Outcome Assessment Plan

Domain: Faculty of Agriculture Sciences

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SECTION I:

Introduction to Faculty of Agriculture Science

Study of Agriculture Sciences integrates the basic sciences, humanities, agriculture, allied sciences and also includes agricultural engineering. This shall enable the students to acquire knowledge and skills to develop technology and/or processes to increase both the production and productivity of agriculture and other farm produce through efficient utilization and conservation of natural resources. With the globalization of trade and economy, Indian agriculture is facing a number of challenges. The sustainability and profitability of agriculture continues to be our major concern. This puts enormous responsibility on Agriculture graduates passing out from the system so as to meet the global challenges of 21st century ahead of them.

Agricultural based education system not only improves technical skills but also enable students to develop skills that help them to turn out as excellent future managers. Agricultural Education is the teaching of agriculture, natural resources, and land management through hands on experience and guidance to prepare students for entry level jobs or to further education to prepare them for advanced agricultural jobs.

The **Domain of Agricultural Sciences** ensures to provide ample opportunities to its students' to excel in their careers and strives to fulfill its mission

Domain of Agricultural Sciences comprises of academic and research oriented Institutions. The two academic Institutes are:
1. Amity Institute of Organic Agriculture and
2. Amity Institute of Horticulture Studies & Research

In addition, the domain also has seven research based institutes, the main ones being:
1. Amity International Centre for Post- Harvest Technology & Cold Chain Management,
2. Amity Centre for Biocontrol& Plant Disease Management.
3. Amity Institute of Herbal Research & Studies.
4. Amity Centre for Soil Science.
5. Amity Centre for Extension Services.

SECTION II:

Introduction of Outcome Assessment Plan

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 Programmes 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 Programme 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 III:

DOMAIN MISSION AND BROAD-BASED GOALS /OBJECTIVES

3. DOMAIN MISSION AND BROAD-BASED GOALS /OBJECTIVES

3.1 Mission Statement

Mission of Domain of Agriculture Sciences
"To provide education at all levels in Agriculture Sciences and allied areas 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 regards 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 Domain / Faculty Level

Students shall be able to

1.	Demonstrate fundamental knowledge and skills of agriculture and allied sciences.
2.	Integrate basic theory, practicum & teaching practice, in making effective decisions by understanding the relationship of agricultural and food issues with global environment.
3.	Construct effective educational understanding of agricultural and allied sector education with utilization of latest Information Technology.
4.	Classify when and how to use appropriate teaching skills & techniques in the field of Agriculture and allied Sciences.

5.	Demonstrate useful communication and behavioral skills in agriculture and allied sciences.
6.	Demonstrate effective teaching & practical skills while participating and contributing to the farming community in particular and society in general.
7.	Develop positive problem solving approach and leadership in the field of agriculture and allied sciences.
8.	Act ethically and responsibly as an individual/ team member/ leader in diverse teams.
9.	Critically evaluate and reflect learning and development throughout their career in agriculture and allied sciences.

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

Domain of Agriculture Sciences intends to

Operational Goals	
1	Facilitate academically conducive environment and infrastructure to achieve excellence in teaching, learning and research.
2	Provide ample opportunities to its students to participate in curricular, co-curricular and extracurricular activities for their holistic development.
3	Facilitate environment for innovation and research excellence for the intellectual growth of faculty.
4	Inculcate core values 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.

SECTION IV:

INSTITUTION MISSION AND BROAD-BASED GOALS /OBJECTIVES

4. INSTITUTION MISSION AND BROAD-BASED GOALS /OBJECTIVES

Name of the Institution: Amity Institute of Organic Agriculture

4.1 Mission Statement

Mission of Institution
Mission Statement: "To provide education at all levels in Agriculture Sciences, agri-food business, rural and allied sector 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 regards 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 and spirited to innovate for highly productive, competitive, qualitative, cost-effective and environmental friendly systems in the strategic sector of Agri-food production."

4.2 Broad-Based Goals / Objectives at Institution Level

Students shall be able to

Educational Goals	
1.	Demonstrate fundamental knowledge and skills of agriculture sciences.
2.	Integrate basic theory, practicum & teaching practice, in making effective decisions by understanding the relationship of agricultural and food issues with global environment.
3.	Construct effective educational understanding of agricultural sector education with utilization of latest Information Technology.
4.	Classify when and how to use appropriate teaching skills & techniques in the field of agriculture sciences.
5.	Demonstrate useful communication and behavioral skills in agriculture sciences.
6.	Analyze effective teaching & practical skills while participating and contributing to the farming community.
7.	Develop positive problem solving approach and leadership in the field of agriculture sciences.
8.	Act ethically and responsibly as an individual/ team member/ leader in diverse teams.
9.	Critically evaluate and reflect learning and development throughout their career in agriculture sciences.

4.3 Broad-Based Operational Goals (Resources Required) At Institution level

AIOA intends to

Operational Goals

1	Provide educational excellence in Teaching/Academic Delivery, extension and Research
2	Facilitate an academically conducive environment for holistic development of students and scholars.
3	Encourage the spirit of enquiry & foster an environment for innovation & research intellectual growth in students and scholars as also nurture industry linkages for students.
4	Promote collaborations between academia & Industry as well as facilitate cultivation of core values of the university and ethical conduct amongst students, scholars, staff and faculty.
5	Encourage cultural diversity, global issues and a sense of social and environmental responsibility & literacy in teaching, theory & practice.
6	Provide ample opportunities for international exposure by encouraging student exchange Programmes, joint research collaborations, international scholarships/ fellowships and grants to students/scholars & faculty.
7	Try to realign, streamline and improve systems and processes so as to get reputed & relevant National / International Accreditations.
8	Build a strong industry interaction for the bright future of its students and scholars Enhance

	Employability and Entrepreneurial Capabilities Among Students.
9	Motivate students for higher studies, venture into agri-preneurship as well as facilitate employment opportunities for them

Section V:

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

   5.1 **BACHELOR'S-Level Programme – B.Sc. (Agri& Food Business)**

5.1.1 Mission Statement

Programme Mission
The mission of the Bachelor of Science (Agriculture & Food Business) degree Programme is to impart knowledge on basic agribusiness management techniques; fundamentals of crop and livestock production systems; farm management; and the interaction of agriculture and the management science and to develop the overall personality of students by making them not only excellent professionals but also good individuals, with understanding and regards 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

5.1.2Programmeme Educational Objectives (PEOs)

      Students shall be able to

Educational Goals	
PEO 1	Demonstrate fundamental knowledge and skills of plant growth, soil fertility & Natural Resource Management
PEO 2	Integrate basic theory, practicum & teaching practice, in making effective decisions by understanding the relationship of agricultural and food issues with global environment.
PEO 3	Construct effective educational understanding of agricultural and rural sector problems with

	utilization of latest Information Technology.
PEO 4	Classify when and how to use appropriate teaching skills & techniques for successful and productive careers or advance studies/research in the field of Agriculture Sciences
PEO 5	Demonstrate useful communication and behavioral skills in crop production & protection practices.
PEO 6	Demonstrate effective teaching & practical skills while participating and contributing to the farming community in particular and society in general
PEO 7	Develop positive problem solving approach and leadership skills that support and enhance individual's performance and bridge the gap.
PEO 8	Act ethically and responsibly as an individual/ team member/ leader in diverse teams.
PEO 9	Critically evaluate and reflect learning and development throughout their career.

5.1.3 **Programme Operational Objectives**

Programme intends to

Operational Goals	
1	Facilitate academically conducive environment and infrastructure to achieve excellence in teaching, learning and research.
2	Provide ample opportunities to its students to participate in curricular, co-curricular and extracurricular activities for their holistic development.
3	Facilitate environment for innovation and research excellence for the intellectual growth of faculty.
4	Inculcate core values 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.

5.1.4 Programme Learning Outcomes

Intended Learning Outcomes – Students shall be able to	
PLO 1	Acquire Agricultural concepts, understanding of Agricultural Production Systems and its marketing at National and International level for effective exploration of concepts, theories and skill.to support the farmers and other stakeholders of the community.
PLO 2	Use basic mathematics, budgeting and financial management skills to analyze critical agricultural issues patiently, to evaluate the source of information using quantitative and qualitative research techniques and develop effective solutions to intricate problems.
PLO 3	Find solutions to bridge the communication gap with farming community using Information & Communication Technology and be able to diffuse innovations and information to end users along with transfer of Agricultural Technologies
PLO 4	Demonstrate the ability to apply theoretical knowledge that will lead to development of new ideas, methods, techniques, practices, products and services in a variety of contexts (technology, commerce, social systems) and will promote collaborations between academia & Industry as well as facilitate cultivation of core values of the university and ethical conduct amongst students, scholars, staff and faculty.
PLO 5	Develop and Design effective communication methods and materials targeted predominantly for easy comprehension by farming community and communicate proficiently, in oral, written, presentation, information searching and listening skills. Be assertive and articulate, be able to negotiate responsibly and persuade others effectively.
PLO 6	Develop the capacity to think independently, exercise personal judgment and take initiatives. Originality and creativity in formulating, evaluating and applying evidence-based solutions and arguments
PLO 7	Make a meaningful and positive contribution to society, be ethical and visionary leaders who can show leadership in different contexts. Valuing human diversity in resolving complex situations.
PLO 8	Demonstrate a critical understanding of environmental, economic, social and ethical factors related to plant and animal-derived food and fiber production nationally and Internationally. Learn to appreciate diversity and equality, demonstrate ethical behaviors at all situations.
PLO 9	Entrepreneurial, industrious and be able to recognize opportunities; turn them into ideas for enterprises. One shall have business acumen and display basic business skills. Able to identify, plan, develop &

	execute opportunities within the disciplines of Agricultural Domain.
PLO 10	Understand the value of industry and professional networks and their importance to self-reliance, lifelong learning and career progression.

5.1.5 Programme Operational Outcomes

AIOA intends to

Operational Outcomes	
POO 1	Provide educational excellence in Teaching/Academic Delivery, extension and Research
POO 2	Facilitate an academically conducive environment for holistic development of students and scholars.
POO 3	Encourage the spirit of enquiry & foster an environment for innovation & research intellectual growth in students and scholars as also nurture industry linkages for students.
POO 4	Promote collaborations between academia & Industry as well as facilitate cultivation of core values of the university and ethical conduct amongst students, scholars, staff and faculty.
POO 5	Encourage cultural diversity, global issues and a sense of social and environmental responsibility & literacy in teaching, theory & practice.
POO 6	Provide ample opportunities for international exposure by encouraging student exchange Programmes, joint research collaborations, international scholarships/ fellowships and grants to students/scholars & faculty.
POO 7	Try to realign, streamline and improve systems and processes so as to get reputed & relevant National / International Accreditations.
POO 8	Build a strong industry interaction for the bright future of its students and scholars Enhance Employability and Entrepreneurial Capabilities Among Students.
POO 9	Motivate students for higher studies, venture into agri-preneurship as well as facilitate employment opportunities for them

5.1.6 PEOs-PLOs Mapping

Matrix Of PEO`s and PLO`s – B.Sc. (A&FB)

PEO/PLO	PEO 1	PEO 2	PEO 3	PEO 4	PEO 5	PEO 6	PEO 7	PEO 8	PEO 9
PLO 1									
PLO 2									
PLO 3									
PLO 4									
PLO 5									
PLO 6									
PLO 7									
PLO 8									
PLO 9									
PLO 10									

5.1.7. Programme Educational Outcome Assessment Plan

S. No.	PEO's	PLO's	Direct	Tool No for Direct Assessment	Target Performance	Indirect	Tool for Indirect Assessment	Target Performance
1	Students shall	Able to acquire Agricultural concepts, understandin	*Comprehensive Exam &Viva on	UG/PLO/D/CE Framework	80% students shall pass the exam.	Student Exit Survey	UG/PLO/ID/Exit Survey	80% student response range between 3-5 on the

	acquire a combination of theoretical, conceptual, analytical, computational, and experimental knowledge and skills of plant growth,	g of Agricultural Production Systems and its marketing at National and International level. Competent in applying acquired knowledge and skills to support the farmers and other stakeholders of the community	annual basis			Alumni Survey		Likert Scale in the Student Exit Survey.

	soil ferti lity & Nat ural Res							
2	De velo p and dem onst rate the und erst andi ng of glob al envi ron men t and relat	Able to use basic mathematics, budgeting and financial management skills to analyze critical Agricultural issues patiently, to evaluate the source of information using quantitative and qualitative research techniques	Seminar, Internshi p, In house Practical Training Compreh ensive Exam	UG/P LO/D/ CE Frame work	100% students shall undertake and complete the seminar/in house practical training/ internship	Feedback of Internship Guide Student Exit Survey And Alumni Survey	UG/PLO/D/C E Framework	The Internship Guide rates the students between 3-4 ranges on the Likert Scale in the feedback.

		and develop effective solutions to intricate problems.						
	e agri cult ural and foo d issu es to the broa der soci al.							
3	Stu dent s shal	Able to find solutions to bridge the communicati	*Compre hensive Exam	UG/PL O/D/C E Frame	100% students shall able to leverage	Student Exit Survey	UG/PLO/ID/E xit Survey	80% students response range

	l develop and apply y understanding to analyze and formulate scientific approach for solving agricultural and rural sector pro	on gap with farming community using Information & Communication Technology. Able to diffuse innovations and information to end users along with transfer of Agricultural Technologies		work	IT in order to complete their Assignments and Projects	Alumni Survey		between 3-5 on the Likert Scale in the Student Exit Survey.

	ble ms							
4	Stu dent s shal l anal yze the scie ntifi c info rma tion and infe r the resu lts for succ	Be innovative, think creatively and critically and apply a range of strategies to solve/find solutions for scientific problems in crop production, protection, value addition and marketing. Demonstrate the ability to apply theoretical knowledge	*Compre hensive Exam	UG/PL O/D/C E Frame work	80% students shall able to demonstrat e Problem Solving Skill	Student Exit Survey Alumni Survey	UG/PLO/ID/E xit Survey	80% students response range between 3-5 on the Likert Scale in the Student Exit Survey.

	essful and productive careers or advance studies/research in the field of Agriculture Sciences	that shall lead to development of new ideas, methods, techniques, practices, products and services in a variety of contexts (technology, commerce, social systems).						
5	Stu	Able to Develop and	*Rubric of	UG/P LO6/D	80% students	Student Exit Survey	UG/PLO/ID/E xit Survey	80% students'

	dents shall be able to compile the skill set to design and develop crop production & protection practices	Design effective communication methods and materials targeted predominantly for easy comprehension by farming community. Communicate proficiently, in oral, written, presentation, information searching and listening skills. Be assertive and articulate, be able to negotiate responsibly and persuade others effectively.	Business Communication& DAFE Courses' analysis Result Analysis of all semesters Of BC	/BC	should secure a grade of 6 and above on a 10-point scale in the presentation component of Business communication course.	Alumni Survey		response range between 3-5 on the Likert Scale in the Student Exit Survey.
6	Students	Developing a capacity to think	* Rubrics of		80% students should	Student Exit Survey	UG/PLO/ID/Exit Survey	80% student response range

| | shall able to assess and compare the scientific information to enable them to effectively participate and contribute to the farmin | independently, exercise personal judgment and take initiatives. Originality and creativity in formulating, evaluating and applying evidence-based solutions and arguments | Behavioral Science

Journal of Success

Result Analysis of all semesters of BS | UG/PLO6/D/BS | secure a grade of 6 and above on a 10-point scale in the Journal for Success component of Behavioral Science course. | Alumni Survey | | between 3-5 on the Likert Scale in the Student Exit Survey. |

	g community in particul							
7	Students shall demonstrate professional attitudes, effective communication	Able to make a meaningful and positive contribution to society, be ethical and visionary leaders who can show leadership in different contexts. Valuing human diversity in resolving complex situations.	*Rubrics of Foreign Business Language Result Analysis of all semesters of FBL	UG/PLO7/D/FBL	100% students' participation in case studies pertaining to global issues.	Student Exit Survey Alumni Survey	UG/PLO/ID/Exit Survey	80% students shall able to demonstrate Global Outlook Perspective.

	and behavioral skills that support and enhance						
8	Students	Demonstrate a critical understanding of	*Plagiarism Checking of	UG/P LO/D/ CE Frame	100% Students are checked	Feedback of Industry Internship Guide		The Industry Internship Guide rates

	shall develop professional ethics and academic integrity and demonstrate these as an individual/ team member/ leader in dive	environmental, economic, social and ethical factors related to plant and animal-derived food and fiber production nationally and Internationally. Learn to appreciate diversity and equality, demonstrate ethical behaviors at all situations.	Dissertation * Comprehensive Exam	work	for plagiarism in NTCC report submissions and are allowed to appear for viva-voce upon obtaining plagiarism % below 15%.	Student Exit Survey And Alumni Survey		the students between 3-5 range on the Likert Scale in the feedback.

	rse teams.							
9	Students shall develop professional ethics and academic integrity and dem	Able to be entrepreneurial, industrious and be able to recognize opportunities; turn them into ideas for enterprises. One shall have business acumen and display basic business skills. Able to identify, plan, develop & execute opportunities within the	*Comprehensive Exam	UG/PLO/D/CE Framework	100% students submit a brief report on agricultural enterprises and 80% students shall pass the exam.	Student Exit Survey Alumni Survey	UG/PLO/ID/Exit Survey	80% student response range between 4-5 on the Likert Scale in the Student Exit Survey.

	onstrate these as an individual/ team member/ leader in diverse teams	disciplines of Agricultural Domain.						
10	Students shall critically evaluate and reflect learning	Understand the value of industry and professional networks and their importance to self-reliance, lifelong learning and career progression.	*Comprehensive Exam	UG/PLO/D/CE Framework	Mentors shall assess the Learning curve of 100% students.	Student Exit Survey Alumni Survey	UG/PLO/ID/Exit Survey	80% student response range between 4-5 on the Likert Scale in the Alumni Survey.

	and dev elop men t thro						

5.2.   MASTER'S-Level Programme – MBA (Agri& Food Business)

5.2.1 Mission Statement

Programme Mission
The mission of the MBA (Agriculture & Food Business) degree Programme is to impart necessary knowledge and skills for application in the entire value chain from production on farms, via processing, trading, distribution & consumption of food and also to develop the overall personality of management students by making them not only excellent management professionals but also good individuals, with understanding and regards 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.

5.2.2 Programme Educational Objectives (PEOs)

Students shall be able to

Educational Goals	
PEO 1	Demonstrate fundamental knowledge and skills of Agribusiness & food business and its subsectors.
PEO 2	Integrate basic theory, practicum & teaching practice, in making effective decisions by understanding the relationship of agricultural and food issues with global environment.
PEO 3	Construct effective educational understanding of agricultural and rural sector education with utilization of latest Information Technology
PEO 4	Classify when and how to use appropriate teaching skills & techniques in the field of Agri and food business
PEO 5	Demonstrate useful communication and behavioral skills in Agri and food business practices
PEO 6	Demonstrate effective teaching & practical skills while participating and contributing to the

	farming community in particular and society in general.
PEO 7	Develop positive problem solving approach and leadership in the field of Agri and food business.
PEO 8	Develop professional ethics and academic integrity and demonstrate these as an individual/ team member/ leader in diverse teams
PEO 9	Critically evaluate and reflect learning and development throughout their career.

5.2.3 Programme Operational Objectives

Programme intends to

Operational Objectives	
1	Facilitate academically conducive environment and infrastructure to achieve excellence in teaching, learning and research.

2	Provide ample opportunities to its students to participate in curricular, co-curricular and extracurricular activities for their holistic development.
3	Facilitate environment for innovation and research excellence for the intellectual growth of faculty.
4	Inculcate core values 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.

5.2.4 Programme Learning Outcomes

Students shall be able to

PLO 1	Acquire basic knowledge of agricultural concepts, Agri business sector and food industry at local as well as national and international levels as well as comprehension of forward and backward integration of these acquired skills for the betterment of the farmers, industry and community at large
PLO 2	Utilize analytical thinking skills, relate and examine various aspects of agricultural as well as food industry related issues by using quantitative and qualitative research techniques and evolve effective solutions which value add to the areas studied
PLO 3	Design solutions to bridge the communication gap with farming community and food industry

	using Information & Communication Technology and be able to diffuse knowledge of these advancements to end users in agricultural and food domain for development of the sectors
PLO 4	Articulate and demonstrate technical competency in execution of skills associated with crop production, protection, marketing, food processing, logistics and other micro and macro level areas related to Agri and food sectors and apply the concept of learning in classroom teaching and practical field.
PLO 5	Able to Develop and Design effective communication methods and materials targeted predominantly for easy comprehension by farming community and understand, communicate, negotiate and function effectively and efficiently within and between relevant food and agribusiness sectors and the industry by using a range of communication modes for a range of purposes.
PLO 6	Demonstrate ability for self-directed learning, time management and accountability through working effectively in teams, individually as well as during industry interactions. Display initiative, honesty, integrity and trust by empowering and empathizing with team members
PLO 7	Demonstrate understanding of impact of globalization and liberalization on the industry. Ability to understand technological advancements and implications and applying them for developing adaptability, valuing human diversity and managerial competencies in global complex situations
PLO 8	Seek to understand the role and impact of agriculture and food resources in society and the international community Learn to appreciate diversity and equality, demonstrate ethical and professional behaviors in all situations
PLO 9	Able to identify, plan and develop opportunities within the disciplines of Agriculture and food Domain. Learn the skills necessary to independently plan and execute a business idea
PLO 10	Understand the value of industry and professional networks and their importance in self-reliance and career progression. Linking learning to real world problems to stimulate professionalism

5.2.5 **Programme Operational Outcomes**

AIOA intends to

POO 1	Provide educational excellence in Teaching/Academic Delivery, extension and Research
POO 2	Facilitate an academically conducive environment for holistic development of students and scholars.
POO 3	Encourage the spirit of enquiry & foster an environment for innovation & research intellectual

	growth in students and scholars as also nurture industry linkages for students
POO 4	Promote collaborations between academia & Industry as well as facilitate cultivation of core values of the university and ethical conduct amongst students, scholars, staff and faculty
POO 5	Encourage cultural diversity, global issues and a sense of social and environmental responsibility & literacy in teaching, theory & practice
POO 6	Provide ample opportunities for international exposure by encouraging student exchange Programmes, joint research collaborations, international scholarships/ fellowships and grants to students/scholars & faculty
POO 7	Realign, streamline and improve systems and processes so as to get reputed & relevant National / International Accreditations
POO 8	Build a strong industry interaction for the bright future of its students and scholars Enhance Employability and Entrepreneurial Capabilities Among Students
POO 9	Motivate students for higher studies, venture into Agri-preneurship as well as facilitate employment opportunities for them
POO 10	Facilitate good governance through continuous process improvement

5.2.6 **PEOs –PLOs Mapping**

PEO/PLO	PEO 1	PEO 2	PEO 3	PEO 4	PEO 5	PEO 6	PEO 7	PEO 8	PEO 9
PLO 1									
PLO 2									
PLO 3									

PLO 4									
PLO 5									
PLO 6									
PLO 7									
PLO 8									
PLO 9									
PLO 10									

5.2.7 Programme Educational Outcome Assessment Plan

#	PEO's	PLO's	Direct	Tool No for Direct Assessment	Target Performance	Indirect	Tool No for Indirect Assessment	Target Performance
1	Students shall acquire a combination of theoretical, conceptual, analytical, computational, and experimental knowledge and applied aspects of Agronomical practices	Able to acquire basic knowledge of concepts of agriculture and more specifically agronomy at local, national and international levels. Utilization of these acquired skills for the betterment of	*Comprehensive Exam/Viva on annual basis	PG/PLO/D/CE Framework	80% students shall pass the exam.	Student Exit Survey Alumni Survey	PG/PLO/ID/Exit Survey	80% student response range between 3-5 on the Likert Scale in the Student Exit Survey.

		the farmers and community as at large.						
2	design and conduct independent experiments with analyze and interpretation of results	Able to evaluate critical and intricate agricultural related issues by using quantitative and qualitative research techniques and evolve effective solutions	Dissertation Comprehensive Exam	PG/PLO/D/CE Framework	100% students shall undertake and complete the Thesis	Feedback of Guide Student Survey And Alumni Survey		The Guide rates the students between 3-4 ranges on the Likert Scale in the feedback.
3	develop and demonstrate the understandin	Able to design effective ICT solutions for farming	*Comprehensive Exam	PG/PLO/D/CE Frame	100% students shall able to	Student Exit Survey	PG/PLO/ID/Exit Survey	80% student response range between 3-5 on the Likert

	g of global environment and relate agricultural and food issues to the broader social, economic, legal, cultural and environmental contexts	community and also able to diffuse knowledge of advancements to farmers and researchers.		work	leverage IT in order to complete their Assignments and Projects	Alumni Survey		Scale in the Student Exit Survey.
4	Students shall develop and apply understanding to analyze and formulate scientific approach for solving agricultural and rural sector problems	Able to formulate solutions to field and scientific problems in crop production and cropping systems.	*Comprehensive Exam	PG/PLO/D/CE Framework	80% students shall able to demonstrate Problem Solving Skill	Student Exit Survey Alumni Survey	PG/PLO/ID/Exit Survey	80% student response range between 3-5 on the Likert Scale in the Student Exit Survey.
5	Students shall analyze the scientific information from field experimentation and infer	Develop and Design effective extension methods and materials targeted	*Rubrics of Business Communication Course		80% students should secure a grade of 6 and above on	Student Exit Survey Alumni	PG/PLO/ID/Exit Survey	80% student response range between 3-5 on the Likert Scale in the Student Exit Survey.

	the results for successful and productive careers or advance studies/research in the field of Agriculture Sciences	predominantly for easy comprehension and applicability by the farming community.	Result analysis of all semesters of BC	PG/PLO5/ D/ BC	a 10-point scale in the presentation component of Business communication course.	Survey		
6	Students shall able to compile the skill set to design and develop crop production practices	Demonstrate ability for self-directed learning, time management and dedication to serve the community by working effectively individually as well as in teams. Display initiative, honesty, integrity and diligence by empathizing with farmers.	* Rubrics of Behavioral Science Course Result analysis of all semesters Journal of Success	PG/PLO6/ D/BS	80% students should secure a grade of 6 and above on a 10-point scale in the Journal for Success component of Behavioral Science course.	Student Exit Survey Alumni Survey	PG/PLO/I D/Exit Survey	80% student response range between 3-5 on the Likert Scale in the Student Exit Survey.
7	Students shall acquire a	Evaluate impact of globalization	*Rubric s of Foreign		100% students' participat	Student Exit Survey	PG/PLO/I D/Exit Survey	80% students shall able to demonstrate

				PG/P LO7/ D/FB L	ion in case studies pertainin g to global issues.	Alumni Survey		Global Outlook Perspective.
	combination of theoretical, conceptual, analytical, computation al, and experimental knowledge and applied aspects of Agronomica l practices	and liberalization on the agriculture sector and farmers in particular. Ability to understand technological advancements and implications and applying them for developing adaptability and managing diversity in global complex situations.	Busines s Languag e Result Analysis of all semester s Of FBL					
8	Students shall demonstrate professional	Analyze the role and impact of agriculture in	*Plagiar ism Checkin g of		100% Students are checked	Feedback of Thesis Guide		The Industry Guide rates the students between 3-5

	attitudes, effective communication and behavioral skills that support and enhance individual's performance and bridge the gap	society and the international community Learn to appreciate diversity and equality, demonstrate ethical and professional behaviors in all situations.	Thesis * Comprehensive Exam	PG/P LO/D/ CE Frame work	for plagiarism in Thesis report submissions and are allowed to appear for viva-voce upon obtaining plagiarism % below 15%.	Student Exit Survey And Alumni Survey		ranges on the Likert Scale in the feedback.
9	Students shall analyze the scientific information from field experimentation and infer the results for successful and productive careers or advance studies/research in the field of	Relate the value of linkages and networks with their importance in self-reliance and research. Linking learning to real world problems to stimulate professionalism in research.	*Quiz		Mentors shall asses the Learning curve of 100% students.	Student Exit Survey Alumni survey	PG/PLO/I D/Exit Survey	80% student response range between 4-5 on the Likert Scale in the Alumni Survey.

	Agriculture Sciences							

5.3 Master's-Level Programme – M.Sc. (Agri) Agronomy

5.3.1 Mission Statement

Programme Mission
The mission of the Master of Science in Agriculture degree Programme is to enhance the career trajectory of agricultural professionals, practitioners, and educators by improving their ability to apply new and emerging scientific findings and technologies to the advancement and expansion of their disciplines

5.3.2 Programme Educational Objectives (PEOs)

Students shall be able to

Educational Goals	
PEO 1	Demonstrate fundamental knowledge and skills of Agronomical practices
PEO 2	Integrate basic theory, practicum & teaching practice, in making effective decisions by understanding the relationship of agricultural issues with global environment
PEO 3	Construct effective educational understanding of agricultural sector education with utilization of latest Information Technology
PEO 4	Classify when and how to use appropriate teaching skills & techniques in the field of agriculture sciences.
PEO 5	Demonstrate useful communication and behavioral skills in agriculture sciences.
PEO 6	Demonstrate effective teaching & practical skills while

	participating and contributing to the farming community and crop production practices
PEO 7	Develop positive problem solving approach and leadership in the field of agriculture sciences
PEO 8	Act ethically and responsibly as an individual/ team member/ leader in diverse teams.
PEO 9	Critically evaluate and reflect learning and development throughout their career in agriculture sciences.

5.3.3 Programme Operational Objectives

Programme intends to

Operational Goals	
1	Facilitate academically conducive environment and infrastructure to achieve excellence in teaching, learning and research.
2	Provide ample opportunities to its students to participate in curricular, co-curricular and extracurricular activities for their holistic development.
3	Facilitate environment for innovation and research excellence for the intellectual growth of faculty.
4	Inculcate core values 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.

5.3.4Programmeme Learning Outcomes

Students shall be able to

2.1.1. Intended Learning Outcomes		
	PLO 1	Acquire basic knowledge of concepts of agriculture and more specifically national and International levels. Utilization of these acquired skills for the Large.
	PLO 2	Evaluate critical and intricate agricultural related issues by using quantitati research techniques and evolve effective solutions
	PLO 3	Design effective ICT solutions for farming community and also able to diff advancements to Farmers And researchers.
	PLO 4	Formulate solutions to field and scientific problems in crop production and
	PLO 5	Develop and Design effective extension methods and materials targeted pr comprehension and applicability by the farming community.
	PLO 6	Demonstrate ability for self-directed learning, time management and dedic community by working Effectively individually as well as in teams. Display integrity and diligence by empathizing with farmers.
	PLO 7	Evaluate impact of globalization and liberalization on the agriculture sector particular. Ability to understand technological advancements and implicatio adaptability and managing Diversity in global complex situations.
	PLO 8	Analyze the role and impact of agriculture in society and the international appreciate Diversity and equality, demonstrate ethical and professional beh
	PLO 9	Entrepreneurial, industrious and be able to recognize opportunities; turn th enterprises. One shall have business acumen and display basic business skil plan, develop & execute opportunities within the disciplines of Agricultural

PLO 10	Relate the value of linkages and networks with their importance in self-reli
	Linking learning to real world problems to stimulate professionalism in res

5.3.5 Programme Operational Outcomes

Programme intends to

Operational Outcomes	
POO 1	Facilitate academically conducive environment and infrastructure to achieve excellence in teaching, learning and research.
POO 2	Provide ample opportunities to its students to participate in curricular, co-curricular and extracurricular activities for their holistic development.
POO 3	Facilitate environment for innovation and research excellence for the intellectual growth of faculty.
POO 4	Inculcate core values and ethical conduct amongst students, faculty and staff.
POO 5	Encourage cultural diversity and a sense of social and environmental responsibility.
POO 6	Provide ample opportunities for international exposure to faculty and students
POO 7	Involved in continual improvement of processes and systems and aim to attain national and international accreditations and university rankings.
POO 8	Build a strong industry interaction by way of alumni networks and empanelment of expertise from industry.
POO 9	Facilitate employment opportunities and also support students to start their own ventures.

5.3.6 PEO`s- PLO`s Mapping

PEO/PLO	PEO 1	PEO 2	PEO 3	PEO 4	PEO 5	PEO 6	PEO 7	PEO 8	PEO 9
PLO 1									
PLO 2									
PLO 3									

PLO 4								
PLO 5								
PLO 6								
PLO 7								
PLO 8								
PLO 9								
PLO 10								

5.3.7 **Programme Educational Outcome Assessment Plan**

#	PEO's	PLO's	Direct	Tool No for Direct Assessment	Target Performance	Indirect	Tool No for Indirect Assessment	Target Performance
1	Students shall acquire a combination of theoretical, conceptual, analytical, computational, and experimental knowledge and applied aspects of Agronomica	Able to acquire basic knowledge of concepts of agriculture and more specifically agronomy at local, national and international levels. Utilization of these acquired skills for the	*Comprehensive Exam &Viva on annual basis	PG/PLO/D/CE Framework	80% students shall pass the exam.	Student Exit Survey Alumni Survey	PG/PLO/ID/Exit Survey	80% student response range between 3-5 on the Likert Scale in the Student Exit Survey.

	l practices	betterment of the farmers and community as at large.						
2	design and conduct independent experiments with analyze and interpretation of results	Able to evaluate critical and intricate agricultural related issues by using quantitative and qualitative research techniques and evolve effective solutions	Thesis Comprehensive Exam	PG/P LO/D/ CE Frame work	100% students shall undertake and complete the Thesis	Feedback of Thesis Guide Student Survey And Alumni Survey		The Guide rates the students between 3-4 range on the Likert Scale in the feedback.
3	develop and demonstrate the	Able to design effective ICT solutions for	*Comprehensive Exam	PG/P LO/D/ CE	100% students shall able	Student Exit Survey	PG/PLO/I D/Exit Survey	80% student response range between 3-5

	understanding of global environment and relate agricultural and food issues to the broader social, economic, legal, cultural and environmental contexts	farming community and also able to diffuse knowledge of advancements to farmers and researchers.		Frame work	to leverage IT in order to complete their Assignments and Projects	Alumni Survey		on the Likert Scale in the Student Exit Survey.
4	Students shall develop and apply understanding to analyze and formulate scientific approach for solving agricultural and rural sector problems	Able to formulate solutions to field and scientific problems in crop production and cropping systems.	*Comprehensive Exam	PG/PLO/D/CE Frame work	80% students shall able to demonstrate Problem Solving Skill	Student Exit Survey / Alumni Survey	PG/PLO/ID/Exit Survey	80% student response range between 3-5 on the Likert Scale in the Student Exit Survey.
5	Students shall analyze the scientific information from field experimentat	Develop and Design effective extension methods and materials	*Rubrics of Business Communication	PG/PLO5/D/ BC	80% students should secure a grade of 6 and	Student Exit Survey / Alumni	PG/PLO/ID/Exit Survey	80% student response range between 3-5 on the Likert Scale in the Student Exit

	ion and infer the results for successful and productive careers or advance studies/research in the field of Agriculture Sciences	targeted predominantly for easy comprehension and applicability by the farming community.	Course Result analysis of all semesters Of BC		above on a 10-point scale in the presentation component of Business communication course.	Survey		Survey.
6	Students shall able to compile the skill set to design and develop crop production practices	Demonstrate ability for self-directed learning, time management and dedication to serve the community by working effectively individually as well as in teams. Display initiative, honesty, integrity and diligence by empathizing with farmers.	* Rubrics Behavioral Science Course Result analysis of all semesters of BS Journal of Success	PG/PLO6/D/BS	80% students should secure a grade of 6 and above on a 10-point scale in the Journal for Success component of Behavioral Science course.	Student Exit Survey Alumni Survey	PG/PLO/ID/Exit Survey	80% student response range between 3-5 on the Likert Scale in the Student Exit Survey.
7	Students shall acquire	Evaluate impact of	*Rubrics of	PG/PLO7/	100% students'	Student Exit	PG/PLO/ID/Exit	80% students shall able to

	a combination of theoretical, conceptual, analytical, computational, and experimental knowledge and applied aspects of Agronomical practices	globalization and liberalization on the agriculture sector and farmers in particular. Ability to understand technological advancements and implications and applying them for developing adaptability and managing diversity in global complex situations.	Foreign Business Language Result Analysis of all semesters of FBL	D/FBL	participation in case studies pertaining to global issues.	Survey Alumni Survey	Survey	demonstrate Global Outlook Perspective.
8	Students shall demonstrate professional	Analyze the role and impact of agriculture in	*Plagiarism Checking of	PG/PLO/D/CE Frame	100% Students are checked	Feedback of Thesis Guide		The I Guide rates the students between 3-5

	attitudes, effective communication and behavioral skills that support and enhance individual's performance and bridge the gap	society and the international community Learn to appreciate diversity and equality, demonstrate ethical and professional behaviors in all situations.	Thesis * Compre hensive Exam	work	for plagiaris m in Thesis report submissi ons and are allowed to appear for viva-voce upon obtaining plagiaris m % below 15%.	Student Exit Survey And Alumni Survey		range on the Likert Scale in the feedback.
9	Students shall analyze the scientific information from field experimentat ion and infer the results for successful and productive careers or advance studies/resea rch in the field of	Relate the value of linkages and networks with their importance in self-reliance and research. Linking learning to real world problems to stimulate professionalis m in research.	*Quiz		Mentors shall asses the Learning curve of 100% students.	Student Exit Survey Alumni Survey	PG/PLO/I D/Exit Survey	80% student response range between 4-5 on the Likert Scale in the Alumni Survey.

Agriculture Sciences							

5.4   Programme: M.Sc.   Horticulture   (Post   Harvest   management)

5.4.1 Programme Mission The mission of the Master of Science in Horticulture degree Programme is to enhance the career trajectory of horticultural professionals, practitioners, and educators by improving their ability to apply new and emerging scientific findings and technologies to the advancement and expansion of their disciplines   and also provide excellent human resource to the industry and to train the students in diverse branches of post- harvest technology.

5.4.2 Programme Educational Objectives/Goals

Students shall be able to

PEO 1	Demonstrate fundamental knowledge and skills of agriculture and allied sciences.
PEO 2	Integrate basic theory, practicum & teaching practice, in making effective decisions by understanding the relationship of agricultural issues with global environment.
PEO 3	Construct effective educational understanding of agricultural sector education with utilization of latest Information Technology.
PEO 4	Classify when and how to use appropriate teaching skills & techniques in the field of agriculture sciences.
PEO 5	Demonstrate useful communication and behavioral skills in agriculture sciences.
PEO 6	Demonstrate effective teaching & practical skills while participating and contributing to the farming community.
PEO 7	Develop positive problem solving approach and leadership in the field of agriculture

	sciences.
PEO 8	Act ethically and responsibly as an individual/ team member/ leader in diverse teams.
PEO 9	Critically evaluate and reflect learning and development throughout their career in agriculture sciences.

5.4.3 Programme Operational Objectives

Programme intends to

Operational Goals	
1	Facilitate academically conducive environment and infrastructure to achieve excellence in teaching, learning and research.
2	Provide ample opportunities to its students to participate in curricular, co-curricular and extracurricular activities for their holistic development.
3	Facilitate environment for innovation and research excellence for the intellectual growth of faculty.
4	Inculcate core values 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.

5.4.4 Programme Learning Outcomes(PLOs)

Students shall be able to

PLO 1	Acquire basic knowledge of concepts of horticulture and more specifically agronomy at local, national and international levels. Utilization of these acquired skills for the betterment of the farmers and community as at large.
PLO 2	Evaluate critical and intricate agricultural related issues by using quantitative and qualitative research techniques and evolve effective solutions
PLO 3	Design effective ICT solutions for farming community and also able to diffuse knowledge of advancements to farmers and researchers.
PLO 4	Formulate solutions to field and scientific problems in crop production and cropping systems.
PLO 5	Develop and Design effective extension methods and materials targeted predominantly for easy comprehension and applicability by the farming community.
PLO 6	Demonstrate ability for self-directed learning, time management and dedication to serve the community by working effectively individually as well as in teams. Display initiative, honesty, integrity and diligence by empathizing with farmers.
PLO 7	Evaluate impact of globalization and liberalization on the agriculture sector and farmers in particular. Ability to understand technological advancements and implications and applying them for developing adaptability and managing diversity in global complex situations.
PLO 8	Analyze the role and impact of agriculture in society and the international community Learn to appreciate diversity and equality, demonstrate ethical and professional behaviors in all situations.
PLO 9	Entrepreneurial, industrious and be able to recognize opportunities; turn them into ideas for enterprises. One shall have business acumen and display basic business skills. Able to identify, plan, develop & execute opportunities within the disciplines of Agricultural Domain.

PLO 10	Relate the value of linkages and networks with their importance in self-reliance and research. Linking learning to real world problems to stimulate professionalism in research.

5.4.5 Programme Operational Outcomes(POOs)

The Programme intends to

POO 1	Facilitate academically conducive environment and infrastructure to achieve excellence in teaching, learning and research.
POO 2	Ample opportunities to its students to participate in curricular, co-curricular and extracurricular activities for their holistic development.
POO 3	Facilitate environment for innovation and research excellence for the intellectual growth of faculty.
POO 4	Inculcate core values and ethical conduct amongst students, faculty and staff.
POO 5	Encourage cultural diversity and a sense of social and environmental responsibility.
POO 6	Provide ample opportunities for international exposure to faculty and students
POO 7	Involved in continual improvement of processes and systems and aim to attain national and international accreditations and university rankings.
POO 8	Build a strong industry interaction by way of alumni networks and empanelment of expertise from industry.
POO 9	Facilitate employment opportunities and also support students to start their own ventures.
POO 10	Facilitate good governance in discharge of responsibilities and execution of policies and Programmes.

5.4.6 PEO`s - PLO`s Mapping

PEO/PLO	PEO 1	PEO 2	PEO 3	PEO 4	PEO 5	PEO 6	PEO 7	PEO 8	PEO 9
PLO 1									
PLO 2									
PLO 3									
PLO 4									
PLO 5									
PLO 6									
PLO 7									
PLO 8									
PLO 9									
PLO 10									

5.4.7 **Programme Educational Outcome Assessment Plan**

#	PEO's	PLO's	Direct	Tool No for Direct Assessment	Target Performance	Indirect	Tool No for Indirect Assessment	Target Performance
1	Students shall acquire a combination of theoretical, conceptual, analytical, computational, and experimental knowledge and applied aspects of Agronomical practices	Able to acquire basic knowledge of concepts of agriculture and more specifically agronomy at local, national and international levels. Utilization of these acquired skills for the betterment of the farmers and community as at large.	*Comprehensive Exam &Viva on annual basis	PG/PLO/D/CE Framework	80% students shall pass the exam.	Student Exit Survey Alumni Survey	PG/PLO/ID/Exit Survey	80% student response range between 3-5 on the Likert Scale in the Student Exit Survey.
2	design and conduct independent	Able to evaluate critical and	Thesis Comprehensive	PG/PLO/D/CE	100% students shall	Feedback of Thesis Guide		The Guide rates the students

	experiments with analyze and interpretation of results	intricate agricultural related issues by using quantitative and qualitative research techniques and evolve effective solutions	Exam	Frame work	undertake and complete the Thesis	Student Exit survey And Alumni Survey		between 3-4 ranges on the Likert Scale in the feedback.
3	develop and demonstrate the understanding of global environment and relate agricultural and food issues to the broader social, economic, legal, cultural and environmental contexts	Able to design effective ICT solutions for farming community and also able to diffuse knowledge of advancements to farmers and researchers.	*Comprehensive Exam	PG/PLO/D/CE Frame work	100% students shall able to leverage IT in order to complete their Assignments and Projects	Student Exit Survey Alumni Survey	PG/PLO/ID/Exit Survey	80% student response range between 3-5 on the Likert Scale in the Student Exit Survey.
4	Students shall develop and	Able to formulate solutions to	*Comprehensive Exam	PG/PLO/D/CE	80% students shall able	Student Exit Survey	PG/PLO/ID/Exit Survey	80% student response range between 3-5

	apply understanding to analyze and formulate scientific approach for solving agricultural and rural sector problems	field and scientific problems in crop production and cropping systems.		Frame work	to demonstrate Problem Solving Skill	Alumni Survey		on the Likert Scale in the Student Exit Survey.
5	Students shall analyze the scientific information from field experimentation and infer the results for successful and productive careers or advance studies/research in the field of Agriculture Sciences	Develop and Design effective extension methods and materials targeted predominantly for easy comprehension and applicability by the farming community.	*Rubrics of Business Communication Course Result analysis of all semesters of BC	PG/PLO5/ D/ BC	80% students should secure a grade of 6 and above on a 10-point scale in the presentation component of Business communication course.	Student Exit Survey Alumni Survey	PG/PLO/ID/Exit Survey	80% student response range between 3-5 on the Likert Scale in the Student Exit Survey.

6	Students shall able to compile the skill set to design and develop crop production practices	Demonstrate ability for self-directed learning, time management and dedication to serve the community by working effectively individually as well as in teams. Display initiative, honesty, integrity and diligence by empathizing with farmers.	* Rubrics of Behavioral Science Course Result analysis of all semesters of BS Journal of Success	PG/PLO6/D/BS	80% students should secure a grade of 6 and above on a 10-point scale in the Journal for Success component of Behavioral Science course.	Student Exit Survey Alumni Survey	PG/PLO/ID/Exit Survey	80% student response range between 3-5 on the Likert Scale in the Student Exit Survey.
7	Students shall acquire a combination of theoretical, conceptual, analytical, computational, and experimental knowledge and applied aspects of Agronomica	Evaluate impact of globalization and liberalization on the agriculture sector and farmers in particular. Ability to understand technological advancements and	*Rubrics of Foreign Business Language Result Analysis of all semesters of FBL	PG/PLO7/D/FBL	100% students' participation in case studies pertaining to global issues.	Student Exit Survey Alumni Survey	PG/PLO/ID/Exit Survey	80% students shall able to demonstrate Global Outlook Perspective.

	l practices	implications and applying them for developing adaptability and managing diversity in global complex situations.						
8	Students shall demonstrate professional attitudes, effective communication and behavioral skills that support and enhance individual's performance and bridge the gap	Analyze the role and impact of agriculture in society and the international community Learn to appreciate diversity and equality, demonstrate ethical and professional behaviors in all situations.	*Plagiarism Checking of Thesis * Comprehensive Exam	PG/PLO/D/CE Framework	100% Students are checked for plagiarism in Thesis report submissions and are allowed to appear for viva-voce upon obtaining plagiarism % below 15%.	Feedback of Thesis Guide Student Exit Survey And Alumni Survey		The I Guide rates the students between 3-5 range on the Likert Scale in the feedback.
9	Students shall analyze the scientific	Relate the value of linkages and	*Quiz		Mentors shall asses the	Student Exit Survey	PG/PLO/ID/Exit Survey	80% student response range between 4-5

| information from field experimentat ion and infer the results for successful and productive careers or advance studies/resea rch in the field of Agriculture Sciences | networks with their importance in self-reliance and research. Linking learning to real world problems to stimulate professionalis m in research. | | | Learning curve of 100% students.

Alumni Survey | | | on the Likert Scale in the Alumni Survey. |
|---|---|---|---|---|---|---|---|

Section V:
Domain Operational Outcomes & Operational Outcome Assessment Plan

S. No.	Broad-Based Operational Goals	Intended Operational Outcomes for the Domain of Agriculture Science (DAS)	Assessment Measures/Methods for Intended Operational Outcomes	Performance Objectives (Targets/Criteria)

1	DAS intends to create appropriate teaching learning resources, infrastructure and conducive environment for excellence in teaching, learning, research and professional development of students	1.1The Domain of Agriculture Science shall use appropriate methodology and pedagogical tools for teaching, learning and development.	• Student feedback of course faculty. • Faculty Qualifications and Experience Files.	• 80% faculty shall have Excellent feedback • 70% Faculty shall be either Ph.D. or shall have Industry Experience.
		1.2The curriculum shall be contemporary and relevant to meet industry requirements and benchmarked on global standards by incorporating feedback from all the stakeholders.	• Stakeholder's feedback, peer-group feedback and analysis of the same for incorporation in curriculum. • Minutes of Meetings of Area Advisory Board, Board of Studies and Academic Council	• Curriculum shall be reviewed periodically (At least once in 5 years)

		1.3The student of DAS shall graduate in timely manner.	• Graduation rate in convocation report. • on completion of Registration period (N) • during extended period (N+1+1 for PG and N+2+1 for UG)	• At least 80% students shall graduate on completion of Registration period (N) • 80% or reaming students shall pass • during extended period (N+1+1 for PG and N+2+1 for UG)
		1.4University shall provide Academic facilities, Technological Resources for teaching and learning.	• Teaching, learning aids, resources, such as labs, library, journals, database, software's, Inventory of all technology equipment in classrooms, computer labs, academic offices, and faculty offices.	
2	DAS shall Provide Professional development	2.1Faculty shall be	Faculty data about Research work and other	

Programmes/opportunities to the faculty and staff to regularly upgrade their knowledge and skills and bring excellence in teaching, learning and research	engaged in scholarly and professional activities in order to enhance their competencies and to contribute to the existing Body of Knowledge and staff shall be trained regularly to upgrade their skills.	Scholar activities such as: • Scholarship of teaching; published and unpublished articles, manuscripts, books, curriculum review and evaluation of teaching material. • Scholarship of Discovery: published articles, manuscripts, papers presented, dissertations/ thesis, • Scholarship of Integration: published articles, manuscripts, papers presented, dissertations/ thesis, conference and workshops attended. • Scholarship of application: published articles,	

			manuscripts, papers presented, consultations, policy analysis, and Programme evaluation. • Professional activities: Routine consulting, conference, workshop, professional meeting attendance, professional membership. • Staff training	
3	DAS shall **demonstrate** sensitivity to the diverse needs of students and accordingly develop facilities and services.	3.1 DAS shall facilitate cultivation of cross cultural humanitarian values.	• List of community/ social sector projects/ activities/ engagements. • Organizing Cultural Programme • Day of Belongingness. • Celebration of festivals for culturally diverse	• At least 80% faculty and students should be engaged in organizing/ participating the various events and activities

			group of students.	
4	DAS shall continuously strive to build strong industry interaction, alumni networks and empanelment of expertise from industry.	4.1 DAS shall develop and maintain strong relationship with corporate.	Report on Annual Industry Interaction activities such as, • Industry Academia Meets	• Details of 60% of DAS alumni shall be maintained in the alumni database and readily available for various purposes
		4.2 Shall maintain lifelong alumni network and keep the curriculum responsive to industry needs.	• Industry visits • Evaluation Board • Career Counseling Sessions, etc.	.
5	DAS shall continually improve the quality of facilities, services, resources and processes with an aim to attain national and international accreditations and institutional ranking.	5.1 DAS shall be continuously engaged in developing/ reviewing processes, policies and	• Ranking in national and international ranking agencies. • Accreditation at institutions and Programme levels.	◻ Industry visits shall be scheduled for 100% students of DAS ◻ Industry experts shall be invited at least once a semester

		systems to achieve prestigious accreditations from various national, international bodies and ranking bodies.		
6	DAS shall arrange all necessary support system for the students to facilitate campus recruitment, higher education or starting their own ventures.	6.1DAS shall support all the students for quality placements or join family business or start their own venture.	Employability: • Quality of placements (company profile, job profile, salary package offered) • quality of internship • List of students placed. • List of industries visiting campus, Entrepreneurship: • Students joining family business, • Students starting their own ventures.	• 90% students shall either be placed or shall join family business or shall start their own ventures or shall go for further studies
7	DAS shall act ethically to	7.1	Reports of various:	• DAS shall conduct

	ensure transparency and good governance while discharging various responsibilities to its stakeholders and execution of policies and Programmes	DAS shall establish an internal quality cell for operational quality and process improvement.	• Statutory bodies, • Accreditation bodies, • External evaluators report. • BSI Report. • Quality Audit Report by QAE.	periodic meetings as per regulations.
		7.2 The DAS shall integrate ethics and values in teaching, theory and practice, develop and retain excellent students, faculty and staff.	• Attrition Rate • Courses embedded in curriculum such as Behavioral Science Courses, Human Values and Community Outreach, etc. • Plagiarism check. • Feedback system.	• Attrition rate shall be below 10% annually • Faculty Feedback shall be taken for each course. • 80% faculty shall have 4 or 5 on 5 point Likert Scale.
8	DAS shall create opportunities for international exposure for its students and faculty	8.1DAS shall facilitate joint research collaborations, invite international delegates and	• Exchange Programmes for students. • Conferences/ Seminars	• 100% students and faculty of DAS shall be offered an opportunity for international exposure through various Programmes

		speakers for seminars and conferences and various other opportunities for global exposure.	organized by national and international speakers and delegates. • Collaborative Research.	designed for the purpose.

Section VII:
Linkage of Outcomes Assessment with Strategic Planning

The results from implementation of outcomes assessment plan is very well linked to the strategic planning processes of the domain.
The various tools of assessment and Outcome Assessment Plan is reviewed by the Programme Review Committee and Area Advisory Board and any change would be put up for the recommendation of BoS and further approval of Academic Council.

Section VIII: Appendices

A. Provide blank copies of all the assessment instruments that shall 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.

8.1 Format of Assessment Tools
8.1.1 Rubrics for Business Communication for Post Graduate students
8.1.2 Rubrics for Business Communication for Under Graduate students
8.1.3 Rubrics for Behavioral Science for Post Graduate students
8.1.4 Rubrics for Behavioral Science for Under Graduate students
8.1.5 Rubrics for Foreign Business Language for Post Graduate students
8.1.6 Rubrics for Foreign Business Language for Under Graduate students
8.1.7 Rubrics for Dissertation for Post Graduate students
8.3 Format of Surveys

8.1.1 Assessment Tool-PG/PLO 05/D/BC

DOMAIN OF AGRICULTURE SCIENCE

8.1.1 RUBRICS FOR ASSESMENT OF BUSSINESS COMMUNICATION FOR MASTERS PROGRAMME

Assessment Parameters:

- *Verbal communication*
- *Non-verbal communication*

SCORING:

- If the student's performance is
- If the student's performance is
- If the student's performance is
- If the student's performance is
- If the student's performance is

unsatisfactory on a criteria, he scores 0 **needs improvement** on a criteria, he scores 1 **satisfactory** on a criteria, he scores 2 **proficient** on a criteria, he scores 3 **distinguished** on a criteria, he scores 4

TOOLS USED FOR ASSESSMENT:

- Report writing
- Presentations
- Viva-Voce

COMPOSITION OF ASSESSMENT BOARD

- Business Communication Faculty
- Program Leader/ Program Co-coordinator
- Member of Corporate Resource Centre

SCORE SHEET: INDIVIDUAL

If the student scores between	Outcome Attainment Level
<24	Needs improvement
24-32	Satisfactory
33-40	Partly Achieved
41-48	Fully Achieved

SCORE SHEET: PROGRAMME/ BATCH

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

				Business Communication – PG				
	Name:_____	Enrolment No.:_____ Programme:_____						
SNO.	Compon	Unsatisfactory	Needs	Satisfactory (2)	Proficient (3)		Distinguished (4)	Score

#	ents	(0)	Improvement (1)					
1.	Content (Collecti on & Organisat ion)	Inability of learner to use resources in an adequate way and to ensure compatibilit y with guidelines Lack of logical structure and developme nt of ideas	Increased ability of learner to available resources comprehens ively and to adhere to instructions in a satisfying way Learner attempts to maintain coherence and progression of ideas	Ability of learner to use satisfactoril y and following instructions carefully coherence and progression of ideas	Enhanced ability of use resources identified resources in a proficient way and contributes to the guidelines in a proficient and Learner maintains Development of a logical	Proficiency of learner to use new resources and innovative way. sequence/co herence is present in the spoken content	create new guidelines Coherence, clarity, conciseness in content	to use innovative and and its progression
2.	Presentat ion & Delivery	Vague expressions with failure in initiation Weak or no conclusion with incoherent delivery	Explan ation is clear with relucta nce and adequa te initiati on of presen tation Concl usion is satisfa ctory	Explan ation is adequa tely clear with least relucta nce and fluent initiati on of Concl usion is	The explan ation is lucid and confid ent The presen tation aptly done approp riate	conclu sion is	lucid, fact- based and informative with impressive opening and confident oratory The conclusion is apt, the objective	The explanation is reflective and fulfills
3.		Enunciation and	Enunciation is good	appropriate to the	Enunciation is Enunciation is clear			Enunciation is perfect

No.	Criteria							
	Linguistic Accuracy (Pronunciation, Articulation, Intonation, Diction)	grammatical usage is not good Dissatisfactory expression of intended meaning	with appropriate grammar and accent Satisfactory expression of intended meaning	occasion intended meaning	with grammar usage and accent Clarity in expression of Precise expression of intended meaning	near perfection through word choice	Concise and precise expression of intended	meaning
4.	Extemporaneity	Learner is impervious to the requirement of the target group Failure to handle interactions and discussions	Learner falls inappropriatel y short of gauging audience reaction Adequate management and participation in interactions	Learner tries to improve comprehensio n of audience reaction management and interactions	Learner appropriately fathoms and delivers to suit response of target audience Appropriate Originality in interactions participation in	target audience Creative & befitting	Learner is perfect in gauging and responding to the interactions /discussion	administration of
5.		Learner demonstrates inappropriate gestures, postures, eye movement. Inadequate use of space language Mixed signals create confusion Inadequate comprehens	Learner delivers appropriate body language which suits the occasion Appropriate use of space langua	Learner delivers suitable body language Maximum use of proxmics Improved delivery and absenc	Learner carries perfect body language and also modifies it based on the situation Perfect use of space and definiti	Learner carries perfect and original body language Optimum and perfect use of proxmics Excellent handling and		

No.	Criteria	Level 1	Level 2	Level 3	Level 4	Level 5	
		ion of visual codes	ge Rare delivery of mixed signals Developing proficiency in understanding of visual codes	e of mixed signals Increased proficiency in understanding of visual codes	on of zones through the use Perfect delivery of non-verbal and verbal signals Developed proficiency in understanding and comprehension of visual codes.	no delivery of mixed signals Visual codes are in tandem with the verbal communication	
	Non-Verbal Communication (KOPPACT)						
6.	Rapport with the receiver	Articulated words show disinterestedness and limited responsiveness Responds to questions in a haphazard manner	Articulation is spirited and capable of eliciting feeble response Misses some opportunities for interaction	Articulation is spirited and capable of eliciting interested response Adequately provides opportunities for interaction	Articulation is empathetic and elicits favourable response Speaker addresses the audience queries to their satisfaction	Articulation is superb and draws spontaneous and compatible response Speaker initiates queries an satiates the audience	
7.	Content of Written Communication	Analytical capability is restricted to simple texts Content lacks conciseness,	Capability to analyze and contribute to the meaning of the simple texts	Capability to assess and contribute to the meaning of the complex texts	Analytical ability is improved Flexible and logical enunciation of	Analytical ability is perfect with coherence, logical and economic feasibility	

No.	Category					
		coherence and clarity	Content is apt with structural and contextual compatibility	Content is appropriate to the context	ideas	Flexible, efficient, coherent and clear enunciation of ideas	
8.	Grammar	Incorrect usage of basics of grammar

Ungrammatical e-mails | Improved usage of parts of speech, tenses and voices and other relevant grammar

Accurate and effective e-mail drafting | Correct usage of grammar

Improved accuracy and efficient handling of e-mail drafting | Near perfect usage of grammar

Appropriate formatting while drafting e-mails | Perfect usage of jargons, flawless rendering and editing of technical writing

Proper formatting while drafting e-mails | |
| 9. | Expression: Syntactic, Semantic and Lexical | Inability to frame and comprehend meanings and relating them to the context

Inappropriate style with inaccurate sentence structures filled with lexical ambiguity | Capability to form syntactically accurate and semantically relevant sentences and paragraphs.

Developing formal style with clarity in thought and expression | Increased capability to form syntactically and semantically relevant complex sentences

Developed formal style and clarity in thought and expression | Proficiency in forming sentences and originality in writing paragraphs

Efficiency in writing effective e-mails, reports, articles and drafting policies | Perfection in forming sentences and reflection of creativity in writing

Ability in drafting and all other forms of technical writing | |
| 10. | Critical Thinking | Incapability of identifying and analyzing arguments

Lack of confidence and clarity in reasoning. | Logical evaluation and identification of arguments

Forming an opinion in written comprehension | Critical evaluative of arguments

Forming a critical opinion in written comprehension | Analysis of arguments, providing solutions and defining counter arguments

Technical writing and identifying key points | Analysis, assessment of arguments with suggestions for improvements

Critique of technical writing, innovation in identifying key points | |
| 11. | Creativity | Incapability to derive pleasure in comprehension of literature

Inability to generate respect and admiration for creative skills. | Developing the proficiency for creating and evaluating literary works,

Capability to be original and add to the oeuvre of creative works | Developed efficiency in creating and analyzing literary works

Capability to think out of the box. | Ability to create genres

Developing efficiency in writings | Ability to create genres, experiment and contribute to the rhetoric

Developed and efficient display of originality in both literary and technical writings | |
| 12. | Contextual Writing | Irrelevant identification of the context of writing

Inability to write the introduction and conclusion with clarity. | Increased ability to identify the formal and informal context

Elaborating the theme/context and evaluating them accurately with substantiating arguments. | Ability to identify the context

Elucidating the theme and assessing them appropriately | Developed proficiency in case based writing, Abstract and Synopsis writing, Thesis writing

Intellectual ability to use appropriate words and phrases | Achievement of perfection in varied forms of writing

Intellectual ability to critique the contextual content using appropriate words and phrases | |
| | | | | | | **Total Score** | |

If the student scores between	Outcome Attainment Levels
<24	Needs improvement
24-32	Satisfactory
33-40	Partly Achieved
41-48	Fully Achieved

Signatures:
Assessment Tool-UG/PLO 05/D/BC

DOMAIN OF AGRICULTURE SCIENCE

8.1.2 RUBRICS FOR ASSESMENT OF BUSSINESS COMMUNICATION FOR UNDER GRADATE PROGRAMME

Assessment Parameters:

- *Verbal communication*
- *Non-verbal communication*

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

- Viva-Voce

COMPOSITION OF ASSESSMENT BOARD

- Business Communication Faculty
- Program Leader/ Program Co-coordinator

SCORE SHEET : INDIVIDUAL

If the student scores between	Outcome Attainment Levels
<24	Needs improvement
24-32	Satisfactory
33-40	Partly Achieved
41-48	Fully Achieved

SCORE SHEET : PROGRAMME/ BATCH

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

BUSINESS COMMUNICATION - UG

Name:_____ **Enrolment No.:**_____**Programme:**_____

S. No.	Components	Unsatisfactory (0)	Needs Improvement (1)	Satisfactory (2)	Proficient (3)	Distinguished (4)	Scores
1.	Content (Collection & Organisation)	Incapability of students and improper usage of poorly selected resources Learner fails to adhere to guidelines	Ability of students to select resources and derive content as per the subject Learner collects and organizes content as per instructions	Increased ability of students to select resources and derive content as per the subject Learner collects and organizes content as per instructions and improves on it.	Efficiency of students in identifying and acknowledging resources is evident Collection and organisation of content is innovatively done as per the given time frame/duration	Proficiency of students in identifying and acknowledging resources Perfect and unique collection and organization of content	
2.	Presentation & Delivery	Inability of learner to initiate Halting and mumbling delivery with forced pauses and weak conclusions	Learner adequately starts the presentation Improved presentation with adequate conclusion	Ability of learner to coherently initiate the presentation Fluent presentation with satisfactory conclusion	Learner impressively opens the argument Efficient oratory with confident rhetoric and apt conclusion	Capability of a confident and suave initiation Fluent oratory with persuasive rhetoric and apt conclusion	
3.	Linguistic Accuracy (Pronunciation, Articulation, Intonation, Diction)	Learner uses inappropriate grammar and accent Intonation is not always correct	Learner uses comparatively better grammar and accent, with some exceptions Intonation is more or less correct	Learner uses appropriate grammar and accent, with some exceptions Intonation is correct	Learner uses appropriate accent & gramma r The intonation is accurately used	Learner uses perfect grammar, accent and diction. Intonation is capable of delivering the desired meaning.	

4.	Extemporaneity	Incapability of learner to fathom audience reaction Ineffective handling of barriers/communication aids	Learner falls short of managing the audience perfectly Inappropriate control of barriers/communication aids	Management of audience perfectly by the learner Appropriate control of barriers/communication aids	Learner switches the presentation style according to the audience response Effective handling of barriers/communication aids	Perfection in presentation style and adept handling of audience response Adequate and efficient handling of barriers/communication aids	
5.	Non-Verbal Communication (KOPPACT)	Learner demonstrates inappropriate body language Erratic eye contact discomforts the audience Paralinguistic aspects are not compatible with the spoken word Inadequate understanding of visual codes	Learner delivers increasingly appropriate postures, gestures and facial expressions Eye contact is often with disruptions Enhanced compatible delivery of spoken words and unspoken signals Increased proficiency in comprehension of visual codes	Learner delivers appropriate postures, gestures and facial expressions Eye contact is often with seldom disruptions Compatible delivery of spoken words and unspoken signals Developing proficiency in comprehension of visual codes	Learner carries near perfect postures, gestures & facial-expressions Empathetic eye contact with the listeners is maintained, as required Tone of voice, pitch and tempo are complementary Developed proficiency in understanding and comprehension of visual codes.	Learner carries perfect body language Sensible and empathetic eye contact with the listeners is maintained. Tone, pitch and tempo complement the message Proficiency in understanding and comprehension of visual codes	
6.	Rapport with the receiver	Inadequate responsiveness to audience. Disinterestedness is articulated in words and manners	Generally responsive Interest is articulated in words and manners	Increasingly responsive Enhanced identification with the audience in words and manners	Learner maintains responsiveness towards the audience Empathy is articulated in words and manners	Perfection in responsiveness towards the audience Increased empathy is articulated in words and manners	
7.	Content of	Unable to understand simple texts	Skillful to comprehend simple texts	Skilled to comprehend complex texts	Immediacy and economic feasibility in writing	Expertise in comprehension and feasibility in all aspects of	

	Written Communication	Unorganized content with unclear beginning and inappropriate ending.	Developing simple content with relevant minor and major supporting details	Developing structurally complex and apt content	Proficiency in developing content	writing Efficiency, flexibility and accuracy in developing content	
8.	Grammar	Incorrect usage of the basic grammar items like tense, voice change and narration etc. Incoherent short paragraphs	Increasingly correct usage of simple grammatical items Framing simple sentences accurately	Correct usage of complex grammatical items Framing complex and compound sentences accurately	Structurally correct in business writing Relevant use of technical terms and efficiency in using functional grammar	Semantically and structurally correct in business writing Coherent and relevant use of jargons and plain English in functional grammar	
9.	Expression: Syntactic, Semantic and Lexical	Inability to frame semantically correct sentences and paragraphs. Inaccurate sentence structures with lexical ambiguity	Ability to form accurate and semantically relevant sentences and Paragraphs. Less clarity in thought and expression	Ability to form syntactically accurate and semantically relevant sentences and Paragraphs. Clarity in thought and expression	Accurate style, form and originality in writing paragraphs Writing effective e-mails, reports, articles and drafting Policies	Appropriate and perfect style and creativity in writing Effective and efficient writing of all technical documents	
10	Critical Thinking	Inability to identify arguments Very little knowledge of Evaluating them.	Ability of argument identification Analyzing and evaluating texts	Enhanced ability of identification of arguments Assessing and evaluating texts	Persuasive writing Expository writing	Proficiency of persuasive writing with confidence Analyzing and assessing texts critically and logically	
11	Creativity	Lack of sense of achieving delight and understanding Literature. Lack of respect and admiration for creative skills.	Developing a creative bent of mind General interest and admiration for creative skills	Incorporation of creativity in writings Aspiring to be creative in all works	Writing short stories with complex plots, developing cases, Feature writing Writing a business plan, screen writing, writing telescripts etc.	Creating and evaluating original literary works, Framing original literary content and ability to write according to the situation, i.e. fiction writing and emotive writing	
12		Inability to	Identification of	Increased	Case based	Analysis and	

| Conte xtual Writi ng | identify the context of writing

No skill to describe the theme with precision. | formal and informal context

Developing impactful content | identification of formal and informal context

Developed content which is original | writing, Abstract and Synopsis writing, Thesis writing

Originality and impactful creation of content | constructive criticism of works

Use of good rhetoric, genre and design in different professional writings | |
|---|---|---|---|---|---|---|
| | | | | **Total Score** | | |

If the student scores between	Outcome Attainment Levels
<24	Needs improvement
24-32	Satisfactory
33-40	Partly Achieved
41-48	Fully Achieved

SIGNATURES:
Assessment Tool-PG/PLO 06/D/BS

DOMAIN OF AGRICULTURE SCIENCE

8.1.3.**RUBRICS FOR ASSESMENT OF BEHAVIOURAL SCIENCE FOR MASTERS 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 extra-curricular & co-curricular activities

COMPOSITION OF ASSESSMENT BOARD

- Behavioral Science Faculty
- Program Leader/ Program Co-coordinator
- Member of Corporate Resource Centre

SCORE SHEET: INDIVIDUAL

If the student scores between	Outcome Attainment Levels
<24	Needs improvement
24-32	Satisfactory
33-40	Partly Achieved
41-48	Fully Achieved

SCORE SHEET : PROGRAMME/ BATCH

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

Behavioral Science – PG

Name:_
_____
_____
___

Enrolment No.:_____

Programme:____
_____
____

S.NO	Description of Rubrics	Unsatisfactory (0)	Needs Improvement (1)	Satisfactory (2)	Proficient (3)	Distinguished (4)	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	The individual did not initiate and did not	The individual slightly initiated and did exhibit the	The individual initiated and did exhibit	The individual initiated and did exhibit	The individual effectively initiated and did exhibit	

	and demonstrate interpersonal communication for enhanced interpersonal Relationship	exhibit the clarity in terms of interpersonal communication for enhanced interpersonal Relationship	clarity in terms of better than low interpersonal communication for enhanced interpersonal Relationship	average on the clarity in terms interpersonal communication for enhanced interpersonal Relationship	moderately on demonstration of 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	The individual	The individual	The individual could	The individual could	The individual could	

	demonstrate the learning of excellence	could not demonstrate the learning of excellence	could slightly demonstrate the learning of excellence	somewhat demonstrate the learning of excellence	moderately demonstrate the learning of excellence	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 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
<24	Needs improvement
24-32	Satisfactory
33-40	Partly Achieved
41-48	Fully Achieved

SIGNATURES:
Assessment Tool-UG/PLO 06/D/BS

DOMAIN OF AGRICULTURE SCIENCE

8.1.4 RUBRICS FOR ASSESMENT OF BEHAVIOURAL SCIENCE FOR UNDER GRADUATE PROGRAMME

Assessment Parameters:

- Leadership skills
- Interpersonal skills
- Group dynamics
- Patriotism
- Values and Ethics

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:

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

COMPOSITION OF ASSESSMENT BOARD

- Behavioral Science Faculty
- Program Leader/ Program Co-coordinator

SCORE SHEET: INDIVIDUAL

If the student scores between	Outcome Attainment Levels
<24	Needs improvement
24-32	Satisfactory
33-40	Partly Achieved
41-48	Fully Achieved

SCORE SHEET: PROGRAMME/ BATCH

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

Behavioral Science – UG

Name:_____   **Enrolment No.:**_____

Programme:_____

S.NO	Description of Rubrics	UNSATISFACTORY (0)	NEEDS IMPROVEMENT (1)	SATISFACTORY (2)	PROFICIENT (3)	DISTINGUISHED (4)	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 Self Confidence	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 apply the techniques of Impression management	The individual did not demonstrate critical thinking and analytical ability in reference techniques of Impression management	The individual did not demonstrate critical thinking and analytical ability in reference to techniques of Impression management	The individual somewhat demonstrated critical thinking and analytical ability in reference to techniques of Impression management	The individual mostly demonstrated critical thinking and analytical ability in reference to techniques of Impression management	The individual completely demonstrated critical thinking and analytical ability in reference to techniques of Impression management	
	Able to recognize	The individual did not demonstrate critical thinking and	The individual did not demonstrate critical	The individual somewhat demonstrated critical	The individual mostly demonstrated critical	The individual completely demonstrated critical	

4	and manage Individual Differences	analytical ability in managing Individual Differences	thinking and analytical ability in managing Individual Differences	thinking and analytical ability in managing Individual Differences	thinking and analytical ability in managing Individual Differences	thinking and analytical ability in managing Individual Differences	
5	Able to Learn and Play in Groups	The individual did not initiate and exhibit the clarity in terms of Group Dynamics	The individual slightly initiated and did exhibit the clarity in terms of better than low Group Dynamics	The individual initiated and did exhibit average on the clarity in terms Group Dynamics	The individual initiated and did exhibit moderately on demonstration of Group Dynamics	The individual effectively initiated and did exhibit average high on demonstration Group Dynamics	
6	Able to apply creative thinking in Various situations of Problem Solving	The individual was not able to apply creative thinking in various Problem solving situation	The individual tried to apply creative thinking in various problem solving situation	The individual could somewhat apply creative thinking in various problem solving situation	The individual could moderately apply creative thinking in various problem solving situation	The individual could completely apply creative thinking in various problem solving situation	
7	Able to demonstrate good character and value based behavior in various situations.	The individual could not demonstrate good character and value based behavior in various situations.	The individual initiated to demonstrate good character and value based behavior in various situations.	The individual could somewhat demonstrate good character and value based behavior in various situations.	The individual could moderately demonstrate good character and value based behavior in various situations.	The individual completely demonstrated good character and value based behavior in various situations.	
	Able to apply positive emotions for creating healthy climate.	The individual could not apply positive emotions for creating healthy climate.	The individual could slightly apply positive emotions for creating healthy	The individual could somewhat apply positive emotions for creating healthy	The individual could moderately apply positive emotions for creating healthy	The individual could completely apply positive emotions for creating healthy	

			climate.	climate.	climate.	climate.	
9	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	
10	Able to learn and practice their personal success strategies.	The individual scored low in demonstration of practicing their personal success strategies.	The individual slightly scored relatively better than low in demonstration of practicing their personal success strategies.	The individual scored average on demonstration of practicing their personal success strategies.	The individual initiated and scored moderately on demonstration of practicing their personal success strategies.	The individual effectively initiated and scored high on demonstration of practicing their personal success strategies.	
11	Able to apply behavioral communicat ion for effective leadership.	The individual could not apply behavioral communicatio n for effective leadership.	The individual could initiate the application of behavioral communicati on for effective leadership.	The individual could slightly apply behavioral communicat ion for effective leadership.	The individual could moderately apply behavioral communicat ion for effective leadership.	The individual could fully apply behavioral communicati on for effective leadership.	
12	Able to demonstrate value based insights to deal effectively	The individual was not able to demonstrate value based insights to deal effectively in	The individual could initiate the demonstrati on of value based insights to	The individual could slightly demonstrat e value based insights to deal	The individual could moderately demonstrat e value based insights to deal	The individual could fully demonstrate value based insights to deal	

	in personal and professional life	personal and professional life.	deal effectively in personal and professional life.	effectively in personal and professional life.	effectively in personal and professional life.	effectively in personal and professional life.	
13	Able to manage their stress in healthy manner	The individual was not able to manage their stress in healthy manner	The individual could initiate the management of stress in a healthy manner.	The individual could slightly manage the stress in healthy manner.	The individual could moderately manage stress in a healthy manner.	The individual could completely manage stress in a healthy manner.	

Total Score

If the student scores between	Outcome Attainment Levels
<25	Needs improvement
25-34	Satisfactory
35-43	Partly Achieved
44-52	Fully Achieved

SIGNATURES:

8.1.5 **RUBRICS FOR ASSESMENT OF FOREIGN BUSINESS LANGUAGE FOR MASTERS 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:_____

S.NO.	Attributes	Unsatisfactory (0)	Needs improvement (1)	Satisfactory (2)	Proficient (3)	Distinguished (4)

1.	**Initiation/ Introduction**	Stude nt does not under stand the conce pts.	Sometimes takes initiative & asks questions.	Is abl e to co mp reh en d an d util ize ap pro pri ate stu dy ma teri al.	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 limite d vocab ulary and mispr onunc iation s imped e compr ehensi	Relies on basic vocabulary. Speech is comprehensible in spite of mispronunciation.	Uti liz es old an d ne w vo cab ula ry. Att em	Speaks clearly and uses idiomatic expressions fluently as per the topic.	Uses variety of vocabulary as per the context. Has good command over expressions.

		bility.		pts to use idiomatic expressions according to the topic.		
3.	**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 co	Uses correct word order and article adjectives. Errors do not hinder comprehensibility.	Makes error free sentences using correct sentence formations.

				mp reh ens ion .		
4.	**Conversation**	Uses very few appro aches to initiat e a conve rsatio n.	Uses some strategies and needs frequent prompting to further the conversation.	Us es so me str ate gie s yet req uir es occ asi on al pro mp tin g.	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.	**Cultural Appropriateness**	Rarel y uses/i nterpr ets cultur al manif estatio ns.	Sometimes uses/interprets cultural manifestations when appropriate to the task	Fre qu ent ly use s/i nte rpr ets cul tur	Almost always uses /interprets cultural manifestations when appropriate to the task.	Has in-depth knowledge about other countries culture & other perspectives.

				al ma nif est ati o ns wh en ap pro pri ate to the tas k.		
	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:

8.1.6 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.NO.	Attributes Marks	Unsatisfactory (0)	Needs improvement (1)	Proficient (3)	Distinguished (4)
1.	**Initiation/ Introduction**	Students hardly understand the concepts.	Student rarely takes initiative & asks questions.	Student willingly participates 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.	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 mispronunciations hinder comprehensibility.	Relies on basic vocabulary. Speech is comprehensible in spite of mispronunciation.	Speaks clearly and uses idiomatic expressions fluently as per the theme.	Uses variety of vocabulary as per the context. Has good command over expressions.

4.	**Conversation**	Uses very few approaches to initiate a conversation.	Uses some strategies and needs frequent prompting to further the conversation.	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 speaker	Mostly comprehensible to a native speaker	Completely comprehensible to a speaker
6.	**Cultural Appropriateness**	Rarely uses/interprets cultural manifestations.	Sometimes 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:

8.1.7 RUBRICS FOR ASSESMENT OF DISSERTATION MASTERS PROGRAMME

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
- Viva-Voce

COMPOSITION OF ASSESSMENT BOARD
- External Expert (Industry/ 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 – Masters Programme
Name:_____   **Enrolment**   **No.:**_____
Course:_____

S.No	Trait	Deficient (1)	Sufficient (2)	Competent (3)	Exemplary (4)	Score
1.	Identification of the main business problem/ situation	Student fails to identify the main problem in a business situation/problem.	Student is somewhat able to identify the main problem in a business situation/problem.	Student substantially identifies the main problem in a business situation.	Student comprehensively and precisely identifies the problem in a business situation.	
2.	Identification of the key assumptions surrounding a business problem/situation.	Student fails to identify the main assumptions surrounding the business situation/ problem.	Student is somewhat able to identify the main assumptions surrounding the business situation/ problem.	Student substantially identifies the key assumptions in a business situation / problem.	Student identifies all the key assumptions surrounding a business situation/ problem.	
Literature Review						
3.	Critically reviews literature; contrast and compares	Student fails to identify the relevant literature, and unable to	Student is somewhat able to identify the relevant literature, and	Student substantially identifies the key and relevant	Student identifies all the key the relevant literature, and	

	relevant debates, concepts and theories	compare and contrast the concepts and theories.	unable to compare and contrast the concepts and theories.	literature, and was able to compare and contrast the concepts and theories for the business situation / problem.	was able to develop the concepts and theories, surrounding a business situation/ problem.	
4.	Justifies literature in relation to research question(s); clearly links literature to objectives; incorporates current or recent literature	Student fails to clearly link literature to objectives; incorporates current or recent literature surrounding the business situation/ problem.	Student is somewhat able to clearly link literature to objectives; incorporates current or recent literature surrounding the business situation/ problem.	Student substantially links literature to objectives; incorporates current or recent literature in a business situation / problem.	Student identifies relevant links through literature to objectives; incorporates current or recent literature surrounding a business situation/ problem.	
Research methodology						
5.	Justifies methodological approach in relation to research question(s) and objectives; clearly kinks 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 business situation/ problem.	
6.	Justifies appropriateness of research	Student fails to Justifies appropriatene	Student is somewhat able to	Student substantially links Justifies	Student identifies relevant links	

	design and data collection methods; presents reliable and valid data; justifies rejection of alternative methods	ss of research design and data collection methods; presents reliable and valid data; justifies rejection of alternative methods	Justifies appropriatene ss of research design and data collection methods; presents reliable and valid data; justifies rejection of alternative methods	appropriatene ss of research design and data collection methods; presents reliable and valid data; justifies rejection of alternative methods	through literature to objectives; Justifies appropriatene ss of research design and data collection methods; presents reliable and valid data; justifies rejection of alternative methods.	
Data Analysis						
7.	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.	
8.	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	
9.	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	
10.	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
11.	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

12.	Organization	Presentation is disorganized	Presentation is somewhat organized	Presentation is well organized and sequenced	Presentation is well organized Sequenced with smooth transitions.	
13.	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.	
14.	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

15.	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.	
16.	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	
17.	Content	Incorrect , irrelevant,	Somewhat correct, and relevant,	Relevant and correct with evidence	Relevant and correct with evidence with innovative insights.	
18.	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:

8.2 Student Exit Survey

8.2.1 Student Exit survey: Programme : MBA (A&FB)

Dear   Student,
The objective of this Survey is to seek your candid assessment regarding the various learning aspects of the MBA (A&FB) programme. The information from this survey will be analysed and used to identify the areas of improvement

S.No	Statements	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly Disagree
PLO 1. Be capable of rigorous and independent thinking. Be open to, be able to develop Business plans, strategise and evaluate Agri & Food business horizons.						
1	I am able to define, summarize concepts in Agri business Management.					
2	I am able to acquire Agribusiness concepts, understanding of Agricultural input & output systems					
3	I am competent in applying acquired knowledge and skills to support the producers, processors, channel members and other stakeholders in Agri & Food value chain.					
4	I am able to acquire concepts of Agribusiness marketing					
PLO 2. Able to acquire basic knowledge of agricultural concepts, agri business sector and food industry at local as well as national and international levels. Comprehension of forward and backward integration of these acquired skills for the betterment of the farmers, industry and community at large						
5	I am able to able to analyse critical issues in Agri & Food sector					
6	I have ability to identify and define agribusiness issues.					
7	I have ability to investigate and resolve agribusiness issues.					
8	i am able to acquire basic knowledge of agricultural					

8.2.2 Student Exit Survey: Programme: B.Sc. (A&FB)

Dear   Student,
The objective of this Survey is to seek your candid assessment regarding the various learning aspects of the B.Sc. (A&FB) programme. The information from this survey will be analysed and used to identify the areas of improvement

S.No	Statements	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly Disagree
PLO 1. Able to Demonstrate depth of specialised disciplinary knowledge and skills and be able to apply them in different contexts to solve problems.						
1	I am able acquire Agricultural concepts.					
2	I am able to gain understanding of Agricultural Production Systems at National and International level					
3	I am Competent in applying acquired knowledge and skills to support the farmers and other stakeholders of the community					
4	I am able to gain understanding of marketing at National and International level					
PLO 2. Able to use basic mathematics, budgeting and financial management skills to analyse critical Agricultural issues patiently, to evaluate the source of information using quantitative and qualitative research techniques and develop effective solutions to intricate problems.						
5	I am able to use basic mathematics, budgeting and financial management skills					
6	I have ability to evaluate the source of information using quantitative and qualitative research techniques					

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7	I have ability to develop effective solutions to intricate problems					
8	I am able to analyse critical Agricultural issues patiently					

PLO 3. Able to find solutions to bridge the communication gap with farming community using Information & Communication Technology. Able to diffuse innovations and information to end users along with transfer of Agricultural Technologies

9	I find myself Information and Digital literate					
10	I can easily locate information through ICT to support my decision making.					
11	I am able to find solutions to bridge the communication gap with farming community using Information & Communication Technology					
12	I am able to diffuse innovations and information to end users along with transfer of Agricultural Technologies					

PLO 4. 4. Be innovative, think creatively and critically and apply a range of strategies to solve/find solutions for scientific problems in crop production, protection, value addition and marketing. Demonstrate the ability to apply theoretical knowledge that will lead to development of new ideas, methods, techniques, practices, products and services in a variety of contexts (technology, commerce, social systems).AIOA will promote collaborations between academia & Industry as well as facilitate cultivation of core values of the university and ethical conduct amongst students, scholars, staff and faculty.

13	I am able to innovate, think creatively and critically and apply a range of strategies					

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14	I am able to demonstrate the ability to apply theoretical knowledge that will lead to development of new ideas, methods, techniques, practices, products and services in a variety of contexts (technology, commerce, social systems).					
15	I can apply range of strategies for solving a problem					
16	I am able to solve/find solutions for scientific problems in crop production, protection, value addition and marketing					

PLO 5. Able to Develop and Design effective communication methods and materials targeted predominantly for easy comprehension by farming community. Communicate proficiently, in oral, written, presentation, information searching and listening skills. Be assertive and articulate, be able to negotiate responsibly and persuade others effectively.

17	I have ability to speak proficiently.					
18	I can Communicate clearly and effectively.					
19	I am to able to Develop and Design effective communication methods and materials targeted predominantly for easy comprehension by farming community					
20	I am good making presentation in global /cross cultural environment.					

PLO 6. Developing a capacity to think independently, exercise personal judgment and take initiatives. Originality and creativity in formulating, evaluating and applying evidence-based solutions and arguments

21	I am able to develop a capacity to think independently, exercise personal judgment and take initiatives					
22	I am Respectful & Empathetic towards others views irrespective of caste, race, class, gender, religion etc.					
23	I am Original and creative in formulating, evaluating and applying evidence-based solutions and arguments					
24	I can stay calm in crisis situations and motivate my team.					

PLO 7. Able to make a meaningful and positive contribution to society, be ethical and visionary leaders who can show leadership in different contexts. Valuing human diversity in resolving complex situations.

25	I am able to make a meaningful and positive contribution to society					
26	I learn from and respect different cultures.					
27	I find myself capable of applying my knowledge in local, national and international contexts.					
28	I know to communicate in multi-cultural context.					

PLO 8. Demonstrate a critical understanding of environmental, economic, social and ethical factors related to plant and animal-derived food and fibre production nationally and Internationally. Learn to appreciate diversity and equality, demonstrate ethical behaviours at all situations.

29	I am able to demonstrate a critical understanding of environmental, economic, social and ethical factors related to plant					

	and animal-derived food and fibre production nationally and Internationally					
30	I have ability to learn to appreciate diversity and equality, demonstrate ethical behaviors at all situations.					
31	I am assertive and articulate, be able to negotiate responsibly					
32	I can value human diversity in resolving complex situations					

PLO 9. Able to be entrepreneurial, industrious and be able to recognize opportunities; turn them into ideas for enterprises. One shall have business acumen and display basic business skills. Able to identify, plan, develop & execute opportunities within the disciplines of Agricultural Domain.

33	I have basic business acumen & business skills to be employable.					
34	I am able to be entrepreneurial, industrious and be able to recognize opportunities					
35	I am able to identify, plan, develop & execute opportunities within the disciplines of Agricultural Domain.					
36	I always find opportunities to improve the business value chain.					

PLO 10. Understand the value of industry and professional networks and their importance to self reliance, lifelong learning and career progression.

37	I have curiosity to learn new things.					

38	I am competent to acquire knowledge on my own through various sources.					
39	I feel I am a self-directed learner.					
40	I can apply my knowledge and skill set in my profession.					
11. Experience at AMITY						
41	I am overall satisfied with the Faculties who taught me.					
42	I am overall satisfied with the methodologies and pedagogical tools used by my faculty.					
43	I am overall satisfied with the Programme.					
44	I am satisfied with the Internship facility provided to me.					
45	I am satisfied with the University Infrastructure.					
46	I got ample opportunities for Industry Interaction.					

8.3 Comprehensive Examination
8.3.1 Guidelines for Comprehensive Examination

Amity University Uttar Pradesh
Domain of Agriculture Science

8.3.1 Comprehensive Examination Guidelines for MBA Programmes for intended Programme Learning Outcomes

Purpose	:	To assess attainment of programme goals in the core and specialisation areas of all the programmes in FMS.
Goal(s)	:	1. To assess the knowledge acquired from theoretical concepts of management. 2. To assess the ability to analyse various business situations/problems 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 problem-solving and decision-making in business. 4. To assess the business communication, leadership and team skills and ability to make ethical choices. 5. To assess the understanding of industry scenario and ability to convert opportunities into business propositions 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	:	1. The examination will be based on multiple choice questions. The question paper will consist of eight sections.
		    1. Section A: - General Management- 30 Questions / 60 Marks
		    2. Section B: - Application Based- 20 Questions / 50 Marks
		    3. Section C: - Specialisation/Area Specific- 15 Questions / 30 Marks

4. Section D: - General Education, General Awareness & Life-long Learning- 15 Questions / 15 Marks
5. Section E: - Ethics, Social & Environmental Impact- 10 Questions / 15 Marks
6. Section F: Information and Digital Literacy – 10 Questions / 10 Marks
7. Section G: Global Outlook – 10 Questions / 10 Marks
8. Section H: - Employability and Entrepreneurship- 10 Questions / 10 Marks

2. **Section A : General Management** - **30 Questions/60 Marks:** This section shall comprise of theory based/conceptual questions from core areas of Business Management- Marketing, Finance, Accounting, Management, Organization Behaviour, Human Resource Management, Operation Management, Business Law, Economics, Business Ethics, Global Aspects, Information System, Quantitative Techniques and integration of all above.

3. **Section B: - Application Based- 20 Questions/50 Marks: -** This section shall comprise of questions on general management which will have focus on applications of various concepts, principles and theories. These questions will be based on case-lets.

4. **Section C: - Specialisation/Area Specific- 15 Questions each/30 Marks:**

   This section shall comprise of theory and application based questions from specialised/sectoral areas of business management *viz.*
   - i. International Business
   - ii. Marketing & Sales
   - iii. Human Resource
   - iv. Retail Management
   - v. Finance & Accounting
   - vi. Commerce
   - vii. Operations Management
   - viii. Information Technology Management
   - ix. Insurance & Banking Management
   - x. Insurance and Financial Planning

		xi. Entrepreneurship
		xii. Rural Management
		xiii. Agriculture & Food Business Management
		xiv. Biotechnology Management
		xv. Hospitality Management
		xvi. Tourism & Travel Management
		xvii. Telecom Management
		xviii. Transport & Logistics Management
		xix. PR and Event Management
		xx. Media Management
		xxi. Fashion Management
		xxii. Natural Resource & Sustainable Development Management
		xxiii. Competitive Intelligence and Strategic Management.

(This section will have an option of choosing their specialization/sectoral area(s) opted by the student).

5. **Section D: - General Education, General Awareness & Life-long Learning- 15 Questions/15 Marks.**

   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 life-long importance.

6. **Section E: - Ethics, Social & Environmental Impact- 10 Questions/15 Marks.**

   This section shall comprise of questions based on case-lets having ethical, social, cultural and environmental implications.

7. **Section F: Information and Digital Literacy – 10 Questions/10**

		Marks.
		This section shall comprise of questions based on awareness and usage level of Information Technology software/tools.
		8. **Section G: Global Outlook – 10 Questions/10 Marks: -**
		This section shall comprise of questions based on global political, economic, social, technological, legal, environmental developments and issues impacting business/industry.
		9. **Section H: - Employability & Entrepreneurship- 10 Questions/10 Marks.**
		This section shall comprise of questions based on Negotiation and persuasion skills, Investigating skills, Risk anticipation and mitigating skills, Creativity & Innovation, Numeracy, Planning and organising, Decision Making, Leadership & Team spirit through case-lets.

Amity University Uttar Pradesh
Domain of Agriculture Sciences

8.3.1 Comprehensive Examination Guidelines for B.Sc. Programmes for intended Programme Learning Outcomes

Purpose	:	To assess attainment of programme goals in the core and specialisation areas of all the programmes in Faculty of Agriculture Sciences
Goal(s)	:	6. To develop and apply understanding to analyse and formulate scientific approach for solving agricultural and rural sector problems 7. To develop and apply understanding to analyse and formulate scientific approach for solving

		agricultural and rural sector problems 8. To demonstrate professional attitudes, effective communication and behavioural skills that support and enhance individual's performance and bridge the gap.
Proc ess:	:	The comprehensive examination would be conducted at the end of each academic year.
For mat	:	10. The examination will be based on multiple choice questions. The question paper will consist of eight sections. 1. Section A: - General Management- 60 marks (30 Questions of 2 marks each) 2. Section B: - Application Based- 50 marks (20 Questions of 2.5 marks each) 3. Section C: - Specialisation/Area Specific- 30 marks (15 Questions of 2 marks each) 4. Section D: - General Education, General Awareness & Life-long, Learning- 15marks (15 Questions of 1 mark each) 5. Section E: - Ethics, Social & Environmental Impact- 15 marks (15 Questions of 1 mark each) 6. Section F: - Information and Digital Literacy – 10 marks (10 Questions of 1 mark each) 7. Section G: - Global Outlook – 10 marks (10 Questions of 1 mark each) 8. Section H: - Employability and Entrepreneurship- 10 marks (10 Questions of 1 mark each) 11. **Section A: Agriculture Management - 35 Questions/60 Marks:** This section shall comprise of theory based/conceptual questions from core areas of Agriculture Management- basic agribusiness management techniques; fundamentals of crop and livestock production systems; farm management; and the interaction of agriculture and the management science. The section shall include questions from Elements of Agronomy and Agriculture Meteorology, Crop Productions, Agri Business Management ,Biology, Food Technology, Environmental sciences , Plant Pathology, Soil Sciences 12. **Section B: - Application Based- 30 Questions/50 Marks: -** This section shall comprise of questions on Agriculture management which will have focus on applications of various concepts, principles and theories. These questions will be based on Concepts , numerical etc. 13. **Section C: - Specialisation/Area Specific- 15 Questions each/30 Marks:** This section shall comprise of theory and application based questions from specialised/sectoral areas of Agriculture as project management in agriculture or food business or commercial floriculture or medicinal and aromatic plants. (This section will have an option of choosing their specialization/sectoral area(s) opted by the

student).

14. **Section D: - General Education, General Awareness & Life-long Learning- 15 Questions/15 Marks.**

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 life-long importance.

15. **Section E: - Ethics, Social & Environmental Impact- 10 Questions/15 Marks.**

This section shall comprise of questions based on case-lets having ethical, social, cultural and environmental implications.

16. **Section F: Information and Digital Literacy – 10 Questions/10 Marks.**

This section shall comprise of questions based on awareness and usage level of Information Technology software/tools.

17. **Section G: Global Outlook – 10 Questions/10 Marks: -**

This section shall comprise of questions based on global political, economic, social, technological, legal, environmental developments and issues impacting business/industry.

18. **Section H: - Employability & Entrepreneurship- 10 Questions/10 Marks.**

This section shall comprise of questions based on Negotiation and persuasion skills, Investigating skills, Risk anticipation and mitigating skills, Creativity & Innovation, Numeracy, Planning and organising, Decision Making and Leadership & Team spirit through case-lets.

Amity University Uttar Pradesh

Domain of Agriculture Sciences

8.3.1 Comprehensive Examination Guidelines for Masters Programme in Agriculture/Horticulture for intended Programme Learning Outcomes

Purpose	:	To assess attainment of programme goals in the core and specialisation areas of all the programmes in Domain of Agriculture Sciences
Goal(s)	: :	1. To develop and apply understanding to analyse and formulate scientific approach for solving agricultural and rural sector problems 2. To develop and apply understanding to analyse and formulate scientific approach for solving agricultural and rural sector problems 3. To demonstrate professional attitudes, effective communication and behavioural skills that support and enhance individual's performance and bridge the gap.
Process:	: :	The comprehensive examination would be conducted at the end of each academic year.

Format	: :	1. The examination will be based on multiple choice questions. The question paper will consist of eight sections.
		   1. Section A: - General Agriculture - 30 Questions / 60 Marks
		   2. Section B: - Application Based- 20 Questions / 50 Marks
		   3. Section C: - Specialisation/Area Specific- 15 Questions / 30 Marks
		   4. Section D: - General Education, General Awareness & Life-long Learning- 15 Questions / 15 Marks
		   5. Section E: - Ethics, Social & Environmental Impact- 10 Questions / 15 Marks
		   6. Section F: Information and Digital Literacy – 10 Questions / 10 Marks
		   7. Section G: Global Outlook – 10 Questions / 10 Marks
		   8. Section H: - Employability and Entrepreneurship- 10 Questions / 10 Marks
		2. **Section A: General Agriculture - 30 Questions/60 Marks:** This section shall comprise of theory based/conceptual questions from core a concepts of agriculture and more specifically agronomy at local, national and international levels. Utilisation of these acquired skills for the betterment of the farmers and community as at large.
		
		3. **Section B:** - **Application Based- 20 Questions/50 Marks:** - This section shall comprise of questions on Agriculture management which will have focus on applications of various concepts, principles and theories and application of agronomical or horticultural technology. These questions will be based on Concepts, numerical etc.

4. **Section C: - Specialisation/Area Specific- 15 Questions each/30 Marks:**

   This section shall comprise of theory and application based questions from specialised/sectoral areas of Agriculture /horticulture management *viz.* Post harvest management

(This section will have an option of choosing their specialization/sectoral area(s) opted by the student).

5. **Section D: - General Education, General Awareness & Life-long Learning- 15 Questions/15 Marks.**

   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 life-long importance.

6. **Section E: - Ethics, Social & Environmental Impact- 10 Questions/15 Marks.**

   This section shall comprise of questions based on case-lets having ethical, social, cultural and environmental implications.

7. **Section F: Information and Digital Literacy – 10 Questions/10 Marks.**

   This section shall comprise of questions based on awareness and usage level of Information Technology software/tools.

8. **Section G: Global Outlook – 10 Questions/10 Marks: -**

   This section shall comprise of questions based on global political, economic, social, technological, legal, environmental developments and issues impacting business/industry.

9. **Section H: - Employability & Entrepreneurship- 10 Questions/10 Marks.**

		This section shall comprise of questions based on Negotiation and persuasion skills, Investigating skills, Risk anticipation and mitigating skills, Creativity & Innovation, Numeracy, Planning and organising, Decision Making and Leadership & Team spirit through case-lets.

Format 8.3.2 Format of Comprehensive Exams

Amity University Uttar Pradesh

Domain of Agriculture Sciences

Comprehensive Examination for MBA(A&FB) for Intended Programme Learning Outcomes

The examination will be based on multiple choice questions. The question paper will consist of eight sections.

1. Section A: - General Management-   30 Questions /   60 Marks

2. Section B: - Application Based-   20 Questions /   50 Marks

3. Section C: - Specialization/Area Specific- 15 Questions /   30 Marks

4. Section D:- General Education, General Awareness & Life-long Learning-   15 Questions / 15 Marks

5. Section E: - Ethics, Social & Environmental Impact- 10 Questions / 15 Marks

6. Section F: Information and Digital Literacy – 10 Questions / 10 Marks

7. Section G: Global Outlook – 10 Questions / 10 Marks

8. Section H: - Employability and Entrepreneurship- 10 Questions / 10 Marks

Amity University, Uttar Pradesh

Domain of Agriculture Science

BSc (Agriculture and Food Business) Comprehensive Examination

Time: 2 Hrs   MM: 200

Instructions:

The following examination is based on multiple-choice questions.

The question paper consists of eight sections.

The section heads and distribution of marks is as follows:

1.   Section A: - General Management- 60 marks (30 Questions of 2 marks each)
2.   Section B: - Application Based- 50 marks (20 Questions of 2.5 marks each)
3.   Section C: - Specialization/Area Specific- 30 marks (15 Questions of 2 marks each)
4.   Section D: - General Education, General Awareness & Life-long, Learning- 15marks (15 Questions of 1 mark each)
5.   Section E: - Ethics, Social & Environmental Impact- 15 marks (15 Questions of 1 mark each)
6.   Section F: - Information and Digital Literacy – 10 marks (10 Questions of 1 mark each)
7.   Section G: - Global Outlook – 10 marks (10 Questions of 1 mark each)
8.   Section H: - Employability and Entrepreneurship- 10 marks (10 Questions of 1 mark each)

All questions are compulsory. Section C comprise of various specialization / area specific questions. Students should choose as per their programme specialization.

Agriculture Sciences	

Leadership Team

Dean/Domain Head:	Dr. Sunil Saran

S.No	Institution Name	Head of the Institution	Programme Title	Programme Leaders	Programme Review Committee (PRC of 3-5 Members)	Role
1	AIOA	Dr. Naleeni Ramawat	MBA(A&FB)	Ms. Beila Sehdev Krishnan	Dr. Naleeni Ramawat	Chair
					Ms. BeilaSehdev Krishnan	Member
					Ms. Sneha Ghai	Member
			B.Sc.(A&FB)	Ms. BeilaSehdev Krishnan Dr Renu Yadav	Dr. Naleeni Ramawat	Chair
					Ms. Beila Sehdev Krishnan	
					Ms. Sneha Ghai	Member
					Mr Aditya Kumar Verma	Member
			M.Sc. (Agri) Agronomy	Dr Renu Yadav	Dr. Naleeni Ramawat	Chair
					Dr Sangeeta Pandey	Member
					Mr. Aditya Verma	Member
2	AIHSR	Dr. Sunil Saran	MSc Horticulture (Post Harvest Management)	Dr Neeru Dubey	Dr Sunil Saran	Chair
					Dr Neeru Dubey	Member
					Dr Naleeni Ramawat	Member