of scenario in disability and rehabilitation and ability to convert opportunities into professional practices through innovation, creativity and risk taking for sustainable competitive advantage. |
| Process: | The comprehensive examination would be conducted at the end of each academic year. |
| Format | <ol style="list-style-type: none">5. The examination will be able to be based on multiple choice questions. The question paper will be able to consist of eight sections.<ol style="list-style-type: none">1. Section A: Disability and Rehabilitation 30 Questions / 60 Marks2. Section B: Application Based 15 Questions / 30 Marks3. Section C: Specialisation/Area Specific 15 Questions / 30 Marks4. Section D: General Education, General Awareness& Lifelong Learning 10 Questions / 20 Marks5. Section E: Ethics, Social & Environmental Impact 10 Questions / 20 Marks6. Section F: Information and Digital Literacy – 10 Questions / 20 Marks7. Section G: Employability 10 Questions / 20 Marks6. Section A : Disability and Rehabilitation 30 Questions/60 Marks: This section shall comprise of theory based/conceptual questions from core areas of human development, contemporary Indian education, and pedagogy of various school subjects, identification of educational needs and assessment of children with disabilities, conceptual understanding of education provisions and issues related to children with |



| | |
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| | <p>various disabilities in Special and inclusive educational environment of learning, global aspects, Information & Communication Technology and integration of all above.</p> <p>7. Section B: Application Based 15 Questions/30 Marks: This section shall comprise of questions on special and inclusive education which will be able to have focus on applications of various concepts, principles and theories. These questions will be able to be based on caselets.</p> <p>8. Section C: Specialization/Area Specific 15 Questions each/30 Marks:</p> <p>This section shall comprise of theory and application based questions from specialized areas of special education viz.</p> <ul style="list-style-type: none"> iii. Learning Disability iv. Intellectual Disability v. Autism Spectrum Disorder <p>(This section will be able to have an option of choosing their specialization area(s) opted by the student).</p> <p>9. Section D: General Education, General Awareness & Lifelong Learning 10 Questions/20 Marks.</p> <p>This section shall comprise of questions based on general awareness in various areas, and knowledge acquired through various sources viz. seminars, conferences, news (electronic and print media), journals, magazines, reports and books related to various subjects such as sports, spirituality, religion, literature, Humanities and Social Sciences etc. which may be of lifelong importance.</p> <p>10. Section E: Ethics, Social & Environmental Impact 10 Questions/20 Marks.</p> <p>This section shall comprise of questions based on caselets having ethical, social, cultural and environmental implications.</p> <p>11. Section F: Information and Digital Literacy – 10 Questions/20 Marks.</p> <p>This section shall comprise of questions based on awareness and usage level of Information Technology software/tools.</p> |
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| | <p>12. Section G: Employability – 10 Questions/20 Marks:</p> <p>This section shall comprise of questions based on competencies and skills to impart special education services and training effectively to persons with disabilities as well as other people in various settings such as inclusive, special, open school, rehabilitation clinics and home based education, creativity & innovation, planning and organising, decision making, leadership & team spirit through caselets.</p> |
|--|---|



Comprehensive Examination Guidelines for M.Ed Special Education

Intended Programme Learning Outcomes

| | |
|-----------------|--|
| Purpose | To assess attainment of programme goals in the core and specialization areas of M.Ed Special Education programme in AIRS. |
| Goal(s) | <ul style="list-style-type: none"> 11. To assess the knowledge acquired from theoretical concepts of disability and rehabilitation. 12. To assess the ability to analyze various situations/problems of disability and rehabilitation in global scenario and formulate the solutions. 13. To assess the ability to conduct research and use various tools and the holistic knowledge acquired for problem solving and decision making in disability and rehabilitation. 14. To assess the communication skills, leadership and team skills and ability to make ethical choices. 15. To assess the understanding of scenario in disability and rehabilitation and ability to convert opportunities into professional practices through innovation, creativity and risk taking for sustainable competitive advantage. |
| Process: | The comprehensive examination would be conducted at the end of each academic year. |
| Format | <p>13. The examination will be able to be based on multiple choice questions. The question paper will be able to consist of eight sections.</p> <ul style="list-style-type: none"> 1. Section A: Disability and Rehabilitation 30 Questions / 60 Marks 2. Section B: Application Based 15 Questions / 30 Marks 3. Section C: Specialisation/Area Specific 15 Questions / 30 Marks 4. Section D: General Education, General Awareness& Lifelong Learning 10 Questions / 20 Marks 5. Section E: Ethics, Social & Environmental Impact 10 Questions / 20 Marks 6. Section F: Information and Digital Literacy – 10 Questions / 20 Marks 7. Section G: Employability 5 Questions / 10 Marks 8. Section H: Networking 5 Questions / 10 Marks <p>14. Section A : Disability and Rehabilitation 30 Questions/60 Marks: This section shall comprise of theory based/conceptual questions from core areas of human development, contemporary Indian education, and pedagogy of various school subjects, identification of educational needs and assessment of children with disabilities, conceptual understanding of education provisions and issues related to</p> |



| | |
|--|---|
| | <p>children with various disabilities in Special and inclusive educational environment of learning, global aspects, Information & Communication Technology and integration of all above.</p> <p>15. Section B: Application Based 15 Questions/30 Marks: This section shall comprise of questions on special and inclusive education which will be able to have focus on applications of various concepts, principles and theories. These questions will be able to be based on caselets.</p> <p>16. Section C: Specialization/Area Specific 15 Questions each/30 Marks:</p> <p>This section shall comprise of theory and application based questions from specialized/sectoral areas of special education viz.</p> <ul style="list-style-type: none"> vi. Learning Disability vii. Intellectual Disability <p>(This section will be able to have an option of choosing their specialization/sectoral area(s) opted by the student).</p> <p>17. Section D: General Education, General Awareness & Lifelong Learning 10 Questions/20 Marks.</p> <p>This section shall comprise of questions based on general awareness in various areas, and knowledge acquired through various sources viz. seminars, conferences, news (electronic and print media), journals, magazines, reports and books related to various subjects such as sports, spirituality, religion, literature, Humanities and Social Sciences etc. which may be of lifelong importance.</p> <p>18. Section E: Ethics, Social & Environmental Impact 10 Questions/20 Marks.</p> <p>This section shall comprise of questions based on caselets having ethical, social, cultural and environmental implications.</p> <p>19. Section F: Information and Digital Literacy – 10 Questions/20 Marks.</p> |
|--|---|



| | |
|--|---|
| | <p>This section shall comprise of questions based on awareness and usage level of Information Technology software/tools.</p> <p>20. Section G: Employability – 5 Questions/10 Marks:</p> <p>This section shall comprise of questions based on competencies and skills to impart special education services and training effectively to persons with disabilities as well as other people in various settings such as inclusive, special, open school, rehabilitation clinics and home based education, creativity & innovation, planning and organising, decision making, leadership & team spirit through caselets.</p> <p>21. Section H: Global Outlook 5 Questions/10 Marks.</p> <p>This section shall comprise of questions based on global political, economic, social, technological, legal, environmental developments and issues impacting Disability Rehabilitation.</p> |
|--|---|



Student Alumni Survey



AMITY INSTITUTE OF REHABILITATION SCIENCES
Student Alumni Survey Under Graduate Programmes

Dear Alumni, the objective of this Survey is to seek your candid assessment regarding the various learning aspects of the Rehabilitation programme. The information from this survey will be able to be analysed and used to identify the areas of improvement.

Looking back on your time at AMITY, how would you assess each of the following aspects of your at AMITY?

| S.No. | Experience | Poor | Fair | Good | Very Good | Excellent |
|-------|--|------|------|------|-----------|-----------|
| 1 | Various Courses | | | | | |
| 2 | Value added courses | | | | | |
| 3 | Overall academic experience | | | | | |
| 4 | Nonacademic or student life experience | | | | | |
| 5 | Overall experience | | | | | |

What was your first position after leaving the Programme:

- ☐ Employed fulltime
- ☐ Self employed
- ☐ Higher studies
- ☐ Unemployed
- ☐ Other _____

How satisfied are you with the following aspects of your current or most recent job?

| S.No. | Aspects | Dissatisfied | Somewhat Dissatisfied | Somewhat Satisfied | Satisfied | Completely Satisfied |
|-------|-------------------------------|--------------|-----------------------|--------------------|-----------|----------------------|
| 1 | Intellectual challenge | | | | | |
| 2 | Career growth, opportunities | | | | | |
| 3 | Level of responsibility | | | | | |
| 4 | Flexibility | | | | | |
| 5 | Prestige of job/organization | | | | | |
| 6 | Contribution to field/society | | | | | |



| | | | | | | |
|----|----------------------|--|--|--|--|--|
| 7 | Job security | | | | | |
| 8 | Salary | | | | | |
| 9 | Working Condition | | | | | |
| 10 | Learning Opportunity | | | | | |

How well do you think your degree program at AMITY has prepared you for your chosen career?

- ☐ Very well prepared
- ☐ Quite well
- ☐ Adequately
- ☐ Inadequately

How important is each of the following skills and abilities to your current work?

| S.No. | Skill/Ability | Not important | Somewhat important | Important | Very important | Essential |
|-------|---|---------------|--------------------|-----------|----------------|-----------|
| 1 | Management Knowledge | | | | | |
| 2 | Research Skills | | | | | |
| 3 | Identifying problem and formulating solution | | | | | |
| 4 | Information & Digital Literacy | | | | | |
| 5 | Locating and applying information/data | | | | | |
| 6 | Oral Communication | | | | | |
| 7 | Written Communication | | | | | |
| 8 | Thinking critically/problem solving | | | | | |
| 9 | Working collaboratively | | | | | |
| 10 | Interpersonal Skills | | | | | |
| 11 | Leadership Skill | | | | | |
| 12 | Ethical Conduct | | | | | |
| 13 | Professional Conduct | | | | | |
| 14 | Working with people from diverse backgrounds/Global Outlook | | | | | |
| 15 | Life Long Learning | | | | | |
| 16 | Any other (please specify) | | | | | |



With what aspect(s) of the Master's program and the University were you the most satisfied?

With what aspect(s) of the Master's program and the University were you the least satisfied?

If you could start over again, will be able to you join AMITY?

- ☐ Yes
- ☐ No

Do you have other comments and/or suggestions that you would like to share?

—

Thank you for taking the time to complete this survey.



AMITY INSTITUTE OF REHABILITATION SCIENCES
Student Alumni Survey Masters Programmes

Dear Alumni, the objective of this Survey is to seek your candid assessment regarding the various learning aspects of the Rehabilitation programme. The information from this survey will be able to be analysed and used to identify the areas of improvement.

Looking back on your time at AMITY, how would you assess each of the following aspects of your at AMITY?

| S.No. | Experience | Poor | Fair | Good | Very Good | Excellent |
|-------|--|------|------|------|-----------|-----------|
| 1 | Various Courses | | | | | |
| 2 | Value added courses | | | | | |
| 3 | Overall academic experience | | | | | |
| 4 | Nonacademic or student life experience | | | | | |
| 5 | Overall experience | | | | | |

What was your first position after leaving the Programme:

- ☐ Employed fulltime
- ☐ Selfemployed
- ☐ Higher studies
- ☐ Unemployed
- ☐ Other _____

How satisfied are you with the following aspects of your current or most recent job?

| S.No. | Aspects | Dissatisfied | Somewhat Dissatisfied | Somewhat Satisfied | Satisfied | Completely Satisfied |
|-------|-------------------------------|--------------|-----------------------|--------------------|-----------|----------------------|
| 1 | Intellectual challenge | | | | | |
| 2 | Career growth, opportunities | | | | | |
| 3 | Level of responsibility | | | | | |
| 4 | Flexibility | | | | | |
| 5 | Prestige of job/organization | | | | | |
| 6 | Contribution to field/society | | | | | |



| | | | | | | |
|----|----------------------|--|--|--|--|--|
| 7 | Job security | | | | | |
| 8 | Salary | | | | | |
| 9 | Working Condition | | | | | |
| 10 | Learning Opportunity | | | | | |

How well do you think your degree program at AMITY has prepared you for your chosen career?

- ☐ Very well prepared
- ☐ Quite well
- ☐ Adequately
- ☐ Inadequately

How important is each of the following skills and abilities to your current work?

| S.No. | Skill/Ability | Not important | Somewhat important | Important | Very important | Essential |
|-------|---|---------------|--------------------|-----------|----------------|-----------|
| 1 | Management Knowledge | | | | | |
| 2 | Research Skills | | | | | |
| 3 | Identifying problem and formulating solution | | | | | |
| 4 | Information & Digital Literacy | | | | | |
| 5 | Locating and applying information/data | | | | | |
| 6 | Oral Communication | | | | | |
| 7 | Written Communication | | | | | |
| 8 | Thinking critically/problem solving | | | | | |
| 9 | Working collaboratively | | | | | |
| 10 | Interpersonal Skills | | | | | |
| 11 | Leadership Skill | | | | | |
| 12 | Ethical Conduct | | | | | |
| 13 | Professional Conduct | | | | | |
| 14 | Working with people from diverse backgrounds/Global Outlook | | | | | |
| 15 | Life Long Learning | | | | | |
| 16 | Any other (please specify) | | | | | |

With what aspect(s) of the Master's program and the University were you the most satisfied?



With what aspect(s) of the Master's program and the University were you the least satisfied?

If you could start over again, will be able to you join AMITY?

- ☐ Yes
- ☐ No

Do you have other comments and/or suggestions that you would like to share?

Thank you for taking the time to complete this survey.



Section V: Appendices – AIBHAS

- A. Provide blank copies of all the assessment instruments that will be used as measures of intended student learning outcomes and intended operational outcomes.
- B. Provide blank copies of all the evaluation rubrics associated with the assessment instruments identified in above. These should be separated by tabs and identified in a table of contents.



(Annexure A)

AIBHAS, Amity University, Noida
Patients' Care Evaluation Questionnaire

A = Always (3) F = Frequently (2) O = Occasionally (1) N = Never (0)

Trainee's Name: _____, Course: _____, Year: _____

| | A | F | O | N |
|--|--------------------------|--------------------------|--------------------------|--------------------------|
| 1. Fixes valid appointments and keeps track of them | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Attends to appointment on time | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Informs patient about the change of appointment, if any | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Spends quality time with the Patient and family | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. Establishes and maintains a climate of trust | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. Concerned and empathetic to Patient and family | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. Sensitive to subtleties involved in Patient's care | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 8. Doesn't obtain valid consent from the concerned parties* | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 9. Discusses up-coming issues regarding diagnosis/management | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 10. Reads about the diagnosis before involving in management | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 11. Helpful to Patient and family | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 12. Breaks testing and/or therapy session, when in progress * | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 13. Carry out testing/ intervention without discussing with faculty* | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 14. Doesn't update Patient's record with required information* | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 15. Returns Patient's record soon after the entries | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 16. Handles equipment/test materials carelessly* | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 17. Works collaboratively with others | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 18. Accepts gifts and complimentary items from Patients/families* | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 19. Friendly with Patient/family beyond acceptable limits* | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |



- | | | | | |
|---|--------------------------|--------------------------|--------------------------|--------------------------|
| 20. Irregular attendance or unauthorized absenteeism* | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 21. Takes initiative and responsibility in resolving problems | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 22. Provide leadership when occasion called for | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 23. Reliable when assigned with any responsibility | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 24. Communicates effectively and adequately | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 25. Show desire to learn more | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

| | <u>Very poor</u> | | | <u>Excellent</u> | |
|--|------------------|---|---|------------------|---|
| | 1 | 2 | 3 | 4 | 5 |
| 26. Overall effectiveness as a therapist | | | | | |
| 27. Ability to establish alliance with many type of patients | 1 | 2 | 3 | 4 | 5 |
| 28. Commitment to treatment plan | 1 | 2 | 3 | 4 | 5 |
| 29. Flexibility in treatment schedule | 1 | 2 | 3 | 4 | 5 |
| 30. Sensitivity to patient's cultural background | 1 | 2 | 3 | 4 | 5 |

Total Points (Max. 100): _____, Remarks:

Name of Consultant: _____, Signature: _____,

Date: _____



(Annexure B)

AIBHAS, Amity University, Noida

Criteria for Evaluating Presentation (Seminar)

Presenter:....., Title of the Presentation :.....

I. Content (Max. Points = 40)

Awarded ()

- Was the content informative and coverage adequate?
- Was there sufficient use of logic, facts and examples?
- Was the presented information pertinent to the specific topic?

II. Organization (Max. Points = 30)

Awarded ()

(a) Introduction:

- Did the speaker get attention and the topic clearly stated?
- Did the presenter preview and give focus to the key ideas?

(b) Body:

- Were divisions clear and appropriate to the topic?
- Was there a logical progression of ideas?

(c) Conclusion:

- Did the speaker tie the speech together and presented a note of finality?
- Did the presenter answer the questions with clarity?
- Did the presenter respond and react well to the questions?

III. Delivery (Max. Points = 20)

Awarded ()

(a) Language Style:

- Did the presenter exhibit command of conversational style?
- Was the language suitable to informing the audience?



Was the language precise, grammatically correct, and vivid?

(b) Vocal Delivery :

Was enunciation clear and easy to understand?

Was there sufficient variety in rate, pause, and pitch?

(c) Physical Delivery:

Did the presenter exhibit poise and confidence?

Were gestures varied, movement motivated, and eye contact direct?

Was the number of slides adequate?

Were the slides evenly loaded and the text readable?

IV. Handout (Max. Points = 10)

Awarded ()

Was the handout circulated on time and the synopsis adequate to grasp the topic?

Were all relevant references listed as per IJCP format?

Was it free of grammar and spelling mistakes?

Total ()

Evaluator:.....:....., Date:....., Indicate below Area/s for Improvement:



(Annexure C)

AIBHAS, Amity University, Noida

External Evaluation

Guidelines for evaluating the Dissertation (II M.Phil) - Max. Points: 70

1. Introduction –

Point - 05

The section introduces the reader to the background and nature of the current research, and chapter wise content of the dissertation submitted.

2. Review of Literature –

Point - 15

Up to 4 Chapters, depending upon the nature of research area may be expected. Chapters should include latest references and be based on thorough search of the existing literature. Review must reflect unbiased, full and in-depth understanding of the subject of research and shall include relevant research already done, the gap, disparity, disagreement and divergence that exist in knowledge domains. This section should enable the researcher to place the research topic within its context and justify its value to the existing sum of knowledge.

3. Methods –

Point - 15

- a) Aim, objectives, and hypotheses have been outlined clearly and precisely?
- b) Are these relevant and coherent?
- c) Is the research question significant and important?
- d) Is the study design appropriate for the stated aim/objectives, and fully examine the hypothesis?
- e) Approval of ethical committee has been obtained?
- f) Sample – size and power determined scientifically?
- g) What sampling technique employed in experimental and control groups?
- h) Is the sampling technique valid for the stated aim of the study?
- i) Is the sample selected representative of the population to which generalizations are made?
- j) What procedures were adapted to control (or to minimize) bias in allocation of subjects to various groups?



- k) Prior permission from the concerned official has been obtained before accessing the sample at centers, or any other data capturing?
- l) An informed written consent/assent has been obtained from participating subjects? Confidentiality and anonymity have been assured?
- m) Selection of instruments – appropriate to the objectives of the study?
- n) Instruments have been demonstrated as reliable and valid?
- o) Are the instruments adequately described with regard to scoring and interpretations?
- p) Procurement of instruments – rights/privacy/patent issue, if any, has been followed?
- q) Permission from the author/s or publisher for use of instruments has been obtained?
- r) Is the data obtained on these instruments publishable? Conflict of interest, if any, has been foreseen and handled adequately?
- s) Procedure followed in the study has been vividly described step-by-step?
- t) Did the researcher observe ethical rules?
- u) Statistical analysis carried out has been described adequately and the rationale discussed?
- v) Software package employed has been indicated adequately?
- w) Is analysis consistent with the hypotheses (questions asked at the beginning)?
- x) Are the statistical techniques employed appropriate to the nature of the data?
- y) Is the analysis adequate (includes all the relevant variables in the study)?
- z) Effects of extraneous variables have been taken into consideration and attempt has been made to control them in the analysis?

4. Results -

Point - 05

- a) Are tables/figures lucid and unambiguous?
- b) Are captions and footnotes for each table/figures adequate?
- c) Is the description of tables/figures summarizes relevant/major/core findings?
- d) Where indicated the effects size is mentioned?

5. Discussion -

Point - 20

- a) Are the findings interpreted and synthesized logically and meaningfully?
- b) Are the findings discussed in the background of the existing literature/knowledge?
- c) Unexpected issues raised by the findings has been discussed and resolved adequately?
- d) Contradictory findings are addressed un-bias and reasonable explanations are given?
- e) Inferences drawn are rational and sound, and pertinent only to data on hand?
- f) Importance of the data is highlighted and reservation/s, if any, are noted?
- g) Shortcomings of the study discussed adequately?
- h) Future directions are suggested, though in short?



- i) Conclusions though tentative, are drawn?

6. Summary –

Point - 05

- a) Reflects the study as whole?
- b) Outlines briefly the aim, findings and their implications?

7. References –

Point - 05

- a) Cited and quoted consistently as per known international style?
- b) Omissions and commissions are taken care of?

8. Appendix –

Point - 05

- a) Copies of all important documents such as, approval of ethical committee, authors' permission to use the tool/s, informed consent, permission for data collection, copy of instruments including those developed by the researcher along with the scoring system and norms, and "no conflict of interest" statement where necessary are attached?



(Annexure D)

AIBHAS, Amity University, Noida
Evaluation by the Guide/s
Guidelines for evaluating Dissertation M.Phil – (Part-II) Max, Marks: 30

Circle **Y/S/N** for each item. Y = Yes (2), S= Sometime (1), N = No (0)

- | | |
|---|-----------|
| 1) Has sharp focus that defines the area of inquiry in which he/she works: | Y / S / N |
| 2) Academic poise (skepticism about knowledge claims, self-criticism & doubt): | Y / S / N |
| 3) Intimately familiar with, and knowledgeable about both the classical and the most recent literature in the area of inquiry: | Y / S / N |
| 4) Articulates about his/her area of inquiry and can speak with authority and clarity about what it is he/she researches, why and with what hypotheses: | Y / S / N |
| 5) Showed resoluteness in seeking deep explanations for events/findings: | Y / S / N |
| 6) Observed to be passionate about what he/she studies: | Y / S / N |
| 7) Productive through published and presented research: | Y / S / N |
| 8) Follows strong professional ethics and rooted in honesty about the own work: | Y / S / N |
| 9) Seen accepting constructive criticism giving others proper credit: | Y / S / N |
| 10) Persisted despite repeated dead end, delays, criticism, rejection in the course of investigation: | Y / S / N |

Considering everything how do you evaluate the Scholar's passion for research and his/her competitiveness on a scale of 0 – 10? _____



(Annexure E)

AIBHAS, Amity University, Noida

Guidelines for evaluating Psychodiagnostic Records (Submission)

I M.Phil

Max. Marks: 100

- | | | |
|----|---|----------|
| 1. | Psychiatric history – | 20 Marks |
| 2. | Differential Diagnosis (including diagnostic formulation) - | 10 Marks |
| 3. | Discussion on the rationale for psycho diagnosis – | 10 Marks |
| 4. | Selection of the tests and justification – | 10 Marks |
| 5. | Discussion of the test findings – | 40 Marks |
| 6. | Conclusion/Summary/Suggestions – | 10 Marks |



(Annexure F)

AIBHAS, Amity University, Noida

Guidelines for evaluating Psychotherapy Records (Submission)

II M.Phil

Max. Marks: 100

- | | |
|---|------------|
| 1. Description of the case (relevant details of the case) – | 10 Marks |
| 2. Discussion on the rationale for psychosocial intervention – | 15 Marks |
| 3. Objectives of therapy (short- and long-term goals outlined) – | 10 Marks |
| 4. Therapy Processes – | 40 Marks |
| a) Description of the Initial Phase: | (10 Marks) |
| b) Description of the Implementation and handling of difficulties (such as, ethical and cultural issues/conflicts, maintaining confidentiality, therapeutic alliance, affordability of the therapy session, if any) during the therapy processes: | (25 Marks) |
| c) Discussion of the Termination of the therapy: | (5 Marks) |
| 5. Description of the Outcome and future Plan – | 10 Marks |
| 6. Overall presentation (Relevance, Clarity, Organization and Adequacy) - | 15 Marks |



(Annexure G)

AIBHAS, Amity University, Noida

Criteria for Evaluating Presentation (Case Conference/Therapy Meeting)

Presenter:, Supervising Consultant:, Date:

Problem: (Marks: 20)

Awarded ()

- Client's identification (anonymized) (age, gender, religion, education, marital status, occupation)
- Presenting problem/s (current and history)
- History of presenting problem and related issues
- Treatment history (medication, psychotherapy, other interventions)
- Past history of mental and physical illness, if any
- Family history (including history of mental and pertinent physical illness)
- Personal history (developmental, educational, occupational, relational)
- Premorbid functioning (description of personality functioning and use of any substances)
- Current circumstances and functioning (living arrangement, relationships, work, social support, religious and leisure activities)
- Strengths and resources
- Mental status
- Relevant findings on physical examination

Clinical Diagnosis: (Marks: 15)

Awarded ()

- The reported problem has been identified and defined in psychological terminology?
- Available information has been used to determine or at least develop certain hypotheses?
- Has the information been formulated and a reasonable diagnosis has been suggested?
- Differential diagnoses have been proposed with points in favor and against?

Assessment: (Marks: 20)

Awarded ()

- Rationale for assessment (including area/s to be investigated)



- Is the assessment specific (focused on or pertinent to clinical interventions such as screening issues, addressing comorbidity, case conceptualization, treatment planning, treatment monitoring, and treatment evaluation)?
- Are the measures employed sensitive to change?
- Is the assessment evidence-based?
- Is the assessment findings interpreted adequately?
- Has assessment been incorporated into case formulation?

Treatment: (Marks: 20)

Awarded ()

- Overall formulation of the problem using basic behavioural and cognitive-behavioural principles is adequate?
- A functional analysis has been outlined after considering antecedents and consequences?
- Causal mechanism/s that appeared to be maintaining client problems elucidated?
- The bigger picture of the client's life and how problem areas might be inter-related has been discussed?
- Is the proposed treatment/technique evidence-based and empirically supported?
- Is it based on client's need and functional outcome?
- Therapeutic context (alliance, expectations of change, impact) and other process variables have been identified and discussed in terms of symptom change (immediate, intermediate and ultimate)?

Ethical, legal and cultural issues: (Marks: 10)

Awarded ()

- An understanding of ethical, legal and cultural implications of the case has been communicated and indicated what precautions need to be taken in the proper management of the client?
- Read between the lines and suggest issues and challenges that would need to be considered, such as danger of abuse, risk of suicide and so on?

Presentation and Communication skills: (Marks: 15)

Awarded ()

- Clarity in presentation
- Fluent speech



- Smooth delivery
- Handling queries
- Handout printed without errors and complement what is verbally presented
- Time management

Name & Signature of the Consultant: _____, **Total Awarded:** _____

Suggestions:



AIBHAS, Amity University, Noida

Evaluation of the Teaching Input

Name of the Faculty Member:

The following is an assessment that will be used to evaluate the effectiveness of overall teaching input by aforementioned faculty member. Your honest feedback is appreciated. Your comments will help us in enhancing our efforts to make your learning effective and professional. You can consider the Teacher's input in the classroom situation and while chairing/supervising your academic assignments such as case conference, journal review, seminar etc. as basis for your aggregate rating. The responses are confidential and anonymous. (Don't write your name on this!)

Write Y/S/N for each of the statement below. (Y = Yes, S = Somewhat, N = No)

- 1) Presents with clarity and coherence? _____
- 2) Balances lecture, discussion and presentation? _____
- 3) Summarizes the topic, at the end? _____
- 4) Handles student discipline fairly? _____
- 5) Allots time for discussion? _____
- 6) Shows the required grip on the topic? _____
- 7) Helps make topic interesting by relating to things you know already? _____
- 8) Uses visuals such as chalkboard, maps, handouts etc.? _____
- 9) Fair-minded and show no bias? _____
- 10) Concerned about your learning /success? _____
- 11) Explains concept? _____
- 12) Makes feel comfortable with the topic? _____
- 13) Discusses application aspects of the concepts? _____



- 14) Clarifies doubts? _____
- 15) Provides a framework for presentation? _____
- 16) Provides relevant references? _____
- 17) Helps in tackling the questions likely to be asked during presentation? _____
- 18) Available for discussion? _____
- 19) Discusses divergence view that exists in knowledge domain? _____
- 20) Accept constructive criticisms? _____

A) Considering everything how would you evaluate the above Teacher's input on a scale of 0 - 10? _____

B) Do you have suggestions how your teacher could improve? Write them below.

..



(Annexure I)

AIBHAS, Amity University, Noida
Student Exit Survey-Class

Dear Student, the objective of this Survey is to seek your candid assessment regarding the various learning aspects of the M.Phil/Prof.Dip in Clinical psychology programme. The information from this survey will be analysed and used to identify the areas of improvement.

| S.No. | Statements | Not at all agree | Somewhat agree | Neither agree nor disagree | Agree | Strongly agree |
|-------|--|------------------|----------------|----------------------------|-------|----------------|
| 1 | I am able to define, summarize concepts in mental health and apply it in multi-disciplinary context | | | | | |
| 2 | I am able to describe and critically analyse issues and challenges in mental health | | | | | |
| 3 | I am able to acquire and evaluate new knowledge through research methods in the field of Clinical psychology | | | | | |
| 4 | I have ability to identify, define, investigate, and solve critical issues in the areas of mental health | | | | | |
| 5 | I find myself Information and Digital literate. | | | | | |
| 6 | I am able to use various IT tools and technologies for data processing and analysis. | | | | | |
| 7 | I have ability to critically think and apply range of strategies for solving a problem and decision making. | | | | | |
| 8 | I can communicate proficiently verbally and in, writing in Professional domain. | | | | | |



| | | | | | | |
|----|---|--|--|--|--|--|
| | | | | | | |
| 9 | I am good in information searching and making presentation in the areas of mental health and illness which have global and cross-cultural implications. | | | | | |
| 10 | I think, I am a quit good listener in professional settings such as clinics, training institution, etc. | | | | | |
| 11 | I have global outlook; able to understand global issues from different perspectives. | | | | | |
| 12 | I learn from and respect different cultures. | | | | | |
| 13 | I am able to apply different forms of communication in different cultural settings. | | | | | |
| 14 | I understand and practice the highest standards of ethical behaviour associated with mental health issues | | | | | |
| 15 | I have basic professional skills to be employable in the area of mental health services | | | | | |
| 16 | I possess entrepreneur skill and always find opportunities to set clinics/school/institution. | | | | | |
| 17 | I am inquisitive and believe in life-long learning. | | | | | |
| 18 | I am competent to acquire knowledge on my own through various sources. | | | | | |
| 19 | I am overall satisfied with the methodologies and pedagogical tools used by my faculty. | | | | | |



| | | | | | | |
|----|---|--|--|--|--|--|
| 20 | I find the curriculum contemporary and relevant to the field of mental health | | | | | |
| 21 | I got ample opportunities for Interaction in various settings such as Clinics, Schools etc. | | | | | |
| 22 | I am satisfied with the Internship facility provided to me. | | | | | |
| 23 | I am satisfied with the University Infrastructure. | | | | | |
| 24 | I am overall satisfied with the Faculties who taught me. | | | | | |
| 25 | I am overall satisfied with the Programme. | | | | | |

Thank you for taking the time to complete this survey.



(Annexure J)

AIBHAS, Amity University, Noida

Criteria for Evaluating Presentation (Journal Club)

Presenter:, Chair:, Date:

1. Presentation of the Research Article: (Marks: 30) Awarded ()

- Explains: Aim of the Study, Methods, Results (including relevant statistics)

2. Review of the pertinent primary literature: (Marks: 20) Awarded ()

- Identifies other recent article on the same topic/in the same area
- Primary literature is condensed by collating similar data (tables and graphs may be used)
- Primary literature data is correctly summarized
- Trainee elaborates on any major attributes or deficiencies of these data. If none are present, this is stated

3. Evaluation of the research being presented: (Marks: 30) Awarded ()

- Identifies strengths and weaknesses of the methodology and/or conduct of the trial
- Assesses and critiques the statistical analysis
- Draws own conclusions and contrasts them with authors(s)
- Trainee's own conclusions about the trial are correct

4. Ability to answer questions: (Marks: 10) Awarded ()

- Answers are logically presented
- Answers are accurate
- Trainee can think on his/her feet - may theorize if unsure of answer, but indicates such

5. Delivery of Presentation



A) Organization & Preparedness: (Marks:05) Awarded ()

- Is well-prepared (does not reread article or look at the Chair)
- Introduces presentation (tells what she/he is going to tell) and summarizes presentation (tells what she/he told)

B) Presentation & Communication Skills: (Marks:05) Awarded ()

- Confidence is apparent, Direct eye contact, Proper rate of speech, Appropriate pitch of voice
Absence of obvious nervousness (trembling voice; restless movements), Professional phraseology
- Printed and audiovisual materials are accurate, clear and effective (complement what is verbally presented)

Total Marks _____ and Comments (may be continued on back).

Name and Signature: _____, **Date:** _____



Domain Leadership Team



| Faculty of Rehabilitation Sciences | | | | | | |
|------------------------------------|---|---|---|---------------------|--|--------|
| Leadership Team | | | | | | |
| Dean/Domain Head: | | Prof. (Dr). Jayanti Pujari (Coordinator) | | | | |
| S.No | Institution Name | Head of the Institution | Programme Title | Programme Leaders | Programme Review Committee (PRC of 35 Members) | Role |
| 1 | Amity Institute of Rehabilitation Sciences (AIRS) | Prof. (Dr). Jayanti Pujari Director, Amity Institute of Rehabilitation Sciences | M.Ed Special Education (LD/MR) | Ms. Anusuya K Yadav | Prof. (Dr). Jayanti Pujari | Chair |
| | | | | | Ms. Pallavi Chauhan | Member |
| | | | | | Mr. Naveen Singh | Member |
| | | | Integrated B.Ed. M.Ed. Special Education (SLD/ID) | Ms. Anusuya K Yadav | Prof. (Dr). Jayanti Pujari | Chair |
| | | | | | Ms. Pallavi Chauhan | Member |
| | | | | | Ms. Anusuya K. Yadav | Member |
| | | | | | Ms. Diana Lil Philip | Member |
| | | | Integrated BA/BCom/BSc & B.Ed Special Education | Ms. Anusuya K Yadav | Prof. (Dr). Jayanti Pujari | Chair |
| | | | | | Ms. Pallavi Chauhan | Member |
| | | | | | Mr. Naveen Singh | Member |



| Faculty of Rehabilitation Sciences | | | | | | | |
|------------------------------------|---|---|---|---|---|---|----------|
| Assessment Leadership Team | | | | | | | |
| S.No | Institution Name | Head of the Institution | Institutional Assessment Team | Role | Programme Title | Programme Assessment Team (PRC of 34 Members) | |
| 1 | Amity Institute of Rehabilitation Sciences (AIRS) | Prof. (Dr). Jayanti Pujari Director, Amity Institute of Rehabilitation Sciences | Prof. (Dr). Jayanti Pujari Ms. Pallavi Chauhan Mr. Naveen Singh | Chair Prof. (Dr). Jayanti Pujari Members Ms. Pallavi Chauhan Mr. Naveen Singh | M.Ed Special Education (LD/MR) | Assessment Team | Role |
| | | | | | | Prof. (Dr). Jayanti Pujari | Chair |
| | | | | | | Ms. Pallavi Chauhan | Member 1 |
| | | | | | Integrated B.Ed. M.Ed. Special Education (SLD/ID) | Mr. Naveen Singh | Member 2 |
| | | | | | | | |
| | | | | | B.Ed Special Education (ASD/LD/MR) | Prof. (Dr). Jayanti Pujari | Chair |
| | | | | | | Ms. Pallavi Chauhan | Member 1 |
| | | | | | | Ms. Anusuya K. Yadav | Member 2 |
| | | | | | | Ms. Diana Lil Philip | Member 3 |
| | | | | | Integrated BA/BCom/BSc & B.Ed Special Education | Prof. (Dr). Jayanti Pujari | Chair |
| | | | | | | Ms. Pallavi Chauhan | Member 1 |
| | | | | | | Mr. Naveen Singh | Member 2 |