



AMITY UNIVERSITY

UTTAR PRADESH

Outcome Assessment Plan

Domain: Faculty of Rehabilitation Sciences

2022-2024



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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 center 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)**



Introduction of Outcomes Assessment Plan:

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 programme's 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. **Graduate Attributes (GAs):** Graduate Attributes is a set of individually assessable outcomes that are indicative of the graduate's potential to acquire competencies in that programme.
3. **Educational Objectives:** The Educational Objectives are defined at Domain, Institution and Programme level. The Educational Objectives at the institution and programme level are aligned with the domain mission. Educational Objectives are the broad statements that describe what graduates are expected to attend within few years of graduation.
4. **Operational Objectives:** The Operational Objectives are defined at Domain, Institution and Programme level. The Operational Objectives at the institution and programme level are aligned with the domain mission.
5. **Outcomes:** The Outcomes are defined under the following categories:
 - **Operational Outcomes:** The operational outcomes are defined for the domain and assessed at the domain level.
 - **Programme Learning Outcomes (PLOs)-** Programme Learning Outcomes represent the knowledge, skills and



attitudes a student attain at the end of the year/programme. The PLOs are defined for each programme and each PLO is assessed to identify that the established Educational Objectives are achieved.

6. **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.
7. **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.
8. **Programme Review:** Through the review of 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 objectives** are derived from and support the institute mission
 - The **curriculum** is coherent, current, and consistent and meet the requirement of Industry 4.0.
 - The **instruction** is effective in enabling student
 - The **resources** are adequate to produce student learning.
 - The academic **support services** are adequate to facilitate student learning.



SECTION I:

STRATEGIC ASSESSMENT - MISSION AND BROADBASED GOALS /OBJECTIVES

1. STRATEGIC ASSESSMENT-MISSION AND BROADBASED GOALS /OBJECTIVES

Name of the Institution: Amity Institute of Rehabilitation Sciences

1.1 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.

1.2 Broad Based Goals / Objectives (PEOs) at Domain/Faculty Level

1.2.1	Bachelors Level
PEO 1	Demonstrate conceptual understanding of educational provisions and skills for working with children with various disabilities in Special and Inclusive settings
PEO 2	Develop skills to critically analysis pedagogical concept and learn independently .



PEO 3	Demonstrate skills for conduction of educational researches to meet the learning needs of Children with Disabilities
PEO 4	Ability to communicate effectively with different stakeholders in the field , develop public speaking skills for raising awareness and effective use of social media
PEO 5	Demonstrate critical thinking and creation of solution for the issues related to service delivery in the field of Rehabilitation
PEO 6	Develop understanding of Hardware, Software and Communication technologies for persons with special needs
PEO 7	Demonstrate ability to influence the professionals, stakeholders and trainees in the field of rehabilitation and supportive services for persons with special needs
PEO 8	Develop ability to recover from cultural errors like misconceptions about disabilities and to tolerate, manage, and resolve intercultural conflict.
PEO9	Demonstrate skills of integrity, professional ethics, personal ethics and develop accountability for actions to promote Inclusion for Persons with Disability.
PEO10	Demonstrate Interpersonal Skills to communicate with different stakeholders and beneficiaries
PEO11	Demonstrate skills of occupational and functional competencies for empowerment of Persons with Disabilities
PEO12	Demonstrate skills of life long learners committed to and capable of continuous learning and reflection for understanding the field of rehabilitation sciences.
PEO13	Demonstrate knowledge and understanding of Special Education Principles and use their skills to bring new ideas and innovative practices in inclusive/special school.
PEO14	Ability to demonstrate analytical and decision-making skills to identify, analyse, formulate complex problem reaching substantiated conclusions.
PEO15	Analyse and implement the initiative to conserve natural resources and develop sustainable teaching learning material by using knowledge and experience of their discipline.

1.2.2	Masters Level
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PEO 1	Demonstrate conceptual understanding of educational provisions and skills for working with children with various disabilities in Special and Inclusive settings
PEO 2	Develop skills to critically analysis pedagogical concept and learn independently .
PEO 3	Demonstrate skills for conduction of educational researches to meet the learning needs of Children with Disabilities
PEO 4	Ability to communicate effectively with different stakeholders in the field , develop public speaking skills for raising awareness and effective use of social media
PEO 5	Demonstrate critical thinking and creation of solution for the issues related to service delivery in the field of Rehabilitation
PEO 6	Develop understanding of Hardware, Software and Communication technologies for persons with special needs
PEO 7	Demonstrate ability to influence the professionals, stakeholders and trainees in the field of rehabilitation and supportive services for persons with special needs
PEO 8	Develop ability to recover from cultural errors like misconceptions about disabilities and to tolerate, manage, and resolve intercultural conflict.
PEO9	Demonstrate skills of integrity, professional ethics, personal ethics and develop aaccountability for actions to promote Inclusion for Persons with Disability.
PEO10	Demonstrate Interpersonal Skills to communicate with different stakeholders and beneficiaries
PEO11	Demonstrate skills of occupational and functional competencies for empowerment of Persons with Disabilities
PEO12	Demonstrate skills of life long learners committed to and capable of continuous learning and reflection for understanding the field of rehabilitation sciences.
PEO13	Demonstrate knowledge and understanding of Special Education Principles and use their skills to bring new ideas and innovative practices in inclusive/special school.
PEO14	Ability to demonstrate analytical and decision making skills to identify, analyse, formulate complex problem reaching substantiated conclusions.



PEO15	Analyze and implement the initiative to conserve natural resources and develop sustainable teaching learning material by using knowledge and experience of their discipline.
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1.2.3	Doctoral Level
PEO 1	Demonstrate conceptual understanding of educational provisions and skills in the area of research.
PEO 2	Develop skills to critically analyze research concept and learn independently .
PEO 3	Demonstrate skills for conduction of educational researches to meet the learning needs of Children with Disabilities
PEO 4	Ability to communicate effectively with different stakeholders in the field , develop public speaking skills for raising awareness and effective use of social media
PEO 5	Demonstrate critical thinking and creation of solution for the issues in research related to service delivery in the field of Rehabilitation
PEO 6	Develop understanding of Hardware, Software and Communication technologies for persons with special needs
PEO 7	Demonstrate ability to influence the professionals, stakeholders and trainees in the field of rehabilitation and supportive services for persons with special needs



PEO 8	Develop ability to recover from cultural errors like misconceptions about disabilities and to tolerate, manage, and resolve intercultural conflict.
PEO9	Demonstrate skills of integrity, professional ethics, personal ethics and develop accountability for actions to promote Inclusion for Persons with Disability.
PEO10	Demonstrate Interpersonal Skills to communicate with different stakeholders and beneficiaries
PEO11	Demonstrate skills of occupational and functional competencies for empowerment of Persons with Disabilities
PEO12	Demonstrate skills of lifelong learners committed to and capable of continuous learning and reflection for understanding the field of rehabilitation sciences.
PEO13	Demonstrate knowledge and understanding of Special Education Principles and use their skills to bring new ideas and innovative practices in inclusive/special school.
PEO14	Ability to demonstrate analytical and decision making skills to identify, analyse, formulate complex problem reaching substantiated conclusions.
PEO15	Analyze and implement the initiative to conserve natural resources and develop sustainable teaching learning material by using knowledge and experience of their discipline.

1.3 Graduate Attributes and its Indicators at Faculty/Domain Level (mapped with LOCF)

#	AUUP Revised Graduate Attribute	Domain Graduate Attributes	AUUP - Indicators/Goals	Domain - Indicators / Goals (Revised)
1.	Discipline Knowledge & Expertise	Knowledge & Expertise in Disability Rehabilitation Services	The student shall be able to develop knowledge and skills with conceptual understanding of educational provisions and skills for working with children with various disabilities in special and inclusive settings.	Graduates of domain of rehabilitation sciences will have ability To develop knowledge and skills with conceptual understanding of educational provisions and skills for working with children with various disabilities in special and inclusive settings.



2.	Self – Directed and Active Learning	Self – Directed and Active Learning	The student shall be able to choose self-directed and active learning through strong intellectual engagement in pedagogical activities and community based services.	To apply self-directed and active learning through strong intellectual engagement in pedagogical activities and community based services.
3.	Research and Enquiry	Research and Enquiry	The student shall demonstrate scientific enquiry and research to conduct innovative educational research in the thrust areas of rehabilitation and learning needs of children with disabilities.	To apply and demonstrate scientific enquiry and research to conduct innovative educational research in the thrust areas of rehabilitation and learning needs of children with disabilities.
4.	Information and Communication Technology Skills	Information and Communication Technology Skills	The student shall be able to efficiently use and apply information and communication technology to communicate with different stakeholders in the field and also for public speaking skills for raising awareness.	To develop ability to communicate effectively with different stakeholders in the field , develop public speaking skills for raising awareness and effective use of social media
5.	Critical Thinking and Problem Solving Abilities	Critical Thinking and Problem Solving Abilities	The students shall formulate critical thinking, interpret and comprehend and research based knowledge to design and synthesize solutions for the issues related to service delivery in the field of special education.	To apply critical thinking, and research based knowledge research based knowledge for problem solving in the field of special education.
6.	Communication Skills	Communication Skills	The students shall be able to employ effective communication skills to communicate with different stakeholders in the field and also for public speaking skills for raising awareness.	To demonstrate Interpersonal Skills to communicate with different stakeholders and beneficiaries
7.	Creativity, Innovation and Reflective Thinking	Creativity, Innovation and Reflective Thinking	The students shall be able to combine scientific creativity and reflective thinking to critically evaluate innovative ideas in rehabilitation sciences for developing processes and products relevant to the needs of persons with disabilities.	To demonstrate critical thinking and creation of solution for the issues related to service delivery in the field of Rehabilitation



8	Artistic, Interpretative skills and Experimentation	Artistic, Interpretative skills and Experimentation	The students shall be able to develop the artistic, interpretative skills and experimentation towards empowerment of persons with disabilities.	To demonstrate artistic, interpretative skills and experimentation in the field of special education.
9	Leadership and Team Work	Leadership and Team Work	The students shall be able to influence the professionals, stakeholders and trainees in the field of rehabilitation and will be able to organize	To demonstrate ability to influence the professionals, stakeholders and trainees in the field of rehabilitation and supportive services for persons with special needs.
10	Multicultural Understanding & Global Outlook	Multicultural Understanding & Global Outlook	The student shall be able to recover from cultural errors like misconceptions about disabilities and to tolerate, manage, and resolve intercultural conflict.	To demonstrate Inclusive behaviours, cross cultural awareness and capability and international perspectives.
11	Integrity and Ethics	Integrity and Ethics	The student shall practice ethical behaviour and demonstrate professional integrity in their conduct with an accountability for actions to promote inclusion for persons with special needs.	To demonstrate ethical behaviour and professional integrity in their conduct with an accountability for actions to promote inclusion for persons with special needs.
12	Social and Emotional Skills	Social and Emotional Skills	The students shall be able to acquire social and emotional skills to work effectively with diverse group of people in multi-cultural environment and situations.	To demonstrate knowledge and understanding of Special Education Principles and use their skills to bring new ideas and innovative practices in inclusive/special school.
13	Employability, Enterprise & Entrepreneurship	Employability, Enterprise & Entrepreneurship	The student shall be able to define their career aspirations and work towards achieving the Occupational and functional competencies with preparedness for advanced practice in the field of special education.	To demonstrate Employability, Enterprise & Entrepreneurship skills in the field of special education.
14	Lifelong Learning	Lifelong Learning	The student shall be able to evaluate and reflect the virtue of lifelong learning	To demonstrate skills of life long learners committed to and capable of continuous learning and reflection for understanding the field of rehabilitation sciences



15	Environment & sustainability	Environment & sustainability	The student shall be able to spread Awareness about the environment climate change and sustainable development.	To implement the initiative to conserve natural resources and develop sustainable teaching learning material by using knowledge and experience of their discipline.
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1.4 BROAD BASED OPERATIONAL GOALS (Resources Required) At Faculty / Domain Level

1.3.1 Bachelors Level Operational Goals : FRS will be able to	
1.	Develop knowledge and skills with conceptual understanding of educational provisions and skills for working with children with various disabilities in special and inclusive settings.
2.	Self-directed and active learning through strong intellectual engagement in pedagogical activities and community based services.
3.	Demonstrate scientific enquiry and research to conduct innovative educational research in the thrust areas of rehabilitation and learning needs of children with disabilities.
4.	Develop ability to communicate effectively with different stakeholders in the field, develop public speaking skills for raising awareness and effective use of social media
5.	Critical thinking, and research based knowledge research based knowledge for problem solving in the field of special education.
6.	Demonstrate Interpersonal Skills to communicate with different stakeholders and beneficiaries
7.	Demonstrate critical thinking and creation of solution for the issues related to service delivery in the field of Rehabilitation
8.	Demonstrate artistic, interpretative skills and experimentation in the field of special education.
9.	Demonstrate ability to influence the professionals, stakeholders and trainees in the field of rehabilitation and supportive services for persons with special needs.



10.	Demonstrate Inclusive behaviors, cross cultural awareness and capability and international perspectives.
11.	Demonstrate ethical behavior and professional integrity in their conduct with an accountability for actions to promote inclusion for persons with special needs.
12.	Demonstrate knowledge and understanding of Special Education Principles and use their skills to bring new ideas and innovative practices in inclusive/special school.
13.	Demonstrate Employability, Enterprise & Entrepreneurship skills in the field of special education.
14.	Demonstrate skills of life long learners committed to and capable of continuous learning and reflection for understanding the field of rehabilitation sciences
15.	Implement the initiative to conserve natural resources and develop sustainable teaching learning material by using knowledge and experience of their discipline.

1.3.2 Masters Level Operational Goals : FRS will be able to	
1.	Develop knowledge and skills with conceptual understanding of educational provisions and skills for working with children with various disabilities in special and inclusive settings.
2.	Self-directed and active learning through strong intellectual engagement in pedagogical activities and community based services.
3.	Demonstrate scientific enquiry and research to conduct innovative educational research in the thrust areas of rehabilitation and learning needs of children with disabilities.
4.	Develop ability to communicate effectively with different stakeholders in the field , develop public speaking skills for raising awareness and effective use of social media
5.	Critical thinking, and research based knowledge research based knowledge for problem solving in the field of special education.
6.	Demonstrate Interpersonal Skills to communicate with different stakeholders and beneficiaries



7.	Demonstrate critical thinking and creation of solution for the issues related to service delivery in the field of Rehabilitation
8.	Demonstrate artistic, interpretative skills and experimentation in the field of special education.
9.	Demonstrate ability to influence the professionals, stakeholders and trainees in the field of rehabilitation and supportive services for persons with special needs.
10.	Demonstrate Inclusive behaviors, cross cultural awareness and capability and international perspectives.
11.	Demonstrate ethical behavior and professional integrity in their conduct with an accountability for actions to promote inclusion for persons with special needs.
12.	Demonstrate knowledge and understanding of Special Education Principles and use their skills to bring new ideas and innovative practices in inclusive/special school.
13.	Demonstrate Employability, Enterprise & Entrepreneurship skills in the field of special education.
14.	Demonstrate skills of life long learners committed to and capable of continuous learning and reflection for understanding the field of rehabilitation sciences
15.	Implement the initiative to conserve natural resources and develop sustainable teaching learning material by using knowledge and experience of their discipline.

1.3.3 Doctoral Level Operational Goals : FRS will be able to	
1.	Demonstrate conceptual understanding of educational provisions and skills in the area of research.
2.	Develop skills to critically analyze research concept and learn independently.
3.	Demonstrate skills for conduction of educational researches to meet the learning needs of Children with Disabilities
4.	Ability to communicate effectively with different stakeholders in the field, develop public speaking skills for raising awareness and effective use of social media



5.	Demonstrate critical thinking and creation of solution for the issues in research related to service delivery in the field of Rehabilitation
6.	Develop understanding of Hardware, Software and Communication technologies for persons with special needs
7.	Demonstrate ability to influence the professionals, stakeholders, and trainees in the field of rehabilitation and supportive services for persons with special needs
8.	Develop ability to recover from cultural errors like misconceptions about disabilities and to tolerate, manage, and resolve intercultural conflict.
9.	Demonstrate skills of integrity, professional ethics, personal ethics and develop accountability for actions to promote Inclusion for Persons with Disability.
10.	Demonstrate Interpersonal Skills to communicate with different stakeholders and beneficiaries
11.	Demonstrate skills of occupational and functional competencies for empowerment of Persons with Disabilities
12.	Demonstrate skills of lifelong learners committed to and capable of continuous learning and reflection for understanding the field of rehabilitation sciences.
13.	Demonstrate knowledge and understanding of Special Education Principles and use their skills to bring new ideas and innovative practices in inclusive/special school.
14.	Ability to demonstrate analytical and decision-making skills to identify, analyse, formulate complex problem reaching substantiated conclusions.
15.	Analyse and implement the initiative to conserve natural resources and develop sustainable teaching learning material by using knowledge and experience of their discipline.



Section II:

STUDENT LEARNING ASSESSMENT

2.1 Bachelor's Level Programmes

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

2.1.1 Programme Educational Objectives (PEOs) – 1. <u>B.Ed. Spl. Edu. (Autism Spectrum Disorder/Learning Disability/ Intellectual Disability)</u>	
Students shall be able to-	
PEO 1	Demonstrate conceptual understanding of educational provisions and skills for working with children with various disabilities in Special and Inclusive settings
PEO 2	Develop skills to critically analysis pedagogical concept and learn independently .
PEO 3	Demonstrate skills for conduction of educational researches to meet the learning needs of Children with Disabilities
PEO 4	Ability to communicate effectively with different stakeholders in the field , develop public speaking skills for raising awareness and ffective use of social media
PEO 5	Demonstrate critical thinking and creation of solution for the issues related to service delivery in the field of Rehabilitation
PEO 6	Develop understanding of Hardware, Software and Communication technologies for persons with special needs
PEO 7	Demonstrate ability to influence the professionals, stakeholders and trainees in the field of rehabilitation and supportive services for persons with special needs
PEO 8	Develop ability to recover from cultural errors like misconceptions about disabilities and to tolerate, manage, and resolve intercultural conflict.



PEO9	Demonstrate skills of integrity, professional ethics, personal ethics and develop accountability for actions to promote Inclusion for Persons with Disability.
PEO10	Demonstrate Interpersonal Skills to communicate with different stakeholders and beneficiaries
PEO11	Demonstrate skills of occupational and functional competencies for empowerment of Persons with Disabilities
PEO12	Demonstrate skills of life long learners committed to and capable of continuous learning and reflection for understanding the field of rehabilitation sciences.
PEO13	Demonstrate knowledge and understanding of Special Education Principles and use their skills to bring new ideas and innovative practices in inclusive/special school.
PEO14	Ability to demonstrate analytical and decision making skills to identify, analyse, formulate complex problem reaching substantiated conclusions.
PEO15	Analyse and implement the initiative to conserve natural resources and develop sustainable teaching learning material by using knowledge and experience of their discipline.

2.1.2 Programme Learning Outcomes

The student will be able to

PLO 1	Apply knowledge of educational provisions and skills for working with children with various disabilities in Special and Inclusive settings
PLO 2	Examine and critically analyze pedagogical concept and integrate in classroom context.
PLO 3	Practice and demonstrate skills for conduction of educational research in the field of rehabilitation sciences.
PLO 4	Ability to communicate effectively with different stakeholders in the field, develop public speaking skills for raising awareness and effective use of social media
PLO 5	Demonstrate critical thinking and creation of solution for the issues related to service delivery in the field of Rehabilitation
PLO 6	Create, select and apply understanding of Hardware, Software and Communication technologies for persons with special needs
PLO 7	Demonstrate effectiveness to influence the professionals, stakeholders and trainees in the field of rehabilitation and supportive services for persons with special needs
PLO 8	Demonstrate ethical principles about disabilities in multi-disciplinary environment.



PLO 9	Demonstrate effectiveness as an individual towards integrity, professional ethics, personal towards Inclusion for Persons with Disability.
PLO 10	Use effective interpersonal Skills to cater to different stakeholders and beneficiaries
PLO 11	Demonstrate knowledge of occupational and functional competencies for empowerment of Persons with Disabilities
PLO 12	Demonstrate skills of lifelong learners committed to and capable of continuous learning and reflection for understanding the field of rehabilitation sciences.
PLO 13	Demonstrate knowledge and understanding of Special Education principles and apply these to one's own knowledge, as a member and as a leader in a team.
PLO 14	Ability to demonstrate analytical and decision-making skills to meet specified needs of Persons with Disabilities towards lifelong learning.
PLO 15	Create solutions for environmental problems with appropriate consideration for public health and safety, cultural societal and environmental considerations.

Direct Measures:**1. Direct Measure 1 : Comprehensive Examination**

1.1. List of Outcomes assessed by this Measure:

- i. PLO 1
- ii. PLO 2
- iii. PLO 3
- iv. PLO 4
- v. PLO 5
- vi. PLO 6
- vii. PLO 7
- viii. PLO 8
- ix. PLO 9
- x. PLO 10
- xi. PLO 11
- xii. PLO 12
- xiii. PLO 13
- xiv. PLO 14
- xv. PLO 15

1. Fully Achieved: 'A' grade ($\geq 75-100\%$) obtained by at least 50% of the students. (1/5)2. Partly Achieved: 'B' grade ($\geq 60-74.9\%$) or above obtained by at least 50% of the students. (4/5)**2. Direct Measure 2 : Project**

2.1 List of Outcomes assessed by this Measure:

- i. PLO 2
- ii. PLO 8

1. Fully Achieved: 'A' grade ($\geq 75-100\%$) obtained by at least 60% of the students.2. Partly Achieved: 'B' grade ($\geq 60-74.9\%$) or above obtained by at least 40% of the students.**3. Direct Measure 3 : Teaching Practice**

3.1 List of Outcomes assessed by this Measure:

- i. PLO 1
- ii. PLO 2
- iii. PLO 4
- iv. PLO 5
- v. PLO 6

Objective (Target/Criterion) for Direct Measure 3

100% Students completed teaching practice and allowed for appear for viva voce.



<p>4. Direct Measure 4 : Practicum 4.1 List of Outcomes assessed by this Measure : i. PLO 2</p>	<p>Objective (Target/Criterion) for Direct Measure 4 100% Students completed practical and allowed for appear for viva voce.</p>
<p>5. Behavioral Science Rubrics 5.1 List of outcomes assessed by this measure. PLO 9</p>	<p>1. Fully Achieved: 'A' grade ($\geq 80-100\%$) obtained by at least 50% of the students. 2. Partially Achieved' grade ($\geq 65-80\%$) or above obtained by at least 50% of the students</p>
<p>6. Foreign Business Language Rubrics 6.1 List of outcomes assessed by this measure. PLO 9</p>	<p>70% students' participation in case studies pertaining to global issues.</p>
<p>7. Business Communication Rubrics 7.1 List of outcomes assessed by this measure PLO 10</p>	<p>1. Fully Achieved: 'A' grade ($\geq 80-100\%$) obtained by at least 50% of the students. 2. Partially Achieved : 'B' grade ($\geq 65-80\%$) or above obtained by at least 50% of the students</p>



Indirect Measures	
<p>1. Indirect Measure 1 : Student Exit Survey</p> <p>1.1. List of Outcomes assessed by this Measure:</p> <ul style="list-style-type: none"> i. PLO 1 ii. PLO 2 iii. PLO 3 iv. PLO 4 v. PLO 5 vi. PLO 6 vii. PLO 7 viii. PLO 8 ix. PLO 9 x. PLO 10 xi. PLO 11 xii. PLO 12 xiii. PLO 13 xiv. PLO 14 xv. PLO 15 	<p>Objective (Target/Criterion) for Indirect Measure 1</p> <p>1. Fully Achieved: 'A' grade ($\geq 75-100\%$) obtained by at least 85% of the students</p> <p>2. Partly Achieved: 'B' grade ($\geq 60-74.9\%$) or above obtained by at least 15% of the students</p>
<p>2. Indirect Measure 2 : Feedback Industry Internship Guide</p> <p>2.2 List of Outcomes assessed by this Measure:</p> <ul style="list-style-type: none"> i. PLO 2 ii. PLO 3 iii. PLO 4 	<p>Objective (Target/Criterion) for Indirect Measure 1</p> <p>1. 'A' grade ($\geq 75-100\%$) obtained by at least 80% of the students</p> <p>2. 'B' grade ($\geq 60-74.9\%$) or above obtained by at least 20% of the students</p>
<p>3. Indirect Measure 3 : Alumni Survey</p> <p>3.3 List of Outcomes assessed by this Measure:</p> <ul style="list-style-type: none"> i. PLO 1 ii. PLO 2 iii. PLO 3 	<p>Objective (Target/Criterion) for Indirect Measure 2</p> <ul style="list-style-type: none"> i. 30% of the total students should strongly agree ii. 40% of the total students should agree iii. 20% of the total students should give neutral response.



iv. PLO 4 v. PLO 5 vi. PLO 6 vii. PLO 7 viii. PLO 8 ix. PLO 9 x. PLO 10 xi. PLO 11 xii. PLO 12 xiii. PLO 13 xiv. PLO 14 xv. PLO 15	Not more than 10% of the total students should disagree
Summary of Results from Implementing Direct Measures of PLOs:	Performance Target Was...
Direct Measure 1 : Comprehensive Examination	√
Direct Measure 2 : Project	√
Direct Measure 3 : Teaching Practice	√
Direct Measure 4 : Practicum	√
Summary of Results from Implementing Indirect Measures of PLOs:	Performance Target Was...
	√
Indirect Measure 1 ; Student Exit Survey	√
Indirect Measure 2 : Feedback Industry Internship Guide	√
Indirect Measure 3 : Alumni Survey	√

Direct Measures: Doctoral Level Ph.D. in Special Education

Direct Measure 1 : Course Work/Comprehensive Examination Oral Defense

1.1. List of Outcomes assessed by this Measure:

- i. PLO 1
- ii. PLO 2
- iii. PLO 3
- iv. PLO 4
- v. PLO 5
- vi. PLO 6
- vii. PLO 7
- viii. PLO 8
- ix. PLO 9
- x. PLO 10
- xi. PLO 11
- xii. PLO 12
- xiii. PLO 13
- xiv. PLO 14
- xv. PLO 15

- 1. Fully Achieved: 'A' grade ($\geq 75-100\%$) obtained by at least 80% of the students.
- 2. Partly Achieved: 'B' grade ($\geq 60-74.9\%$) or above obtained by at least 20% of the students.

2.3 Mapping of Programme Learning Outcomes to Broad - Based Student Learning Goal

Mapping of Intended Programme Learning Outcomes to 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: \checkmark in a given cell of the table indicates the intended learning outcome in that row is associated with the learning goal in that column.**):



2.3.1 Assessment Strategy of each programme indicator based on Revised Bloom's Taxonomy

PLOs (PEOs)	Remembering	Understanding	Applying	Analyzing	Evaluating	Creating
BACHELOR'S LEVEL PROGRAMS						
(b) B.Ed. Special Education (Autism Spectrum Disorder/Learning Disability/ Intellectual Disability)						
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 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 selfdirected learning to facilitate lifelong learning of the new and updated concepts of management of special education.			✓			✓



2.4 Bachelors Level Programme: Course Coherence Matrix: PLO/CLO Mapping



2.5 Master Level Programme: Course Coherence Matrix: PLO/CLO Mapping

Course Coherence Matrix: PLO/CLO Mapping

Domain: Faculty of Rehabilitation Sciences; Institution: Amity Institute of Rehabilitation Sciences-



Programme : M. Ed. Special Education (LD)

Semester /Subject/PLO		Assessment Based on Bloom Taxonomy						G1	G2	G3	G4	G5	G6	G7	G8	G9	G10	G11	G12	G13	G14	G15			
								A1	A2	A3	A4	A5	A6	A7	A8	A9	A10	A11	A12	A13	A14	A15			
Course	CLOs:	Indicator	Remembering	Understanding	Applying	Analyzing	Evaluating	Creating																	
			Semester I									P	P	P	P	P	P	P	P	P	P	P	P	P	P
									L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	
									O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	
									1	2	3	4	5	6	7	8	9	10	11	12	13	14	15		
Curriculum And Teaching Strategies for Children with Learning Disability(PG)	CLO1	Analyze the various approaches and method of intervention	√	√			√		√	√	√	√	√	√	√	√	√	√			√	√	√		
	CLO2	Comprehend the language basis in academic achievement and learning.	√			√		√	√	√	√	√	√	√	√	√	√	√			√				
	CLO3	Develop and make effective use of appropriate teaching strategies as per the specific needs of children with learning disability.	√		√			√	√	√			√	√	√	√	√	√	√	√	√	√			
Identification, Assessment and Needs of Children with Learning Disability(PG)	CLO1	Define and explain the different types of learning disabilities.	√	√			√		√	√	√	√	√	√	√	√		√	√		√	√	√		
	CLO2	Describe various areas and techniques of assessment	√			√		√	√	√	√	√	√	√	√	√		√	√		√				
	CLO3	Use appropriate instruments for assessment of learning disability	√		√			√	√	√	√	√	√	√	√	√		√	√	√	√	√			
Developments in Education and Special Education(PG)	CLO1	Trace development of general and special education system (PwDs) in India	√	√			√		√	√	√	√	√	√	√	√		√	√		√				



	CLO2	Develop insight into the issues and challenges of present day education system.	√			√		√	√	√	√	√	√	√	√	√	√	√	√			
	CLO3	Understand important quality related issues which need to be taken into account for revision/ development of new education policy	√		√			√	√	√	√	√	√	√	√	√	√	√	√	√		
Psychology of Development and Learning(PG)	CLO1	Explain the psychological principles and their application in specific context of education and special education	√	√			√		√	√	√	√	√	√	√	√	√	√	√	√	√	
	CLO2	Explain the principles and their implication for growth and development	√				√		√	√	√	√	√	√	√	√	√	√	√	√		
	CLO3	Critically analyze the process from the point of view of cognitive psychology.	√		√			√	√	√	√	√	√	√	√	√	√	√	√	√	√	
Case Work - Learning Disability(PG)	CLO1	The student will be able to plan case work following a single subject	√	√			√		√	√	√	√	√	√	√	√	√	√	√	√	√	
	CLO2	The student will be able to implement , and monitor case work following a single subject	√				√		√	√	√	√	√	√	√	√	√	√	√	√		
	CLO3	The student will be able to evaluate case work following a single subject	√		√			√	√	√	√	√	√	√	√	√	√	√	√	√	√	
Semester 2																						
Courses	CLO	CLO	√	√			√		√	√	√	√	√	√	√	√	√	√	√	√		
Therapeutics and Assistive Devices for Persons with Learning Disability(PG)	CLO1	Define the concept of therapeutics and assistive devices	√				√		√	√	√	√	√	√	√	√	√	√	√	√		
	CLO2	Identify the need for therapeutics and assistive devices.	√		√			√	√	√	√	√	√	√	√	√	√	√	√	√	√	
	CLO3	Describe different types of therapies and assistive devices	√	√			√		√	√	√	√	√	√	√	√	√	√	√	√		



Curriculum Design and Development(PG)	CLO1	Define and identify different components of curriculum	√			√		√	√	√	√	√	√	√	√	√	√	√	√	√
	CLO2	Understand and analyse various approaches to curriculum development.	√		√			√	√	√	√	√	√	√	√	√	√	√	√	
	CLO3	Explain and demonstrate curriculum differentiation.	√	√			√		√	√	√	√	√	√	√	√	√	√	√	
Inclusive Education-I(PG)	CLO1	Explain the philosophical, sociological and rights perspective of inclusive education.	√			√		√	√	√	√	√	√	√	√	√	√	√	√	√
	CLO2	CLO2 Description Develop skills in using a wide range of tools, instructional strategies, and social supports to assist students with disabilities learn effectively	√		√			√	√	√	√	√	√	√	√	√	√	√	√	
	CLO3	Develop the skills associated with inter-personal relationships, managing relations in educational settings, problem-solving in educational settings, leadership and working in teams to promote inclusion.	√	√			√		√	√	√	√	√	√	√	√	√	√	√	
Research Methodology and Statistics-I(PG)	CLO1	Describe the types, methods and process of research.	√			√		√	√	√	√	√	√	√	√	√	√	√	√	√
	CLO2	Apply statistical techniques for analysis of data.	√		√			√	√	√	√	√	√	√	√	√	√	√	√	
	CLO3	Explain the methods and techniques of qualitative research.	√	√			√		√	√	√	√	√	√	√	√	√	√	√	
Supervision of Practice Teaching(PG)	CLO1	Mentoring of pupil trainees of B.Ed Special Education-Learning Disability programme	√			√		√	√	√	√	√	√	√	√	√	√	√		



	CLO2	Acquire self-sufficiency in exploring the classroom as a learning site.	√		√			√	√	√	√	√	√	√	√	√	√	√	√			√	√		√			
	CLO3	Gain competency in designing learning sequences.	√	√			√		√	√	√	√	√	√	√	√	√	√	√	√			√	√		√		
Semester 3																												
Courses	CLO	CLO	√		√			√	√	√	√	√	√	√	√	√	√	√	√			√	√		√	√		
Adulthood and Family Issues: Learning Disabilities(PG)	CLO1	Describe the needs of young adults with Learning Disabilities	√	√			√		√	√	√	√	√	√	√	√	√	√	√			√	√		√			
	CLO2	Identify and plan areas for intervention.	√			√		√	√	√	√	√	√	√	√	√	√	√	√			√	√	√	√	√	√	
	CLO3	Discuss the issues related to adulthood	√		√			√	√	√	√	√	√	√	√	√	√	√	√			√	√		√	√		
Educational Evaluation(PG)	CLO1	<i>describe the scope of evaluation in education.</i>	√	√			√		√	√	√	√	√	√	√	√	√	√	√			√		√	√	√	√	
	CLO2	<i>describe the use of evaluation as an effective tool in teaching-learning process.</i>	√			√		√	√	√	√	√	√	√	√	√	√	√	√			√	√					
	CLO3	<i>describe the ways & means of evaluation of programmes</i>	√		√			√	√	√	√	√	√	√	√	√	√	√	√			√		√	√	√	√	
Perspectives in Teacher Education: In-service & Pre-service(PG)	CLO1	<i>Reflect on issues and problems related with teacher preparation for education of children with disabilities.</i>	√	√			√		√	√	√	√	√	√	√	√	√	√	√			√		√				
	CLO2	<i>Appreciate importance of in-service programmes and develop capacity to plan and execute it as per specific need and purpose.</i>	√			√		√	√	√	√	√	√	√	√	√	√	√	√			√	√	√	√			
	CLO3	<i>Appraise the existing teacher education curriculum and its relevance, issues and challenges.</i>	√		√			√	√	√	√	√	√	√	√	√	√	√	√			√	√					



CLO3	Teacher-educators will be able to collaborate with regular teachers in order to provide individual support to the Child with Intellectual Disability	√	√		√	√		√	√	√	√	√	√	√			√	√		√	√
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Course Coherence Matrix: PLO/CLO Mapping																						
Domain: Rehabilitation Sciences; Institution AIB(H)AS																						
Programme : M.Phil (Clinical Psychology)																						
Semester /Subject/PLO		Assessment Based on Bloom Taxonomy						G A1	G A2	G A3	G A4	G A5	G A6	G A7	G A8	G A9	G A10	G A11	G A12	G A13	G A14	G A15
Semester I	CLOs:	Indicator	Remembering	Understanding	Applying	Analyzing	Evaluating	Creating	P	P	P	P	P	P	P	P	P	P	P	P	P	P
									L	L	L	L	L	L	L	L	L	L	L	L	L	L
Course	CLOs:	Indicator	Remembering	Understanding	Applying	Analyzing	Evaluating	Creating	O	O	O	O	O	O	O	O	O	O	O	O	O	O
									1	2	3	4	5	6	7	8	9	10	11	12	13	14
Semester I																						
Courses	CLOs	CLOs																				



Psychosocial Foundation of Behavior and Psychopathology	CLO1	Interpret the nature and scope of psycho-social concepts in understanding psychopathology	√	√			√		√	√	√	√	√	√	√	√	√	√	√	√	√	
	CLO2	Analyze the concept of mental health	√			√		√	√	√	√	√	√	√	√	√	√	√	√	√	√	
	CLO3	Interpret the influence of family in psychopathology	√		√			√	√	√			√	√	√	√	√	√	√	√	√	
	CLO4	Illustrate the role of society on human behavior and psychopathology	√	√			√		√	√	√	√	√	√	√		√	√		√	√	√
	CLO5	Development of an ability to apply rehabilitation psychology's principles in cases of psychopathology	√			√		√	√	√	√	√	√	√	√		√	√		√		
Psychological Assessments/Evaluation-(Case Study)	CLO1	Acquire the necessary skills and competency in selecting, administering, scoring and interpreting psychological tests often employed in clients with mental or neuropsychological disorders.	√		√			√	√	√	√	√	√	√	√		√	√	√	√	√	
Psychodiagnostics Reports	CLO1	Able to carry out the clinical work-up and discuss the diagnostic possibilities based on the history and mental status examination of the clients with psychological/neuropsychological problems	√	√			√		√	√	√	√	√	√	√		√	√		√		
	CLO2	Synthesize and integrate collateral information from multiple sources and discuss the rationale for psychological assessment as relevant to the areas being assessed.	√	√			√		√	√	√	√	√	√	√	√	√	√	√	√	√	√
	CLO3	Acquire the necessary skills and competency in selecting, administering the psychological tests often employed in clients with mental or neuropsychological disorders	√			√		√	√	√	√	√	√	√	√	√	√	√	√	√	√	
	CLO4	Justify the use of psychological tests and carry out the assessment	√		√			√	√	√			√	√	√	√	√	√	√	√	√	
	CLO5	Score and interpret the findings in the backdrop of the clinical history and mental status findings and arrive at a diagnosis.	√	√			√		√	√	√	√	√	√	√		√	√		√	√	√
	CLO6	Prepare the report of the findings as relevant to the clinical questions asked.	√			√		√	√	√	√	√	√	√	√		√	√		√		
Psychiatry	CLO1	Explain psychopathology from different etiological perspectives	√		√			√	√	√	√	√	√	√	√		√	√	√	√	√	
	CLO2	Analyze phenomenology and arrive at the clinical diagnosis following a classificatory system	√	√			√		√	√	√	√	√	√	√		√	√		√		
	CLO3	Apply psychological interventions including psychosocial treatment/management for the entire range of psychological disorders	√		√			√	√	√			√	√	√	√	√	√	√	√	√	
Statistics and Research Methodology	CLO1	Elucidate various issues involved in conduct of a sound experiment/survey	√	√			√		√	√	√	√	√	√	√		√	√		√	√	√
	CLO2	Use statistical tools available for their research	√			√		√	√	√	√	√	√	√	√		√	√		√		



	CLO2	Demonstrate an ability to provide a clear, coherent, and succinct account of patient's problems and to develop an appropriate treatment plan. Demonstrate a sense of working collaboratively on the problem and ability to foster an effective alliance	√	√			√		√	√	√	√	√	√	√		√	√		√		
	CLO3	Acquire working knowledge of theoretical application of various approaches of therapy to clinical conditions	√		√			√	√	√	√	√	√	√	√		√	√	√	√	√	

Course Coherence Matrix: PLO/CLO Mapping																						
Domain: Rehabilitation Sciences; Institution AIB(H)AS																						
Programme : Professional Diploma in Clinical Psychology																						
Semester /Subject/PLO		Assessment Based on Bloom Taxonomy	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G
			A1	A2	A3	A4	A5	A6	A7	A8	A9	A10	A11	A12	A13	A14	A15					
Semester I	CLOs:	Indicator	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P
			L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L
Course	CLOs:	Indicator	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O
			1	2	3	4	5	6	7	8	9	10	11	12	13	14	15					
Courses	CLOs	CLOs	Remembering	Understanding	Applying	Analyzing	Evaluating	Creating														
Psychosocial Perspectives of Mental Disorders	CLO1	Interpret the nature and scope of psycho-social concepts in understanding psychopathology	√		√			√	√	√			√	√	√	√	√	√	√	√	√	



	CLO2	Analyze the concept of mental health	√	√			√		√	√	√	√	√	√	√	√	√	√	√	√	√
	CLO3	Interpret the influence of family in psychopathology	√			√		√	√	√	√	√	√	√		√	√		√		
	CLO4	Illustrate the role of society on human behavior and psychopathology	√		√			√	√	√	√	√	√	√		√	√	√	√	√	
	CLO5	Development of an ability to apply rehabilitation psychology's principles in cases of psychopathology	√	√			√		√	√	√	√	√	√		√	√		√		
Psychological Assessments and Viva Voce	CLO1	Acquire the necessary skills and competency in selecting, administering, scoring and interpreting psychological tests often employed in clients with mental or neuropsychological disorders.	√		√			√	√	√			√	√	√	√	√	√	√	√	
Psychiatry	CLO1	Explain psychopathology from different etiological perspectives	√	√			√		√	√	√	√	√	√		√	√		√	√	√
	CLO2	Analyze phenomenology and arrive at the clinical diagnosis following a classificatory system	√		√			√	√	√			√	√	√	√	√	√	√	√	
	CLO3	Apply psychological interventions including psychosocial treatment/management for the entire range of psychological disorders	√	√			√		√	√	√	√	√	√		√	√		√	√	√
Counseling and Therapy	CLO1	Acquire basic knowledge about psychotherapy and its historical foundation	√			√		√	√	√	√	√	√	√		√	√		√		
	CLO2	Demonstrate an ability to provide a clear, coherent, and succinct account of patient's problems and to develop an appropriate treatment plan. Demonstrate a sense of working collaboratively on the problem and ability to foster an effective alliance	√		√			√	√	√	√	√	√	√		√	√	√	√	√	
	CLO3	Acquire working knowledge of theoretical application of various approaches of therapy to clinical conditions	√	√			√		√	√	√	√	√	√		√	√		√		
Psychodiagnostic Reports	CLO1	Able to carry out the clinical work-up and discuss the diagnostic possibilities based on the history and mental status examination of the clients with psychological/neuropsychological problems	√		√			√	√	√			√	√	√	√	√	√	√	√	
	CLO2	Synthesize and integrate collateral information from multiple sources and discuss the rationale for psychological assessment as relevant to the areas being assessed.	√	√			√		√	√	√	√	√	√		√	√		√	√	√
	CLO3	Acquire the necessary skills and competency in selecting, administering the psychological tests often employed in clients with mental or neuropsychological disorders	√		√			√	√	√			√	√	√	√	√	√	√	√	
	CLO4	Justify the use of psychological tests and carry out the assessment	√	√			√		√	√	√	√	√	√		√	√		√	√	√
	CLO5	Score and interpret the findings in the backdrop of the clinical history and mental status findings and arrive at a diagnosis.	√			√		√	√	√	√	√	√	√		√	√		√		



	CLO6	Prepare the report of the findings as relevant to the clinical questions asked.	√	√		√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
Psychological Interventions and Viva Voce	CLO1	Demonstrate a sense of working collaboratively on the problem and ability to foster an effective alliance	√	√		√		√	√	√	√	√	√	√	√	√	√	√	√	√
	CLO2	Demonstrate a working knowledge of theoretical application of various approaches of therapy to clinical conditions	√		√		√	√	√		√	√	√	√	√	√	√	√	√	√
	CLO3	Demonstrate ability to link theory-practice and assimilate clinical, professional, academic and ethical knowledge in their role of a therapist	√	√		√		√	√	√	√	√	√	√	√	√	√	√	√	√
Psychotherapy Records	CLO1	Apply psychological principles and techniques in rehabilitating persons with mental health problems and disabilities	√		√		√	√	√		√	√	√	√	√	√	√	√	√	√
	CLO2	Work with the psychosocial dimensions of physical diseases, formulate and undertake focused/targeted psychosocial interventions	√	√		√		√	√	√	√	√	√	√	√	√	√	√	√	√

2.6 Mapping of Assessment Measures to Operational Outcomes



Assessment Tools Programme Operational Outcomes	Student Feedback	Faculty Qualification	Graduation rate	Co-curricular and Extra Curricular activities	Publications and Professional membership	Attrition rate	Community Based Rehabilitation/ Community Based Education	Organizing cultural programs
Programme Operational Outcome 1 : The program shall provide educational excellence in Teaching/Academic Delivery and research by providing professionally qualified & competent faculties as per Rehabilitation Council of India Norms, (RCI) by providing Knowledge resources as per norms & standards of the governing body and by timely uploading of syllabus, course material, attendance and periodic reviews of syllabus as per the university norms.	X							
Programme Operational Outcome 2 : The program shall facilitate environment for innovation and research excellence for the intellectual growth of faculty by Conduct of Seminars & Conference, Guest Lectures etc.and by providing platform for scholarly work for faculty & students.		X						



Programme Operational Outcome 3 : The program shall facilitate cultivation of core values of the university and ethical conduct amongst students, faculty and staff by providing value addition courses and by providing platform for nurturing human values			X					
Programme Operational Outcome 4 : The program shall encourage cultural diversity and a sense of social and environmental responsibility				X				
Programme Operational Outcome : 5 The program shall provide ample opportunities for international exposure to faculty and students.		X		X				
Programme Operational Outcome : 6 The program shall be involved in continual improvement of processes and systems and to attain national and international accreditations and university ranking				X				
Programme Operational Outcome : 7 The program shall build a strong industry interaction by way of alumni networks and empanelment of expertise from industry					X			
Programme Operational Outcome : 8 The program shall facilitate employment opportunities and also support students to					X			



start their own ventures by providing industry interaction and campus placements								
Programme Operational Outcome – 9 The program shall facilitate environment for organizational exposure through the conduct of inter-institutional competitions	X		X					

2.7 Mapping of Direct Assessment Measures to key Learning Outcomes:

S.No	Attributes	PLO's	Direct Measure	Target Performance	Indirect Measures	Target Performance
GA 1	Discipline Knowledge & Expertise	The student shall be able to develop knowledge and skills with conceptual understanding of educational provisions and skills for working with children with various disabilities in Special and inclusive settings	Comprehensive Examination projects practicum viva	At least 25% students shall obtain grade A($\geq 75-100\%$) At least 50% students shall obtain grade B($\geq 50-74\%$) At least % students shall obtain grade A($\geq 30-50\%$) At least 10% students shall obtain grade A($\geq 30-50\%$)	Students Exit survey Industry Internship	At least 25% students shall obtain grade A($\geq 75-100\%$) At least 50% students shall obtain grade B($\geq 50-74\%$) At least % students shall obtain grade A($\geq 30-50\%$)



						At least 10% students shall obtain grade A(\geq 30-50%)
GA 2	Self-Directed & Active Learning	The student shall be able to choose self directed and active learning through strong intellectual engagement in Pedagogical activities and community based services	Comprehensive Examination projects practicum viva	At least 25% students shall obtain grade A(\geq 75-100%) At least 50% students shall obtain grade B(\geq 50-74%) At least % students shall obtain grade A(\geq 30-50%) At least 10% students shall obtain grade A(\geq 30-50%)	Students Exit survey Industry Internship	At least 25% students shall obtain grade A(\geq 75-100%) At least 50% students shall obtain grade B(\geq 50-74%) At least % students shall obtain grade A(\geq 30-50%) At least 10% students shall obtain grade A(\geq 30-50%)



GA 3	Research and Enquiry	The student shall demonstrate scientific enquiry and research aptitude to conduct innovative Educational research in thrust areas of Rehabilitation and learning needs of children with disabilities	Comprehensive Examination projects practicum viva	<p>At least 25% students shall obtain grade A($\geq 75-100\%$)</p> <p>At least 50% students shall obtain grade B($\geq 50-74\%$)</p> <p>At least % students shall obtain grade A($\geq 30-50\%$)</p> <p>At least 10% students shall obtain grade A($\geq 30-50\%$)</p>	Students Exit survey Industry Internship	<p>At least 25% students shall obtain grade A($\geq 75-100\%$)</p> <p>At least 50% students shall obtain grade B($\geq 50-74\%$)</p> <p>At least % students shall obtain grade A($\geq 30-50\%$)</p> <p>At least 10% students shall obtain grade A($\geq 30-50\%$)</p>
GA 4	Information and Communication Skills	The student shall be able to efficiently use and apply information and communication technologies to communicate with different stakeholders in	Comprehensive Examination projects practicum viva	<p>At least 25% students shall obtain grade A($\geq 75-100\%$)</p> <p>At least 50% students shall</p>	Students Exit survey Industry Internship	At least 25% students shall obtain grade A($\geq 75-100\%$)



		the field and also for Public Speaking Skills for raising awareness.		<p>obtain grade B(\geq50-74%)</p> <p>At least % students shall obtain grade A(\geq30-50%)</p> <p>At least 10% students shall obtain grade A(\geq30-50%)</p>		<p>At least 50% students shall obtain grade B(\geq50-74%)</p> <p>At least % students shall obtain grade A(\geq30-50%)</p> <p>At least 10% students shall obtain grade A(\geq30-50%)</p>
GA 5	Critical Thinking and Problem Solving Abilities	The student shall formulate critical thinking, interpret and comprehend research-based knowledge to design and synthesize solutions for the issues related to service delivery in the field of rehabilitation	Comprehensive Examination projects practicum viva	<p>At least 25% students shall obtain grade A(\geq75-100%)</p> <p>At least 50% students shall obtain grade B(\geq50-74%)</p> <p>At least % students shall</p>	Students Exit survey Industry Internship	<p>At least 25% students shall obtain grade A(\geq75-100%)</p> <p>At least 50% students shall obtain grade B(\geq50-74%)</p>



				<p>obtain grade A(\geq30-50%)</p> <p>At least 10% students shall obtain grade A(\geq30-50%)</p>		<p>At least % students shall obtain grade A(\geq30-50%)</p> <p>At least 10% students shall obtain grade A(\geq30-50%)</p>
GA 6	Communication Skills	The student shall be able to employ effective communication skills to communicate with different stakeholders in the field and also for Public Speaking Skills for raising awareness	Comprehensive Examination projects practicum viva	<p>At least 25% students shall obtain grade A(\geq75-100%)</p> <p>At least 50% students shall obtain grade B(\geq50-74%)</p> <p>At least % students shall obtain grade A(\geq30-50%)</p> <p>At least 10% students shall obtain grade A(\geq30-50%)</p>	Students Exit survey Industry Internship	<p>At least 25% students shall obtain grade A(\geq75-100%)</p> <p>At least 50% students shall obtain grade B(\geq50-74%)</p> <p>At least % students shall obtain grade A(\geq30-50%)</p>



						At least 10% students shall obtain grade A(\geq 30-50%)
GA 7	Creativity, Innovation & Reflective Thinking	The student shall be able to combine scientific creativity and reflective thinking to critically evaluate innovative ideas in rehabilitation sciences for developing processes and products relevant to the needs of persons with disability.	Comprehensive Examination projects practicum viva	At least 25% students shall obtain grade A(\geq 75-100%) At least 50% students shall obtain grade B(\geq 50-74%) At least % students shall obtain grade A(\geq 30-50%) At least 10% students shall obtain grade A(\geq 30-50%)	Students Exit survey Industry Internship	At least 25% students shall obtain grade A(\geq 75-100%) At least 50% students shall obtain grade B(\geq 50-74%) At least % students shall obtain grade A(\geq 30-50%) At least 10% students shall obtain grade A(\geq 30-50%)



GA 8	Artistic, Interpretative Skills & Experimentation	The student shall be able to develop ability to recover from cultural errors like misconceptions about disabilities and to tolerate, manage, and resolve intercultural conflict.	Comprehensive Examination projects practicum viva	At least 25% students shall obtain grade A($\geq 75-100\%$) At least 50% students shall obtain grade B($\geq 50-74\%$) At least % students shall obtain grade A($\geq 30-50\%$) At least 10% students shall obtain grade A($\geq 30-50\%$)	Students Exit survey Industry Internship	At least 25% students shall obtain grade A($\geq 75-100\%$) At least 50% students shall obtain grade B($\geq 50-74\%$) At least % students shall obtain grade A($\geq 30-50\%$) At least 10% students shall obtain grade A($\geq 30-50\%$)
GA 9	Leadership & Teamwork	The student shall be able to Influence the professionals, stakeholders and trainees in the field of rehabilitation and will be able to organize the	Comprehensive Examination projects practicum viva	At least 25% students shall obtain grade A($\geq 75-100\%$) At least 50% students shall	Students Exit survey Industry Internship	At least 25% students shall obtain grade A($\geq 75-100\%$)



		supportive Services for persons with special needs through his leadership & teambuilding skills.		<p>obtain grade B(\geq50-74%)</p> <p>At least % students shall obtain grade A(\geq30-50%)</p> <p>At least 10% students shall obtain grade A(\geq30-50%)</p>		<p>At least 50% students shall obtain grade B(\geq50-74%)</p> <p>At least % students shall obtain grade A(\geq30-50%)</p> <p>At least 10% students shall obtain grade A(\geq30-50%)</p>
GA 10	Multicultural Understanding & Global Outlook	The student shall be able to recover from cultural errors like misconceptions about disabilities and to tolerate, manage, and resolve intercultural conflict.	Comprehensive Examination projects practicum viva	<p>At least 25% students shall obtain grade A(\geq75-100%)</p> <p>At least 50% students shall obtain grade B(\geq50-74%)</p> <p>At least % students shall</p>	Students Exit survey Industry Internship	<p>At least 25% students shall obtain grade A(\geq75-100%)</p> <p>At least 50% students shall obtain grade B(\geq50-74%)</p>



				<p>obtain grade A(\geq30-50%)</p> <p>At least 10% students shall obtain grade A(\geq30-50%)</p>		<p>At least % students shall obtain grade A(\geq30-50%)</p> <p>At least 10% students shall obtain grade A(\geq30-50%)</p>
GA 11	Integrity & Ethics	The student shall practice ethical behaviour and demonstrate professional integrity in their conduct with an accountability for actions to promote inclusion for persons with special needs.	Comprehensive Examination projects practicum viva	<p>At least 25% students shall obtain grade A(\geq75-100%)</p> <p>At least 50% students shall obtain grade B(\geq50-74%)</p> <p>At least % students shall obtain grade A(\geq30-50%)</p> <p>At least 10% students shall obtain grade A(\geq30-50%)</p>	Students Exit survey Industry Internship	<p>At least 25% students shall obtain grade A(\geq75-100%)</p> <p>At least 50% students shall obtain grade B(\geq50-74%)</p> <p>At least % students shall obtain grade A(\geq30-50%)</p>



						At least 10% students shall obtain grade A(\geq 30-50%)
GA 12	Social & Emotional Skills	The students shall be able to acquire social and emotional skills to work effectively with diverse group of people in multi-cultural environment and situations.	Comprehensive Examination projects practicum viva	At least 25% students shall obtain grade A(\geq 75-100%) At least 50% students shall obtain grade B(\geq 50-74%) At least % students shall obtain grade A(\geq 30-50%) At least 10% students shall obtain grade A(\geq 30-50%)	Students Exit survey Industry Internship	At least 25% students shall obtain grade A(\geq 75-100%) At least 50% students shall obtain grade B(\geq 50-74%) At least % students shall obtain grade A(\geq 30-50%) At least 10% students shall obtain grade A(\geq 30-50%)



GA 13	Employability Enterprise & Entrepreneurship Skills	The student shall be able to define their career aspirations and work towards achieving the Occupational and functional competencies with preparedness for advanced practice in the field of special education.	Comprehensive Examination projects practicum viva	At least 25% students shall obtain grade A(\geq 75-100%) At least 50% students shall obtain grade B(\geq 50-74%) At least % students shall obtain grade A(\geq 30-50%) At least 10% students shall obtain grade A(\geq 30-50%)	Students Exit survey Industry Internship	At least 25% students shall obtain grade A(\geq 75-100%) At least 50% students shall obtain grade B(\geq 50-74%) At least % students shall obtain grade A(\geq 30-50%) At least 10% students shall obtain grade A(\geq 30-50%)
GA 14	Lifelong Learning	The student shall be able to evaluate and reflect the virtue of lifelong learning	Comprehensive Examination projects practicum viva	At least 25% students shall obtain grade A(\geq 75-100%) At least 50% students shall	Students Exit survey Industry Internship	At least 25% students shall obtain grade A(\geq 75-100%)



				<p>obtain grade B(\geq50-74%)</p> <p>At least % students shall obtain grade A(\geq30-50%)</p> <p>At least 10% students shall obtain grade A(\geq30-50%)</p>		<p>At least 50% students shall obtain grade B(\geq50-74%)</p> <p>At least % students shall obtain grade A(\geq30-50%)</p> <p>At least 10% students shall obtain grade A(\geq30-50%)</p>
GA 15	Environment & Sustainability		Comprehensive Examination projects practicum viva	<p>At least 25% students shall obtain grade A(\geq75-100%)</p> <p>At least 50% students shall obtain grade B(\geq50-74%)</p> <p>At least % students shall</p>	Students Exit survey Industry Internship	<p>At least 25% students shall obtain grade A(\geq75-100%)</p> <p>At least 50% students shall obtain grade B(\geq50-74%)</p>



				<p>obtain grade A(\geq30-50%)</p> <p>At lease 10% students shall obtain grade A(\geq30-50%)</p>		<p>At lease % students shall obtain grade A(\geq30- 50%)</p> <p>At lease 10% students shall obtain grade A(\geq30- 50%)</p>
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Section III:

OPERATIONAL ASSESSMENT

3.1 Operational Assessment

Intended Operational Outcomes of Faculty of Rehabilitation Sciences at Bachelor's Level

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 self-employment



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, 	<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



			academic offices, and faculty offices.	<ul style="list-style-type: none"> - during extended period (N+1 for PG and for UG) • 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 	<ul style="list-style-type: none"> • Attrition rate shall be below 10% annually



			<p>Courses, Human Values and Community Outreach, etc.</p> <ul style="list-style-type: none"> • Plagiarism check. • Feedback system. 	<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	Domain will be able to be continuously engaged in developing/ reviewing processes, policies and systems to achieve prestigious accreditations from	<ul style="list-style-type: none"> • Accreditation at institutions and programme levels. 	<ul style="list-style-type: none"> • 100% programmes are recognized by RCI



	accreditations and university rankings.	various national, international bodies and ranking bodies		
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.



3.2 Mapping of Intended Operational Outcomes to Broad Based Operation Goals

The broadbased 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 outcomestogoals 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.**):

Broad Based Operational Goals Intended Operational Outcomes	Goal 1	Goal 2	Goal 3	Goal 4	Goal 5	Goal 6	Goal 7	Goal 8
BACHELOR'S LEVEL PROGRAMS								
<u>Integrated B.A/B.Com/B.Sc B.Ed.Special Education</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.		✓	✓	✓				✓



Broad Based Operational Goals Intended Operational Outcomes	Goal 1	Goal 2	Goal 3	Goal 4	Goal 5	Goal 6	Goal 7	Goal 8
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 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 selfdirected learning to facilitate lifelong learning of the new and updated concepts of management of special education.			✓			✓	✓	✓



3.3 Mapping of Operational Assessment Measures to Intended Operational Outcomes

The operational assessment measures identified above provide for the assessment of all of the intended operational outcomes. These relationships are summarized in the measures-to-outcomes mapping below (Note: Put an “x” in a given cell of the table if the assessment instrument in that column measures the intended operational outcome in that row.):

Faculty of Rehabilitation Sciences

3.3.1 Bachelors Level

Measure Intended Operational Outcomes	Operational Assessment	Minimum attendance criteria	Trend analysis of result	Students willingness for placements Future Planning for Students are identified through their future plan Career Aspiration Survey	Alumni Database	Annual Performance Evaluation and Review
			X			
			X			



Operational Assessment Measure Intended Operational Outcomes	Minimum attendance criteria	Trend analysis of result	Students willingness for placements Future Planning for Students are identified through their future plan Career Aspiration Survey	Alumni Database	Annual Performance Evaluation and Review
Domain intends to provide educational excellence in Teaching/Academic Delivery and research.	✓		✓		✓
Domain will be able to facilitate an academically conducive environment for holistic development of students.	✓	✓			
Domain will be able to facilitate environment for innovation and research excellence for the intellectual growth of faculty.		✓	✓	✓	
FRS will be able to facilitate cultivation of core values of the university and ethical conduct amongst students, faculty and staff.	✓		✓		✓
FRS will be able to encourage cultural diversity and a sense of social and environmental responsibility.	✓	✓			
FRS will be able to provide ample opportunities for international exposure to faculty and students.		✓	✓	✓	
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.	✓		✓		✓



Operational Assessment Measure Intended Operational Outcomes	Minimum attendance criteria	Trend analysis of result	Students willingness for placements Future Planning for Students are identified through their future plan Career Aspiration Survey	Alumni Database	Annual Performance Evaluation and Review
FRS will be able to build a strong industry interaction by way of alumni networks and empanelment of expertise from the field.	✓		✓		✓
FRS dents to start their own centers for service delivery.	✓	✓			
FRS will be able to facilitate good governance in discharge of responsibilities and execution of policies and programs.		✓	✓	✓	

3.3.2 Masters Level

Operational Assessment Measure Intended Operational Outcomes	Annual Placement Report	Alumni Survey	Convocation Data	Faculty Dossier	Annual Performance Evaluation and Review	Student feedback/exit Interview
Domain intends to provide educational excellence in Teaching/Academic Delivery and research.	✓	✓	✓		✓	✓



Operational Assessment Measure Intended Operational Outcomes	Annual Placement Report	Alumni Survey	Convocation Data	Faculty Dossier	Annual Performance Evaluation and Review	Student feedback/exit Interview
Domain will be able to facilitate an academically conducive environment for holistic development of students.	✓		✓		✓	✓
Domain will be able to facilitate environment for innovation and research excellence for the intellectual growth of faculty.	✓	✓				✓
FRS will be able to facilitate cultivation of core values of the university and ethical conduct amongst students, faculty and staff.		✓	✓	✓		
FRS will be able to encourage cultural diversity and a sense of social and environmental responsibility.	✓		✓		✓	✓
FRS will be able to provide ample opportunities for international exposure to faculty and students.	✓	✓				✓
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.	✓		✓		✓	✓



Operational Assessment Measure Intended Operational Outcomes	Annual Placement Report	Alumni Survey	Convocation Data	Faculty Dossier	Annual Performance Evaluation and Review	Student feedback/exit Interview
FRS will be able to build a strong industry interaction by way of alumni networks and empanelment of expertise from the field.	✓	✓				✓
FRS dents to start their own centers for service delivery.		✓	✓	✓		
FRS will be able to facilitate good governance in discharge of responsibilities and execution of policies and programs.	✓		✓		✓	✓

3.5.3 Doctoral Level

Operational Assessment Measure Intended Operational Outcomes	Research Reports	Faculty Dossier	Annual Performance Evaluation and Review	Convocation Data
FRS will be able to provide ample opportunities for international exposure to faculty and students.	✓		✓	



Domain will be able to facilitate environment for innovation and research excellence for the intellectual growth of faculty.	✓	✓		
Domain intends to provide educational excellence in Teaching/Academic Delivery and research in cross disability.	✓		✓	



Section IV:

LINKAGE OF OUTCOMES ASSESSMENT WITH STRATEGIC PLANNING

Linkage of Outcomes Assessment with Strategic Planning

Provide a narrative that describes the ways in which the results from implementing your outcomes assessment plan (i.e., changes and improvements needed) are linked to the strategic planning processes of the academic business unit and the institution.

As per the university strategic planning, the placement is 100%, the institute should publish research paper regularly, the pass percentage should be 90% and above, the institute should be equipped with state of the art lab facilities. The library should have sufficient number of books and qualified experienced faculties are available in the institute. All these objective set by the university have been mapped with the outcome assessment of the institute.

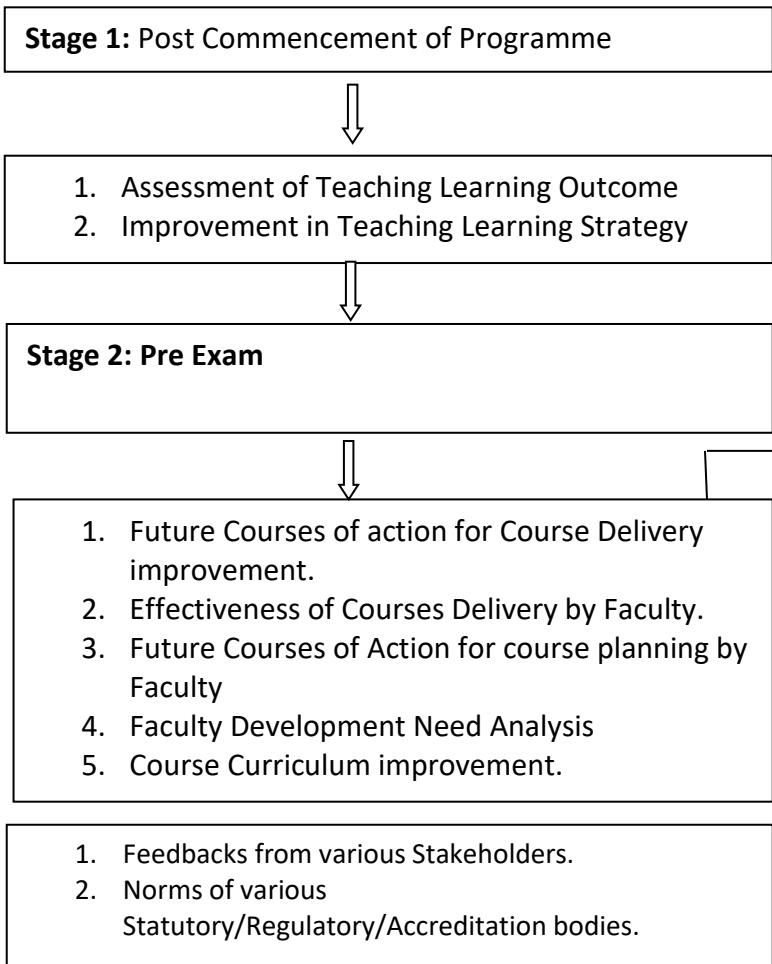
Faculty of Rehabilitation Sciences:-

- Goals set by University Planning Committee
- Objectives with high priority in strategic planning for desired outcomes



STRATEGIC PROCESS OF CONTINUOUS IMPROVEMENTS

Student Feedback



Action Plan

