AMITY UNIVERSITY
UTTAR PRADESH

Outcome Assessment Plan 2019-21

Domain: Health & Allied Sciences

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SECTION I : INTRODUCTION TO DOMAIN

Introduction:

The Health & Allied Sciences education system in India has witnessed rapid progress in recent years to become one of largest in the world. Considering the wide diversities in the system and the need to enhance its quality, standard and relevance so that the Health & Allied Sciences graduates passing out from the system can meet the global challenges of 21st century ahead of them.

The Health and Allied Sciences Education System ensures to provide ample opportunities to its students' to excel in their careers and strives to fulfill its mission. India today faces an acute shortage of skilled manpower. Coupled with other related factors, it makes the healthcare system unable to meet the health needs of the population. Although occupational classifications vary across the globe, little has been done in India to estimate the need and to measure the competency of health care providers beyond the doctors and nurses. Augmentation of skilled healthcare workers at all the levels is necessary to ensure quality and improved access to healthcare services. Availability of human resources at all levels of the healthcare system is also extremely essential for the larger national goal of Universal Health Coverage (UHC).

Health & Allied Sciences Education System play a critical role and are the support pillars of the healthcare team. Numerous professionals are trained to handle specific health problems and provide services in their area of expertise through comprehensive assessment and diagnosis and/or treatment to promote recovery and advance quality of life. They are defined as follows:

Health & Allied professionals include individuals involved with the delivery of health or related services, with expertise contributing in therapeutic, diagnostic, curative, preventive and rehabilitative interventions. They work in interdisciplinary health teams including physicians (all medical professionals including specialists), nurses and public health officials to promote, protect, treat and/or manage a person('s) physical, mental, social, emotional, environmental health and holistic well-being.' India faces an acute shortage of over 64 lakh skilled human resource in the health sector with Uttar Pradesh alone accounting for a shortfall of 10 lakh allied healthcare professionals, according to a study titled 'From Paramedics to Allied Health Sciences: landscaping the journey and way forward' undertaken by the Public Health Foundation of India for the Ministry of Health and Family Welfare.

These challenges require appropriate orientation of Health & Allied Sciences education and research in the country at all levels, Masters, Bachelors and Doctoral levels in all disciplines of modern healthcare and in the futuristic and emerging frontier areas of healthcare 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 empathy 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.

Amity University is continuously striving for excellence in education. It is therefore, important to review and upgrade the curriculum of Master of Physiotherapy Programme in Health & Allied Sciences in line with the norms of UGC, National and International Accreditation bodies such as NAAC, WASC, IAP, Industry and other stakeholders' feedbacks. After a series of discussions and deliberations with concerned groups, model framework/Programme structure and implementation guidelines for Master of Physiotherapy Programme have been evolved in line with the requirements of UGC / IAP, National & international Accreditation bodies and industry requirements. Model Framework /Programme Structure and Scheme of Instructions would be of help to the

institutions offering Master's programme in Health & Allied Sciences domain to finalize the detailed programme structure, syllabus and CBCS of various programmes of study.

SECTION II: Introduction of Outcome Assessment Plan

Introduction of Outcomes Assessment

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

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

The outcome assessment plan includes:

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

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

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

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

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

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

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

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

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

- Students are **learning** the knowledge, skills, and habits necessary to achieve the programme/discipline goals and objectives
- The **programme/discipline goals** are derived from and support the college mission
- The **curriculum** is coherent, current and consistent
- The **instruction** is effective in enabling student

- The **resources** are adequate for the production of student learning.
- The academic **support services** are adequate to facilitate student learning.

SECTION III:

DOMAIN MISSION AND BROAD-BASED GOALS /OBJECTIVES

Domain Mission and Broad-Based Goals /Objectives Institutional: FACULTY OF HEALTH AND ALLIED SCIENCES

3.1 Mission Statement

Mission Statement:
To provide healthcare management education in relevant disciplines at Masters and Bachelors and Doctoral levels in all disciplines of modern healthcare management and in the futuristic and emerging frontier areas of healthcare management 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 empathy 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.

Broad-Based Goals / Objectives at Domain / Faculty Level

3.2 Broad Based Education Goals Domain: Health & Allied Sciences

Educational Goals:	
1	Student shall be able to demonstrate knowledge of the application of Health and Allied Sciences areas principles and practices in a professional work setting
2	Student shall be able to develop and sustain effective individual and organizational performance by leveraging Research skills, Information and Technological competencies in the given Health and Allied Sciences areas framework
3	Student shall be able to appropriately apply compassion and influential skills in working with patients, attendants, colleagues and the community.
4	Student shall be able to demonstrate effective communication skills that support and enhance effectiveness in Health and Allied Sciences areas.
5	Student shall be able to develop positive perspectives and skills that create productive domain leaders and improved health outcomes globally.
6	Student shall be able to act ethically and responsibly
7	Student shall be able to critically evaluate and reflect learning and development throughout their career
8	Student shall be able to utilize theory and practice, and expertise across functional areas in Health and Allied Sciences

	making effective decisions by understanding the relationship of Health and Allied Sciences activities to global environment

3.3 Broad-Based Operational Goals (Resources Required) At Faculty of Health & Allied Sciences Domain

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

SECTION III:

INSTITUTION MISSION AND BROAD-BASED GOALS /OBJECTIVES

INSTITUTION MISSION AND BROAD-BASED GOALS /OBJECTIVES

Name of the Institution: Amity Institute of Pharmacy (AIP)

3.1 Mission Statement

Mission of Institution
To provide education in Pharmaceutical Sciences at Bachelors level incorporating disciplines of modern healthcare and in the futuristic and emerging frontier areas of Pharmaceutical knowledge, learning and research as per Industry 4.0 and to develop the overall personality of students by making them not only excellent professionals but also good individuals, with understanding and empathy 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 Educational Goals / Objectives at Institution Level

	Educational Goals
1	Student shall be able to demonstrate knowledge of the application of Pharmaceutical Sciences, principles and practices in a professional work setting
2	Student shall be able to develop and sustain effective individual and organizational performance by leveraging Research skills, Information and Technological competencies in the given Pharmaceutical framework
3	Student shall be able to appropriately apply compassion and influential skills in working with stakeholders in industrial setup and patients, colleagues & community in healthcare setup
4	Student shall be able to demonstrate effective communication skills that support and enhance effectiveness in Pharmacy Practice and Pharmaceutical Industry.
5	Student shall be able to develop positive perspectives and skills that create productive domain leaders and improved health outcomes globally.

6	Student shall be able to act ethically and responsibly
7	Student shall be able to critically evaluate and reflect learning and development throughout their career.
8	Student shall be able to utilize theory and practice, and expertise across functional areas in Pharmaceutical Sciences making effective decisions by understanding the relationship of Pharmaceutical Sciences activities to global environment

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

Operational Goals	
1	AIP will provide educational excellence in Teaching/Academic Delivery and research.
2	AIP will facilitate a conducive environment for academic and extracurricular activities for holistic development of students.
3	AIP will facilitate a nurturing environment for innovation and research excellence for the intellectual growth of faculty.
4	AIP will enable cultivation of core values of the university and ethical conduct amongst students, faculty and staff.
5	AIP will encourage cultural diversity and a sense of social and environmental responsibility.
6	AIP will provide opportunities for international exposure to faculty and students.
7	AIP will strive for continual improvement of processes and systems and aim to attain national and international accreditations and university rankings.
8	AIP will build strong industry networks through alumni networks and empanelment of expertise from industry.
9	AIP will facilitate employment opportunities and also support students to start their own ventures.
10	AIP will facilitate good governance in discharge of responsibilities and execution of policies and programs.

Name of the Institution: Amity Institute of Physiotherapy (AIPT)

3.1 Mission Statement

Mission of Institution
To provide education in Physiotherapy disciplines at Masters, Bachelors and Doctoral levels in all disciplines of modern healthcare and in the futuristic and emerging frontier areas of Physiotherapy knowledge, learning and research as per Industry 4.0 and to develop the overall personality of students by making them not only excellent Physiotherapy professionals but also good individuals, with understanding and empathy 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 Educational Goals / Objectives at Institution Level

	Educational Goals
1	Student shall be able to Create and sustain a culture that supports teaching excellence in healthcare management and focus on outcome based healthcare education system
2	Student shall be able to Promote the use of variety of appropriate new technologies and methodologies in teaching learning and skill development process
3	Student shall be able to Focus on developing students management skills specific to healthcare service industry, skills and competencies by imparting high quality healthcare education and enhance employability
4	Student shall be able to Incorporate feedback of all stakeholders for course curriculum development/ review.
5	Student shall be able to implement the Choice Based Credit System (CBCS) in the academic curriculum and implement an instructional package to suit the needs of students and keep pace with worldwide developments in higher healthcare education
6	Student shall be able to develop a healthcare management teaching learning environment that is student centric and holistic, enabling students to utilize all levels of cognition, and to develop intellectually, socially and ethically.

7	Student shall be able to provide high quality health care management education and prepare students for further study, research and for a wide range of career opportunities in Government and Private hospitals, diagnostic, Dialysis and Day-care surgery centers, Consulting firms, HIS, telemedicine and health informatics firms, Development agencies, Academia and others in Health and Allied Sciences.
8	Student shall be able to apply class room teaching and knowledge to practical healthcare industry applications, and provide students with the necessary skills to function as responsible health professionals
9	Student shall be able to develop digitally literate students who can access and evaluate information, communicate and collaborate with others, produce and share research content, and healthcare technology tools to achieve academic, professional, and personal goals.

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

Operational Goals	
1	AIHA will provide educational excellence in Teaching/Academic Delivery and research.
2	AIHA will facilitate a conducive environment for academic and extracurricular activities for holistic development of students.
3	AIHA will facilitate a nurturing environment for innovation and research excellence for the intellectual growth of faculty.
4	AIHA will enable cultivation of core values of the university and ethical conduct amongst students, faculty and staff.
5	AIHA will encourage cultural diversity and a sense of social and environmental responsibility.
6	AIHA will provide opportunities for international exposure to faculty and students.
7	AIHA will strive for continual improvement of processes and systems and aim to attain national and international accreditations and university rankings.
8	AIHA will build strong industry networks through alumni networks and empanelment of expertise from industry.
9	AIHA will facilitate employment opportunities and also support students to start their own ventures.
10	AIHA will facilitate good governance in discharge of responsibilities and execution of policies and programs.

Name of the Institution: Amity Institute of Hospital Administration (AIHA)

3.1 Mission Statement

Mission of Institution
To provide healthcare management education in relevant disciplines of Bachelors levels in all disciplines of modern healthcare management and in the futuristic and emerging frontier areas of healthcare management knowledge, learning and research as per Industry 4.0 and to develop the overall personality of students by making them not only excellent professionals but also good individuals, with understanding and empathy 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 Educational Goals / Objectives at Institution Level

	Educational Goals
1	Student shall be able to Create and sustain a culture that supports teaching excellence in healthcare management and focus on outcome based healthcare education system
2	Student shall be able to Promote the use of variety of appropriate new technologies and methodologies in teaching learning and skill development process
3	Student shall be able to Focus on developing students management skills specific to healthcare service industry, skills and competencies by imparting high quality healthcare education and enhance employability
4	Student shall be able to Incorporate feedback of all stakeholders for course curriculum development/ review.
5	Student shall be able to implement the Choice Based Credit System (CBCS) in the academic curriculum and implement an instructional package to suit the needs of students and keep pace with worldwide developments in higher healthcare education

6	Student shall be able to develop a healthcare management teaching learning environment that is student centric and holistic, enabling students to utilize all levels of cognition, and to develop intellectually, socially and ethically.
7	Student shall be able to provide high quality health care management education and prepare students for further study, research and for a wide range of career opportunities in Government and Private hospitals, diagnostic, Dialysis and Day-care surgery centers, Consulting firms, HIS, telemedicine and health informatics firms, Development agencies, Academia and others in Health and Allied Sciences.
8	Student shall be able to apply class room teaching and knowledge to practical healthcare industry applications, and provide students with the necessary skills to function as responsible health professionals
9	Student shall be able to develop digitally literate students who can access and evaluate information, communicate and collaborate with others, produce and share research content, and healthcare technology tools to achieve academic, professional, and personal goals.

3.3 Broad-Based Operational Goals (Resources Required) at Institution level

Operational Goals	
1	AIHA will provide educational excellence in Teaching/Academic Delivery and research.
2	AIHA will facilitate a conducive environment for academic and extracurricular activities for holistic development of students.
3	AIHA will facilitate a nurturing environment for innovation and research excellence for the intellectual growth of faculty.
4	AIHA will enable cultivation of core values of the university and ethical conduct amongst students, faculty and staff.
5	AIHA will encourage cultural diversity and a sense of social and environmental responsibility.
6	AIHA will provide opportunities for international exposure to faculty and students.
7	AIHA will strive for continual improvement of processes and systems and aim to attain national and international accreditations and university rankings.
8	AIHA will build strong industry networks through alumni networks and empanelment of expertise from industry.
9	AIHA will facilitate employment opportunities and also support students to start their own ventures.

10	AIHA will facilitate good governance in discharge of responsibilities and execution of policies and programs.

Name of the Institution: Amity Institute of Public Health (AIPH)

3.1 Mission Statement

Mission of Institution
To provide education in public health disciplines at Masters level incorporating disciplines of modern healthcare and in the futuristic and emerging frontier areas of public health knowledge, learning and research as per Industry 4.0 and to develop the overall personality of students by making them not only excellent professionals but also good individuals, with understanding and empathy 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 Educational Goals / Objectives at Institution Level

Educational Goals	
1	AIPH will provide educational excellence in the field of Public Health disciplines Teaching/Academic Delivery and research
2	Students will develop and sustain effective individual and organizational performance by leveraging Research skills, Information and Technological competencies in the given Public Health areas framework.
3	Students will appropriately apply compassion and influential skills in working with patients, attendants, colleagues and the community
4	Students will demonstrate effective communication skills that support and enhance effectiveness in Public Health areas
5	Students will develop positive perspectives and skills that create productive domain leaders and improved health

	outcomes globally.
6	Students will act ethically and responsibly
7	Students will critically evaluate and reflect learning and development throughout their career
8	Students will utilize theory and practice, and expertise across functional areas in Public health making effective decisions by understanding the relationship of community based activities to global environment

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

Operational Goals	
1	AIPH will provide educational excellence in the field of Public Health disciplines Teaching/Academic Delivery and research
2	AIPH will facilitate an academically conducive environment for holistic development of students
3	AIPH will facilitate environment for research excellence and innovation for the intellectual growth of faculty
4	AIPH will facilitate cultivation of core values of the university and ethical conduct amongst students, faculty and staff
5	AIPH will encourage cultural diversity and a sense of social and environmental responsibility
6	AIPH will provide ample opportunities for international exposure to faculty and students
7	AIPH will be involved in continual improvement of processes and systems and aim to attain national and international accreditations and university rankings as applicable
8	AIPH will build a strong healthcare industry interaction by way of alumni networks and empanelment of expertise from health industry in various disciplines
9	AIPH will facilitate employment opportunities and also support students to start their own ventures

10	AIPH will facilitate good governance in discharge of responsibilities and execution of policies and programs

Name of the Institution: Amity Institute of Physiology & Allied Sciences (AIPAS)

3.1 Mission Statement

Mission of Institution
To provide education in Physiology & Allied Sciences disciplines at bachelors level incorporating disciplines of modern healthcare and in the futuristic and emerging frontier areas of public health knowledge, learning and research as per Industry 4.0 and to develop the overall personality of students by making them not only excellent professionals but also good individuals, with understanding and empathy 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 Educational Goals / Objectives at Institution Level

	Educational Goals
1	Student shall be able to demonstrate knowledge of the application of Physiological areas principles and practices in a professional work setting
2	Student shall be able to develop and sustain effective individual and organizational performance by leveraging Research skills, Information and Technological competencies in the given Physiological framework
3	Student shall be able to appropriately apply compassion and influential skills in working with patients, attendants, colleagues and the community
4	Student shall be able to develop effective communication skills that support and enhance effectiveness in medical Physiology areas
5	Student shall be able to apply positive perspectives and skills that create productive domain leaders and improved health outcomes globally
6	Student shall be able to act ethically and responsibly

7	Student shall be able to critically evaluate and reflect learning and development throughout their career
8	Student shall be able to utilize theory and practice, and expertise across functional areas in Physiology Sciences making effective decisions by understanding the relationship of Physiology Sciences activities to global environment

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

Operational Goals	
1	AIPAS will provide educational excellence in Teaching/Academic Delivery and research.
2	AIPAS will facilitate a conducive environment for academic and extracurricular activities for holistic development of students.
3	AIPAS will facilitate a nurturing environment for innovation and research excellence for the intellectual growth of faculty.
4	AIPAS will enable cultivation of core values of the university and ethical conduct amongst students, faculty and staff.
5	AIPAS will encourage cultural diversity and a sense of social and environmental responsibility.
6	AIPAS will provide opportunities for international exposure to faculty and students.
7	AIPAS will strive for continual improvement of processes and systems and aim to attain national and international accreditations and university rankings.
8	AIPAS will build strong industry networks through alumni networks and empanelment of expertise from industry.
9	AIPAS will facilitate employment opportunities and also support students to start their own ventures.
10	AIPAS will facilitate good governance in discharge of responsibilities and execution of policies and programs.

Name of the Institution: Amity Institute of Neuropsychology and Neurosciences (AINN)

3.1 Mission Statement

Mission of Institution
To provide education in Neuroscience and basic Neuropsychology disciplines at Bachelors level incorporating disciplines of modern neuroscience healthcare and in the futuristic and emerging frontier areas of Neuro-scientific knowledge, learning and research as per Industry 4.0 and to develop the overall personality of students by making them not only excellent professionals but also good individuals, with understanding and empathy 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 Educational Goals / Objectives at Institution Level

	Educational Goals
1	Student shall be able to demonstrate knowledge of the application of Neuropsychology and Neurosciences area principles and practices in a professional work setting.
2	Student shall be able to develop and sustain effective individual and organizational performance by leveraging Research skills, Information and Technological competencies in the given Neuropsychology and Neurosciences areas framework.
3	Student shall be able to appropriately apply compassion and influential skills in working with colleagues and the community.
4	Student shall be able to demonstrate effective communication skills that support and enhance effectiveness in Neuropsychology and Neurosciences areas.
5	Student shall be able to develop positive perspectives and skills that create productive domain leaders and improved health outcomes globally.

6	Student shall be able to be able to act ethically and responsibly
7	Student shall be able to critically evaluate and reflect learning and development throughout their career
8	Student shall be able to integrate theory and practice, and expertise across functional areas in Neuropsychology and Neurosciences making effective decisions by understanding the relationship of community based activities to global environment.

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

Operational Goals	
1	AINN will provide educational excellence in the field of Neuropsychology and Neurosciences disciplines Teaching/Academic Delivery and research.
2	AINN will facilitate an academically conducive environment for holistic development of students.
3	AINN will facilitate environment for research excellence and innovation for the intellectual growth of faculty.
4	AINN will facilitate cultivation of core values of the university and ethical conduct amongst students, faculty and staff.
5	AINN will encourage cultural diversity and a sense of social and environmental responsibility.
6	AINN will provide ample opportunities for international exposure to faculty and students.
7	AINN will be involved in continual improvement of processes and systems and aim to attain national and international accreditations and university rankings as applicable.
8	AINN will build strong foundation for understanding the principles of Neurosciences and its sub-disciplines by way of alumni networks and empanelment of expertise from research Institutes and clinics in Neurosciences discipline.
9	AINN will facilitate research opportunities and also support students to go for higher education.
10	AINN will facilitate good governance in discharge of responsibilities and execution of policies and programs

SECTION IV:

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

STUDENT LEARNING ASSESSMENT

BACHELOR'S-Level Programme - Bachelor of Pharmacy (B.Pharm)

4.1 Mission Statement

Programme Mission
To provide education at all levels in all disciplines of Pharmacy at Bachelor levels in modern Pharmaceutical and healthcare sector in the futuristic and emerging frontier areas of knowledge, learning and research as per Industry 4.0 and to develop the overall personality of students by making them not only excellent Pharma 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"

4.2 Programme Educational Objectives (PEOs)

Educational Goals	
1	Student shall be able to demonstrate knowledge of the application of Pharmaceutical Sciences, principles and practices in a professional work setting
2	Student shall be able to develop and sustain effective individual and organizational performance by leveraging Research skills, Information and Technological competencies in the given Pharmaceutical framework
3	Student shall be able to appropriately apply compassion and influential skills in working with stakeholders in industrial setup and patients, colleagues & community in healthcare setup
4	Student shall be able to demonstrate effective communication skills that support and enhance effectiveness in Pharmacy Practice and Pharmaceutical Industry.
5	Student shall be able to develop positive perspectives and skills that create productive domain leaders and improved health outcomes globally.

6	Student shall be able to act ethically and responsibly
7	Student shall be able to critically evaluate and reflect learning and development throughout their career.
8	Student shall be able to utilize theory and practice, and expertise across functional areas in Pharmaceutical Sciences making effective decisions by understanding the relationship of Pharmaceutical Sciences activities to global environment

4.3 Programme Operational Objectives

Operational Goals	
1	B.Pharm. Programme will provide educational excellence in Teaching/Academic Delivery and research.
2	B.Pharm. Programme will facilitate a conducive environment for academic and extracurricular activities for holistic development of students.
3	B.Pharm. Programme will facilitate a nurturing environment for innovation and research excellence for the intellectual growth of faculty.
4	B.Pharm. Programme will enable cultivation of core values of the university and ethical conduct amongst students, faculty and staff.
5	B.Pharm. Programme will encourage cultural diversity and a sense of social and environmental responsibility.
6	B.Pharm. Programme will provide opportunities for international exposure to faculty and students.
7	B.Pharm. Programme will strive for continual improvement of processes and systems and aim to attain national and international accreditations and university rankings.
8	B.Pharm. Programme will build strong industry networks through alumni networks and empanelment of expertise from industry.
9	B.Pharm. Programme will facilitate employment opportunities and also support students to start their own ventures.
10	B.Pharm. Programme will facilitate good governance in discharge of responsibilities and execution of policies and programs.

4.4 Programme Learning Outcomes

Domain: Health & Allied Sciences

	Intended Learning Outcomes
1.	Student shall be able to define, summarize concepts in Pharmaceutical Sciences with an inter-disciplinary focus in the fields of Human Anatomy, Physiology, Biochemistry, Medicinal & Pharmaceutical Chemistry, Pharmacology, Formulation Development, Analytical Techniques, Herbal & Natural Drugs, Clinical & Pharmacy Practice in a dynamic healthcare & Industrial environment.
2.	Student shall be able to demonstrate ability to propose and evaluate hypotheses through research methods. Student shall be able to identify, define, investigate problems associated with formulation development, analysis, Pharmacological screening, and synthesis of medicinal compounds.
3.	Student shall be able to Proficient in the use of computers for report writing, presentations and project Management (MS Word, Power point, Excel and Projects) and use various IT tools and technologies for data processing and analysis.
4	Student shall be able to Exhibit critical and independent thinking to use theory, evidence, context and reasoning to identify a range of possible solutions and choose the best option.
5	Student shall be able to demonstrate excellent written and verbal communication skills. Has the ability to communicate concepts and applications effectively to individuals and groups from diverse educational and social backgrounds.
6	Student shall be able to develop range of Leadership skills and demonstrate excellent interpersonal skills, understanding of group dynamics and effective Teamwork, including an awareness of personal strengths and limitations.
7	Student shall be able to understand global Pharma issues and opportunities from international perspectives, Shall actively participate in National and International Pharmaceutical & Healthcare activities eg Pharmaceutical Industry Exhibitions, Health Programmes.
10	Student shall be able to understand and implement the highest standards of ethical behaviour in the healthcare management profession

11	Student shall be the Employers premium choice for placement in Pharmaceutical Industry, Hospitals (private and public), Pharmacies, Clinical Research, Pharmacovigilance & educational institutes, Should possess the knowledge, self belief and entrepreneurial skills required for the creation of wealth and jobs in the field of Pharmaceutical Sciences and Practice.

4.5 Programme Operational Outcomes

Operational Outcomes	
1.	1.1 AIP provide adequate infrastructure to the students as per the strength of the institute. Optimal utilization of resources is done 1.2 AIP Labs are fully equipped & staffed to meet all the functional requirements of the students. 100% of books & journals available as specified by the accrediting body or regulatory authorities. Teaching, learning aids, resources, such as labs, library, journals, database, software, Inventory of all technology equipment in classrooms, computer labs, 1.3 AIP provide 1 faculty cabin per two faculty members with space as per the norms 1.4 The number & Qualification of the faculty & staff would be as per the regulations of UGC and Pharmacy Council of India or Accrediting body. 1.5 100% of the faculty members would be given Annual Appraisals based on Performance-Based appraisal system. Minimum API score would be between 3-4.
2	100% students would take part in at-least one Functional and area specific club, Committees, Sports Events, co-curricular and extra-curricular activities and students participation in inter-institutional competition.
3	Faculty data about healthcare Research work and other Scholar activities such as: AIP would publish atleast 20 research papers per year in various National & international, scopus indexed journals. AIP would encourage the faculty to do atleast 20 National & 6 International Presentations per year.
4	Atleast 80% will be promoted. The students who are not able to complete the degrees on time would be given an extended period of N+1+1 to complete the degree. Minimum CGPA of 6 is required for completion of PG degree & a CGPA of 5.5 is required for completion of UG

	degree.
5	AIP will target a pass percentage of 80% for UG students and 95% for PG students.
6	Atleast one event per year attended by atleast 10 external teams. 80% students participate in activities like Sangathan, Annual Youth Fest, Human Value year activities
7	Atleast one national/International conference per year. Atleast 8-10 seminars/guest lectures per year.
8	Report on Annual Industry Interaction activities such as, Alumni Meets-1 per year Industry visits atleast 2 per year Evaluation Board-1-2 per year Career Counseling Sessions-1-2 per year
9	Employability: AIP will have minimum 80% placements for UG programme & 20% will be involved in higher education/ self-employed. AIP will have 100% placement for PG courses.
10	Unfair means cases less than 5% Ragging cases 0% Other disciplinary cases less than 5%

4.5. Student Learning Assessment for Bachelor of Pharmacy

Annexure - OAP

Outcome Assessment Plan

Master of Pharmacy

S. No.	PEO's	PLO	Direct	Tool No for Direct Assessment	Target	Indirect	Tool No for Indirect Assessment	Target
1.	Pharmaceutical Sciences knowledge	Student shall able to define, summarize concepts in	*Comprehensive Exam/Viva on Semester	UG/PLO/D/CE Framework	80% students shall pass the exam.	Student Exit Survey	PG/PLO/ID/Exit Survey	80% students response

		Pharmaceutical Sciences with an inter-disciplinary focus in the fields of Human Anatomy, Physiology, Biochemistry, Medicinal & Pharmaceutical Chemistry, Pharmacology, Formulation Development, Analytical Techniques, Herbal & Natural Drugs, Clinical & Pharmacy Practice in a dynamic healthcare & Industrial environment.	basis					range between 4-5 on the Likert Scale in the Student Exit Survey.
2.	Research and Enquiry	Student shall demonstrate ability to propose and evaluate hypotheses through research methods. Student shall be able to identify, define, investigate problems associated with formulation development, analysis, Pharmacological screening, synthesis of medicinal compounds.	Term Paper, Seminar, Journal Club, Case studies, Internship, Dissertation (Rubrics)	UG/PLO2/ D/Dissertation	100% students will undertake and complete the dissertation	Feedback of Industry Internship Guide and Faculty Guide		The Industry Internship Guide rates the students between 4-5 range on the Likert Scale in the feedback.
			Comprehensive Exam	UG/PLO/D /CE Framework				
3.	Information & Digital Literacy	Student shall be Proficient in the use of computers for report writing, presentations	*Comprehensive Exam	UG/PLO/D /CE Framework	100% students shall able to leverage IT	Student Exit Survey	PG/PLO/ID/Exit Survey	80% students response range

		and project Management (MS Word, Power point, Excel and Projects) and use various IT tools and technologies for data processing and analysis.			skills inorder to complete their Assignments and Projects			between 4-5 on the Likert Scale in the Student Exit Survey.
4.	Problem Solving	Student shall able to critically think and apply range of strategies for solving a problem and decision making.	Literature Review, Laboratory Practicals, exercises in the class room and in the field	PG/PLO4/ D/Simulation	80% students shall able to demonstrate Problem Solving and Decision Making Skill	Student Exit Survey	PG/PLO/ID/Exit Survey	80% students response range between 4-5 on the Likert Scale in the Student Exit Survey.
5.	Communication	Student shall demonstrate excellent written and verbal communication skills. Has the ability to communicate concepts and applications effectively to individuals and groups from diverse educational and social backgrounds.	English/foreign Language Communication Course. Result analysis of all semesters		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	PG/PLO/ID/Exit Survey	80% students response range between 4-5 on the Likert Scale in the Student Exit Survey.
6.	Behavioral Skills, Teamwork and Leadership	Student shall develop range of Leadership skills and demonstrate excellent interpersonal skills, understanding of group dynamics and effective Teamwork,	* Behavioral Science Course Result analysis of all semesters, Journal of Success		80% students should secure a grade of 6 and above on a 10-point scale in the Journal for	Student Exit Survey	PG/PLO/ID/Exit Survey	80% students response range between 4-5 on the Likert Scale in the

		including an awareness of personal strengths and limitations.			Success component of Behavioral Science course.			Student Exit Survey.
7.	Global Outlook	Student shall able to understand global Pharma issues and opportunities from international perspectives, Shall actively participate in National and International Pharmaceutical & Healthcare activities eg Pharmaceutical Industry Exhibitions, Health Programmes.	*Foreign Business Language Result Analysis of all semesters		100% students' participation in case studies pertaining to global issues.	Student Exit Survey	PG/PLO/ID/Exit Survey	80% students shall able to demonstrate Global Outlook Perspective
			* Rubrics	PG/PLO7/ D/FBL				
			* Comprehensive Exam	PG/PLO/D/ CE Framework				
8.	Ethical and Professional Conduct	Student shall understand and implement the highest standards of ethical behaviour in their profession	*Plagiarism Checking of Dissertation		100% Students are checked for plagiarism in NTCC report submissions and are allowed to appear for viva-voce upon obtaining plagiarism % below 15%.	Feedback of Industry Internship Guide		The Industry Internship Guide rates the students between 4-5 range on the Likert Scale in the feedback.

9.	Employeeablity Entrepreneurship Skill	Student shall be the Employers premium choice for placement in Pharmaceutical Industry, Hospitals (private and public), Pharmacies, Clinical Research, Pharmacovigilance & educational institutes, Should possess the knowledge, self belief and entrepreneurial skills required for the creation of wealth and jobs in the field of Pharmaceutical Sciences and Practice.	Placement data	UG/PLO9/ D/EMP	Placements of 80% students within six months of completion of programme. Number of students opting for self employment.			80% students response range between 4-5 on the Likert Scale in the Student Exit Survey.
			*Comprehensive Exam	PG/PLO/D/ CE Framework		Alumni Survey	PG/PLO/ID/Alumni Survey	80% alumni response range between 4-5 on the Likert Scale in the Alumni Survey
10.	Lifelong Learning	Student shall maintain a Lifelong learning attitude in personal, academics and research settings and engage in continuous upgradation and expansion of knowledge and skill sets on an ongoing basis through print, other media and interactions.	Group discussion		Mentors will assess the Learning curve of 100% students.	Student Exit Survey	PG/PLO/ID/Exit Survey	80% students response range between 4-5 on the Likert Scale in the Alumni Survey.
			*Comprehensive Exam	PG/PLO/D/ CE Framework				

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

The broad-based student learning goals identified in Section I above encompass the intended student learning outcomes as articulated in this section, and are general composites or summaries of these outcomes. These relationships are summarized in the outcomes-to-goals

mapping below (**Note: √ in a given cell of the table indicates the intended learning outcome in that row is associated with the learning goal in that column**.):

Broad-Based Student Learning / Goals (PEOs) Intended Learning Outcomes PLOs	PEO 1	PEO 2	PEO 3	PEO 4	PEO 5	PEO 6	PEO 7	PEO 8
BACHELOR'S LEVEL PROGRAMS								
Bachelor of Pharmacy								
Learning Outcome 1	X							
Learning Outcome 2	X	X	X		X			
Learning Outcome 3					X			
Learning Outcome 4	X	X	X		X			
Learning Outcome 5		X	X		X	X		
Learning Outcome 6				X				
Learning Outcome 7							X	
Learning Outcome 8		X	X	X	X			X

BACHELOR'S-Level Programme - Bachelor of Physiotherapy (BPT)

4.1 Mission Statement

Programme Mission
The Bachelor of Physiotherapy course aims to provide systematic Physiotherapy education in theory as well as practical with an emphasis on clear concepts and basics and in the futuristic and emerging frontier areas of Physiotherapy knowledge, learning and research as per Industry 4.0 and to develop the overall personality of students by making them not only excellent Physiotherapy professionals but also good individuals, with understanding and empathy 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. BPT programme has an objective to enable the students in critical analysis & decision-making leading to detailed therapeutic treatment with use of upcoming disruptive technology in the field.

4.2 Programme Educational Objectives (PEOs)

Educational Goals	
1	The student will be able to detect, evaluate & diagnose anatomical, pathophysiological & psychosomatic impairments resulting in physical dysfunction in various age groups, occupations & arrive at appropriate activity limitations & participation restrictions.
2	The student will be able to understand the rationale & basic investigative approach to the medical system & surgical intervention regimes & accordingly plan & implement specific physiotherapy measures effectively.
3	The student will be able to select strategies for cure & care; operate and maintain physiotherapy equipment's; adopt restorative & rehabilitative physiotherapeutic measures for maximum possible independence of a client at home, workplace & in the community as per the evaluation.
4	The student will be able to ethically maintain cooperation & coordination with various professionals in a multidisciplinary team of healthcare system in the primary interest of a client/patient

5	The student will be able to ensure quality assurance & motivate the client & family of the client for desirable compliance for physiotherapy interventions.
6	The student will be able to develop cognitive, affective, psychomotor and communication skills for the purpose of transfer of suitable technique to be used creatively at various phases of treatment, compatible with psychological status of the beneficiary.
7	The student will be able to promote health in general & practice Physiotherapy in geriatrics, woman's health, pediatrics, industrial health, community health, sports & fitness, as well as in education and research centers keeping in mind the national health policies.
8	The student will be able to practice professional autonomy & ethical principles with referral as well as first contact clients in conformity with professional & ethical codes of physiotherapy
9	The students will be able to enhance overall professional quality to improve their employability.
10	To inculcate the habit of lifelong learning and upgradation of knowledge and skills to be competitive in the current professional scenario.

4.3 Programme Operational Objectives

Operational Goals	
1	BPT Programme will provide educational excellence in Teaching/Academic Delivery and research.
2	BPT Programme will facilitate a conducive environment for academic and extracurricular activities for holistic development of students.
3	BPT Programme will facilitate a nurturing environment for innovation and research excellence for the intellectual growth of faculty.
4	BPT Programme will enable cultivation of core values of the university and ethical conduct amongst students, faculty and staff.
5	BPT Programme will encourage cultural diversity and a sense of social and environmental responsibility.

6	BPT Programme will provide opportunities for international exposure to faculty and students.
7	BPT Programme will strive for continual improvement of processes and systems and aim to attain national and international accreditations and university rankings.
8	BPT Programme will build strong industry networks through alumni networks and empanelment of expertise from industry.
9	BPT Programme will facilitate employment opportunities and also support students to start their own ventures.
10	BPT Programme will facilitate good governance in discharge of responsibilities and execution of policies and programs.

4.4 Programme Learning Outcomes

Domain: Health & Allied Sciences

Intended Learning Outcomes	
1	Student shall be able to acquire and apply concepts in Physiotherapy with an inter-disciplinary focus in a dynamic healthcare environment.
2	Student will be able to demonstrate and practice critical thinking integrating evidence based practice towards independent practice.
3	Student shall be able to proficiently evaluate, analyze and arrange the gained knowledge based on clinical data available in form of a report, wherever required. (MS Word, Power Point, Excel and Projects)
4	Student shall demonstrate analytical thinking to acquire and use information and reasoning to identify a range of possible solutions and choose the best option.
5	Student shall practice good written and verbal communication skills along with physical functional diagnosis, treatment planning, management and administration for treating individuals and groups from diverse educational and social backgrounds.
6	Student shall develop Leadership and interpersonal skills, demonstrate understanding of teamwork, including an awareness of personal strengths and limitations.

7	Student shall be able to understand important global issues and opportunities, shall actively participate in national healthcare activities e.g. health camps to improve the level of health of the nation.
8	Student shall be competent and reflective physiotherapy practitioner who is able to practice compassionately, empathic attitude and behavior, safely and effectively while adhering to legal; ethical and professional standards of practice in any health care settings for patients and clients across the lifespan to provide continuum of care from wellness and prevention to rehabilitation dysfunctions.
9	Student shall choose to gain employment opportunities in various settings of hospitals / nursing homes / sports team / fitness center/community Rehabilitation / Health planning boards / health promotion services in both private and public sectors.
10	Student shall demonstrate lifelong commitment to learning and professional development in personal and academics settings and engage in continuous upgradation of knowledge and skill sets on an on-going basis through formal education, print, other media and interactions.

4.5 Programme Operational Outcomes

Operational Outcomes	
1.	1.1 AIPT provide adequate infrastructure to the students as per the strength of the institute. Optimal utilization of resources is done 1.2 AIPT Labs are fully equipped & staffed to meet all the functional requirements of the students. 100% of books & journals available as specified by the accrediting body or regulatory authorities. Teaching, learning aids, resources, such as labs, library, journals, database, softwares, Inventory of all technology equipment in classrooms, computer labs, 1.3 AIPT provide 1 faculty cabin per two faculty members with space as per the norms 1.4 The number & Qualification of the faculty & staff would be as per the regulations of UGC and Pharmacy Council of India or Accrediting body. 1.5 100% of the faculty members would be given Annual Appraisals based on Performance-Based appraisal system. Minimum API score would be between 3-4.

2	100% students would take part in at-least one Functional and area specific club, Committees, Sports Events, co-curricular and extra-curricular activities and students participation in inter-institutional competition.
3	Faculty data about healthcare Research work and other Scholar activities such as: AIPT would publish atleast 20 research papers per year in various National & international, scopus indexed journals. AIPT would encourage the faculty to do atleast 20 National & 6 International Presentations per year.
4	Atleast 80% will be promoted. The students who are not able to complete the degrees on time would be given an extended period of N+1+1 to complete the degree. Minimum CGPA of 6 is required for completion of PG degree & a CGPA of 5.5 is required for completion of UG degree.
5	AIPT will target a pass percentage of 80% for UG students and 95% for PG students.
6	Atleast one event per year attended by atleast 10 external teams. 80% students participate in activities like Sangathan, Annual Youth Fest, Human Value year activities
7	Atleast one national/International conference per year. Atleast 8-10 seminars/guest lectures per year.
8	Report on Annual Industry Interaction activities such as, Alumni Meets-1 per year Industry visits atleast 2 per year Evaluation Board-1-2 per year Career Counseling Sessions-1-2 per year
9	Employability: AIPT will have minimum 80% placements for UG programme & 20% will be involved in higher education/ self-employed. AIPT will have 100% placement for PG courses.
10	Unfair means cases less than 5% Ragging cases 0% Other disciplinary cases less than 5%

4.5. Student Learning Assessment for Bachelor of Physiotherapy (BPT)

#	PEO's	PLO's	Direct	Tool No for Direct Assessment	Target Performance	Indirect	Tool_No for Indirect Assessment	Target Performance
1	Physiotherapy knowledge	Student shall be able to acquire and apply concepts in Physiotherapy with an inter-disciplinary focus in a dynamic healthcare environment.	*Comprehensive Exam/Viva on annual basis	UG/PLO/D/CE Framework	80% students shall pass the exam.	Student Exit Survey	UG/PLO/ID/Exit Survey	80% students response range between 4-5 on the Likert Scale in the Student Exit Survey.
2	Research and Enquiry	Student will be able to demonstrate and practice critical thinking integrating evidence based practice towards independent practice.	Internship, Major Project (Rubrics) & Comprehensive Exam	UG/PLO2/D/Major Project & UG/PLO/D/CE Framework	100% students will undertake and complete the Project	Feedback of Industry Internship Guide		The Industry Internship Guide rates the students between 4-5 range on the Likert Scale in the feedback.
3	Information & Digital Literacy	Student shall be able to proficiently evaluate, analyze and arrange the gained knowledge based on clinical data available	*Comprehensive Exam	UG/PLO/D/CE Framework	100% students shall able to leverage IT in order to complete their Assignments	Student Exit Survey	UG/PLO/ID/Exit Survey	80% students response range between 4-5 on the Likert Scale in the Student Exit Survey.

		in form of a report, wherever required. (MS Word, Power Point, Excel and Projects)			and Projects			
4	Problem Solving	Student shall demonstrate analytical thinking to acquire and use information and reasoning to identify a range of possible solutions and choose the best option.	*Comprehensive examination, Practicals for clinical training	UG/PLO/D/CE Framework	80% students shall able to demonstrate Problem Solving and Decision Making Skill	Student Exit Survey	UG/PLO/ID/Exit Survey	80% students response range between 4-5 on the Likert Scale in the Student Exit Survey.
5	Communication	Student shall practice good written and verbal communication skills along with physical functional diagnosis, treatment planning, management and administration for treating individuals and groups from diverse educational and social backgrounds.	*Communication Skills Course Result analysis of all semesters	UG/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	UG/PLO/ID/Exit Survey	80% students response range between 4-5 on the Likert Scale in the Student Exit Survey.
6	Behavioral Skills, Teamwork and	Student shall develop Leadership and	Rubrics	UG/PLO6/D/BS	80% students should secure	Student Exit	UG/PLO/ID/Exit Survey	80% students response range

	Leadership	interpersonal skills, demonstrate understanding of teamwork, including an awareness of personal strengths and limitations.	* Behavioural Science Course Result analysis of all semesters, Journal of Success		a grade of 6 and above on a 10-point scale in the Journal for Success component of Behavioural Science course.	Survey		between 4-5 on the Likert Scale in the Student Exit Survey.
7	Global Outlook	Student shall be able to understand important global issues and opportunities, shall actively participate in national healthcare activities e.g. health camps to improve the level of health of the nation..	* Rubrics & Foreign Business Language Result Analysis of all semesters	UG/PLO7/D/FBL	100% students' participation in case studies pertaining to global issues.	Student Exit Survey	UG/PLO/ID/Exit Survey	80% students response range between 4-5 on the Likert Scale in the Student Exit Survey.
8	Ethical and Professional Conduct	Student shall be competent and reflective physiotherapy practitioner who is able to practice compassionately, empathic attitude and behavior, safely and effectively while adhering to legal;	*Plagiarism Checking of Project work		100% Students are checked for plagiarism in NTCC report submissions and are allowed to appear for viva-voce upon	Feedback of Industry Internship Guide		The Industry Internship Guide rates the students between 4-5 range on the Likert Scale in the feedback.

		ethical and professional standards of practice in any health care settings for patients and clients across the lifespan to provide continuum of care from wellness and prevention to rehabilitation dysfunctions.			obtaining plagiarism % below 15%.			
9	Employability Entrepreneurship Skill	Student shall choose to gain employment opportunities in various settings of hospitals / nursing homes / sports team / fitness center/community Rehabilitation / Health planning boards / health promotion services in both private and public sectors.	Successful placement of students • Quality of placements (company profile, job profile, salary package offered) • quality of internship • List of students placed. • List of industries visiting campus,		100% students get placed and 50% students should secure a grade of 6 and above on a 10-point scale.	Student Exit Survey	UG/PLO/ID/Exit Survey	80% students response range between 4-5 on the Likert Scale in the Student Exit Survey.
10	Lifelong Learning	Student shall	*Comprehe	UG/PLO/D/CE	80% students	Student	UG/PLO/ID/E	80% students

		demonstrate lifelong commitment to learning and professional development in personal and academics settings and engage in continuous up gradation of knowledge and skill sets on an on-going basis through formal education, print, other media and interactions.	nsive Exam	Framework	shall pass the exam	Exit Survey	xit Survey	response range between 4-5 on the Likert Scale in the Student Exit Survey.

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

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

Broad-Based Student Learning / Goals (PEOs) Intended Learning Outcomes PLOs	PEO 1	PEO 2	PEO 3	PEO 4	PEO 5	PEO 6	PEO 7	PEO 8
BACHELOR'S LEVEL PROGRAMS								
Bachelor of Physiotherapy								
Learning Outcome 1	X							
Learning Outcome 2	X	X	X		X			
Learning Outcome 3					X			
Learning Outcome 4	X	X	X		X			
Learning Outcome 5		X	X		X	X		
Learning Outcome 6				X				
Learning Outcome 7							X	
Learning Outcome 8		X	X	X	X			X

BACHELOR'S-Level Programme - Bachelor of Business Administration (Healthcare)

4.1 Mission Statement

Programme Mission
To provide healthcare management education in relevant discipline of Bachelors of Business Administration of modern healthcare management and in the futuristic and emerging frontier areas of healthcare management knowledge, learning and research as per Industry 4.0 and to develop the overall personality of students by making them not only excellent professionals but also good individuals, with understanding and empathy for human values, pride in their heritage and culture, a sense of right and wrong and yearning for perfection and imbibe attributes of courage of conviction and action.

4.2 Programme Educational Objectives (PEOs)

Educational Goals	
1	Student shall be able to focus on outcome based, Choice Based Credit System (CBCS) of healthcare education system for students and develop students' managerial and supervisory skills and competencies specific to healthcare service industry.
2	Student shall be able to digitally literate and application based, prepared for research and careers in a wide range of healthcare service delivery organizations at executive and supervisory levels.
3	Student shall be able to demonstrate knowledge of research and problem solving methods thus enabling sustainable research aligned with industry requirements.
4	Student shall be able to demonstrate active participation in activities to enhance a conducive environment to attract faculty to meet University guidelines and provide high quality education to students.
5	Students must be aware of social, ethical and environment sustainability issues and promote Environmentally

	Sustainable Development in a compassionate manner.
6	Student shall be able to exhibit the ability to, participate in student exchange programmes, study abroad programmes to increase international exposure.
7	Student shall be able to demonstrate willingness to acquire relevant national and international accreditations in the field of healthcare management education at undergraduate level.
8	Student shall be able to develop long-term associations with the Institute, University and other alumni to design programmes responsive to changing industry needs.
9	Student shall be able to display knowledge of self-employment opportunities, available further study and career options and facilitate student placements
10	Student shall be able to the content and delivery and financials of the programme must align with and fulfill university and Domain policies as laid down

4.3 Programme Operational Objectives

Operational Goals	
1	BBA (Healthcare) programme will provide educational excellence in Teaching/Academic Delivery and research.
2	BBA (Healthcare) programme will facilitate a conducive environment for academic and extracurricular activities for holistic development of students.
3	BBA (Healthcare) programme will facilitate a nurturing environment for innovation and research excellence for the intellectual growth of faculty.
4	BBA (Healthcare) programme will enable cultivation of core values of the university and ethical conduct amongst students, faculty and staff.
5	BBA (Healthcare) programme will encourage cultural diversity and a sense of social and environmental responsibility.
6	BBA (Healthcare) programme will provide opportunities for international exposure to faculty and students.
7	BBA (Healthcare) programme will strive for continual improvement of processes and systems and aim to attain national and international accreditations and university rankings.
8	BBA (Healthcare) programme will build strong industry networks through alumni networks and empanelment of

	expertise from industry.
9	BBA (Healthcare) programme will facilitate employment opportunities and also support students to start their own ventures.
10	BBA (Healthcare) programme will facilitate good governance in discharge of responsibilities and execution of policies and programs.

4.4 Programme Learning Outcomes

Domain: Health & Allied Sciences

Intended Learning Outcomes	
1.	Student shall be able to define and explain basic concepts in Healthcare Management with an inter-disciplinary focus in the fields of Management, Accounting, and basic hospital operations in a dynamic healthcare environment.
2.	Student shall be able to demonstrate ability to practice research methods. Student shall be able to identify, define, investigate basic healthcare business issues, exhibit collect, analyse and interpret simple data to derive the optimum solution from a possible range.
3.	Student shall be able to Proficient in the use of computers for report writing, presentations and project Management (MS Word, Power point, Excel and Projects)
4	Student shall be able to demonstrate analytical thinking to acquire and use information and reasoning to identify a range of possible solutions and choose the best option.
5	Student shall be able to demonstrate good written and verbal communication skills. Shall have the ability to communicate basic concepts and applications effectively to individuals and groups from diverse educational and social backgrounds.
6	Student shall be able to develop Leadership and shall interpersonal skills, demonstrate understanding of Teamwork, including an awareness of personal strengths and limitations.
7	Student shall be able to understand important global issues and opportunities, shall actively participate in National Healthcare activities eg Health camps to improve the level of health of the Nation.
8	Student shall be able to understand and implement the highest standards of ethical behaviour in the healthcare

	management profession
9	Student shall be able to the Employers preferred choice for placement in hospitals (private and public), Diagnostic centers, TPAs at executive levels. Should possess the knowledge, self belief and entrepreneurial skills required to leverage opportunities in the field of healthcare.
10	Student shall be able to maintain a Lifelong learning attitude in personal and academics settings and engage in continuous up-gradation of knowledge and skill sets on an ongoing basis through formal education, print, other media and interactions.
11	Student shall be able to Inculcate a compassionate and empathetic attitude and behaviour towards patients, attendants, staff and community to provide mental as well as physical succour.

4.5 Programme Operational Outcomes

Operational Outcomes	
1.	1.1 AIHA provide adequate infrastructure to the students as per the strength of the institute. Optimal utilization of resources is done 1.2 AIHA Labs are fully equipped & staffed to meet all the functional requirements of the students. 100% of books & journals available as specified by the accrediting body or regulatory authorities. Teaching, learning aids, resources, such as labs, library, journals, database, softwares, Inventory of all technology equipment in classrooms, computer labs, 1.3 AIHA provide 1 faculty cabin per two faculty members with space as per the norms 1.4 The number & Qualification of the faculty & staff would be as per the regulations of UGC and Pharmacy Council of India or Accrediting body. 1.5 100% of the faculty members would be given Annual Appraisals based on Performance-Based appraisal system. Minimum API score would be between 3-4.
2	100% students would take part in at-least one Functional and area specific club, Committees, Sports Events, co-curricular and extra-curricular activities and students participation in inter-institutional competition.
3	Faculty data about healthcare Research work and other Scholar activities such as:

	AIHA would publish atleast 20 research papers per year in various National & international, scopus indexed journals. AIHA would encourage the faculty to do atleast 20 National & 6 International Presentations per year.
4	Atleast 80% will be promoted. The students who are not able to complete the degrees on time would be given an extended period of N+1+1 to complete the degree. Minimum CGPA of 6 is required for completion of PG degree & a CGPA of 5.5 is required for completion of UG degree.
5	AIHA will target a pass percentage of 80% for UG students and 95% for PG students.
6	Atleast one event per year attended by atleast 10 external teams. 80% students participate in activities like Sangathan, Annual Youth Fest, Human Value year activities
7	Atleast one national/International conference per year. Atleast 8-10 seminars/guest lectures per year.
8	Report on Annual Industry Interaction activities such as, Alumni Meets-1 per year Industry visits atleast 2 per year Evaluation Board-1-2 per year Career Counseling Sessions-1-2 per year
9	Employability: AIHA will have minimum 80% placements for UG programme & 20% will be involved in higher education/ self-employed. AIHA will have 100% placement for PG courses.
10	Unfair means cases less than 5% Ragging cases 0% Other disciplinary cases less than 5%

4.5.Student Learning Assessment for Bachelor of Business Administration (Healthcare)

#	PEO's	PLO's	Direct	Tool No for Direct Assessment	Target Performance	Indirect	Tool_No for Indirect Assessment	Target Performance
1	Business Administration Healthcare knowledge	Student shall able to define and explain basic concepts in Healthcare Management with an inter-disciplinary focus in the fields of Management, Accounting, and basic hospital operations in a dynamic healthcare environment.	*Comprehensive Exam/Viva on annual basis	UG/PLO/D/CE Framework	80% students shall pass the exam.	Student Exit Survey	UG/PLO/ID/Exit Survey	80% students response range between 4-5 on the Likert Scale in the Student Exit Survey.
2	Research and Enquiry	Student shall demonstrate ability to practice research methods. Student shall be able to identify, define, investigate basic healthcare business issues, exhibit collect, analyse and interpret simple data to derive the optimum solution from a possible range.	Internship, Major Project (Rubrics) & Comprehensive Exam	UG/PLO2/D/Major Project & UG/PLO/D/CE Framework	100% students will undertake and complete the Project	Feedback of Industry Internship Guide	Feedback of Industry Internship Guide	The Industry Internship Guide rates the students between 4-5 range on the Likert Scale in the feedback.
3	Information & Digital Literacy	Student shall be Proficient in the use of computers for	*Comprehensive Exam	UG/PLO/D/CE Framework	100% students shall able to leverage IT	Student Exit Survey	UG/PLO/ID/Exit Survey	80% students response range between 4-5 on

		report writing, presentations and project Management (MS Word, Power point, Excel and Projects)			inorder to complete their Assignments and Projects			the Likert Scale in the Student Exit Survey.
4	Problem Solving	Student shall demonstrate analytical thinking to acquire and use information and reasoning to identify a range of possible solutions and choose the best option.	*Comprehensive examination, Practicals for clinical training	UG/PLO/D/CE Framework	80% students shall able to demonstrate Problem Solving and Decision Making Skill	Student Exit Survey	UG/PLO/ID/Exit Survey	80% students response range between 4-5 on the Likert Scale in the Student Exit Survey.
5	Communication	Student shall demonstrate good written and verbal communication skills. Shall have the ability to communicate basic concepts and applications effectively to individuals and groups from diverse educational and social backgrounds.	*Communication Skills Course Result analysis of all semesters	UG/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	UG/PLO/ID/Exit Survey	80% students response range between 4-5 on the Likert Scale in the Student Exit Survey.
6	Behavioral Skills, Teamwork and	Student shall develop Leadership and shall	Rubrics	UG/PLO6/D/BS	80% students should secure	Student Exit	UG/PLO/ID/Exit Survey	80% students response range

	Leadership	interpersonal skills, demonstrate understanding of Teamwork, including an awareness of personal strengths and limitations.	* Behavioural Science Course Result analysis of all semesters, Journal of Success		a grade of 6 and above on a 10-point scale in the Journal for Success component of Behavioural Science course.	Survey		between 4-5 on the Likert Scale in the Student Exit Survey.
7	Global Outlook	Student shall able to understand important global issues and opportunities, Shall actively participate in National Healthcare activities eg Health camps to improve the level of health of the Nation.	* Rubrics & Foreign Business Language Result Analysis of all semesters	UG/PLO7/D/FBL	100% students' participation in case studies pertaining to global issues.	Student Exit Survey	UG/PLO/ID/Exit Survey	80% students response range between 4-5 on the Likert Scale in the Student Exit Survey.
8	Ethical and Professional Conduct	Student shall understand and implement the highest standards of ethical behaviour in the healthcare management profession	*Plagiarism Checking of Project work		100% Students are checked for plagiarism in NTCC report submissions and are allowed to appear for viva-voce	Feedback of Industry Internship Guide		The Industry Internship Guide rates the students between 4-5 range on the Likert Scale in the feedback.

					upon obtaining plagiarism % below 15%.			
9	Employeeablity Entrepreneurship Skill	Student shall be the Employers preferred choice for placement in hospitals (private and public), Diagnostic centers, TPAs at executive levels. Should possess the knowledge, self-belief and entrepreneurial skills required to leverage opportunities in the field of healthcare.	Successful placement of students • Quality of placements (company profile, job profile, salary package offered) • quality of internship • List of students placed. • List of industries visiting campus,		100% students get placed and 50% students should secure a grade of 6 and above on a 10-point scale.	Student Exit Survey	UG/PLO/ID/Exit Survey	80% students response range between 4-5 on the Likert Scale in the Student Exit Survey.
10	Lifelong Learning	Student shall maintain a Lifelong learning attitude in personal and academics settings and engage in continuous upgradation of knowledge and skill sets on an ongoing	*Comprehensive Exam	UG/PLO/D/CE Framework	80% students shall pass the exam	Student Exit Survey	UG/PLO/ID/Exit Survey	80% students response range between 4-5 on the Likert Scale in the Student Exit Survey.

		basis through formal education, print, other media and interactions.						

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

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

BACHELOR'S-Level Programme - Bachelor of Medical Physiology (B.Sc. - Medical Physiology)

4.1 Mission Statement

Programme Mission
To provide systematic education in Medical Physiology theory as well as practical with an emphasis on clear concepts and basics and in the futuristic and emerging frontier areas of Physiological knowledge, learning and research as per Industry 4.0 and to develop the overall personality of students by making them not only excellent in profession but also good individuals, with understanding and empathy 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. Bachelor of Medical Physiology program has an objective to prepare students for leadership positions as clinicians, therapists, or educators in academic, clinical, community-based and other professional settings.

4.2 Programme Educational Objectives (PEOs)

Educational Goals	
1	Student shall be able to detect & evaluate anatomical, physiological & psychosomatic impairments resulting in physical dysfunction in various age groups, occupations & arrive at appropriate physical & functional diagnosis.
2	Student shall be able to understand the rationale & basic investigative approach to the medical system & surgical intervention regimes & accordingly plan & implement specific physiological measures effectively.
3	Student shall be able to select strategies for cure & care; adopt restorative & rehabilitative physiological measures for maximum possible independence of a client at home, workplace & in the community.
4	Student shall be able to ethically maintain cooperation & coordination with various professionals in a multidisciplinary team of healthcare system in the primary interest of a client/patient.
5	Student shall be able to ensure quality assurance & motivate the client & family of the client for desirable compliance

	for physiology interventions.
6	Student shall be able to develop communication skills for the purpose of transfer of suitable technique to be used creatively at various phases of treatment, compatible with psychological status of the beneficiary.
7	Student shall be able to promote health in general & practice Physiology in geriatrics, woman's health , pediatrics, industrial medicine & community medicine, as well as in sports & fitness, keeping in mind the national health policies.
8	Student shall be able to practice professional autonomy & ethical principles with referral as well as first contact clients in conformity with professional & ethical codes of Physiology.
9	Student shall be able to enhance overall professional quality of students to improve their employability
10	Student shall be able to inculcate the habit of lifelong learning and upgradation of knowledge and skills to be competitive in the current professional scenario

4.3 Programme Operational Objectives

Operational Goals	
1	B.Sc Medical Physiology Programme will provide educational excellence in Teaching/Academic Delivery and research.
2	B.Sc Medical Physiology Programme will facilitate a conductive environment for academic and extracurricular activities for holistic development of students.
3	B.Sc Medical Physiology Programme will facilitate a nurturing environment for innovation and research excellence for the intellectual growth of faculty.
4	B.Sc Medical Physiology Programme will enable cultivation of core values of the university and ethical conduct amongst students, faculty and staff.
5	B.Sc Medical Physiology Programme will encourage cultural diversity and a sense of social and environmental responsibility.
6	B.Sc Medical Physiology Programme will provide opportunities for international exposure to faculty and students.
7	B.Sc Medical Physiology Programme will strive for continual improvement of processes and systems and aim to attain national and international accreditations and university rankings.

8	B.Sc Medical Physiology Programme will build strong academic/industry networks through alumni networks and empanelment of expertise from industry.
9	B.Sc Medical Physiology Programme will facilitate employment opportunities and also support students to start their own ventures.
10	B.Sc Medical Physiology Programme will facilitate good governance in discharge of responsibilities and execution of policies and programs.

4.4 Programme Learning Outcomes

Domain: Health & Allied Sciences

	Intended Learning Outcomes
1.	Student shall able to define and explain basic concepts in Physiology with an inter-disciplinary focus in the fields of Medical Sciences in a dynamic healthcare environment.
2.	Student shall be able to demonstrate ability to practice research methods for data collection. Student shall be able to identify, define, investigate basic healthcare issues, exhibit collect, analyze and interpret simple data to derive the optimum solution from a possible range.
3.	Student shall be able to proficient in the use of computers for report writing, presentations and project Management (MS Word, Power point, Excel and Projects)
4	Student shall be able to demonstrate analytical thinking to acquire and use information and reasoning to identify a range of possible solutions and choose the best option.
5	Student shall be able to demonstrate good written and verbal communication skills. Shall have the ability to communicate basic concepts and applications effectively to individuals and groups from diverse educational and social backgrounds.
6	Student shall be able to develop Leadership and interpersonal skills, demonstrate understanding of Teamwork, including an awareness of personal strengths and limitations.
7	Student shall be able to understand important global issues and opportunities, Shall actively participate in National Healthcare activities e.g. Health camps to improve the level of health of the Nation.

8	Student shall be able to understand and implement the highest standards of ethical behavior in the healthcare management profession
9	Student shall be able to the Employers preferred choice for placement in academics/ hospitals (private and public), Fitness centers, Sports field, Clinical laboratory, pharmaceuticals company etc at executive levels. Should possess the knowledge, self- belief and entrepreneurial skills required to leverage opportunities in the field of healthcare.
10	Student shall be able to maintain a Lifelong learning attitude in personal and academics settings and engage in continuous upgradation of knowledge and skill sets on an on-going basis through formal education, print, other media and interactions.
11	Student shall be able to Inculcate a compassionate and empathetic attitude and behavior towards patients, attendants, staff and community to provide mental as well as physical succor.

4.5 Programme Operational Outcomes

Operational Outcomes	
1.	1.1 AIPAS provide adequate infrastructure to the students as per the strength of the institute. Optimal utilization of resources is done 1.2 AIPAS Labs are fully equipped & staffed to meet all the functional requirements of the students. 100% of books & journals available as specified by the accrediting body or regulatory authorities. Teaching, learning aids, resources, such as labs, library, journals, database, softwares, Inventory of all technology equipment in classrooms, computer labs, 1.3 AIPAS provide 1 faculty cabin per two faculty members with space as per the norms 1.4 The number & Qualification of the faculty & staff would be as per the regulations of UGC and Pharmacy Council of India or Accrediting body. 1.5 100% of the faculty members would be given Annual Appraisals based on Performance-Based appraisal system. Minimum API score would be between 3-4.
2	100% students would take part in at-least one Functional and area specific club, Committees, Sports Events, co-curricular and extra-curricular activities and students participation in inter-institutional competition.

3	Faculty data about healthcare Research work and other Scholar activities such as: AIPAS would publish atleast 20 research papers per year in various National & international, scopus indexed journals. AIPAS would encourage the faculty to do atleast 20 National & 6 International Presentations per year.
4	Atleast 80% will be promoted. The students who are not able to complete the degrees on time would be given an extended period of N+1+1 to complete the degree. Minimum CGPA of 6 is required for completion of PG degree & a CGPA of 5.5 is required for completion of UG degree.
5	AIPAS will target a pass percentage of 80% for UG students and 95% for PG students.
6	Atleast one event per year attended by atleast 10 external teams. 80% students participate in activities like Sangathan, Annual Youth Fest, Human Value year activities
7	Atleast one national/International conference per year. Atleast 8-10 seminars/guest lectures per year.
8	Report on Annual Industry Interaction activities such as, Alumni Meets-1 per year Industry visits atleast 2 per year Evaluation Board-1-2 per year Career Counseling Sessions-1-2 per year
9	Employability: AIPAS will have minimum 80% placements for UG programme & 20% will be involved in higher education/ self-employed. AIPAS will have 100% placement for PG courses.
10	Unfair means cases less than 5% Ragging cases 0% Other disciplinary cases less than 5%

4.5. Student Learning Assessment for Bachelor of Medical Physiology (B.Sc. - Medical Physiology)

#	PEO's	PLO's	Direct	Tool No for Direct Assessment	Target Performance	Indirect	Tool_No for Indirect Assessment	Target Performance

1	Physiology knowledge	Student shall be able to define and explain basic concepts in Physiology with an inter-disciplinary focus on the fields of Medical Sciences in a dynamic healthcare environment.	*Comprehensive Exam/Viva on annual basis	UG/PLO/D/ CE Framework	80% students shall pass the exam.	Student Exit Survey	UG/PLO/ID/ Exit Survey	80% student's response range between 4-5 on the Likert Scale in the Student Exit Survey.
2	Research and Enquiry	Student shall demonstrate ability to practice research methods. Student shall be able to identify, define, investigate basic healthcare business issues, exhibit collect, analyze and interpret simple data to derive the optimum solution from a possible range.	Internship, Major Project (Rubrics) & Comprehensive Exam	UG/PLO2/D/ Major Project & UG/PLO/D/ CE Framework	100% students will undertake and complete the Project	Feedback of Industry Internship Guide		The Industry Internship Guide rates the students between 4-5 range on the Likert Scale in the feedback.
3	Information & Digital Literacy	Student shall be Proficient in the use of computers for report writing, presentations and	*Comprehensive Exam	UG/PLO/D/ CE Framework	100% students shall able to leverage IT in order to complete their	Student Exit Survey	UG/PLO/ID/ Exit Survey	80% students response range between 4-5 on the Likert Scale in the Student

		project Management (MS Word, Power point, Excel and Projects)			Assignments and Projects			Exit Survey.
4	Problem Solving	Student shall demonstrate analytical thinking to acquire and use information and reasoning to identify a range of possible solutions and choose the best option.	*Comprehensive examination, Practicals for clinical training	UG/PLO/D/ CE Framework	80% students shall able to demonstrate Problem Solving and Decision Making Skill	Student Exit Survey	UG/PLO/ID/ Exit Survey	80% students response range between 4-5 on the Likert Scale in the Student Exit Survey.
5	Communication	Student shall demonstrate good written and verbal communication skills. Shall have the ability to communicate basic concepts and applications effectively to individuals and groups from diverse educational and social backgrounds.	*Communication on Skills Course Result analysis of all semesters	UG/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	UG/PLO/ID/ Exit Survey	80% students response range between 4-5 on the Likert Scale in the Student Exit Survey.
6	Behavioral Skills, Teamwork and Leadership	Student shall develop Leadership and	Rubrics	UG/PLO6/D/ BS	80% students should secure a grade of 6 and	Student Exit Survey	UG/PLO/ID/ Exit Survey	80% students response range between 4-5 on

		interpersonal skills, demonstrate understanding of Teamwork, including an awareness of personal strengths and limitations.	* Behavioural Science Course Result analysis of all semesters, Journal of Success		above on a 10-point scale in the Journal for Success component of Behavioural Science course.			the Likert Scale in the Student Exit Survey.
7	Global Outlook	Student shall able to understand important global issues and opportunities, Shall actively participate in National Healthcare activities e.g. Health camps to improve the level of health of the Nation.	* Rubrics & Foreign Business Language Result Analysis of all semesters	UG/PLO7/D/ FBL	100% students' participation in case studies pertaining to global issues.	Student Exit Survey	UG/PLO/ID/ Exit Survey	80% students response range between 4-5 on the Likert Scale in the Student Exit Survey.
8	Ethical and Professional Conduct	Student shall understand and implement the highest standards of ethical behavior in the healthcare management profession	*Plagiarism Checking of Project work		100% Students are checked for plagiarism in NTCC report submissions and are allowed to appear for viva-voce upon obtaining plagiarism % below 15%.	Feedback of Industry Internship Guide		The Industry Internship Guide rates the students between 4-5 range on the Likert Scale in the feedback.

9	Employability Entrepreneurship Skill	Student shall be the Employers preferred choice for placement in academics/hospitals (private and public), Fitness centers, Sports field , Clinical laboratory, pharmaceuticals company etc at executive levels. Should possess the knowledge, self-belief and entrepreneurial skills required to leverage opportunities in the field of healthcare.	Successful placement of students • Quality of placements (company profile, job profile, salary package offered) • quality of internship • List of students placed. • List of industries visiting campus,		100% students get placed and 50% students should secure a grade of 6 and above on a 10-point scale.	Student Exit Survey	UG/PLO/ID/ Exit Survey	80% students response range between 4-5 on the Likert Scale in the Student Exit Survey.
10	Lifelong Learning	Student shall maintain a Lifelong learning attitude in personal and academics settings and engage in continuous upgradation of knowledge and skill sets on an on-	*Comprehensive Exam	UG/PLO/D/ CE Framework	80% students shall pass the exam	Student Exit Survey	UG/PLO/ID/ Exit Survey	80% students response range between 4-5 on the Likert Scale in the Student Exit Survey.

		going basis through formal education, print, other media and interactions.						

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

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

Broad-Based Student Learning Goals (PEOs) / Intended Learning Outcomes PLOs	PEO 1	PEO 2	PEO 3	PEO 4	PEO 5	PEO 6	PEO 7	PEO 8
BACHELOR'S LEVEL PROGRAMS								
Bachelor of Medical Physiology								
Learning Outcome 1	X							
Learning Outcome 2	X	X	X		X			
Learning Outcome 3					X			
Learning Outcome 4	X	X	X		X			
Learning Outcome 5		X	X		X	X		
Learning Outcome 6				X				
Learning Outcome 7							X	

Broad-Based Student Learning Goals (PEOs) / Intended Learning Outcomes PLOs	PEO 1	PEO 2	PEO 3	PEO 4	PEO 5	PEO 6	PEO 7	PEO 8
Learning Outcome 8		X	X	X	X			X

BACHELOR'S-Level Programme - B.Sc. (Hons) - Neurosciences

4.1 Mission Statement

Programme Mission
To provide research based knowledge in Neuroscience and awareness of Neuropsychology in India with its relevance and recent developments in Neuroscince sector as per Industry 4.0 along with recent medical developments nationally and internationally and also to develop the overall personality of students by making them not only excellent professionals but also good individuals, with understanding and empathy for human values, pride in their heritage and culture, a sense of right and wrong and yearning for perfection and imbibe attributes of courage of conviction and action.

4.2 Programme Educational Objectives (PEOs)

Educational Goals	
1	Student shall be able to demonstrate knowledge of the application of Neuropsychology and Neurosciences area principles and practices in a professional work setting
2	Student shall be able to develop and sustain effective individual and organizational performance by leveraging Research skills, Information and Technological competencies in the given Neuropsychology and Neurosciences areas framework.
3	Student shall be able to appropriately apply compassion and influential skills in working with colleagues and the community.
4	Student shall be able to demonstrate effective communication skills that support and enhance effectiveness in Neuropsychology and Neurosciences areas.
5	Students shall develop positive perspectives and skills that create productive domain leaders and improved health outcomes globally.
6	Student shall be able to act ethically and responsibly.
7	Student shall be able to critically evaluate and reflect learning and development throughout their career.

8	Student shall be able to integrate theory and practice, and expertise across functional areas in Neuropsychology and Neurosciences making effective decisions by understanding the relationship of community based activities to global environment.

4.3 Programme Operational Objectives

Operational Goals	
1	Student will provide educational excellence in the field of Neuropsychology and Neurosciences disciplines including biostatistics and research methodology Teaching/Academic Delivery and research.
2	Student will facilitate an academically conducive environment for holistic development of students.
3	Student will facilitate environment for research excellence and innovation for the intellectual growth of faculty.
4	Student will facilitate cultivation of core values of the university and ethical conduct amongst students, faculty and staff. AINN will facilitate cultivation of core values of the university and ethical conduct amongst students, faculty and staff.
5	Student will encourage cultural diversity and a sense of social and environmental responsibility.
6	Student will provide ample opportunities for international exposure to faculty and students.
7	Student will be involved in continual improvement of processes and systems and aim to attain national and international accreditations and university rankings as applicable.
8	Student will build a strong foundation for understanding the principles of Neurosciences and its sub-disciplines by way of alumni networks and empanelment of expertise from research Institutes and clinics in Neurosciences disciplines.
9	Student will facilitate employment opportunities and also support students to start their own ventures.
10	Student will facilitate good governance in discharge of responsibilities and execution of policies and programs.

4.4 Programme Learning Outcomes

Domain: Health & Allied Sciences

Intended Learning Outcomes	
1	Student shall be able to define, summarize concepts in disciplines of neuroscience and neuropsychology.
2	Student shall be able to demonstrate ability to propose and evaluate hypotheses through research methods. Student shall be able to identify, define, investigate neuroscientific issues, exhibit collect, analyse and interpret data to derive the optimum solution from a possible range.
3	Student shall be able to Proficient in the use of computers for report writing, presentations and project Management (MS Word, Power point, Excel and Projects) and use various IT tools and technologies for data processing and analysis.
4	Student shall be able to Exhibit critical and independent thinking to use theory, evidence, context and reasoning to identify a range of possible solutions and choose the best option.
5	Student shall be able to demonstrate excellent written and verbal communication skills. Has the ability to communicate health awareness concepts and applications effectively to individuals and groups from diverse educational and social backgrounds
6	Student shall be able to develop range of Leadership skills and shall demonstrate excellent interpersonal and intrapersonal skills, understanding of group dynamics and effective Teamwork, including an awareness of personal strengths and limitations.
7	Student shall be able to understand global issues and opportunities from international perspectives, shall actively participate in National and International Neuroscience Conferences.
8	Student shall be able to understand and implement the highest standards of ethical behaviour in the in Neuroscience areas and profession
9	Student shall be able to the Employers premium choice for placement in hospitals, research organizations and educational institutes. Should possess the knowledge, self belief and entrepreneurial skills required for the creation of wealth and jobs in the field of neurosciences.

10	Student shall be able to maintain a Lifelong learning attitude in personal, academics and research settings and engage in continuous upgradation and expansion of knowledge and skill sets on an ongoing basis through print, research articles, journal clubs, conferences, other media and interactions.
11	Student shall be able to Inculcate a compassionate and empathetic attitude and behavior towards community to provide mental as well as physical succour.

4.5 Programme Operational Outcomes

Operational Outcomes	
1.	1.1 AINN provide adequate infrastructure to the students as per the strength of the institute. Optimal utilization of resources is done 1.2 AINN Labs are fully equipped & staffed to meet all the functional requirements of the students. 100% of books & journals available as specified by the accrediting body or regulatory authorities. Teaching, learning aids, resources, such as labs, library, journals, database, softwares, Inventory of all technology equipment in classrooms, computer labs, 1.3 AINN provide 1 faculty cabin per two faculty members with space as per the norms 1.4 The number & Qualification of the faculty & staff would be as per the regulations of UGC and Pharmacy Council of India or Accrediting body. 1.5 100% of the faculty members would be given Annual Appraisals based on Performance-Based appraisal system. Minimum API score would be between 3-4.
2	100% students would take part in at-least one Functional and area specific club, Committees, Sports Events, co-curricular and extra-curricular activities and students' participation in inter-institutional competition.
3	Faculty data about healthcare Research work and other Scholar activities such as: AINN would publish atleast 20 research papers per year in various National & international, Scopus indexed journals. AINN would encourage the faculty to do atleast 20 National & 6 International Presentations per year.
4	Atleast 80% will be promoted. The students who are not able to complete the degrees on time would be given an extended period of N+1+1 to complete the degree.

	Minimum CGPA of 6 is required for completion of PG degree & a CGPA of 5.5 is required for completion of UG degree.
5	AINN will target a pass percentage of 80% for UG students and 95% for PG students.
6	Atleast one event per year attended by atleast 10 external teams. 80% students participate in activities like Sangathan, Annual Youth Fest, Human Value year activities
7	Atleast one national/International conference per year. Atleast 8-10 seminars/guest lectures per year.
8	Report on Annual Industry Interaction activities such as, Alumni Meets-1 per year Industry visits atleast 2 per year Evaluation Board-1-2 per year Career Counseling Sessions-1-2 per year
9	Employability: AINN will have minimum 80% placements for UG programme & 20% will be involved in higher education/ self-employed. AINN will have 100% placement for PG courses.
10	Unfair means cases less than 5% Ragging cases 0% Other disciplinary cases less than 5%

4.5. Student Learning Assessment for B.Sc. (Hons) - Neurosciences)

#	PEO's	PLO's	Direct	Tool No for Direct Assessment	Target Performance	Indirect	Tool_No for Indirect Assessment	Target Performance
1	Neurosciences knowledge	Student shall able to define, summarize concepts in	*Comprehensive Exam/Viva	UG/PLO/D/CE Framework	80% students shall pass the exam.	Student Exit Survey	UG/PLO/ID/Exit Survey	80% students response range between

		disciplines of neuroscience and neuropsychology.	on annual basis					4-5 on the Likert Scale in the Student Exit Survey.
2	Research and Enquiry	Student shall demonstrate ability to propose and evaluate hypotheses through research methods. Student shall be able to identify, define, investigate neuroscientific issues, exhibit collect, analyse and interpret data to derive the optimum solution from a possible range.	Term Paper, Seminar, Comprehensive Exam	UG/PLO/D/CE Framework	100% students shall undertake and complete the course	Feedback of Industry Internship Guide		The Industry Internship Guide rates the students between 4-5 range on the Likert Scale in the feedback.
3	Information & Digital Literacy	Student shall Inculcate a compassionate and empathetic attitude and behaviour towards community to provide mental as well as physical succour.	* Behavioural Science Course Result analysis of all semesters, Journal of Success	UG/PLO/D/CE Framework	80% students should secure a grade of 6 and above on a 10-point scale in the Journal for Success component of Behavioural Science course.	Stakeholder survey	Alumni survey, patient satisfaction surveys as applicabe.	80% students response range between 4-5 on the Likert Scale in the Student Exit Survey.
4.	Problem Solving	Student shall	*	UG/PLO5/D/	80% students	Student	UG/PLO/ID/E	80% students

		demonstrate excellent written and verbal communication skills. Has the ability to communicate health awareness concepts and applications effectively to individuals and groups from diverse educational and social backgrounds	Communication Course Result analysis of all semesters, *Rubrics , * Comprehensive Exam	BC, UG/PLO/D/CE Framework	should secure a grade of 6 and above on a 10-point scale in the presentation component of health communication course.	Exit Survey	xit Survey	response range between 4-5 on the Likert Scale in the Student Exit Survey.
5.	Communication	Student shall develop range of Leadership skills and shall demonstrate excellent interpersonal and intrapersonal skills, understanding of group dynamics & effective Teamwork, including an awareness of personal strengths and limitations.	* Behavioural Science Course Result analysis of all semesters, Journal of Success, * Rubrics , * Comprehensive Exam	UG/PLO6/D/BS, UG/PLO/D/CE Framework	80% students should secure a grade of 6 and above on a 10-point scale in the Journal for Success component of Behavioural Science course.	Student Exit Survey	UG/PLO/ID/Exit Survey	80% students response range between 4-5 on the Likert Scale in the Student Exit Survey.
6.	Behavioral Skills, Teamwork and Leadership	Student shall understand and implement the highest standards of ethical behaviour in	*Plagiarism Checking, * Comprehensive Exam	UG/PLO/D/CE Framework	100% Students are checked for plagiarism in NTCC report	Feedback of Industry Internship Guide, Indiscipline		The Industry Internship Guide rates the students between 4-5

		the Neuroscience areas and profession			submissions and are allowed to appear for viva-voce upon obtaining plagiarism % below 15%.	Cases		range on the Likert Scale in the feedback. The University will adhere to zero tolerance towards use of unfair means
7.	Global Outlook	Student shall be the Employers premium choice for placement in hospitals, research organizations and educational institutes. Should possess the knowledge, self-belief and entrepreneurial skills required for the creation of wealth and jobs in the field of Neuroscience.	*Comprehensive Exam	UG/PLO/D/CE Framework	100% students submit a Business plan and 50% students should secure a grade of 6 and above on a 10-point scale.	Student Exit Survey, Alumni Survey	UG/PLO/ID/Exit Survey, UG/PLO/ID/Alumni Survey	80% students response range between 4-5 on the Likert Scale in the Student Exit Survey. 80% alumni response range between 4-5 on the Likert Scale in the Alumni Survey.
8.	Ethical and Professional Conduct	Student shall Exhibit critical and independent thinking to use theory, evidence, context and reasoning to identify a range of possible solutions and choose the best	*Comprehensive Exam	UG/PLO/D/CE Framework	80% students shall able to demonstrate Problem Solving and Decision Making Skill	Student Exit Survey	UG/PLO/ID/Exit Survey	80% students response range between 4-5 on the Likert Scale in the Student Exit Survey.

		option						
	Employeeablity Entrepreneurship Skill							
	Lifelong Learning							

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

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

Operational Goals / Operational Outcomes	OG1	OG 2	OG 3	OG n…
BACHELOR'S/ MASTER'S LEVEL PROGRAMS				
Name of the programme				
Operational Outcome 1	X		X	
Operational Outcome 2	X	X	X	
Operational Outcome n				X

Operational Goals Vs Operational Outcome	AINN will provide educational excellence in the field of Neuropsychology and Neurosciences disciplines including biostatistics and research methodology Teaching/Academic Delivery and research.	AINN will facilitate an academically conducive environment for holistic development of students.	AINN will facilitate environment for research excellence and innovation for the intellectual growth of faculty.	AINN will facilitate cultivation of core values of the university and ethical conduct amongst students, faculty and staff. AINN will facilitate cultivation of core values of the university and ethical conduct amongst students, faculty and staff.	AINN will encourage cultural diversity and a sense of social and environmental responsibility.	AINN will provide ample opportunities for international exposure to faculty and students.	AINN will be involved in continual improvement of processes and systems and aim to attain national and international accreditations and university rankings as applicable.	AINN will build a strong foundation for understanding the principles of Neurosciences and its sub-disciplines by way of alumni networks and empanelment of expertise from research Institutes and clinics in Neurosciences disciplines.
Bachelor's Level Programs								
Bachelors in Neurosciences								
Students shall demonstrate knowledge of neuroscience areas principles and practices in a professional work setting	X	X	X	X		X	X	X
Students shall engage in inter-university extracurricular activities	X	X	X	X	X		X	X
Faculty will appropriately apply research skills in publishing research articles and writing manuscripts	X		X	X	X		X	X
Students and faculty will demonstrate core values of ethics in learning, teaching and practice	X	X			X	X	X	X
Students shall develop positive perspectives and skills that create productive leaders and improved health outcomes		X	X	X		X	X	

globally								
Students shall be involved in research collaborations, international guest lectures, conferences and various other oppurtunities for global exposure	X	X	X		X	X		X
Students shall be engaged in internships arising out of corporate and industry linkages.	X	X		X	X		X	X
Students shall be placed in appropriate ventures and also encouraged to initiate their own start ups.		X	X	X		X	X	
Students shall be having access to classrooms, laboratories and library	X	X	X		X	X	X	

Master's-Level Programme – Master of Pharmacy (Pharmaceutics)

4.1 Mission Statement

Programme Mission
To provide education in Pharmaceutical Sciences at Masters level incorporating disciplines of modern healthcare and in the futuristic and emerging frontier areas of Pharmaceutics and New Drug Delivery Systems knowledge, learning and research as per Industry 4.0 and to develop the overall personality of students by making them not only excellent professionals but also good individuals, with understanding and empathy for human values, pride in their heritage and culture, a sense of right and wrong and yearning for perfection and imbibe attributes of courage of conviction and action.

4.2 Programme Educational Objectives (PEOs)

Educational Goals	
1	Student shall be able to demonstrate knowledge of the applications of Pharmaceutics and New Drug Delivery System
2	Student shall be able to develop and sustain effective individual and organizational performance by leveraging Research skills, Information and Technological competencies in the given Pharmaceutical framework
3	Student shall be able to understand the use of modern day equipments for various dosage forms.
4	Student shall be able to demonstrate effective communication skills that support and enhance effectiveness in Pharmacy Practice and Pharmaceutical Industry.
5	Student shall be able to develop positive perspectives and skills that create productive domain leaders and improved health outcomes globally.
6	Student shall be able to act ethically and responsibly
7	Student shall be able to critically evaluate and reflect learning and development throughout their career.
8	Student shall be able to utilize theory and practice, and expertise across functional areas in Pharmaceutical Sciences making effective decisions by understanding the relationship of Pharmaceutical Sciences activities to global environment

4.3 Programme Operational Objectives

Operational Goals	
1	M.Pharm – Pharmaceutics programme will provide educational excellence in Teaching/Academic Delivery and research.
2	M.Pharm – Pharmaceutics programme will facilitate a conducive environment for academic and extracurricular activities for holistic development of students.
3	M.Pharm – Pharmaceutics programme will facilitate a nurturing environment for innovation and research excellence for the intellectual growth of faculty.
4	M.Pharm – Pharmaceutics programme will enable cultivation of core values of the university and ethical conduct amongst students, faculty and staff.
5	M.Pharm – Pharmaceutics programme will encourage cultural diversity and a sense of social and environmental responsibility.
6	M.Pharm – Pharmaceutics programme will provide opportunities for international exposure to faculty and students.
7	M.Pharm – Pharmaceutics programme will strive for continual improvement of processes and systems and aim to attain national and international accreditations and university rankings.
8	M.Pharm – Pharmaceutics programme will build strong industry networks through alumni networks and empanelment of expertise from industry.
9	M.Pharm – Pharmaceutics programme will facilitate employment opportunities and also support students to start their own ventures.
10	M.Pharm – Pharmaceutics programme will facilitate good governance in discharge of responsibilities and execution of policies and programs.

4.4 Programme Learning Outcomes

2.1.1. Intended Learning Outcomes	
1	Student shall be able to define and explain basic concepts in Pharmacy with an inter-disciplinary focus on the fields of Medical Sciences, Psychology in a dynamic healthcare environment.
2	Student shall be able to demonstrate ability to propose and evaluate hypotheses through research methods. Student shall be able to identify, define, investigate healthcare Pharmacy issues, exhibit collect, analyze and interpret data to derive the optimum solution from a possible range.
3	Student shall be able to Proficient in the use of computers for report writing, presentations and project (MS Word, Power point, Excel and Projects) and use various IT tools and technologies for data processing and analysis.
4	Student shall be able to Exhibit critical and independent thinking to use theory, evidence, context and reasoning to identify a range of possible solutions and choose the best option.
5	Student shall be able to demonstratee excellent written and verbal communication skills. Has the ability to communicate concepts and applications effectively to individuals and groups from diverse educational and social backgrounds.
6	Student shall be able to develop range of Leadership skills and shall demonstrate excellent interpersonal skills, understanding of group dynamics and effective Teamwork, including an awareness of personal strengths and limitations.
7	Student shall be able to understand global issues and opportunities from international perspectives, Shall actively participate in National and International Healthcare activities e.g. Health Programmes, research, to improve the level of health of the Nation and globally.
8	Student shall be able to understand and implement the highest standards of ethical behavior in the healthcare management profession
9	Student shall be able to the Employers premium choice for placement in hospitals (private and public), Pharmacy Clinics, Gymnasiums, Health & fitness centres, Sports teams & on-field and educational institutes, Should possess the knowledge, self-belief and entrepreneurial skills required for the creation of wealth and jobs in the field of healthcare.
10	Student shall be able to maintain a Lifelong learning attitude in personal and academics settings and engage in continuous up-gradation of knowledge and skill sets on an on-going basis through formal education, print, other media

and interactions.

4.5 Programme Operational Outcomes

Operational Outcomes	
1.	1.1 AIP provide adequate infrastructure to the students as per the strength of the institute. Optimal utilization of resources is done 1.2 AIP Labs are fully equipped & staffed to meet all the functional requirements of the students. 100% of books & journals available as specified by the accrediting body or regulatory authorities. Teaching, learning aids, resources, such as labs, library, journals, database, softwares, Inventory of all technology equipment in classrooms, computer labs, 1.3 AIP provide 1 faculty cabin per two faculty members with space as per the norms 1.4 The number & Qualification of the faculty & staff would be as per the regulations of UGC and Pharmacy Council of India or Accrediting body. 1.5 100% of the faculty members would be given Annual Appraisals based on Performance-Based appraisal system. Minimum API score would be between 3-4.
2	100% students would take part in at-least one Functional and area specific club, Committees, Sports Events, co-curricular and extra-curricular activities and students' participation in inter-institutional competition.
3	Faculty data about healthcare Research work and other Scholar activities such as: AIP would publish atleast 20 research papers per year in various National & international, scopus indexed journals. AIP would encourage the faculty to do atleast 20 National & 6 International Presentations per year.
4	Atleast 80% will be promoted. The students who are not able to complete the degrees on time would be given an extended period of N+1+1 to complete the degree. Minimum CGPA of 6 is required for completion of PG degree & a CGPA of 5.5 is required for completion of UG degree.
5	AIP will target a pass percentage of 80% for UG students and 95% for PG students.
6	Atleast one event per year attended by atleast 10 external teams.

	80% students participate in activities like Sangathan, Annual Youth Fest, Human Value year activities
7	Atleast one national/International conference per year. Atleast 8-10 seminars/guest lectures per year.
8	Report on Annual Industry Interaction activities such as, Alumni Meets-1 per year Industry visits atleast 2 per year Evaluation Board-1-2 per year Career Counseling Sessions-1-2 per year
9	Employability: AIP will have minimum 80% placements for UG programme & 20% will be involved in higher education/ self-employed. AIP will have 100% placement for PG courses.
10	Unfair means cases less than 5% Ragging cases 0% Other disciplinary cases less than 5%

4.5 Student Learning Assessment for Master of Pharmacy (Pharmaceutics)

S. No.	PEO's	PLO	Direct	Tool No for Direct Assessment	Target	Indirect	Tool No for Indirect Assessment	Target
1.	Pharmaceutical Sciences knowledge	Student shall able to define, summarize concepts in Pharmaceutics and New Drug Delivery System within inter-disciplinary focus.	*Comprehensive Exam/Viva on Semester basis	UG/PLO/D/CE Framework	80% students shall pass the exam.	Student Exit Survey	PG/PLO/ID/Exit Survey	80% students response range between 4-5 on the Likert Scale in the Student Exit Survey.

2.	Research and Enquiry	Student shall demonstrate ability to propose and evaluate hypotheses through research methods. Student shall be able to identify, define, investigate problems associated with formulation development.	Term Paper, Seminar, Journal Club, Case studies, Internship, Dissertation (Rubrics)	UG/PLO2/ D/Dissertation	100% students shall undertake and complete the dissertation	Feedback of Industry Internship Guide and Faculty Guide		The Industry Internship Guide rates the students between 4-5 range on the Likert Scale in the feedback.
			Comprehensive Exam	UG/PLO/D /CE Framework				
3.	Information & Digital Literacy	Student shall be Proficient in the use of computers for report writing, presentations and project Management (MS Word, Power point, Excel and Projects) and use various IT tools and technologies for data processing and analysis.	*Comprehensive Exam	UG/PLO/D /CE Framework	100% students shall able to leverage IT skills inorder to complete their Assignments and Projects	Student Exit Survey	PG/PLO/ID/Exit Survey	80% students response range between 4-5 on the Likert Scale in the Student Exit Survey.
4.	Problem Solving	Student shall able to critically think and apply range of strategies for solving a problem and decision making.	Literature Review, Laboratory Practicals, exercises in the class room and in the field	PG/PLO4/ D/Simulation	80% students shall able to demonstrate Problem Solving and Decision Making Skill	Student Exit Survey	PG/PLO/ID/Exit Survey	80% students response range between 4-5 on the Likert Scale in the Student Exit Survey.
5.	Communication	Student shall demonstrate excellent written and verbal communication skills. Has the ability to	English/foreign Language Communication Course.		80% students should secure a grade of 6 and above on	Student Exit Survey	PG/PLO/ID/Exit Survey	80% students response range

		communicate concepts and applications effectively to individuals and groups from diverse educational and social backgrounds.	Result analysis of all semesters		a 10-point scale in the presentation component of Business communication course.			between 4-5 on the Likert Scale in the Student Exit Survey.
6.	Behavioral Skills, Teamwork and Leadership	Student shall develop range of Leadership skills and demonstrate excellent interpersonal skills, understanding of group dynamics and effective Teamwork, including an awareness of personal strengths and limitations.	* Behavioral Science Course Result analysis of all semesters, Journal of Success		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	PG/PLO/ID/Exit Survey	80% students response range between 4-5 on the Likert Scale in the Student Exit Survey.
7.	Global Outlook	Student shall able to understand global Pharma issues and opportunities from international perspectives, Shall actively participate in National and International Pharmaceutical & Healthcare activities eg Pharmaceutical Industry Exhibitions, Health Programmes.	*Foreign Business Language Result Analysis of all semesters		100% students' participation in case studies pertaining to global issues.	Student Exit Survey	PG/PLO/ID/Exit Survey	80% students shall able to demonstrate Global Outlook Perspective
			* Rubrics	PG/PLO7/D/FBL				
			* Comprehensive Exam	PG/PLO/D/CE Framework				

8.	Ethical and Professional Conduct	Student shall understand and implement the highest standards of ethical behaviour in their profession	*Plagiarism Checking of Dissertation		100% Students are checked for plagiarism in NTCC report submissions and are allowed to appear for viva-voce upon obtaining plagiarism % below 15%.	Feedback of Industry Internship Guide		The Industry Internship Guide rates the students between 4-5 range on the Likert Scale in the feedback.
9.	Employeeablity Entrepreneurship Skill	Student shall be the Employers premium choice for placement in Pharmaceutical Industry, Hospitals (private and public), Pharmacies, Clinical Research, Pharmacovigilance & educational institutes, Should possess the knowledge, self belief and entrepreneurial skills required for the creation of wealth and jobs in the field of Pharmaceutical Sciences and Practice.	Placement data	UG/PLO9/ D/EMP	Placements of 80% students within six months of completion of programme. Number of students opting for self employment.			80% students response range between 4-5 on the Likert Scale in the Student Exit Survey.
			*Comprehensive Exam	PG/PLO/D/ CE Framework		Alumni Survey	PG/PLO/ID/Alumni Survey	80% alumni response range between 4-5 on the Likert Scale in the Alumni Survey
10.	Lifelong Learning	Student shall maintain a Lifelong learning attitude	Group discussion		Mentors will assess the	Student Exit	PG/PLO/ID/Exit Survey	80% students

		in personal, academics and research settings and engage in continuous upgradation and expansion of knowledge and skill sets on an ongoing basis through print, other media and interactions.			Learning curve of 100% students.	Survey		response range between 4-5 on the Likert Scale in the Alumni Survey.

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

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

Broad-Based Student Learning / Goals (PEOs) Intended Learning Outcomes PLOs	PEO 1	PEO 2	PEO 3	PEO 4	PEO 5	PEO 6	PEO 7	PEO 8	PEO 9
MASTER'S LEVEL PROGRAMS									
Master of Pharmacy									
Learning Outcome 1	X	X	X	X	X	X	X	X	X
Learning Outcome 2	X	X	X	X	X	X	X	X	X
Learning Outcome 3	X	X	X	X	X	X	X	X	X
Learning Outcome 4	X	X	X	X	X	X	X	X	X

Broad-Based Student Learning / Goals (PEOs) Intended Learning Outcomes PLOs	PEO 1	PEO 2	PEO 3	PEO 4	PEO 5	PEO 6	PEO 7	PEO 8	PEO 9
Learning Outcome 5	X	X	X	X	X	X	X	X	X
Learning Outcome 6	X	X	X	X	X	X	X	X	X
Learning Outcome 7	X	X	X	X	X	X	X	X	X
Learning Outcome 8	X	X	X	X	X	X	X	X	X
Learning Outcome 9	X	X	X	X	X	X	X	X	X
Learning Outcome 10	X	X	X	X	X	X	X	X	X
DOCTORAL-LEVEL PROGRAMS									
Intended Student Learning Outcomes	Assessment Measures								
	DIRECT		INDIRECT						
	Dissertation	*Oral Defense*	*Exit Interview*	*Course Evaluation*					
	X	X	X	X					

Master's-Level Programme – Master of Pharmacy (Pharmacognosy & Phytochemistry)

4.1 Mission Statement

Programme Mission
To provide education in Pharmaceutical Sciences at Masters level incorporating disciplines of modern healthcare and in the futuristic and emerging frontier areas of Pharmaceutics and New Drug Delivery Systems knowledge, learning and research as per Industry 4.0 and to develop the overall personality of students by making them not only excellent professionals but also good individuals, with understanding and empathy for human values, pride in their heritage and culture, a sense of right and wrong and yearning for perfection and imbibe attributes of courage of conviction and action.

4.2 Programme Educational Objectives (PEOs)

Educational Goals	
1	Student shall be able to demonstrate knowledge of the applications of Pharmacognosy, Phytochemistry & Natural Product in modern era
2	Student shall be able to develop and sustain effective individual and organizational performance by leveraging Research skills, Information and Technological competencies in the given Pharmaceutical framework
3	Student shall be able to understand the use of modern day equipments for extraction, isolation and characterization of Phytoconstituents.
4	Student shall be able to able to demonstrate effective communication skills that support and enhance effectiveness in Pharmacy Practice and Pharmaceutical Industry.
5	Student shall be able to develop positive perspectives and skills that create productive domain leaders and improved health outcomes globally.
6	Student shall be able to act ethically and responsibly

7	Student shall be able to critically evaluate and reflect learning and development throughout their career.
8	Student shall be able to utilize theory and practice, and expertise across functional areas in Pharmaceutical Sciences making effective decisions by understanding the relationship of Pharmaceutical Sciences activities to global environment

4.3 Programme Operational Objectives

Operational Goals	
1	M.Pharm – Pharmacognosy & Phytochemistry programme will provide educational excellence in Teaching/Academic Delivery and research.
2	M.Pharm – Pharmacognosy & Phytochemistry programme will facilitate a conducive environment for academic and extracurricular activities for holistic development of students.
3	M.Pharm – Pharmacognosy & Phytochemistry programme will facilitate a nurturing environment for innovation and research excellence for the intellectual growth of faculty.
4	M.Pharm – Pharmacognosy & Phytochemistry programme will enable cultivation of core values of the university and ethical conduct amongst students, faculty and staff.
5	M.Pharm – Pharmacognosy & Phytochemistry programme will encourage cultural diversity and a sense of social and environmental responsibility.
6	M.Pharm – Pharmacognosy & Phytochemistry programme will provide opportunities for international exposure to faculty and students.
7	M.Pharm – Pharmacognosy & Phytochemistry programme will strive for continual improvement of processes and systems and aim to attain national and international accreditations and university rankings.
8	M.Pharm – Pharmacognosy & Phytochemistry programme will build strong industry networks through alumni networks and empanelment of expertise from industry.
9	M.Pharm – Pharmacognosy & Phytochemistry programme will facilitate employment opportunities and also support students to start their own ventures.
10	M.Pharm – Pharmacognosy & Phytochemistry programme will facilitate good governance in discharge of

responsibilities and execution of policies and programs.

4.4 Programme Learning Outcomes

2.1.1. Intended Learning Outcomes	
1	Student shall be able to define and explain basic concepts in Pharmacy with an inter-disciplinary focus on the fields of Medical Sciences, Psychology in a dynamic healthcare environment.
2	Student shall be able to demonstrate ability to propose and evaluate hypotheses through research methods. Student shall be able to identify, define, investigate healthcare Pharmacy issues, exhibit collect, analyze and interpret data to derive the optimum solution from a possible range.
3	Student shall be able to be Proficient in the use of computers for report writing, presentations and project (MS Word, Power point, Excel and Projects) and use various IT tools and technologies for data processing and analysis.
4	Student shall be able to Exhibit critical and independent thinking to use theory, evidence, context and reasoning to identify a range of possible solutions and choose the best option.
5	Student shall be able to demonstrate excellent written and verbal communication skills. Has the ability to communicate concepts and applications effectively to individuals and groups from diverse educational and social backgrounds.
6	Student shall be able to develop range of Leadership skills and shall demonstrate excellent interpersonal skills, understanding of group dynamics and effective Teamwork, including an awareness of personal strengths and limitations.
7	Student shall be able to understand global issues and opportunities from international perspectives, Shall actively participate in National and International Healthcare activities e.g. Health Programmes, research, to improve the level of health of the Nation and globally.
8	Student shall be able to understand and implement the highest standards of ethical behavior in the healthcare management profession
9	Student shall be able to the Employers premium choice for placement in hospitals (private and public), Pharmacy Clinics, Gymnasiums, Health & fitness centres, Sports teams & on-field and educational institutes, Should possess the knowledge, self-belief and entrepreneurial skills required for the creation of wealth and jobs in the field of healthcare.
10	Student shall be able to maintain a Lifelong learning attitude in personal and academics settings and engage in

continuous up-gradation of knowledge and skill sets on an on-going basis through formal education, print, other media and interactions.

4.5 Programme Operational Outcomes

Operational Outcomes	
1.	1.1 AIP provide adequate infrastructure to the students as per the strength of the institute. Optimal utilization of resources is done 1.2 AIP Labs are fully equipped & staffed to meet all the functional requirements of the students. 100% of books & journals available as specified by the accrediting body or regulatory authorities. Teaching, learning aids, resources, such as labs, library, journals, database, softwares, Inventory of all technology equipment in classrooms, computer labs, 1.3 AIP provide 1 faculty cabin per two faculty members with space as per the norms 1.4 The number & Qualification of the faculty & staff would be as per the regulations of UGC and Pharmacy Council of India or Accrediting body. 1.5 100% of the faculty members would be given Annual Appraisals based on Performance-Based appraisal system. Minimum API score would be between 3-4.
2	100% students would take part in at-least one Functional and area specific club, Committees, Sports Events, co-curricular and extra-curricular activities and students participation in inter-institutional competition.
3	Faculty data about healthcare Research work and other Scholar activities such as: AIP would publish atleast 20 research papers per year in various National & international, scopus indexed journals. AIP would encourage the faculty to do atleast 20 National & 6 International Presentations per year.
4	Atleast 80% will be promoted. The students who are not able to complete the degrees on time would be given an extended period of N+1+1 to complete the degree. Minimum CGPA of 6 is required for completion of PG degree & a CGPA of 5.5 is required for completion of UG degree.
5	AIP will target a pass percentage of 80% for UG students and 95% for PG students.

6	Atleast one event per year attended by atleast 10 external teams. 80% students participate in activities like Sangathan, Annual Youth Fest, Human Value year activities
7	Atleast one national/International conference per year. Atleast 8-10 seminars/guest lectures per year.
8	Report on Annual Industry Interaction activities such as, Alumni Meets-1 per year Industry visits atleast 2 per year Evaluation Board-1-2 per year Career Counseling Sessions-1-2 per year
9	Employability: AIP will have minimum 80% placements for UG programme & 20% will be involved in higher education/ self-employed. AIP will have 100% placement for PG courses.
10	Unfair means cases less than 5% Ragging cases 0% Other disciplinary cases less than 5%

4.5 Student Learning Assessment for Master of Pharmacy (Pharmacology)

S. No.	PEO's	PLO	Direct	Tool No for Direct Assessment	Target	Indirect	Tool No for Indirect Assessment	Target
1.	Pharmaceutical Sciences knowledge	Student shall able to define, summarize concepts in Pharmacognosy, Phytochemistry and	*Comprehensive Exam/Viva on Semester basis	UG/PLO/D/CE Framework	80% students shall pass the exam.	Student Exit Survey	PG/PLO/ID/Exit Survey	80% students response range between 4-5

		Natural Products within inter-disciplinary focus.						on the Likert Scale in the Student Exit Survey.
2.	Research and Enquiry	Student shall demonstrate ability to propose and evaluate hypotheses through research methods. Student shall be able to identify, define, investigate problems associated with extraction, isolation, Characterizations of Phytoconstituents from Medicinal Plants.	Term Paper, Seminar, Journal Club, Case studies, Internship, Dissertation (Rubrics) Comprehensive Exam	UG/PLO2/D/Dissertation UG/PLO/D/CE Framework	100% students shall undertake and complete the dissertation	Feedback of Industry Internship Guide and Faculty Guide		The Industry Internship Guide rates the students between 4-5 range on the Likert Scale in the feedback.
3.	Information & Digital Literacy	Student shall be Proficient in the use of computers for report writing, presentations and project Management (MS Word, Power point, Excel and Projects) and use various IT tools and technologies for data processing and analysis.	*Comprehensive Exam	UG/PLO/D/CE Framework	100% students shall able to leverage IT skills inorder to complete their Assignments and Projects	Student Exit Survey	PG/PLO/ID/Exit Survey	80% students response range between 4-5 on the Likert Scale in the Student Exit Survey.
4.	Problem Solving	Student shall able to critically think and apply range of strategies for solving a problem and decision making.	Literature Review, Laboratory Practicals, exercises in the class room and in the field	PG/PLO4/D/Simulation	80% students shall able to demonstrate Problem Solving and Decision Making Skill	Student Exit Survey	PG/PLO/ID/Exit Survey	80% students response range between 4-5 on the Likert Scale in the

								Student Exit Survey.
5.	Communication	Student shall demonstrate excellent written and verbal communication skills. Has the ability to communicate concepts and applications effectively to individuals and groups from diverse educational and social backgrounds.	English/foreign Language Communication Course. Result analysis of all semesters		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	PG/PLO/ID/Exit Survey	80% students response range between 4-5 on the Likert Scale in the Student Exit Survey.
6.	Behavioral Skills, Teamwork and Leadership	Student shall develop range of Leadership skills and demonstrate excellent interpersonal skills, understanding of group dynamics and effective Teamwork, including an awareness of personal strengths and limitations.	* Behavioral Science Course Result analysis of all semesters, Journal of Success		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	PG/PLO/ID/Exit Survey	80% students response range between 4-5 on the Likert Scale in the Student Exit Survey.
7.	Global Outlook	Student shall able to understand global Pharma issues and opportunities from international perspectives, Shall actively participate in National and	*Foreign Business Language Result Analysis of all semesters * Rubrics	PG/PLO7/ D/FBL	100% students' participation in case studies pertaining to global issues.	Student Exit Survey	PG/PLO/ID/Exit Survey	80% students shall able to demonstrate Global Outlook Perspective

		International Pharmaceutical & Healthcare activities eg Pharmaceutical Industry Exhibitions, Health Programmes.	* Comprehensive Exam	PG/PLO/D/CE Framework				
8.	Ethical and Professional Conduct	Student shall understand and implement the highest standards of ethical behaviour in their profession	*Plagiarism Checking of Dissertation		100% Students are checked for plagiarism in NTCC report submissions and are allowed to appear for viva-voce upon obtaining plagiarism % below 15%.	Feedback of Industry Internship Guide		The Industry Internship Guide rates the students between 4-5 range on the Likert Scale in the feedback.
9.	Employeeablity Entrepreneurship Skill	Student shall be the Employers premium choice for placement in Pharmaceutical Industry, Hospitals (private and public), Pharmacies, Clinical Research, Pharmacovigilance & educational institutes, Should possess the knowledge, self-belief and entrepreneurial skills required for the creation	Placement data	UG/PLO9/D/EMP	Placements of 80% students within six months of completion of programme. Number of students opting for self-employment.			80% students response range between 4-5 on the Likert Scale in the Student Exit Survey.
			*Comprehensive Exam	PG/PLO/D/CE Framework		Alumni Survey	PG/PLO/ID/Alumni Survey	80% alumni response range between 4-5

		of wealth and jobs in the field of Pharmaceutical Sciences and Practice.						on the Likert Scale in the Alumni Survey
10.	Lifelong Learning	Student shall maintain a Lifelong learning attitude in personal, academics and research settings and engage in continuous upgradation and expansion of knowledge and skill sets on an ongoing basis through print, other media and interactions.	Group discussion		Mentors will assess the Learning curve of 100% students.	Student Exit Survey	PG/PLO/ID/Exit Survey	80% students response range between 4-5 on the Likert Scale in the Alumni Survey.

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

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

Broad-Based Student Learning / Goals (PEOs) Intended Learning Outcomes PLOs	PEO 1	PEO 2	PEO 3	PEO 4	PEO 5	PEO 6	PEO 7	PEO 8	PEO 9
MASTER'S LEVEL PROGRAMS									
Master of Pharmacy									
Learning Outcome 1	X	X					X	X	X

Broad-Based Student Learning / Goals (PEOs) Intended Learning Outcomes PLOs	PEO 1	PEO 2	PEO 3	PEO 4	PEO 5	PEO 6	PEO 7	PEO 8	PEO 9
Learning Outcome 2						X			X
Learning Outcome 3								X	
Learning Outcome 4	X	X						X	X
Learning Outcome 5			X	X	X				
Learning Outcome 6			X						
Learning Outcome 7					X				
Learning Outcome 8				X					
Learning Outcome 9					X				
Learning Outcome 10						X			X
DOCTORAL-LEVEL PROGRAMS									
Intended Student Learning Outcomes	Assessment Measures								
	DIRECT		INDIRECT						
	Dissertation	*Oral Defense*	*Exit Interview*	*Course Evaluation*					
	X	X	X	X					

Master's-Level Programme – Master of Physiotherapy (MPT)

4.1 Mission Statement

Programme Mission
The Master of Physiotherapy course aims to provide specialized and advanced knowledge in the area of specialization and in the futuristic and emerging frontier areas of Physiotherapy knowledge, learning and research as per Industry 4.0 and to develop the overall personality of students by making them not only excellent Physiotherapy professionals but also good individuals, with understanding and empathy 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. This aims to develop competence in the area of study leading to greater aptitude for specialized & multidisciplinary clinical practice with leadership and research in that area using upcoming disruptive technology in the field.

4.2 Programme Educational Objectives (PEOs)

Educational Goals	
1	1.The student will be able to execute analytical evidence-based practice
2	2. The student will be able to assess, plan, customize and practice effective, specific and safe physiotherapy treatment and program for patients independently.
3	3. The student will be able to assume leadership role in department
4	4. The student will be able to assume/enhance patient care responsibility
5	5.The student will be able to formulate & implement educational programme, transfer knowledge and skills to students as well young professionals
6	6.The student will be able to analyse & undertake independent research
7	7.The student will be able to gain & provide adequate knowledge about treatment procedures and its benefits relevant to concerned specialties.
8	8.The student will be able to analyse movement dysfunction of human body biomechanically & kinesiologically &

	evidence based physiotherapeutic management for functional recovery of movement dysfunction
9	9.The student will be able to develop core, specialized & multidisciplinary practice skills in physiotherapy assessment pertaining to their elective by using relevant physiotherapy principles & concepts
10	10.The student will be able to be a prominent member of the multidisciplinary physiotherapy team involved in planning & implementation of appropriate physiotherapy intervention for all clinical conditions related to respective specialties in acute & chronic phases, critical & high-risk care, outdoor , institutional care & independent practice.

4.3 Programme Operational Objectives

Operational Goals	
1	MPT Programme will provide educational excellence in Teaching/Academic Delivery and research.
2	MPT Programme will facilitate a conducive environment for academic and extracurricular activities for holistic development of students.
3	MPT Programme will facilitate a nurturing environment for innovation and research excellence for the intellectual growth of faculty.
4	MPT Programme will enable cultivation of core values of the university and ethical conduct amongst students, faculty and staff.
5	MPT Programme will encourage cultural diversity and a sense of social and environmental responsibility.
6	MPT Programme will provide opportunities for international exposure to faculty and students.
7	MPT Programme will strive for continual improvement of processes and systems and aim to attain national and international accreditations and university rankings.
8	MPT Programme will build strong industry networks through alumni networks and empanelment of expertise from industry.
9	MPT Programme will facilitate employment opportunities and also support students to start their own ventures.
10	MPT Programme will facilitate good governance in discharge of responsibilities and execution of policies and programs.

4.4 Programme Learning Outcomes

2.1.1. Intended Learning Outcomes	
1	Student shall able to acquire in depth knowledge of basic concepts in Physiotherapy (movement dysfunctions & principles of underlying use of physiotherapeutic interventions) with an inter-disciplinary focus in the fields of Medical Sciences, Psychology in a dynamic healthcare environment for restoring movement dysfunction towards normalcy.
2	Student shall demonstrate ability to critically appraise recent physiotherapeutic and related literature from journals & adopt diagnostic & therapeutic procedures based on it.
3	Student shall be able to proficient in the use of computers for report writing, presentations and project Management (MS Word, Power point, Excel and Projects)
4	Student shall demonstrate an expertise in evidence-based skill in Physical & Functional diagnosis to make clinical decision (based on evaluation) regarding Physiotherapy strategy techniques and select appropriate outcome measures based on the comprehensive knowledge of specialty.
5	Student shall demonstrate good written and verbal communication skills. Shall have the ability to communicate basic concepts and applications effectively to individuals and groups from diverse educational and social backgrounds using newer and appropriate technology.
6	Student shall develop Leadership, managerial, administrative & communication skills and interpersonal skills, demonstrate understanding of Teamwork, including an awareness of personal strengths and limitations.
7	Student shall able to understand important global issues and opportunities, demonstrate an expertise in health promotion, early identification and intervention for quality restoration of function Shall actively participate in National Healthcare activities e.g. Health camps to improve the level of health of the Nation.
8	Student shall understand and implement the highest standards of ethical behaviour in the healthcare management profession in management of all clinical conditions common as well as rare related to respective specialty in acute and chronic stage, in intensive care, indoor, outdoor and institutional care, independent practice, on fields of sports and community and during disaster situations
9	Student shall be the Employers preferred choice for placement in hospitals (private and public), Physiotherapy Clinics, Fitness centers, Sports field at executive levels and as well as teaching institutes. Should possess the knowledge, self-belief and entrepreneurial skills required to leverage opportunities in the field of healthcare.

10	Student shall maintain a Lifelong learning attitude in personal and academics settings and engage in continuous upgradation of knowledge, skill and advanced technology on an on-going basis through formal education, (continuous professional education credits offered by national and international institutes), print, other media and interactions.
11	Student shall Inculcate a compassionate, empathetic attitude and behaviour towards patients, attendants, staff & community to provide mental as well as physical succor and demonstrate proficiency in creating awareness using newer technology, at various levels in community for healthcare & professional awareness.

4.5 Programme Operational Outcomes

Operational Outcomes	
1.	1.1 AIPT provide adequate infrastructure to the students as per the strength of the institute. Optimal utilization of resources is done 1.2 AIPT Labs are fully equipped & staffed to meet all the functional requirements of the students. 100% of books & journals available as specified by the accrediting body or regulatory authorities. Teaching, learning aids, resources, such as labs, library, journals, database, softwares, Inventory of all technology equipment in classrooms, computer labs, 1.3 AIPT provide 1 faculty cabin per two faculty members with space as per the norms 1.4 The number & Qualification of the faculty & staff would be as per the regulations of UGC and Pharmacy Council of India or Accrediting body. 1.5 100% of the faculty members would be given Annual Appraisals based on Performance-Based appraisal system. Minimum API score would be between 3-4.
2	100% students would take part in at-least one Functional and area specific club, Committees, Sports Events, co-curricular and extra-curricular activities and students participation in inter-institutional competition.
3	Faculty data about healthcare Research work and other Scholar activities such as: AIPT would publish atleast 20 research papers per year in various National & international, scopus indexed journals. AIPT would encourage the faculty to do atleast 20 National & 6 International Presentations per year.
4	Atleast 80% will be promoted. The students who are not able to complete the degrees on time would be given an

	extended period of N+1+1 to complete the degree. Minimum CGPA of 6 is required for completion of PG degree & a CGPA of 5.5 is required for completion of UG degree.
5	AIPT will target a pass percentage of 80% for UG students and 95% for PG students.
6	Atleast one event per year attended by atleast 10 external teams. 80% students participate in activities like Sangathan, Annual Youth Fest, Human Value year activities
7	Atleast one national/International conference per year. Atleast 8-10 seminars/guest lectures per year.
8	Report on Annual Industry Interaction activities such as, Alumni Meets-1 per year Industry visits atleast 2 per year Evaluation Board-1-2 per year Career Counseling Sessions-1-2 per year
9	Employability: AIPT will have minimum 80% placements for UG programme & 20% will be involved in higher education/ self-employed. AIPT will have 100% placement for PG courses.
10	Unfair means cases less than 5% Ragging cases 0% Other disciplinary cases less than 5%

4.5 Student Learning Assessment for Master of Physiotherapy (MPT)

#	PEO's	PLO's	Direct	Tool_No for Direct Assessment	Target Performance	Indirect	Tool_No for Indirect Assessment	Target Performance
1	Physiotherapy knowledge	Student shall able to acquire in depth knowledge of	*Comprehen sive Exam/Viva	PG/PLO/D/ CE Framework	80% students shall pass the exam.	Placeme nt anlaysis	PG/PLO/ID/E xit Survey	80% students response range between

		basic concepts in Physiotherapy (movement dysfunctions & principles of underlying use of physiotherapeutic interventions) with an inter-disciplinary focus in the fields of Medical Sciences, Psychology in a dynamic healthcare environment for restoring movement dysfunction towards normalcy.	on annual basis					4-5 on the Likert Scale in the Student Exit Survey.
2	Research and Enquiry	Student shall demonstrate ability to to critically appraise recent physiotherapeutic and related literature from journals & adopt diagnostic & therapeutic procedures based on it.	Dissertation, Clinical Training, Filed work assessment. Comprehensive examination	PG/PLO2/D/Dissertation	100% students shall undertake and complete the dissertation	Hospital posting feedback, Indutsry feedback,		The Industry Guide rates the students between 4-5 range on the Likert Scale in the feedback.
3	Information & Digital Literacy	Student shall be Proficient in the use of computers for report writing, presentations and	*Comprehensive Exam	PG/PLO/D/CE Framework	100% students shall able to leverage IT inorder to complete their	Student Exit Survey	PG/PLO/ID/Exit Survey	80% students response range between 4-5 on the Likert Scale in

		project Management (MS Word, Power point, Excel and Projects)			Assignements and Projects			the Student Exit Survey.
4	Problem Solving	Student shall demonstrate an expertise in evidence-based skill in Physical & Functional diagnosis to make clinical decision (based on evaluation) regarding Physiotherapy strategy techniques and select appropriate outcome measures based on the comprehensive knowledge of specialty.	Comprehensive examination, Clinical Training Reasoning, Clinical Training Skills, Clinical Training documentation	PG/PLO/D/CE Framework	80% students shall able to demonstrate Problem Solving and Decision Making Skill	Student Exit Survey	PG/PLO/ID/Exit Survey	80% students response range between 4-5 on the Likert Scale in the Student Exit Survey.
5.	Communication	Student shall demonstrate good written and verbal communication skills. Shall have the ability to communicate basic concepts and applications effectively to individuals and groups from diverse educational and social backgrounds using	*Business Communication Course Result analysis of all semesters. Comprehensive examinations	PG/PLO/D/CE Framework	80% students shall able to demonstrate Problem Solving and Decision Making Skill	Student Exit Survey	PG/PLO/ID/Exit Survey	80% students response range between 4-5 on the Likert Scale in the Student Exit Survey.

		newer and appropriate technology.						
6.	Behavioral Skills, Teamwork and Leadership	Student shall develop Leadership, managerial, administrative & communication skills and interpersonal skills, demonstrate understanding of Teamwork, including an awareness of personal strengths and limitations	* Behavioural Science Course Result analysis of all semesters, Journal of Success Comprehensive exam	80% students should secure a grade of 6 and above on a 10-point scale in the Journal for Success component of Behavioural Science course.	PG/PLO7/D/FBL,	Student Exit Survey	PG/PLO/ID/Exit Survey	80% students response range between 4-5 on the Likert Scale in the Student Exit Survey.
7.	Global Outlook	Student shall able to understand important global issues and opportunities, demonstrate an expertise in health promotion, early identification and intervention for quality restoration of function Shall actively participate in National Healthcare activities e.g. Health camps to improve the	*Foreign Business Language Result Analysis of all semesters	PG/PLO7/D/FBL	100% students' participation in case studies pertaining to global issues.	Student Exit Survey	PG/PLO/ID/Exit Survey	80% students shall able to demonstrate Global Outlook Perspective.

		level of health of the Nation.						
8.	Ethical and Professional Conduct	Student shall understand and implement the highest standards of ethical behaviour in the healthcare management profession in management of all clinical conditions common as well as rare related to respective specialty in acute and chronic stage, in intensive care, indoor, outdoor and institutional care, independently. Student shall understand and implement the highest standards of ethical behaviour in the healthcare management profession in management of all clinical conditions common as well as rare related to respective specialty in acute and chronic	*Plagiarism Checking of Dissertation Comprehensive exam	PG/PLO/D/CE Framework	100% Students are checked for plagiarism in NTCC report submissions and are allowed to appear for viva-voce upon obtaining plagiarism % below 15%.	Feedback of Industry Internship Guide Indiscipline Cases		The Industry Internship Guide rates the students between 4-5 range on the Likert Scale in the feedback. The University will adhere to zero tolerance towards use of unfair means

		stage, in intensive care, indoor, outdoor and institutional care, independent practice, on fields of sports and community and during disaster situations practice, on fields of sports and community and during disaster situations						
9.	Employability Entrepreneurship Skill	Student shall be the Employers preferred choice for placement in hospitals (private and public), Physiotherapy Clinics, Fitness centers, Sports field at executive levels and as well as teaching institutes. Should possess the knowledge, self- belief and entrepreneurial skills required to leverage opportunities in the field of healthcare.	quality of placements (company profile, job profile, salary), quality of internship, list of students placed and industries visiting campus		100% students submit a Case study and 50% students should secure a grade of 6 and above on a 10-point scale.	Student Exit Survey Alumni Survey	PG/PLO/ID/Exit Survey PG/PLO/ID/Alumni Survey	80% students response range between 4-5 on the Likert Scale in the Student Exit Survey. 80% alumni response range between 4-5 on the Likert Scale in the Alumni Survey.
10.	Lifelong Learning	Student shall maintain a Lifelong learning attitude in personal and academics settings and engage in	Comprehensive exam	PG/PLO/D/CE Framework	Mentors will asses the Learning curve of 100% students.	Student Exit Survey	PG/PLO/ID/Exit Survey	80% students response range between 4-5 on the Likert Scale in

		continuous upgradation of knowledge, skill and advanced technology on an on-going basis through formal education, (continuous professional education credits offered by national and international institutes), print, other media and interactions						the Alumni Survey.

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

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

Broad-Based Student Learning Goals (PEOs) / Intended Learning Outcomes PLOs	PEO 1	PEO 2	PEO 3	PEO 4	PEO 5	PEO 6	PEO 7	PEO 8	PEO 9
MASTER'S LEVEL PROGRAMS									
Master of Physiotherapy									

Broad-Based Student Learning Goals (PEOs) / Intended Learning Outcomes PLOs	PEO 1	PEO 2	PEO 3	PEO 4	PEO 5	PEO 6	PEO 7	PEO 8	PEO 9
Learning Outcome 1	**X**	**X**					**X**	**X**	**X**
Learning Outcome 2						**X**			**X**
Learning Outcome 3								**X**	
Learning Outcome 4	**X**	**X**						**X**	**X**
Learning Outcome 5			**X**	**X**	**X**				
Learning Outcome 6			**X**						
Learning Outcome 7					X				
Learning Outcome 8				X					
Learning Outcome 9					X				
Learning Outcome 10						X			X

Master's-Level Programme – Master of Hospital Administration

4.1 Mission Statement

Programme Mission
To provide healthcare management education at Masters level in all disciplines of modern healthcare management and in the futuristic and emerging frontier areas of healthcare management knowledge, learning and research as per Industry 4.0 and to develop the overall personality of students by making them not only excellent professionals but also good individuals, with understanding and empathy for human values, pride in their heritage and culture, a sense of right and wrong and yearning for perfection and imbibe attributes of courage of conviction and action.

4.2 Programme Educational Objectives (PEOs)

Educational Goals	
1	Student shall be able to demonstrate ability to utilize an outcome based, Choice Based Credit System (CBCS) healthcare education system for students and develop students' management skills and competencies specific to healthcare service industry.
2	Student shall be able to digitally literate and application based for research and careers in a wide range of healthcare service delivery organizations at managerial levels.
3	Student shall be able to create rigorous research projects aligned with industry requirements thus enabling sustainable research collaborations
4	Student shall be able to participate in a conducive environment to attract faculty to meet University guidelines and provide high quality education to students.
5	Students must demonstrate awareness of social, ethical and environment sustainability issues and provide nondiscriminatory services of high professional standards and promote Environmentally Sustainable Development in a compassionate manner.
6	Student shall be able to display ability to undertake joint research collaborations, student exchange programmes, study

	abroad programmes to increase international exposure.
7	Student shall be able to display understanding of relevant national and international accreditations in the field of healthcare management education at postgraduate level.
8	Student shall be able to develop long term associations with the Institute, University and other alumni to design programmes responsive to changing industry needs.
09	student shall be able to display an entrepreneurial mind set, maintain awareness of self-employment opportunities, available career options and achieve early student placements
10	The content and delivery and financials of the programme must align with and fulfil university and Domain policies as laid down.

4.3 Programme Operational Objectives

Operational Goals	
1	MHA Programme will provide educational excellence in Teaching/Academic Delivery and research.
2	MHA Programme will facilitate a conducive environment for academic and extracurricular activities for holistic development of students.
3	MHA Programme will facilitate a nurturing environment for innovation and research excellence for the intellectual growth of faculty.
4	MHA Programme will enable cultivation of core values of the university and ethical conduct amongst students, faculty and staff.
5	MHA Programme will encourage cultural diversity and a sense of social and environmental responsibility.
6	MHA Programme will provide opportunities for international exposure to faculty and students.
7	MHA Programme will strive for continual improvement of processes and systems and aim to attain national and international accreditations and university rankings.
8	MHA Programme will build strong industry networks through alumni networks and empanelment of expertise from industry.
9	MHA Programme will facilitate employment opportunities and also support students to start their own ventures.

10	MHA Programme will facilitate good governance in discharge of responsibilities and execution of policies and programs.

4.4 Programme Learning Outcomes

2.1.1. Intended Learning Outcomes	
1	Student shall be able to define, summarize concepts in Healthcare Management with an inter-disciplinary focus in the fields of Management, Health Economics, legal regulations, Health Insurance and specialized Hospital Planning and Operations in a dynamic healthcare environment.
2	Student shall be able to demonstrate ability to propose and evaluate hypotheses through research methods. Student shall be able to identify, define, investigate healthcare business issues, exhibit collect, analyse and interpret data to derive the optimum solution from a possible range.
3	Student shall be able to Proficient in the use of computers for report writing, presentations and project Management (MS Word, Power point, Excel and Projects)and use various IT tools and technologies for data processing and analysis.
4	Student shall be able to Exhibit critical and independent thinking to use theory, evidence, context and reasoning to identify a range of possible solutions and choose the best option.
5	Student shall be able to demonstrate excellent written and verbal communication skills. Has the ability to communicate concepts and applications effectively to individuals and groups from diverse educational and social backgrounds.
6	Student shall be able to develop range of Leadership skills and shall demonstrate excellent interpersonal skills, understanding of group dynamics and effective Teamwork, including an awareness of personal strengths and limitations.
7	Student shall be able to able to understand global issues and opportunities from international perspectives, Shall actively participate in National and International Healthcare activities eg Health Programmes, research, to improve the level of health of the Nation and globally.
8	Student shall be able to understand and implement the highest standards of ethical behaviour in the healthcare management profession
9	Student shall be able to Employers premium choice for placement in hospitals (private and public), Diagnostic centers, TPAs, healthcare IT firms and educational institutes, Should possess the knowledge, self belief and entrepreneurial

	skills required for the creation of wealth and jobs in the field of healthcare.
10	Student shall be able to maintain a Lifelong learning attitude in personal, academics and research settings and engage in continuous upgradation and expansion of knowledge and skill sets on an ongoing basis through print, other media and interactions.

4.5 Programme Operational Outcomes

Operational Outcomes	
1.	1.1 AIHA provide adequate infrastructure to the students as per the strength of the institute. Optimal utilization of resources is done 1.2 AIHA Labs are fully equipped & staffed to meet all the functional requirements of the students. 100% of books & journals available as specified by the accrediting body or regulatory authorities. Teaching, learning aids, resources, such as labs, library, journals, database, softwares, Inventory of all technology equipment in classrooms, computer labs, 1.3 AIHA provide 1 faculty cabin per two faculty members with space as per the norms 1.4 The number & Qualification of the faculty & staff would be as per the regulations of UGC and Pharmacy Council of India or Accrediting body. 1.5 100% of the faculty members would be given Annual Appraisals based on Performance-Based appraisal system. Minimum API score would be between 3-4.
2	100% students would take part in at-least one Functional and area specific club, Committees, Sports Events, co-curricular and extra-curricular activities and students participation in inter-institutional competition.
3	Faculty data about healthcare Research work and other Scholar activities such as: AIHA would publish atleast 20 research papers per year in various National & international, scopus indexed journals. AIHA would encourage the faculty to do atleast 20 National & 6 International Presentations per year.
4	Atleast 80% will be promoted. The students who are not able to complete the degrees on time would be given an extended period of N+1+1 to complete the degree. Minimum CGPA of 6 is required for completion of PG degree & a CGPA of 5.5 is required for completion of UG

	degree.
5	AIHA will target a pass percentage of 80% for UG students and 95% for PG students.
6	Atleast one event per year attended by atleast 10 external teams. 80% students participate in activities like Sangathan, Annual Youth Fest, Human Value year activities
7	Atleast one national/International conference per year. Atleast 8-10 seminars/guest lectures per year.
8	Report on Annual Industry Interaction activities such as, Alumni Meets-1 per year Industry visits atleast 2 per year Evaluation Board-1-2 per year Career Counseling Sessions-1-2 per year
9	Employability: AIHA will have minimum 80% placements for UG programme & 20% will be involved in higher education/ self-employed. AIHA will have 100% placement for PG courses.
10	Unfair means cases less than 5% Ragging cases 0% Other disciplinary cases less than 5%

4.5 Student Learning Assessment for Master of Hospital Administration

#	PEO's	PLO's	Direct	Tool No for Direct Assessment	Target Performance	Indirect	Tool_No for Indirect Assessment	Target Performance
1	Business Administration Healthcare knowledge	Student shall able to define and explain basic concepts in Healthcare Management with an inter-disciplinary focus in the fields of	*Comprehensive Exam/Viva on annual basis	UG/PLO/D/CE Framework	80% students shall pass the exam.	Student Exit Survey	UG/PLO/ID/Exit Survey	80% students response range between 4-5 on the Likert Scale in the Student Exit Survey.

		Management, Accounting, and basic hospital operations in a dynamic healthcare environment.						
2	Research and Enquiry	Student shall demonstrate ability to practice research methods. Student shall be able to identify, define, investigate basic healthcare business issues, exhibit collect, analyse and interpret simple data to derive the optimum solution from a possible range.	Internship, Major Project (Rubrics) & Comprehensive Exam	UG/PLO2/D/Major Project & UG/PLO/D/CE Framework	100% students shall undertake and complete the Project	Feedback of Industry Internship Guide	Feedback of Industry Internship Guide	The Industry Internship Guide rates the students between 4-5 range on the Likert Scale in the feedback.
3	Information & Digital Literacy	Student shall be Proficient in the use of computers for report writing, presentations and project Management (MS Word, Power point, Excel and Projects)	*Comprehensive Exam	UG/PLO/D/CE Framework	100% students shall able to leverage IT inorder to complete their Assignments and Projects	Student Exit Survey	UG/PLO/ID/Exit Survey	80% students response range between 4-5 on the Likert Scale in the Student Exit Survey.
4	Problem Solving	Student shall demonstrate analytical thinking to acquire and use information	*Comprehensive examination,	UG/PLO/D/CE Framework	80% students shall able to demonstrate Problem	Student Exit Survey	UG/PLO/ID/Exit Survey	80% students response range between 4-5 on the Likert Scale

		and reasoning to identify a range of possible solutions and choose the best option.	Practicals for clinical training		Solving and Decision Making Skill			in the Student Exit Survey.
5	Communication	Student shall demonstrate good written and verbal communication skills. Shall have the ability to communicate basic concepts and applications effectively to individuals and groups from diverse educational and social backgrounds.	*Communication Skills Course Result analysis of all semesters	UG/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	UG/PLO/ID/Exit Survey	80% students response range between 4-5 on the Likert Scale in the Student Exit Survey.
6	Behavioral Skills, Teamwork and Leadership	Student shall develop Leadership and shall interpersonal skills, demonstrate understanding of Teamwork, including an awareness of personal strengths and limitations.	Rubrics * Behavioural Science Course Result analysis of all semesters, Journal of Success	UG/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 Behavioural Science course.	Student Exit Survey	UG/PLO/ID/Exit Survey	80% students response range between 4-5 on the Likert Scale in the Student Exit Survey.
7	Global Outlook	Student shall able to understand important	* Rubrics	UG/PLO7/D/FBL	100% students'	Student Exit	UG/PLO/ID/Exit Survey	80% students response range

		global issues and opportunities, Shall actively participate in National Healthcare activities eg Health camps to improve the level of health of the Nation.	& Foreign Business Language Result Analysis of all semesters		participation in case studies pertaining to global issues.	Survey		between 4-5 on the Likert Scale in the Student Exit Survey.
8	Ethical and Professional Conduct	Student shall understand and implement the highest standards of ethical behaviour in the healthcare management profession	*Plagiarism Checking of Project work		100% Students are checked for plagiarism in NTCC report submissions and are allowed to appear for viva-voce upon obtaining plagiarism % below 15%.	Feedback of Industry Internship Guide		The Industry Internship Guide rates the students between 4-5 range on the Likert Scale in the feedback.
9	Employeeablity Entrepreneurship Skill	Student shall be the Employers preferred choice for placement in hospitals (private and public), Diagnostic centers, TPAs at executive levels. Should possess the knowledge, self-	Successful placement of students • Quality of placements (company profile, job profile, salary		100% students get placed and 50% students should secure a grade of 6 and above on a 10-point scale.	Student Exit Survey	UG/PLO/ID/Exit Survey	80% students response range between 4-5 on the Likert Scale in the Student Exit Survey.

		belief and entrepreneurial skills required to leverage opportunities in the field of healthcare.	package offered) • quality of internship • List of students placed. • List of industries visiting campus,					
10	Lifelong Learning	Student shall maintain a Lifelong learning attitude in personal and academics settings and engage in continuous upgradation of knowledge and skill sets on an ongoing basis through formal education, print, other media and interactions.	*Comprehensive Exam	UG/PLO/D/CE Framework	80% students shall pass the exam	Student Exit Survey	UG/PLO/ID/Exit Survey	80% students response range between 4-5 on the Likert Scale in the Student Exit Survey.

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

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

Master's-Level Programme – Master of Public Health

4.1 Mission Statement

Programme Mission
To equip students in research based knowledge in public health and Awareness of public health in India with its relevance and recent developments in public health sector aligned to education 4.0 along with recent medical developments nationally and internationally and also to develop the overall personality of students by making them not only excellent professionals but also good individuals, with understanding and empathy for human values, pride in their heritage and culture, a sense of right and wrong and yearning for perfection and imbibe attributes of courage of conviction and action.

4.2 Programme Educational Objectives (PEOs)

Educational Goals	
1	Students will demonstrate knowledge of the application of Public health areas principles and practices in a professional work setting
2	Students will create and sustain effective individual and organizational performance by leveraging Research skills, epidemiology,Information and Technological competencies in the given Public Health areas framework
3	Students will appropriately apply compassion and influential skills in working with patients, attendants, colleagues and the community.
4	Students will demonstrate effective communication skills that support and enhance effectiveness in Public Health areas
5	Students will develop positive perspectives and skills that create productive domain leaders and improved health outcomes globally
6	Students will act ethically and responsibly.

7	Students will critically evaluate and reflect learning and development throughout their career
8	Students will utilize theory and practice, and expertise across biostatistics, research methodology and disaster management in Public health making effective decisions by understanding the relationship of community based activities to global environment

4.3 Programme Operational Objectives

Operational Goals	
1	AIPH will provide educational excellence in the field of Public Health disciplines like epidemiology, biostatistics and research methodology Teaching/Academic Delivery and research
2	AIPH will facilitate an academically conducive environment for holistic development of students
3	AIPH will facilitate environment for research excellence and innovation for the intellectual growth of faculty
4	AIPH will facilitate cultivation of core values of the university and ethical conduct amongst students, faculty and staff
5	AIPH will encourage cultural diversity and a sense of social and environmental responsibility
6	AIPH will provide ample opportunities for international exposure to faculty and students
7	AIPH will be involved in continual improvement of processes and systems and aim to attain national and international accreditations and university rankings as applicable
8	AIPH will build a strong healthcare industry interaction by way of alumni networks and empanelment of expertise from health industry in various disciplines
9	AIPH will facilitate employment opportunities and also support students to start their own ventures
10	AIPH will facilitate good governance in discharge of responsibilities and execution of policies and programs

4.4 Programme Learning Outcomes

2.1.1. Intended Learning Outcomes	
1	Student shall able to define, summarize concepts in public health with an inter-disciplinary focus in the fields of Statisticst, Health Economics, legal regulations, Health Insurance and specialized commuity Planning and Operations in a dynamic rural and urban healthcare environment.
2	Student shall demonstrate ability to propose and evaluate hypotheses through research methods. Students shall be able to identify, define, investigate community healthcare problems, exhibit collect, analyse and interpret data to derive the optimum solution from a possible range.
3	Student shall be Proficient in the use of computers for report writing, presentations and project Management (MS Word, Power point, Excel and Projects)and use various IT tools and technologies for data processing and analysis
4	Student shall Exhibit critical and independent thinking to use theory, evidence, context and reasoning to identify a range of possible solutions and choose the best option to give sustainable and reliable solution to the public health problems
5	Student shall demonstrate excellent written and verbal communication skills. Has the ability to communicate health awareness concepts and applications effectively to individuals and groups from diverse educational and social backgrounds
6	Student shall develop range of Leadership skills and shall demonstrate excellent interpersonal and intrapersonal skills, understanding of group dynamics and effective Teamwork, including an awareness of personal strengths and limitations
7	Student shall able to understand global issues and opportunities from international perspectives, Shall actively participate in National and International Healthcare activities eg Health Programmes, research, to improve the level of health of the Nation and globally
8	Student shall understand and implement the highest standards of ethical behaviour in the healthcare profession
9	Student shall be the Employers premium choice for placement in hospitals (private and public), Diagnostic centers, TPAs, healthcare IT firms and educational institutes, NGOs. Should possess the knowledge, self belief and entrepreneurial skills required for the creation of wealth and jobs in the field of Public health

10	Student shall maintain a Lifelong learning attitude in personal, academics and research settings and engage in continuous upgradation and expansion of knowledge and skill sets on an on going basis through print, research articles, journal clubs, conferences, other media and interactions
11	Student shall Inculcate a compassionate and empathetic attitude and behaviour towards patients, attendants, staff and community to provide mental as well as physical succour.

4.5 Programme Operational Outcomes

Operational Outcomes	
1.	1.1 AIPH provide adequate infrastructure to the students as per the strength of the institute. Optimal utilization of resources is done 1.2 AIPH Labs are fully equipped & staffed to meet all the functional requirements of the students. 100% of books & journals available as specified by the accrediting body or regulatory authorities. Teaching, learning aids, resources, such as labs, library, journals, database, softwares, Inventory of all technology equipment in classrooms, computer labs, 1.3 AIPH provide 1 faculty cabin per two faculty members with space as per the norms 1.4 The number & Qualification of the faculty & staff would be as per the regulations of UGC and Pharmacy Council of India or Accrediting body. 1.5 100% of the faculty members would be given Annual Appraisals based on Performance-Based appraisal system. Minimum API score would be between 3-4.
2	100% students would take part in at-least one Functional and area specific club, Committees, Sports Events, co-curricular and extra-curricular activities and students participation in inter-institutional competition.
3	Faculty data about healthcare Research work and other Scholar activities such as: AIPH would publish atleast 20 research papers per year in various National & international, scopus indexed journals. AIPH would encourage the faculty to do atleast 20 National & 6 International Presentations per year.

4	Atleast 80% will be promoted. The students who are not able to complete the degrees on time would be given an extended period of N+1+1 to complete the degree. Minimum CGPA of 6 is required for completion of PG degree & a CGPA of 5.5 is required for completion of UG degree.
5	AIPH will target a pass percentage of 80% for UG students and 95% for PG students.
6	Atleast one event per year attended by atleast 10 external teams. 80% students participate in activities like Sangathan, Annual Youth Fest, Human Value year activities
7	Atleast one national/International conference per year. Atleast 8-10 seminars/guest lectures per year.
8	Report on Annual Industry Interaction activities such as, Alumni Meets-1 per year Industry visits atleast 2 per year Evaluation Board-1-2 per year Career Counseling Sessions-1-2 per year
9	Employability: AIPH will have minimum 80% placements for UG programme & 20% will be involved in higher education/ self-employed. AIPH will have 100% placement for PG courses.
10	Unfair means cases less than 5% Ragging cases 0% Other disciplinary cases less than 5%

4.5 Student Learning Assessment for Master of Public Health

#	PEO's	PLO's	Direct	Tool_No for Direct Assessment	Target Performance	Indirect	Tool_No for Indirect Assessment	Target Performance
1	Students will demonstrate knowledge of the	Student shall able to define, summarize	*Comprehensive Exam/Viva on annual basis	PG/PLO/D/CE Framework	80% students shall pass the exam	Student Exit Survey	PG/PLO/ID/ Exit Survey	80% students response range between

	application of Public health areas principles and practices in a professional work setting	concepts in public health with an inter-disciplinary focus in the fields of Statisticst, Health Economics, legal regulations, Health Insurance and specialized commuity Planning and Operations in a dynamic rural and urban healthcare environment						4-5 on the Likert Scale in the Student Exit Survey.
2	Students will create and sustain effective individual and organizational performance by leveraging Research skills, epidemiology,Information and Technological competencies in the given Public Health areas framework	Student shall demonstrate ability to propose and evaluate hypotheses through research methods. Students shall be able to identify, define, investigate community healthcare problems, exhibit collect, analyse and interpret data to derive the optimum solution from a possible range	Term Paper, Seminar, Internship, Dissertation (Rubrics) Comprehensive Exam	PG/PLO2/D/Dissertation PG/PLO/D/CE Framework	100% students will undertake and complete the dissertation	Feedback of Industry Internship Guide		The Industry Internship Guide rates the students between 4-5 range on the Likert Scale in the feedback.
3	Students will	Student shall be Proficient in the use	*Comprehensive Exam	PG/PLO/D/CE Framework	100% students shall	Student Exit	PG/PLO/ID/ Exit Survey	80% students response

	appropriately apply compassion and influential skills in working with patients, attendants, colleagues and the community	of computers for report writing, presentations and project Management (MS Word, Power point, Excel and Projects)and use various IT tools and technologies for data processing and analysis			able to leverage IT inorder to complete their Assignements and Projects	Survey		range between 4-5 on the Likert Scale in the Student Exit Survey.
4	Students will demonstrate effective communication skills that support and enhance effectiveness in Public Health areas.	Student shall Exhibit critical and independent thinking to use theory, evidence, context and reasoning to identify a range of possible solutions and choose the best option to give sustainable and reliable solution to the public health problems	*Business Simulation (Rubrics) *Comprehensive Exam	PG/PLO4/D/Simulation PG/PLO/D/CE Framework	80% students shall able to demonstrate Problem Solving and Decision Making Skill	Student Exit Survey	PG/PLO/ID/ Exit Survey	80% students response range between 4-5 on the Likert Scale in the Student Exit Survey.
5	Students will develop positive perspectives and skills that create productive	Student shall demonstrate excellent written and verbal communication skills. Has the	* Public health Communication Course Result analysis of all semesters *Rubrics	PG/PLO5/D/ BC PG/PLO/D/CE Framework	80% students should secure a grade of 6 and above on a 10-point scale in the	Student Exit Survey	PG/PLO/ID/ Exit Survey	80% students response range between 4-5 on the Likert Scale in the Student

	domain leaders and improved health outcomes globally.	ability to communicate health awareness concepts and applications effectively to individuals and groups from diverse educational and social backgrounds	*Comprehensive Exam		presentation component of health communication course.			Exit Survey.
6	Students will act ethically and responsibly	Student shall develop range of Leadership skills and shall demonstrate excellent interpersonal and intrapersonal skills, understanding of group dynamics and effective Teamwork, including an awareness of personal strengths and limitations.	Behavioural Science Course Result analysis of all semesters, Journal of Success * Rubrics Comprehensive Exam	PG/PLO6/D/BS PG/PLO/D/CE Framework	80% students should secure a grade of 6 and above on a 10-point scale in the Journal for Success component of Behavioural Science course.	Student Exit Survey	PG/PLO/ID/ Exit Survey	80% students response range between 4-5 on the Likert Scale in the Student Exit Survey.
7	Students will critically evaluate and reflect	Student shall able to understand global issues and	*Foreign Business Language	PG/PLO7/D/FBL PG/PLO/D/CE	100% students' participation	Student Exit Survey	PG/PLO/ID/ Exit Survey	80% students shall able to demonstrate

	learning and development throughout their career	opportunities from international perspectives, Shall actively participate in National and International Healthcare activities eg Health Programmes, research, to improve the level of health of the Nation and globally	Result Analysis of all semesters * Rubrics Comprehensive Exam	Framework	in case studies pertaining to global issues.			Global Outlook Prespective.
8	Students will utilize theory and practice, and expertise across biostatistics, research methodology and disaster management in Public health making effective decisions by understanding the relationship of community based activities to global	Student shall understand and implement the highest standards of ethical behaviour in the healthcare profession	*Plagiarism Checking of Dissertation	PG/PLO/D/CE Framework	100% Students are checked for plagiarism in NTCC report submissions and are allowed to appear for viva-voce upon obtaining plagiarism % below 15%.	Feedback of Industry Internship Guide Indiscipline Cases		The Industry Internship Guide rates the students between 4-5 range on the Likert Scale in the feedback. The University will adhere to zero tolerance towards use of unfair means

	environment							

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

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

Broad based goals (PEO's) Vs PLO's	Students will demonstrate knowledge of the application of Public health areas principles and practices in a professional work setting	Students will create and sustain effective individual and organizational performance by leveraging Research skills, epidemiology, Information and Technological competencies in the given Public	Students will appropriately apply compassion and influential skills in working with patients, attendants, colleagues and the community.	Students will demonstrate effective communication skills that support and enhance effectiveness in Public Health areas.	Students will develop positive perspectives and skills that create productive domain leaders and improved health outcomes globally.	Students will act ethically and responsibly	Students will critically evaluate and reflect learning and development throughout their career	Students will utilize theory and practice, and expertise across biostatistics, research methodology and disaster management in Public health making effective decisions by understanding the relationship of community based activities to global environment.

		Health areas framework.						
Master Level Programme								
Master of Public Health								
Students shall be able to define, summarize concepts in public health with an inter-disciplinary focus in the fields of Statisticst, Health Economics, legal regulations, Health Insurance and specialized commuity Planning and Operations in a dynamic rural and urban healthcare environment.	X	X	X	X		X	X	X
Student shall demonstrate ability to propose and evaluate hypotheses through research methods. Students shall be able to identify, define, investigate community healthcare problems, exhibit collect, analyse and interpret data to derive the optimum solution from a possible range.	X	X	X	X	X		X	X

Student shall be Proficient in the use of computers for report writing, presentations and project Management (MS Word, Power point, Excel and Projects)and use various IT tools and technologies for data processing and analysis.	X		X	X	X		X	X
Student shall Exhibit critical and independent thinking to use theory, evidence, context and reasoning to identify a range of possible solutions and choose the best option to give sustainable and reliable solution to the public health problems	X	X			X	X	X	X
Student shall demonstrate excellent written and verbal communication skills. Has the ability to communicate health awareness concepts and applications effectively to individuals and groups from diverse educational and social backgrounds.		X	X	X		X	X	

Student shall able to understand global issues and opportunities from international perspectives, Shall actively participate in National and International Healthcare activities eg Health Programmes, research, to improve the level of health of the Nation and globally.	X	X	X		X	X		X
Student shall understand and implement the highest standards of ethical behaviour in the healthcare profession	X	X		X	X		X	X
Student shall be the Employers premium choice for placement in hospitals (private and public), Diagnostic centers, TPAs, healthcare IT firms and educational institutes, NGOs. Should possess the knowledge, self belief and entrepreneurial skills required for the creation of wealth and jobs in the field of Public health		X	X	X		X	X	

Student shall maintain a Lifelong learning attitude in personal, academics and research settings and engage in continuous upgradation and expansion of knowledge and skill sets on an on going basis through print, research articles, journal clubs, conferences, other media and interactions.	X	X	X		X	X	X	

Operational Goals Vs Operational Outcome	AIPH will provide educational excellence in the field of Public Health disciplines like epidemiology, biostatistics and research methodology Teaching/Academic Delivery and research	AIPH will facilitate an academically conducive environment for holistic development of students	AIPH will facilitate environment for research excellence and innovation for the intellectual growth of faculty	AIPH will facilitate cultivation of core values of the university and ethical conduct amongst students, faculty and staff	AIPH will encourage cultural diversity and a sense of social and environmental responsibility	AIPH will provide ample opportunities for international exposure to faculty and students	AIPH will be involved in continual improvement of processes and systems and aim to attain national and international accreditations and university rankings as applicable	AIPH will build a strong healthcare industry interaction by way of alumni networks and empanelment of expertise from health industry in various disciplines
Master's Level Programs								
MASTERS OF PUBLIC HEALTH								
Students will demonstrate knowledge of Public health areas principles and practices in a professional work setting	X	X	X	X		X	X	X

Students will engage in inter-university extra curricular activities	X	X	X	X	X		X	X
Faculty will appropiately apply research skills in publishing research articles and writing manuscripts	X		X	X	X		X	X
Students and faculty will demonstrate core values of ethics in learning, teaching and practice	X	X			X	X	X	X
Students will develop positive perspectives and skills that create productive leaders and improved health outcomes globally		X	X	X		X	X	
Students will be involved in research collaborations, international guest lectures, conferences and various other oppurtunities for	X	X	X		X	X		X

global exposure								
Students will be engaged in internships arising out of corporate and industry linkages.	X	X		X	X		X	X
Students will be placed in appropriate ventures and also encouraged to initiate their own start ups.		X	X	X		X	X	
Students will be having access to classrooms, laboratories and library	X	X	X		X	X	X	

Master's-Level Programme – Master in Medical Physiology (M.Sc. – Medical Physiology)

4.1 Mission Statement

Programme Mission
To provide specialized and advanced knowledge in the area of specialization and in the futuristic and emerging frontier areas of Medical Physiology knowledge, learning and research as per Industry 4.0 and to develop the overall personality of students by making them not only excellent in their professionals but also good individuals, with understanding and empathy 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. This aims to develop competence in the area of study leading to greater aptitude for specialized clinical practice with leadership and research in that area.

4.2 Programme Educational Objectives (PEOs)

Educational Goals	
1	Student shall be able to to perform human and animal (mammalian, amphibian) experiments. Hematology, Experiments based on biophysical principles.
2	Student shall be able to acquire history taking and clinical examination skills.
3	Student shall be able to develop communication skills to interact with students, colleagues, superiors and other staff members
4	Student shall be able to work as a member of a team to carry out teaching as well as research activities
5	Student shall be able to right attitude toward teaching profession.
6	Student shall be able to analyze & undertake research
7	Student shall be able to plan & implement appropriate physiological intervention for clinical conditions related to respective specialties through use of information and digital literacy.

8	Student shall be able to teach analytical evidence based practice
9	Student shall be able to formulate & implement educational programme
10	Student shall be able to plan and customize effective application knowledge and achieve improved health sciences outcome in national and global context.

4.3 Programme Operational Objectives

Operational Goals	
1	M.Sc MP Programme will provide educational excellence in Teaching/Academic Delivery and research.
2	M.Sc MP Programme will facilitate a conductive environment for academic and extracurricular activities for holistic development of students.
3	M.Sc MP Programme will facilitate a nurturing environment for innovation and research excellence for the intellectual growth of faculty.
4	M.Sc MP Programme will enable cultivation of core values of the university and ethical conduct amongst
5	M.Sc MP Programme will encourage cultural diversity and a sense of social and environmental responsibility.
6	M.Sc MP Programme will provide opportunities for international exposure to faculty and students
7	M.Sc MP Programme will strive for continual improvement of processes and systems and aim to attain national and international accreditations and university rankings.
8	M.Sc MP Programme will build strong industry networks through alumni networks and empanelment of expertise from industry.
9	M.Sc MP Programme will facilitate employment opportunities and also support students to start their own ventures.
10	M.Sc MP Programme will facilitate good governance in discharge of responsibilities and execution of policies and programs.

4.4 Programme Learning Outcomes

2.1.1. Intended Learning Outcomes

1	Student shall be able to define, summarize concepts in medical Physiology with an inter-disciplinary focus in the fields of, Medical Science, Psychology in a dynamic healthcare environment.
2	Student shall be able to demonstrate ability to propose and evaluate hypotheses through research methods. Student shall be able to identify, define, investigate healthcare Physiotherapy issues, exhibit collect, analyze and interpret data to derive the optimum solution from a possible range.
3	Student shall be able to Proficient in the use of computers for report writing, presentations and project (MS Word, Power point, Excel and Projects) and use various IT tools and technologies for data processing and analysis.
4	Student shall be able to Exhibit critical and independent thinking to use theory, evidence, context and reasoning to identify a range of possible solutions and choose the best option.
5	Student shall be able to demonstrate excellent written and verbal communication skills. Has the ability to communicate concepts and applications effectively to individuals and groups from diverse educational and social backgrounds.
6	Student shall be able to develop range of Leadership skills and shall demonstrate excellent interpersonal skills, understanding of group dynamics and effective Teamwork, including an awareness of personal strengths and limitations.
7	Student shall be able to able to understand global issues and opportunities from international perspectives, Shall actively participate in National and International Healthcare activities e.g. Health Programmes, research, to improve the level of health of the Nation and globally.
8	Student shall be able to understand and implement the highest standards of ethical behavior in the healthcare management profession
9	Student shall be able to the Employers premium choice for placement in academic institutes, medical colleges, hospitals (private and public), Gymnasiums, Health & fitness centers, Sports teams & on-field and educational institutes, Should possess the knowledge, self-belief and entrepreneurial skills required for the creation of wealth and jobs in the field of healthcare.
10	Student shall be able to maintain a Lifelong learning attitude in personal, academics and research settings and engage in continuous up gradation and expansion of knowledge and skill sets on an on-going basis through print, other media and interactions.

4.5 Programme Operational Outcomes

Operational Outcomes	
1.	1.1 AIPAS provide adequate infrastructure to the students as per the strength of the institute. Optimal utilization of resources is done 1.2 AIPAS Labs are fully equipped & staffed to meet all the functional requirements of the students. 100% of books & journals available as specified by the accrediting body or regulatory authorities. Teaching, learning aids, resources, such as labs, library, journals, database, softwares, Inventory of all technology equipment in classrooms, computer labs, 1.3 AIPAS provide 1 faculty cabin per two faculty members with space as per the norms 1.4 The number & Qualification of the faculty & staff would be as per the regulations of UGC and Pharmacy Council of India or Accrediting body. 1.5 100% of the faculty members would be given Annual Appraisals based on Performance-Based appraisal system. Minimum API score would be between 3-4.
2	100% students would take part in at-least one Functional and area specific club, Committees, Sports Events, co-curricular and extra-curricular activities and students participation in inter-institutional competition.
3	Faculty data about healthcare Research work and other Scholar activities such as: AIPAS would publish atleast 20 research papers per year in various National & international, scopus indexed journals. AIPAS would encourage the faculty to do atleast 20 National & 6 International Presentations per year.
4	Atleast 80% will be promoted. The students who are not able to complete the degrees on time would be given an extended period of N+1+1 to complete the degree. Minimum CGPA of 6 is required for completion of PG degree & a CGPA of 5.5 is required for completion of UG degree.
5	AIPAS will target a pass percentage of 80% for UG students and 95% for PG students.
6	Atleast one event per year attended by atleast 10 external teams.

	80% students participate in activities like Sangathan, Annual Youth Fest, Human Value year activities
7	Atleast one national/International conference per year. Atleast 8-10 seminars/guest lectures per year.
8	Report on Annual Industry Interaction activities such as, Alumni Meets-1 per year Industry visits atleast 2 per year Evaluation Board-1-2 per year Career Counseling Sessions-1-2 per year
9	Employability: AIPAS will have minimum 80% placements for UG programme & 20% will be involved in higher education/ self-employed. AIPAS will have 100% placement for PG courses.
10	Unfair means cases less than 5% Ragging cases 0% Other disciplinary cases less than 5%

4.5 Student Learning Assessment for Master of Medical Physiology (M.Sc. – Medical Physiology)

#	PEO's	PLO's	Direct	Tool No for Direct Assessment	Target Performance	Indirect	Tool_No for Indirect Assessment	Target Performance
1	Physiology knowledge	Student shall be able to define and explain basic concepts in Physiology with an inter-disciplinary focus on the fields of Medical Sciences in a	*Comprehensive Exam/Viva on annual basis	UG/PLO/D/ CE Framework	80% students shall pass the exam.	Student Exit Survey	UG/PLO/ID/ Exit Survey	80% student's response range between 4-5 on the Likert Scale in the Student Exit Survey.

		dynamic healthcare environment.						
2	Research and Enquiry	Student shall demonstrate ability to practice research methods. Student shall be able to identify, define, investigate basic healthcare business issues, exhibit collect, analyze and interpret simple data to derive the optimum solution from a possible range.	Internship, Major Project (Rubrics) & Comprehensive Exam	UG/PLO2/D/ Major Project & UG/PLO/D/ CE Framework	100% students shall undertake and complete the Project	Feedback of Industry Internship Guide		The Industry Internship Guide rates the students between 4-5 range on the Likert Scale in the feedback.
3	Information & Digital Literacy	Student shall be Proficient in the use of computers for report writing, presentations and project Management (MS Word, Power point, Excel and Projects)	*Comprehensive Exam	UG/PLO/D/ CE Framework	100% students shall able to leverage IT inorder to complete their Assignements and Projects	Student Exit Survey	UG/PLO/ID/ Exit Survey	80% students response range between 4-5 on the Likert Scale in the Student Exit Survey.
4	Problem Solving	Student shall demonstrate analytical thinking to acquire and use	*Comprehensive examination, Practicals for clinical	UG/PLO/D/ CE Framework	80% students shall able to demonstrate Problem	Student Exit Survey	UG/PLO/ID/ Exit Survey	80% students response range between 4-5 on the Likert Scale

		information and reasoning to identify a range of possible solutions and choose the best option.	training		Solving and Decision Making Skill			in the Student Exit Survey.
5	Communication	Student shall demonstrate good written and verbal communication skills. Shall have the ability to communicate basic concepts and applications effectively to individuals and groups from diverse educational and social backgrounds.	*Communication Skills Course Result analysis of all semesters	UG/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	UG/PLO/ID/ Exit Survey	80% students response range between 4-5 on the Likert Scale in the Student Exit Survey.
6	Behavioral Skills, Teamwork and Leadership	Student shall develop Leadership and interpersonal skills, demonstrate understanding of Teamwork, including an awareness of personal strengths and limitations.	Rubrics * Behavioural Science Course Result analysis of all semesters, Journal of Success	UG/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 Behavioural Science course.	Student Exit Survey	UG/PLO/ID/ Exit Survey	80% students response range between 4-5 on the Likert Scale in the Student Exit Survey.
7	Global Outlook	Student shall able	* Rubrics	UG/PLO7/D/	100% students'	Student Exit	UG/PLO/ID/	80% students

		to understand important global issues and opportunities, Shall actively participate in National Healthcare activities e.g. Health camps to improve the level of health of the Nation.	& Foreign Business Language Result Analysis of all semesters	FBL	participation in case studies pertaining to global issues.	Survey	Exit Survey	response range between 4-5 on the Likert Scale in the Student Exit Survey.
8	Ethical and Professional Conduct	Student shall understand and implement the highest standards of ethical behavior in the healthcare management profession	*Plagiarism Checking of Project work		100% Students are checked for plagiarism in NTCC report submissions and are allowed to appear for viva-voce upon obtaining plagiarism % below 15%.	Feedback of Industry Internship Guide		The Industry Internship Guide rates the students between 4-5 range on the Likert Scale in the feedback.
9	Employeeablity Entrepreneurship Skill	Student shall be the Employers preferred choice for placement in academics/hospitals (private and public), Fitness centers, Sports field , Clinical	Successful placement of students • Quality of placements (company profile, job profile, salary package		100% students get placed and 50% students should secure a grade of 6 and above on a 10-point scale.	Student Exit Survey	UG/PLO/ID/ Exit Survey	80% students response range between 4-5 on the Likert Scale in the Student Exit Survey.

		laboratory, pharmaceuticals company etc at executive levels. Should possess the knowledge, self-belief and entrepreneurial skills required to leverage opportunities in the field of healthcare.	offered) • quality of internship • List of students placed. • List of industries visiting campus,					
10	Lifelong Learning	Student shall maintain a Lifelong learning attitude in personal and academics settings and engage in continuous upgradation of knowledge and skill sets on an on-going basis through formal education, print, other media and interactions.	*Comprehensive Exam	UG/PLO/D/CE Framework	80% students shall pass the exam	Student Exit Survey	UG/PLO/ID/ Exit Survey	80% students response range between 4-5 on the Likert Scale in the Student Exit Survey.

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

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

Broad-Based Student Learning Goals (PEOs) / Intended Learning Outcomes PLOs	PEO 1	PEO 2	PEO 3	PEO 4	PEO 5	PEO 6	PEO 7	PEO 8	PEO 9
MASTER'S LEVEL PROGRAMS									
Master of Medical Physiology									
Learning Outcome 1	X	X					X	X	X
Learning Outcome 2						X			X
Learning Outcome 3								X	
Learning Outcome 4	X	X						X	X
Learning Outcome 5			X	X	X				
Learning Outcome 6			X						
Learning Outcome 7					X				
Learning Outcome 8				X					
Learning Outcome 9					X				
Learning Outcome 10						X			X
DOCTORAL-LEVEL PROGRAMS									

Intended Student Learning Outcomes	Assessment Measures								
	DIRECT		INDIRECT						
	Dissertation	*Oral Defense*	*Exit Interview*	*Course Evaluation*					
	X	X	X	X					

Master's-Level Programme – Master in Neurosciences (M.Sc. (Neurosciences)

STRATEGIC ASSESSMENT – MISSION AND BROAD-BASED GOALS /OBJECTIVES

1.1 Mission Statement

Mission
To provide research and industry based knowledge in relevant healthcare disciplines at Masters level which includes modern mental healthcare using technology-based techniques as per Industry 4.0 catering to the overall needs of the society and to drive education in best contemporary modes. To develop the overall personality of students with understanding and empathy for human values, pride in their heritage and culture, and yearning for perfection.

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

1.2.1 Masters Level
1-Students shall develop and reflect learning and development throughout their career.
2-Students shall be able to develop and sustain effective individual and organizational performance by leveraging Research skills, showing Information and Technological competencies in the field.
3-Students shall be able to utilize theory and practicals knowledge of Neuroscience and contribute to mental health care.
4-Students shall be able to take decisions by understanding the needs of community outreach services.
5-Students shall be able to appropriately apply compassion and influential skills in working with patients, attendants, colleagues and the community.

6-Students shall demonstrate effective communication skills while counselling that support and enhance effectiveness in Health and Allied Sciences areas.
7-Students shall develop positive perspectives and skills that create productive domain leaders and improved health outcomes globally.
8-Students shall maintain research ethics in the field of neuroscience and neuropsychology.

1.3 BROAD-BASED OPERATIONAL GOALS (Resources required) AT FACULTY / DOMAIN LEVEL

1.3.1 Masters Level
1-The program specializing in Neurosciences will facilitate an academically conducive environment for industry exposure and holistic growth of students.
2-M.Sc. program in Neurosciences will provide educational excellence in the field of Neurosciences including research methodology, which is required in teaching and research.
3-M.Sc. program in Neurosciences will facilitate environment for industrial research excellence and innovation for the intellectual growth of students.
4-Masters in neurosciences will facilitate environment for research excellence and innovation for the intellectual growth of faculty through infrastructure and support system.
5-M.Sc. program in Neurosciences will build a strong foundation for understanding the principles of Neurosciences and its sub-disciplines by way of alumni networks and empanelment of expertise from research Institutes and clinics in Neurosciences disciplines

Section II:

Student Learning Assessment

2. STUDENT LEARNING ASSESSMENT

2.1 Master's-Level Programs

Student Learning Assessment M.Sc. Neurosciences

2.2.1 Intended Student Learning Outcomes	
1	Students are able to demonstrate the knowledge of the different forms of medications in brain sciences practiced in India and around the globe
2	Students are able to decipher the cross sectional paradigms (AI and pharmacogenomics) where the doctrines of traditional practices could be seamlessly incorporated and integrated into allopathic practices and gene therapy.
3	Students are able to have an understanding of population for managing health programmes locally and globally
4	The students are able to demonstrate disease investigation related to brain in National and International Neuroscience Conferences.
5	The students are able to implement resource optimization using modern tools like artificial intelligence.
6	Students are able to understand Neuroscience issues and protect and prevent the mental health of community using modern technology for a social cause
7	Students are able to develop testable hypotheses, differentiate research design and/or statistics, evaluate aptness of research conclusions, and generalize them appropriately.
8	Students are able to adhere to ethical guidelines for collection, storage, and use of data from human or non-human participants.

9	Students are able to design and conduct quantitative or qualitative research studies in laboratory or field settings using modern tools used in industries like MATLAB.
10	Student are able to maintain a lifelong learning attitude in personal, academics and research settings and engage in continuous upgradation and expansion of knowledge through modern media and skills on an ongoing basis through print, research articles, journal clubs, conferences, other media and interaction.

2.2.2 Assessment Tools for Intended Student Learning Outcomes— Direct Measures of Student Learning:	Criteria for Direct Measures:
Comprehensive Exam/Viva on annual basis	80% students shall pass the exam
Term Paper, Seminar, Internship, Dissertation (Rubrics) Comprehensive Exam	100% students will undertake and complete the dissertation
Communication Course Result analysis of all semesters *Rubrics * Comprehensive Exam	80% students should secure a grade of 6 and above on a 10-point scale in the presentation component of health communication course
Behavioural Science Course Result analysis of all semesters, Journal of Success * Rubrics * Comprehensive Exam	80% students should secure a grade of 6 and above on a 10-point scale in the Journal for Success component of Behavioural Science course.
Foreign Business Language Result Analysis of all semesters * Rubrics Comprehensive Exam	100% students' participation in case studies pertaining to global issues
Plagiarism Checking of Dissertation	100% Students are checked for plagiarism in NTCC report submissions and are allowed to appear for viva-voce upon obtaining plagiarism % below 15%.
2.2.3 Assessment Tools for Intended Student Learning	Criteria for Indirect Measures:

Outcomes— Indirect Measures of Student Learning:	
Student Exit Survey	80% students response range between 4-5 on the Likert Scale in the Student Exit Survey
Feedback of Industry Internship Guide	The Industry Internship Guide rates the students between 4-5 range on the Likert Scale in the feedback
Indiscipline Cases	The University will adhere to zero tolerance towards use of unfair means
Stakeholder survey	80% students response range between 4-5 on the Likert Scale in the Student Exit Survey.

2.4 Mapping of Intended Student Learning Outcomes to Broad-Based Student Learning Goal

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

Broad-Based Student Learning Goals (PEOs) / Intended Student Learning Outcomes (SLOs)	PEO 1	PEO 2	PEO 3	PEO 4	PEO 5	PEO 6	PEO 7	PEO 8
MASTER'S LEVEL PROGRAMS								
Name of the programme: M.Sc. Neurosciences								
Learning Outcome 1	X		X					
Learning Outcome 2	X	X	X					
Learning Outcome 3				X			X	
Learning Outcome 4	X			X			X	X
Learning Outcome 5	X			X		X		
Learning Outcome 6		X		X		X	X	
Learning Outcome 7	X		X			X		X
Learning Outcome 8	X		X	X				

2.5 Mapping of Direct Assessment Measures to Key Learning Outcomes:

For each master's-level program identified above, the direct measures of student learning provide for the assessment of the "Key Learning Outcomes for _____ Programs". These relationships are summarized in the measures-to-key outcomes mapping below (**Note: Put an "x" in a given cell of the table if the assessment instrument in that column measures the key learning outcome in that row**.):

Key Learning Outcomes			
Name of the Programme	*End –Term Examination*	*Continuous Assessment through Class Tests / presentations etc*	Summer projects, summer internship and Dissertation
M. Sc. Neuroscience	X	X	X

Section III:

OPERATIONAL ASSESSMENT

3. Operational Assessment

3.2 Intended Operational Outcomes of AINN at **Masters Level**	
1.	100% students take part in at-least one Functional and area specific club, Committees, Sports Events, co-curricular and extra-curricular activities and students participation in inter-institutional competition.
2.	Master students to be involved in national & international publications and conferences.
3.	A target pass percentage of 80% for PG students
4.	Two national/International conference per year involving M.Sc Students to give them exposure to neuroscience research
5.	Annual Industry Interaction activities such as, Alumni Meets-1 per year; Industry visits atleast 2 per year; Evaluation Board-1-2 per year Career Counseling Sessions-1-2 per year
6.	Employability: AINN to have minimum 100% placements for PG programme & higher education/ self-employed.
7.	Unfair means cases less than 5%; Ragging cases 0%; Other disciplinary cases less than 5%

3.2.1 Assessment Measures for Intended Operational Outcomes:	Criteria for Operational Assessment Measures:
Student feedback of course faculty.	
Lists of participants in clubs, Committees, Sports Events, co-curricular and extra curricular activities and students participation in inter institutional competition.	
Faculty data about Research work and other Scholar activities such as: Scholarship of teaching; published	100% Faculty shall be engaged in atleast one Scholarly activity

and unpublished articles, manuscripts, books, curriculum review and evaluation of teaching material.	
Attrition Rate Courses embedded in curriculum such as Behavioral Science Courses, Human Values and Community Outreach, etc. Plagiarism check. Feedback system	

3.4 Mapping of Intended Operational Outcomes to Broad-Based Operational Goals

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

3.4.1 Maters Level

Operational Goals Vs Operational Outcome	The program specializing in Neurosciences will facilitate an academically conducive environment for industry exposure and holistic growth of students	M.Sc. program in Neurosciences will provide educational excellence in the field of Neurosciences including research methodology, which is required in teaching and	M.Sc. program in Neurosciences will facilitate environment for industrial research excellence and innovation for the intellectual growth of students.	Masters in neurosciences will facilitate environment for research excellence and innovation for the intellectual growth of faculty through infrastructure and support system.	M.Sc. program in Neurosciences will build a strong foundation for understanding the principles of Neurosciences and its sub-disciplines by way of alumni networks and empanelment of expertise from research Institutes and clinics in Neurosci

		research.			ences disciplines.
Master's Level Programs					
M.Sc. Neuroscience					
1-100% students take part in at-least one Functional and area specific club,	X	X	X	X	

Committees, Sports Events, co-curricular and extra-curricular activities and students participation in inter-institutional competition.					
2- Master students to be involved in national & international publications and conferences.	X	X	X	X	X
3-A target pass percentage of 80% for PG students	X		X	X	X
4-Two national/International conference per year involving MSc Students	X	X			X

to give them exposure to neuroscience research					
5-Annual Industry Interaction activities such as, Alumni Meets-1 per year; Industry visits atleast 2 per year; Evaluation Board-1-2 per year Career Counseling Sessions-1-2 per year		X	X	X	X
6-Employability: AINN to have minimum 100% placements for PG programme & higher education/ self-	X	X	X		X

employed.					
7- Unfair means cases less than 5%; Ragging cases 0%; Other disciplinary cases less than 5%	X	X		X	X

3.5 Mapping of Operational Assessment Measures to Intended Operational Outcomes

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

3.5.1 Masters Level

Operational Assessment Measure / Intended Operational Outcomes	Annual Placement Report	Alumni Survey	Convocation Data	Faculty Dossier	Annual Performance Evaluation and Review	Student feedback/exit Interview
1-100% students take part in at-least one Functional and	X	X				X

Operational Assessment / Measure / Intended Operational Outcomes	Annual Placement Report	Alumni Survey	Convocation Data	Faculty Dossier	Annual Performance Evaluation and Review	Student feedback/exit Interview
area specific club, Committees, Sports Events, co-curricular and extra-curricular activities and students participation in inter-institutional competition.						
2- Master students to be involved in national & international publications and conferences.					X	
3-A target pass percentage of 80% for PG students			X			
4-Two national/International conference per year involving MSc Students to give them exposure to neuroscience research		X		X	X	X
5-Annual Industry Interaction activities such as, Alumni Meets-1 per year; Industry visits atleast 2 per year; Evaluation Board-1-2	X	X				X

Operational Assessment / Measure / Intended Operational Outcomes	Annual Placement Report	Alumni Survey	Convocation Data	Faculty Dossier	Annual Performance Evaluation and Review	Student feedback/exit Interview
per year Career Counseling Sessions- 1-2 per year						
6- Employability: AINN to have minimum 100% placements for PG programme & higher education/ self-employed.	X	X	X			X
7- Unfair means cases less than 5%; Ragging cases 0%; Other disciplinary cases less than 5%	X					X

Section IV:

LINKAGE OF OUTCOMES ASSESSMENT WITH STRATEGIC PLANNING

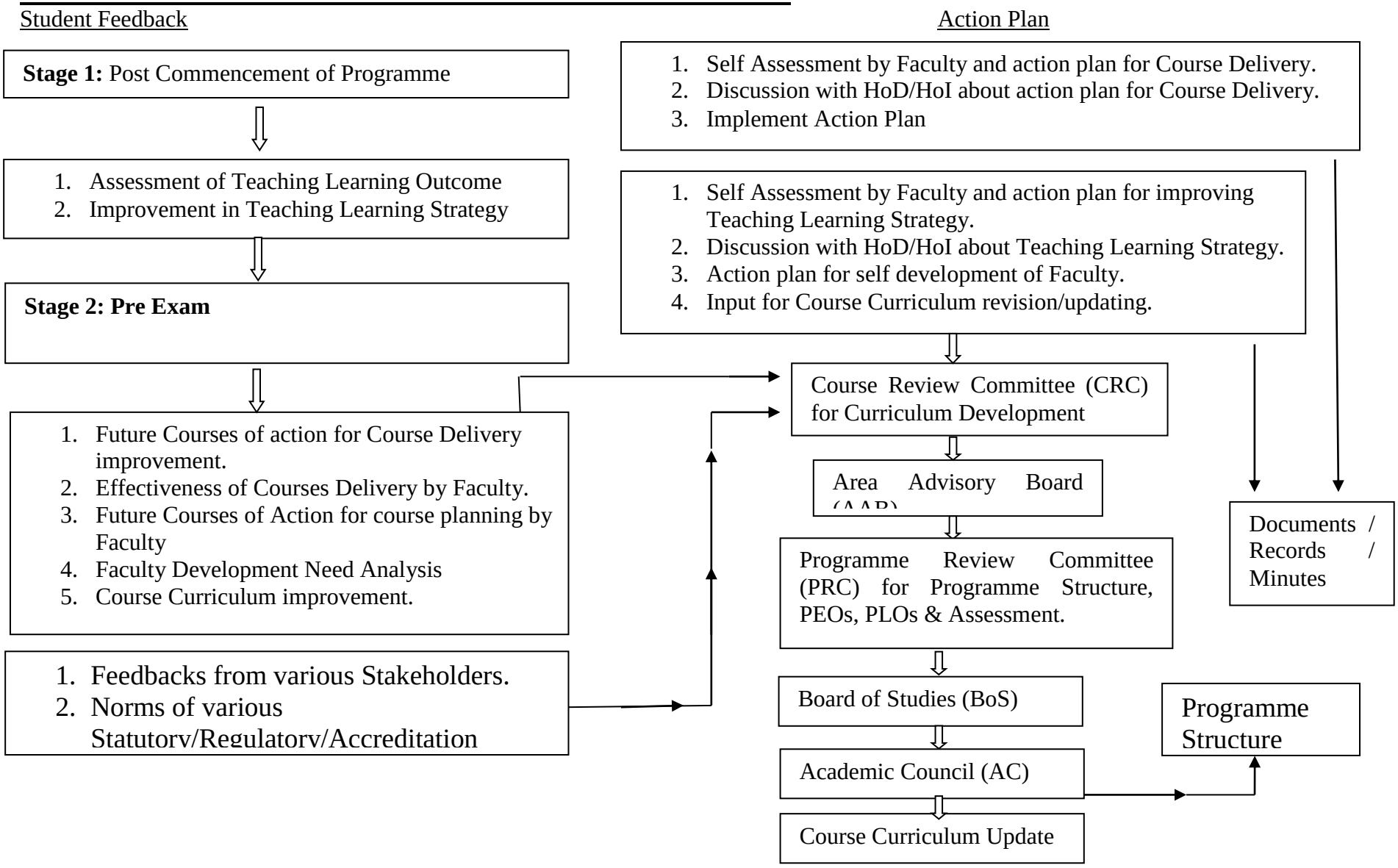
4. Linkage of Outcomes Assessment with Strategic Planning

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

Faculty of Health and Allied Sciences

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

STRATEGIC PROCESS OF CONTINUOUS IMPROVEMENTS



SECTION V:

Domain Operational Outcomes & Operational Outcome Assessment Plan

Operational Assessment

5.1 Operational Outcomes

Intended Operational Outcomes for the (Health & Allied Sciences):	
1	FHAS intends to provide educational excellence in Healthcare in relevant disciplines Teaching/Academic Delivery and research.
2	FHAS will facilitate an academically conducive environment for holistic development of students.
3	FHAS will facilitate environment for healthcare innovation and research excellence for the intellectual growth of faculty.
4	FHAS will facilitate cultivation of core values of the university and ethical conduct amongst students, faculty and staff.
5	FHAS will encourage cultural diversity and a sense of social and environmental responsibility.
6	FHAS will provide ample opportunities for international exposure to faculty and students.
7	FHAS will be involved in continual improvement of processes and systems and aim to attain national and international accreditations and university rankings as applicable.
8	FHAS will build a strong healthcare industry interaction by way of alumni networks and empanelment of expertise from health industry in various disciplines.
9	FHAS will facilitate employment opportunities and also support students to start their own ventures.
10	FHAS will facilitate good governance in discharge of responsibilities and execution of policies and programs.

5.2 Operational Outcome Assessment Plan

#	Broad-Based Operational Goals	Intended Operational Outcomes for the Domain	Assessment Measures/Methods for Intended Operational Outcomes	Performance Objectives (Targets/Criteria)
1	FHAS intends to provide educational excellence in Healthcare in relevant disciplines Teaching/Academic Delivery and research.	1.1The FHAS will use appropriate methodology and pedagogical tools for teaching, learning and development in Healthcare Management, Pharmacy, Physiotherapy, Physiology, Neurosciences, Public Health and others	• Student feedback of course faculty. • Faculty Qualifications and Experience Files.	
		1.2The curriculum will be contemporary and relevant to meet industry requirements and benchmarked on global standards by incorporating feedback from all the stakeholders.	• Stakeholders 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	
		1.3The student of FHAS will graduate in timely manner.	• Graduation rate in convocation report.	
		1.4University shall provide Academic facilities, Technological Resources for teaching and learning.	• Teaching, learning aids, resources, such as labs, library, journals, database, softwares, Inventory of all technology equipment in classrooms, computer labs, academic offices, and faculty offices.	

2	FHAS will facilitate an academically conducive environment for holistic development of students.	2.1The student of FHAS will earn achievements in inter-university Extra Curricular activities.	• Functional and area specific club, Committees, Sports Events, co-curricular and extracurricular activities and students participation in inter institutional competition. • List of Award winners	
3	FHAS will facilitate environment for healthcare innovation and research excellence for the intellectual growth of faculty.	3.1Faculty will be engaged in scholarly and professional healthcare activities in order to enhance their competencies and to contribute to the existing Body of Knowledge.	Faculty data about healthcare Research work and other 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, programme evaluation. • Professional activities: Routine consulting, conference, workshop, professional meeting attendance, professional membership.	
4	FHAS will facilitate cultivation of core values of the university and ethical conduct amongst students, faculty and staff.	4.1 The FHAS will 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.	
5	FHAS will encourage cultural diversity and a sense of social and environmental responsibility.	5.1 FHAS will facilitate cultivation of cross cultural humanitarian values.	• List of community/ social sector projects/ activities/ engagements. • Organizing Cultural program • Day of Belongingness. • Celebration of festivals for culturally diverse group of students.	
6	FHAS will provide ample opportunities for international	6.1FHAS will facilitate joint research collaborations, invite international delegates and speakers	• Study Abroad Programme • Exchange Programs for students.	

	exposure to faculty and students.	for seminars and conferences and various other opportunities for global exposure.	• Conferences/ Seminars organised by National and International speakers and delegates. • Collaborative Research.	
7	FHAS will be involved in continual improvement of processes and systems and aim to attain national and international accreditations and university rankings as applicable.	7.1 FHAS will be continuously engaged in developing/ reviewing processes, policies and systems to achieve prestigious accreditations from various national, international bodies and ranking bodies as applicable.	• Ranking in national and international ranking agencies. • Accreditation at institutions and programme levels as applicable.	
8	FHAS will build a strong healthcare industry interaction by way of alumni networks and empanelment of expertise from health industry in various disciplines.	8.1 FHAS shall develop and maintain strong relationship with corporate.	Report on Annual Industry Interaction activities such as, • Alumni Meets • Corporate Forums	
		8.2 Shall maintain lifelong alumni network and keep the curriculum responsive to industry needs.	• Industry visits • Evaluation Board • Career Counseling Sessions, etc.	
9	FHAS will facilitate employment opportunities and also support students to	9.1FHAS will support all the students for quality placements / join family business /start their own self employed venture.	Employability: • Quality of placements (company profile, job profile, salary package offered)	

	start their own ventures.		• quality of internship • List of students placed. • List of industries visiting campus, Entrepreneurship: • Students joining family business, • Students starting their own ventures.	
10	FHAS will facilitate good governance in discharge of responsibilities and execution of policies and programs.	10.1 FHAS will establish an internal quality cell for operational quality and process improvement.	Reports of various: • Statutory bodies, • Accreditation bodies, • External evaluators report. • Quality Audit Report by QAE.	

Section V: Appendices

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

Faculty/ Domain Name: Faculty of Health & Allied Sciences						
Leadership Team						
Dean/Domain Head:		Dr. Chandra Rosha				
#	**Institution Name**	**Head of the Institution**	**Programme Title**	**Programme Leaders**	**Programme Review Committee (PRC of 3-5 Members)**	**Role**
1	Amity Institute of Pharmacy	Dr. Tanveer Naved	Bachelor of Pharmacy (B.Pharn.)	Dr. Archana Sharma Mr. Dheeraj Nagpal	Dr. Tanveer Naved	Chair -
					Dr. G.T. Kulkarni	Members
					Dr. Bhupesh Sharma	Members
					Dr. Amrish Chandra	Member
			M.Pharm – Pharmacy (all Specialization)		Dr. Tanveer Naved	Chair
					Dr. G.T. Kulkarni	Member
					Dr. Bhupesh Sharma	Member
					Dr. Amrish Chandra	Member
			Ph.D. in Pharmacy		Dr. Tanveer Naved	Chair
					Dr. G.T. Kulkarni	Member
					Dr. Bhupesh Sharma	Member
2	Amity Institute of Physiotherapy	Dr. Aparna Sarkar	Bachelor of Physiotherapy	Dr. Meenakshi Singh	Dr. Mayank Shukla	Chair
					Dr. Meenakshi Singh	Member
					Dr. Shipra Bhatia	Member
			Master of Physiotherapy	Dr. Mayank Shukla	Dr. Mayank Shukla	Chair
					Dr. Meenakshi Singh	Member
					Dr. Shipra Bhatia	Member

			Ph.D in Physiotherapy	Dr. Jasobanta Sethi	Dr. Aparna Sarkar	Chair
					Dr. Pragya	Member
					Dr. Jasobanta Sethi	Member
3	Amity Institute of Hospital Administration	Dr. Chandra Rosha	BBA (Healthcare)	Dr P Prakash	Dr Chandra Rosha	Chair
					Dr P Prakash	Member
					Mr Monish K M	Member
			Master of Hospital Administration	Dr Chandra Rosha	Dr Chandra Rosha	Chair
					Dr Archana Sharma	Member
					Mr Monish K M	Member
4	Amity Institute of Public Health	Dr. Rajiv Janardhanan	Master of Public Health	Dr. Shazina Saed	Dr. Rajiv Janardhanan	Chair
					Dr. Shazina Saed	Member
					Dr. Mehak Segan	Member
5	Amity Institute of Physiology & Allied Sciences	Dr. Aparna Sarkar	B.Sc. - Medical Physiology	Dr. Aparna Sarkar	Dr. Aparna Sarkar	Chair
					Dr. Sohini Paul	Member
			M.Sc. - Medical Physiology		Dr. Aparna Sarkar	Chair
					Dr. Sohini Paul	Member
6	Amity Institute of Neuropsychology and Neurosciences	Vacant	B.Sc. (Hons) - Neurosciences	Dr. Arundhati Ray	Prof. R.C. Deka	Chair
					Dr. Arundhati Ray	Member
					Dr. Juni Banerjee	Member
			PhD in Neurosciences	Dr. Arundhati Ray	Prof. R.C. Deka	Chair
					Dr. Arundhati Ray	Member
					Dr. Juni Banerjee	Member

Faculty/Domain Name: Faculty of Health & Allied Sciences

Assessment Leadership Team

#	Institution Name	Head of the Institution	Institutional Assessment Team	Role	Programme Title	Programme Assessment Team (PRC of 3-4 Members)	
1	Amity Institute of Pharmacy	Dr. Tanveer Naved	Dr. Tanveer Naved	Chair -	Bachelor of Pharmacy (B.Pharm.)	**Assessment Team**	**Role**
			Dr. G.T. Kulkarni	Members-1		Dr. Tanveer Naved	Chair
			Dr. Bhupesh Sharma	Members-2		Dr. G.T. Kulkarni	Members-1
			Dr. Amrish Chandra	Members-3		Dr. Bhupesh Sharma	Members-2
						Dr. Amrish Chandra	Members-3
			Dr. Tanveer Naved	Chair -	M.Pharm – Pharmacy (all Specialization)	Dr. Tanveer Naved	Chair -
			Dr. G.T. Kulkarni	Members-1		Dr. G.T. Kulkarni	Members-1
			Dr. Bhupesh Sharma	Members-2		Dr. Bhupesh Sharma	Members-2
			Dr. Amrish Chandra	Members-3		Dr. Amrish Chandra	Members-3
			Dr. Tanveer Naved	Chair -	Ph.D. in Pharmacy	Dr. Tanveer Naved	Chair -
			Dr. G.T. Kulkarni	Members-1		Dr. G.T. Kulkarni	Members-1
			Dr. Bhupesh Sharma	Members-2		Dr. Bhupesh Sharma	Members-2
2	Amity Institute of physiotherapy	Dr Aparna Sarkar	Dr. Aparna Sarkar & Dr. Mayank Shukla	Chair	Bachelor of Physiotherapy	**Assessment Team**	**Role**
			Dr. Jasobanta Sethi	Members-1		Dr. Aparna Sarkar	Chair
			Meenakshi Singh	Members-2		Neha Gupta	Member 1
			Shipra Bhatia	Members-3		Anu Bansal	Member 2
					Masters of Physiotherapy	Dr. Mayank Shukla	Chair
						Meenakshi Singh	Member 1
						Shipra Bhatia	Member 2

					Ph. D in Physiotherapy	Dr. Aparna Sarkar	Chair
						Dr. Pragya	Member 1
						Dr.Jasobanta Sethi	Member 2
3	Amity Institute of Hospital Administration	Dr. Chandra Rosha	Dr. Chandra Rosha	Chair	BBA (Healthcare)	**Assessment Team**	**Role**
			Dr A Sharma	Members-1		Dr C Rosha	Chair
			Dr P Prakash	Members-2		Dr A Sharma	Member 1
						Dr P Prakash	Member 2
			Dr C Rosha	Chair	Master of Hospital Administration	Dr C Rosha	Chair
			Dr A Sharma	Members-1		Dr A Sharma	Member 1
			Mr Monish K M	Members-2		Mr Monish K M	Member 2
4	Amity Institute of Public Health	Dr. Rajiv Janardhanan	Dr. Rajiv Janardhanan	Chair -	Master of Public Health	**Assessment Team**	**Role**
			Dr. Shazina Saed	Members-1		Dr. Rajiv Janardhanan	Chair
			Dr. Mehak Segan	Members-2		Dr. Shazina Saed	Member 1
						Dr. Mehak Segan	Member 2
5	Amity Institute of Physiology & Allied Sciences	Dr. Aparna Sarkar	Dr. Aparna Sarkar	Chair -	B.Sc. - Medical Physiology	**Assessment Team**	**Role**
			Dr. Sohini	Members-1		Dr. Aparna Sarkar	Chair
				Members-2		Dr. Sohini	Member 1
			Dr. Aparna Sarkar	Chair -	M.Sc. - Medical Physiology	Dr. Aparna Sarkar	Chair
			Dr. Sohini	Members-1		Dr. Sohini	Member 1
6	Amity Institute of Neuropsychology and Neurosciences	Vacant	Prof. R.C. Deka	Chair -	B.Sc. (Hons) - Neurosciences	**Assessment Team**	**Role**
			Dr. Arundhati Ray	Members-1		Prof. R.C. Deka	Chair
			Dr. Juni Banerjee	Members-2		Dr. Arundhati Ray	Member 1
						Dr. Juni Banerjee	Member 2
			Prof. R.C. Deka	Chair -	PhD in	Prof. R.C. Deka	Chair

			Dr. Arundhati Ray	Members-1	Neurosciences	Dr. Arundhati Ray	Member 1
			Dr. Juni Banerjee	Members-2		Dr. Juni Banerjee	Member 2

6 Domain Operational Outcomes & Operational Outcome Assessment Plan

Operational Goals	
1	FHAS intends to provide educational excellence in Teaching/Academic Delivery and research.
2	FHAS will facilitate an academically conducive environment for holistic development of students.
3	FHAS will facilitate environment for innovation and research excellence for the intellectual growth of faculty.
4	FHAS will facilitate cultivation of core values of the university and ethical conduct amongst students, faculty and staff.
5	FHAS will encourage cultural diversity and a sense of social and environmental responsibility.
6	FHAS will provide ample opportunities for international exposure to faculty and students.
7	FHAS will be involved in continual improvement of processes and systems andaim to attain national and international accreditations and university rankings.
8	FHAS will build a strong industry interaction by way of alumni networks and empanelment of expertise from industry.
9	FHAS will facilitate employment opportunities and also support students to start their own ventures.

10	FHAS will facilitate good governance in discharge of responsibilities and execution of policies and programs.

Outcome Assessment Plan- Faculty of Health and Allied Sciences.							
#	**PLO**	**Direct**	**Tool_No for Direct Assessment**	**Target**	**Indirect**	**Tool No for Indirect Assessment**	**Target**
1	Student shall able to define and explain basic concepts in Health and Allied Sciences areas in a dynamic healthcare environment.	*Comprehensive Exam/Viva on Semester basis	CE Framework	80% students shall pass the exam.	Student Exit Survey	PG/PLO/ ID/Exit Survey	80% students response range between 4-5 on the Likert Scale in the Student Exit Survey.
2	Student shall demonstrate ability to practice research methods concepts in Health and Allied Sciences areas . Student shall be able to identify, define, investigate basic issues concepts in Health and Allied	Term Paper, Seminar, Journal Club, Case studies, Internship (Rubrics)	Dissertation	100% students shall undertake and complete the dissertation	Feedback of Industry Internship Guide and Faculty Guide		The Industry Internship Guide rates the students between 4-5 range on the Likert Scale in the feedback.

	Sciences areas , exhibit collect, analyze and interpret simple data to derive the optimum solution from a possible range.						
		Comprehen sive Exam	CE Framework				
3	Student shall be Proficient in the use of computers for report writing, presentations and project Management (MS Word, Power point, Excel and Projects, SPSS and SAS) as applicable.	*Comprehe nsive Exam	CE Framework	100% students shall able to utilize basic IT skills in order to complete their Assignmen ts and Projects	Student Exit Survey	PG/PLO/ ID/Exit Survey	80% students response range between 4-5 on the Likert Scale in the Student Exit Survey.
4	Student shall demonstrate analytical thinking to acquire and use information and reasoning to identify a range of possible solutions and choose	Clinical Posting, Laboratory practicals, role playing exercises in the class room and in		80% students shall able to demonstra te Problem Solving and	Student Exit Survey	PG/PLO/ ID/Exit Survey	80% students response range between 4-5 on the Likert Scale in the Student Exit Survey.

	the best option.	the field		Decision Making Skill			
5	Student shall demonstrate good written and verbal communication skills. Shall have the ability to communicate basic concepts and applications effectively to individuals and groups from diverse educational and social backgrounds.	*Business Communication Course Result analysis of all semesters		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	PG/PLO/ ID/Exit Survey	80% students response range between 4-5 on the Likert Scale in the Student Exit Survey.
6	Student shall develop Leadership and shall interpersonal skills, demonstrate understanding of Teamwork, including an awareness of personal strengths	* Behavioural Science Course Result analysis of all semesters,		80% students should secure a grade of 6 and above on a 10-point scale	Student Exit Survey	PG/PLO/ ID/Exit Survey	80% students response range between 4-5 on the Likert Scale in the Student Exit Survey.

	and limitations.	Journal of Success		in the Journal for Success component of Behavioural Science course.			
7	Student shall able to understand important global issues and opportunities, Shall actively participate in National Healthcare activities eg Health camps to improve the level of health of the Nation.	*Foreign Business Language Result Analysis of all semesters * Rubrics * Comprehensive Exam	 FBL CE Framework	100% students' participation in case studies pertaining to global issues.	Student Exit Survey	PG/PLO/ ID/Exit Survey	80% students shall able to demonstrate Global Outlook Perspective.
8	Student shall understand and implement the highest standards of ethical behaviour in the healthcare management profession	*Plagiarism Checking of Dissertation, University Ethics Committee, as applicable.		100% Students are checked for plagiarism in NTCC report	Feedback of Industry Internship Guide		The Industry Internship Guide rates the students between 4-5 range on the Likert Scale in the feedback.

				submissions and are allowed to appear for viva-voce upon obtaining plagiarism % below 15%.			
9	Student shall be the Employers preferred choice for placement in hospitals (private and public), Diagnostic centers, TPAs at executive levels. Should possess the knowledge, self belief and entrepreneurial skills required to leverage opportunities in the field of healthcare.	Placement data	EMP	Placements of 80% students within six months of completion of programme. Number of students opting for self employment.	Stakeholder survey	Alumni survey, patient satisfaction surveys as applicable.	80% students response range between 4-5 on the Likert Scale in the Student Exit Survey.
		*Comprehensive Exam	CE Framework		Alumni Survey	PG/PLO/ID/Alumni	80% alumni response range between 4-5 on

						Survey	the Likert Scale in the Alumni Survey.
10	Student shall maintain a Lifelong learning attitude in personal and academics settings and engage in continuous upgradation of knowledge and skill sets on an ongoing basis through formal education, print, other media and interactions.	Group discussions		Mentors will assess the Learning curve of 100% students.	Student Exit Survey	PG/PLO/ ID/Exit Survey	80% students response range between 4-5 on the Likert Scale in the Alumni Survey.
		*Comprehe nsive Exam	CE Framework				
11	Student shall Inculcate a compassionate and empathetic attitude and behaviour towards patients, attendants, staff and	* Behavioural Science Course Result analysis of all	CE Framework	80% students should secure a grade of 6 and above on a 10-	Stakeho lder survey	Alumni survey, patient satisfacti on surveys as	80% students response range between 4-5 on the Likert Scale in the Student Exit Survey.

	community to provide mental as well as physical succour.	semesters, Journal of Success		point scale in the Journal for Success component of Behavioural Science course.		applicable.	

7 Linkage of Outcomes Assessment with Strategic Planning

8 Appendices

8.1 Format of Assessment Tools

8.1.1 Assessment Tool 1

AMITY UNIVERSITY
UTTAR PRADESH

Assessment Tool-PG/PLO 05/D/BC

AMITY UNIVERSITY
UTTAR PRADESH

DOMAIN OF HEALTH & ALLIED SCIENCES

RUBRICS FOR ASSESMENT OF BUSSINESS COMMUNICATION FOR MASTERS 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
- 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	

	Business Communication – PG **Name:_____ Enrolment No.:_____ Programme:____**						
SNO.	**Components**	**Unsatisfactory (0)**	**Needs Improvement (1)**	**Satisfactory (2)**	**Proficient (3)**	**Distinguished (4)**	**Score**
1.	Content (Collection &	Inability of learner to use	Increased ability of learner to use	Ability of learner to use resources	Enhanced ability of learner to use identified	Proficiency of learner to use innovative and	

	Organisation)	resources in an adequate way and to ensure compatibility with guidelines Lack of logical structure and development of ideas	available resources comprehensively and to adhere to instructions in a satisfying way Learner attempts to maintain coherence and progression of ideas	satisfactorily and following instructions carefully Learner maintains coherence and progression of ideas	resources in a proficient way and contributes to the guidelines in a proficient and innovative way. Development of a logical sequence/ coherence is present in the spoken content	new resources and create new guidelines Coherence, clarity, conciseness in content and its progression	
2.	Presentation & Delivery	Vague expressions with failure in initiation Weak or no conclusion with incoherent delivery	Explanation is clear with reluctance and adequate initiation of presentation Conclusion is satisfactory	Explanation is adequately clear with least reluctance and fluent initiation of presentation Conclusion is appropriate	The explanation is lucid and confident The conclusion is aptly done	The explanation is lucid, fact-based and informative with impressive opening and confident oratory The conclusion is apt, reflective and fulfills the objective	
3.	Linguistic Accuracy (Pronunciation, Articulation, Intonation, Diction)	Enunciation and grammatical usage is not good Dissatisfactory expression of intended meaning	Enunciation is good with appropriate grammar and accent Satisfactory expression of intended meaning	Enunciation is appropriate to the occasion Clarity in expression of intended meaning	Enunciation is clear with grammar usage and accent near perfection Precise expression of intended meaning through word choice	Enunciation is perfect Concise and precise expression of intended meaning	
4.	Extemporaneity	Learner is impervious to the requirement of the target group Failure to handle	Learner falls In appropriately short of gauging audience reaction Adequate	Learner tries to improve comprehension of audience reaction Appropriate	Learner appropriately fathoms and delivers to suit response of target audience	Learner is perfect in gauging and responding to the target audience Creative & befitting	

		interactions and discussions	management and participation in interactions	management and participation in interactions	Originality in interactions	administration of interactions/discussion	
5.	Non- Verbal Communication (KOPPA CT)	Learner demonstrates inappropriate gestures, postures, eye movement. Inadequate use of space language Mixed signals create confusion Inadequate comprehension of visual codes	Learner delivers appropriate body language which suits the occasion Appropriate use of space language Rare delivery of mixed signals Developing proficiency in understanding of visual codes	Learner delivers suitable body language Maximum use of proxemics Improved delivery and absence of mixed signals Increased proficiency in understanding of visual codes	Learner carries perfect body language and also modifies it based on the situation Perfect use of space and definition of zones through the use Perfect delivery of non-verbal and verbal signals Developed proficiency in understanding and comprehension of visual codes.	Learner carries perfect and original body language Optimum and perfect use of proxemics Excellent handling and no delivery of mixed signals Visual codes are in tandem with the verbal communication	
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	Capability to analyze and contribute to the meaning of the	Capability to assess and contribute to the meaning of the complex texts	Analytical ability is improved Flexible and logical	Analytical ability is perfect with coherence, logical and economic feasibility	

		Content lacks conciseness, coherence and clarity	simple texts Content is apt with structural and contextual compatibility	Content is appropriate to the context	enunciation of 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	Logical evaluation and identification of arguments Forming an opinion	Critical evaluative of arguments Forming a critical opinion in written	Analysis of arguments, providing solutions and defining counter arguments Technical writing and	Analysis, assessment of arguments with suggestions for improvements	

		and clarity in reasoning.	in written comprehension	comprehension	identifying key points	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:

8.1.2 Assessment Tool 2

Assessment Tool-PG/PLO 06/D/BS

AMITY UNIVERSITY
UTTAR PRADESH

DOMAIN OF HEALTH & ALLIED SCIENCES

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	Unsatisfactory	Needs Improvement	Satisfactory (2)	Proficient (3)	Distinguished	Score

	Rubrics	**(0)**	**(1)**			**(4)**	
1	Able to Understand Self with reference to strength and Weakness	The JOS Does not reflect the conceptual understanding	The JOS slightly reflects the conceptual understanding	The JOS moderately reflects the conceptual understanding	The JOS mostly reflects the conceptual understanding	The JOS completely reflect the conceptual understanding	
2	Able to display and demonstrate the concept of Self and associated areas& its application	The individual's JOS did not cover relevant information of the application based learning	The individual's JOS slightly covered relevant information of the application based learning	The individual's JOS somewhat covered relevant information of the application based learning	The individual's JOS mostly covered relevant information of the application based learning	The individual's JOS completely covered relevant information of the application based learning	
3	Able to Understand and demonstrate the management of conflict	The individual did not initiate and scored low in demonstration of conflict resolution.	The individual slightly initiated and scored relatively better than low in demonstration of conflict resolution.	The individual initiated and scored average on demonstration of conflict resolution.	The individual initiated and scored moderately on demonstration of conflict resolution.	The individual effectively initiated and scored high on demonstration of conflict resolution.	
4	Able to Understand and demonstrate interpersonal communication for enhanced interpersonal Relationship	The individual did not initiate and did not exhibit the clarity in terms of interpersonal communication for enhanced interpersonal	The individual slightly initiated and did exhibit the clarity in terms of better than low interpersonal communication for enhanced	The individual initiated and did exhibit average on the clarity in terms interpersonal communication for enhanced interpersonal	The individual initiated and did exhibit moderately on demonstration of interpersonal communication for enhanced interpersonal Relationship.	The individual effectively initiated and did exhibit average high on demonstration interpersonal communicatio	

		Relationship	interpersonal Relationship	Relationship		n 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	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	

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

8.1.N Assessment Tool N

8.2 Rubrics

8.2.1 Rubrics 1

AMITY UNIVERSITY
UTTAR PRADESH

DOMAIN OF HEALTH & ALLIED SCIENCES

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 relevant debates, concepts and theories	Student fails to identify the relevant literature, and unable to compare and contrast the concepts and theories.	Student is somewhat able to identify the relevant literature, and unable to compare and contrast the concepts and theories.	Student substantially identifies the key and relevant literature, and was able to compare and contrast the concepts and theories for the business situation / problem.	Student identifies all the key the relevant literature, and 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	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	

			research questions.		relevant links through recent literature surrounding a business situation/ problem.	
6.	Justifies appropriateness	Student fails to	Student is	Student	Student identifies	
	of research design and data collection methods; presents reliable and valid data; justifies rejection of alternative methods	Justifies appropriateness of research design and data collection methods; presents reliable and valid data; justifies rejection of alternative methods	somewhat able to Justifies appropriateness of research design and data collection methods; presents reliable and valid data; justifies rejection of alternative methods	substantially links Justifies appropriateness of research design and data collection methods; presents reliable and valid data; justifies rejection of alternative methods	relevant links through literature to objectives; Justifies appropriateness of research design and data collection methods; presents reliable and valid data; justifies rejection of alternative methods.	
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	Somewhat organized, with correct	Organized , correct format , clarity of	Clear considerate and correct	

		direction	format , but unclear direction	main points	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
<3	Needs improvement
36-	Satisfacto
48-	Partly
60-	Fully

Signatures:

8.2.2 Rubrics 2

Assessment Tool-PG/PLO 07/D/FBL

AMITY UNIVERSITY
UTTAR PRADESH

FACULTY OF MANAGEMENT STUDIES

RUBRICS FOR ASSESMENT OF FOREIGN BUSINESS LANGUAGE FOR MATERS PROGRAMME

Assessment Parameters:

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

SCORING:

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

TOOLS USED FOR ASSESSMENT:

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

COMPOSITION OF ASSESSMENT BOARD

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

SCORE SHEET: INDIVIDUAL

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

SCORE SHEET: PROGRAMME/ BATCH

Outcome Attainment Levels	Percentage of Students
Needs improvement	
Satisfactory	
Partly	
Fully	

	Foreign Business Language - PG **Name:_____ Enrolment No.:_____ Programme:_____**						
	Attributes	**Unsatisfactory (0)**	**Needs improvement (1)**	**Satisfactory (2)**	**Proficient (3)**	**Distinguish (4)**	**Score**
1.	**Initiation/ Introduction**	Student does not understand the concepts.	Sometimes takes initiative & asks questions.	Is able to comprehend and utilize appropriate study material.	Student eagerly participates in class. Asks questions and speaks spontaneously.	Student shows great interest in class activities & instantly responds with the right answer.	
2.	**Vocabulary**	Uses limited vocabulary and mispronunciations impede comprehensibility.	Relies on basic vocabulary. Speech is comprehensible in spite of mispronunciation.	Utilizes old and new vocabulary. Attempts to use idiomatic expressions according to the topic.	Speaks clearly and uses idiomatic expressions fluently as per the topic.	Uses variety of vocabulary as per the context. Has good command over expressions.	

3.	**Grammatical structure**	Makes sentences which are so brief that there is little evidence of structure & comprehension .	Makes errors which may interfere with comprehensibility.	Makes a fewerrors which do not affect the overall comprehension.	Uses correct word order and article adjectives. Errors do not hinder comprehensibility.	Makes error free sentences using correct sentence formations.	
4.	**Conversation**	Uses very few approaches to initiate a conversation.	Uses some strategies and needs frequent prompting to further the conversation.	Uses some strategies yet requires occasional prompting.	Clarifies and continues conversation using good strategies like intonation, self-correction, and verbal cues.	Is able to speak on any given topic using expressions. Is also able to comprehen d other person clearly.	
5.	**Cultural Appropriateness**	Rarely uses/interprets cultural manifestations.	Sometimes uses/interpret s cultural manifestations	Frequently uses/interprets cultural manifestation	Almost always uses/interprets cultural	Has in-depth knowledge about other	
			when appropriate to the task.	ns when appropriate to the task.	manifestations when appropriate to the task.	countries culture & other perspective s.	
						Total Score	

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

SIGNATURES:

8.2.N Rubrics N

Assessment Tools-PG/PLO 09/D/EMP

AMITY UNIVERSITY
UTTAR PRADESH

FACULTY OF MANAGEMENT STUDIES

RUBRICS FOR EMPLOYABILITY AND ENTREPRENEURSHIP MASTERS PROGRAMME

PLO: Able to find opportunities to enhance business value chain with Entrepreneur, Developing Business Acumen, Building Business Skills and Finding Opportunities.

Scale:

PARAMETERS	MARKS
Analyse	1
Conceptualize	2
Applied	3
Demonstrate	4
Innovation	5

SCORING:

Cumulative Scoring:

- If the student can only analyze, he scores 1,
- If he can conceptualize and also analyze, he scores 2,
- If he can conceptualize, analyze and apply, he scores 3,
- If he can conceptualize, analyze, apply and demonstrate, he scores 4,
- If he can conceptualize, analyze, apply, demonstrate and innovate, he scores5.

PREMISES:

- Skills>Instincts implies ability run a business enterprise based on skills and without intuitions. The instructor chooses to enhance students instincts for better performance.
- Skills=Instincts implies a balance to be able to run a business enterprise based on decision making capabilities and risk taking. The instructor aims to attain this ideal to create congruence between Skills and Instincts.
- Skills<Instincts implies a lag in skills to run a business enterprise. The instructor chooses to bring the students capabilities to enhance the reasonableness and logic.

TOOLS USED FOR ASSESSMENT:

Entrepreneurial Mapping

- Presentations based on characteristics of an Entrepreneur,
- Motivation for Entrepreneur for Venture
- Financials for Start-ups and growth,
- Market growth,
- Team building,
- Future plans.
- Flow of depth of resources and profiling
- Rationale for identification of entrepreneur.

Viable Business Plan

- Idea and its feasibility
- Financial Planning
- Market identification and strategy for market entry and growth,
- Team strength and organizational development,
- Passion for idea,
- Communication and presentation skills
- Handling questions.

Basic Skills:

- Numeracy
- Negotiation and persuasion
- Verbal Communication

COMPOSITION OF ASSESSMENT BOARD

- Subject Instructor,
- Program Leader,
- Two Teaching Faculties (related to Entrepreneurship)
- One member of Corporate Resource Centre. IMPLEMENTATION SCHEDULE

The Rubric will be administered at the inception of Third Semester for all students of Masters program

SCORE SHEET: INDIVIDUAL

If the student scores	Outcome Attainment Levels
<15	Needs improvement
15-20	Satisfactory
21-25	Partly achieved
26-30	Fully achieved

SCORE SHEET: PROGRAMME/ BATCH

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

Entrepreneurship – PG

Name:_____Enrolment No.:_____Programme:_____							
Sr. No	**Attributes**	**Analyzing 1**	**Conceptualizing 2**	**Applied 3**	**Demonstrate 4**	**Innovation 5**	**Score**
1.	Basic business skills- Planning, Organising, Communication, Coordination, Controlling.	Can analyze problems.	Can conceptualize a business exercize.	Can apply management principles to resolve.	Can demonstrate solutions to overcome challenges.	Can extend the solution set to alternative problems and draw meaningful course of action.	
2.	Finding opportunities and Identifying Value Proposition.	Can identify opportunities and understand value creation	Can identify opportunities s and understands value creation, can link between value creation and value ends,	Can identify opportunities and understands value creation, value ends and can connect between internal value chains and external value chains.	Can also extend to include more stakeholders in the model.	Can diversify to use outbound logistics and in-bound logistics for disruption in verticle.	
3.	The ability to make good judgments and quick decisions.	Can analyse others' decisions.	Analyse for resource planning.	Acumen to decide and take quick decisions.	Demonstrate how to overcome and mitigate risk	Innovate as a conceptual innovator and an experimental innovator.	
4.	Identification of opportunities to Enhance business value chain.	Value chain can be analysed to invoke an enquiry into the process.	Conceptualize to evoke Dynamism in the existing framework and also understand the pursuit of growth.	Depict capabilities to team work and avert inertia.	Demonstrate leadership capabilities.	Innovate to instruct the peers to also understand the importance of organizational changes and innovative culture.	
5.	Professionalism and maturity	Maintains high ethical standards.	Demonstrates honesty and sincerity	Regulates own emotions appropriately.	Dependable.	Dynamism to innovate	

6.	Teamwork	Shares ideas easily.	Supports the efforts of others.	Works well in group settings.	Behaves in an open and friendly manner.	Innovates to diversify ones capabilities.	
						Total Score	

If the student scores between	Outcome Attainment Levels
<15	Needs improvement
15-20	Satisfactory
21-25	Partly achieved
26-30	Fully achieved

SIGNATURES:

8.3 Format of Surveys

8.3.1 Format of Survey 1

AMITY UNIVERSITY
UTTAR PRADESH

FACULTY OF MANAGEMENT STUDIES

Student Alumni Survey

Dear Student, the objective of this Survey is to seek your assessment regarding the various learning aspects of the the post graduate and undergraduate programme. The purpose of the survey is to utilize the information received and identify the areas of improvement.

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

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

What was your first position after leaving the Programme:

- Employed full-time
- Self-employed
- Higher studies
- Unemployed

☐ Other _____

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

S.No.	Aspects	Dissatisfied	Somewhat Dissatisfied	Somewhat Satisfied	Satisfied	Completely Satisfied
	(Content of job)					
1	Intellectual challenge					
2	Autonomy within scope of job					
3	Opportunities for adding learning skills/qualifications					
	(Context Of Job)					
5	Prestige of job/organization					
6	Contribution to field/society					
7	Job security					
8	Salary					
9	Working Conditions					

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

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

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

S.No.	Skill/Ability	Not important	Somewhat important	Important	Very important	Essential
1	Management Knowledge					

2	Research Skills					
3	Identifying problem and formulating solution					
4	Information & Digital Literacy					
5	Locating and applying information/data					
6	Oral Communication					
7	Written Communication					
8	Working as a team member					
9	Interpersonal Skills					
10	Leadership Skill-leading team					
11	Ethical professional Conduct					
12	Working with people from diverse backgrounds/Global Outlook					
13	Life Long Learning attitude					
14	Any other (please specify)					

e would also very much appreciate your comments pertaining to the following items:
With what aspect(s) of the Master's program and the University were you the most satisfied?

_____

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

_____

If you could start over again, will you join AMITY?

- Yes
- No

If you could start over again, will you join the programme?

- Yes
- No

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

_____

Thank you for taking the time to complete this survey.

8.3.2 Format of Survey 2

AMITY UNIVERSITY
UTTAR PRADESH

FACULTY OF MANAGEMENT STUDIES

Student Exit Survey-Class of ----

Dear Student, the objective of this Survey is to seek your assessment regarding the various learning aspects of the the post graduate and undergraduate programme. The purpose of the survey is to utilize the information received and identify the areas of improvement.

S.No.	Statements	Not at all agree	Somewhat agree	Neither agree nor disagree	Agree	Strongly agree
1	I am able to define concepts in Health and Allied Sciences areas and apply them in a multi-disciplinary context					
2	I am able to describe and critically analyse Health and Allied Sciences areas problems in a dynamic health environment					
3	I am able to acquire and evaluate new knowledge through Health and Allied Sciences areas research methods.					
4	I have ability to identify, define, investigate, and solve critical Health and Allied Sciences areas issues, analyse data/information and interpret results for driving optimum solutions.					
5	I find myself Information and Digital literate.					

6	I am able to use various IT tools and technologies for data processing and analysis.					
7	I have ability to critically think and apply range of strategies for solving a problem and decision making.					
8	I can communicate proficiently verbally and in, writing in Professional Health and Allied Sciences areas settings.					
9	I am good in information searching and making presentation in the Health and Allied Sciences areas profession in global /cross cultural environment.					
10	I think, I am a quit good listener in professional Health and Allied Sciences areas setting.					
11	I have global outlook; able to understand global issues from different perspectives.					
12	I learn from and respect different cultures.					
13	I am able toapply different forms of communication in different cultural settings.					
14	I understand and practice the highest standards of ethical behaviour associated with Health and Allied Sciences areas profession.					
15	I have basic Health and Allied Sciences areas acumen &Health and Allied Sciences areas skills to be employable.					
16	I possess entrepreneur skill and always find opportunities to improve the Health and Allied Sciences areas value chain.					
17	I am inquisitive and believe in life-long learning.					
18	I am competent to acquire knowledge on my own through various sources.					

19	I am overall satisfied with the methodologies and pedagogical tools used by my faculty.					
20	I find the curriculum contemporary and relevant to the industry.					
21	I got ample opportunities for Industry Interaction.					
22	I am satisfied with the Internship facility provided to me.					
23	I am satisfied with the University Infrastructure.					
24	I am overall satisfied with the Faculties who taught me.					
25	I am overall satisfied with the Programme.					

Thank you for taking the time to complete this survey.

8.3.N Format of Survey N

8.4 Comprehensive Examination

8.4.1 Guidelines for Comprehensive Examination

AMITY UNIVERSITY
UTTAR PRADESH

FACULTY OF MANAGEMENT STUDIES

Comprehensive Examination Guidelines for Healthcare Programmes for intended Programme Learning Outcomes

Purpose	**:**	To assess attainment of programme goals in the core and specialisation areas of all the programmes in FHAS.
Goal(s)	:	1. FHAS intends to provide educational excellence in Teaching/Academic Delivery and research. 2. FHAS will facilitate an academically conducive environment for holistic development of students. 3. FHAS will facilitate environment for innovation and research excellence for the intellectual growth of faculty. 4. FHAS will facilitate cultivation of core values of the university and ethical conduct amongst students, faculty and staff. 5. FHAS will encourage cultural diversity and a sense of social and environmental responsibility. 6. FHAS will provide ample opportunities for international exposure to faculty and students. 7. FHAS will be involved in continual improvement of processes and systems andaim to attain national and international accreditations and university rankings. 8. FHAS will build a strong industry interaction by way of alumni networks and empanelment of expertise from industry. 9. FHAS will facilitate employment opportunities and also support students to start their own ventures. 10. FHAS will facilitate good governance in discharge of responsibilities and execution of policies and programs.
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. • Section A: - General Management-30 Questions / 60 Marks • Section B: - Application Based- 20 Questions / 50 Marks • Section C: - Specialisation/Area Specific-15 Questions/30 Marks • Section D: - General Education, General Awareness & Life-long Learning- 15 Questions/15 Marks

		• Section E: - Ethics, Social & Environmental Impact- 10 Questions / 15 Marks • Section F: Information and Digital Literacy–10 Questions/10 Marks • Section G: Global Outlook – 10 Questions / 10 Marks • 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 theoryand 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.

8.4.2 Format of Comprehensive Examination

AMITY UNIVERSITY
UTTAR PRADESH

AMITY UNIVERSITY
UTTAR PRADESH

FACULTY OF MANAGEMENT STUDIES

Comprehensive Examination Guidelines for Postgraduate Programmes for intended Programme Learning Outcomes

Purpose	**:**	To assess attainment of programme goals in the core and specialization areas of all the programmes in FHAS.
Goal(s)	**:**	1. To assess the knowledge acquired from theoretical concepts in Health and Allied Sciences areas. 2. To assess the ability to analyse various issues 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 Health and Allied Sciences areas. 4. To assess the 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 entrepreneurial set ups 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	**:**	10. 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 6. **Section A : General Theory -30 Questions/60 Marks:**This section shall comprise of theory based/conceptual questions from core areas in Health and Allied Sciences areas. 11. **Section B: - Application Based- 20 Questions/50 Marks: -** This section shall comprise of questions in Health and Allied Sciences areas on which will have focus on applications of various concepts, principles and theories. These questions will be based on case-studies 12. **Section C: - Specialization/Area Specific- 15 Questions each/30 Marks:**

This section shall comprise of the oryand application based questions from specialised/sectoral areas

1. Pharmacy
2. Physiotherapy
3. Public Health
4. Hospital Administration
5. Neurosciences& Neuropsychology

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

13. **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.

14. **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.

15. **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.

16. **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.

17. **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.

9 Domain Leadership and Assessment Team

Faculty/ Domain Name: Faculty of Health & Allied Sciences						
Leadership Team						
Dean/Domain Head:		Dr. Chandra Rosha				
#	**Institution Name**	**Head of the Institution**	**Programme Title**	**Programme Leaders**	**Programme Review Committee (PRC of 3-5 Members)**	**Role**
1	Amity Institute of Pharmacy	Dr. Tanveer Naved	Bachelor of Pharmacy (B.Pharn.)	Dr. Archana Sharma Mr. Dheeraj Nagpal	Dr. Tanveer Naved	Chair -
					Dr. G.T. Kulkarni	Members
					Dr. Bhupesh Sharma	Members
					Dr. Amrish Chandra	Member
			M.Pharm – Pharmacy (all Specialization)		Dr. Tanveer Naved	Chair
					Dr. G.T. Kulkarni	Member
					Dr. Bhupesh Sharma	Member
					Dr. Amrish Chandra	Member
			Ph.D. in Pharmacy		Dr. Tanveer Naved	Chair
					Dr. G.T. Kulkarni	Member
					Dr. Bhupesh Sharma	Member
2	Amity Institute of	Dr. Aparna Sarkar	Bachelor of Physiotherapy	Dr. Meenakshi	Dr. Mayank Shukla	Chair

	Physiotherapy			Singh	Dr. Meenakshi Singh	Member
					Dr. Shipra Bhatia	Member
			Master of Physiotherapy	Dr. Mayank Shukla	Dr. Mayank Shukla	Chair
					Dr. Meenakshi Singh	Member
					Dr. Shipra Bhatia	Member
			Ph.D in Physiotherapy	Dr. Jasobanta Sethi	Dr. Aparna Sarkar	Chair
					Dr. Pragya	Member
					Dr. Jasobanta Sethi	Member
3	Amity Institute of Hospital Administration	Dr. Chandra Rosha	BBA (Healthcare)	Dr P Prakash	Dr Chandra Rosha	Chair
					Dr P Prakash	Member
					Mr Monish K M	Member
			Master of Hospital Administration	Dr Chandra Rosha	Dr Chandra Rosha	Chair
					Dr Archana Sharma	Member
					Mr Monish K M	Member
4	Amity Institute of Public Health	Dr. Rajiv Janardhanan	Master of Public Health	Dr. Shazina Saed	Dr. Rajiv Janardhanan	Chair
					Dr. Shazina Saed	Member
					Dr. Mehak Segan	Member
5	Amity Institute of Physiology & Allied Sciences	Dr. Aparna Sarkar	B.Sc. - Medical Physiology	Dr. Aparna Sarkar	Dr. Aparna Sarkar	Chair
					Dr. Sohini	Member
			M.Sc. - Medical Physiology		Dr. Aparna Sarkar	Chair
					Dr. Sohini	Member
6	Amity Institute of Neuropsychology and Neurosciences	Vacant	B.Sc. (Hons) - Neurosciences	Dr. Arundhati Ray	Prof. R.C. Deka	Chair
					Dr. Arundhati Ray	Member
					Dr. Juni Banerjee	Member
			PhD in Neurosciences	Dr. Arundhati Ray	Prof. R.C. Deka	Chair

					Dr. Arundhati Ray	Member
					Dr. Juni Banerjee	Member

Faculty/Domain Name: Faculty of Health & Allied Sciences							
Assessment Leadership Team							
#	**Institution Name**	**Head of the Institution**	**Institutional Assessment Team**	**Role**	**Programme Title**	**Programme Assessment Team (PRC of 3-4 Members)**	
1	Amity Institute of Pharmacy	Dr. Tanveer Naved	Dr. Tanveer Naved	Chair -	Bachelor of Pharmacy (B.Pharm.)	**Assessment Team**	**Role**
			Dr. G.T. Kulkarni	Members-1		Dr. Tanveer Naved	Chair
			Dr. Bhupesh Sharma	Members-2		Dr. G.T. Kulkarni	Members-1
			Dr. Amrish Chandra	Members-3		Dr. Bhupesh Sharma	Members-2
						Dr. Amrish Chandra	Members-3
			Dr. Tanveer Naved	Chair -	M.Pharm – Pharmacy (all Specialization)	Dr. Tanveer Naved	Chair -
			Dr. G.T. Kulkarni	Members-1		Dr. G.T. Kulkarni	Members-1
			Dr. Bhupesh Sharma	Members-2		Dr. Bhupesh Sharma	Members-2
			Dr. Amrish Chandra	Members-3		Dr. Amrish Chandra	Members-3
			Dr. Tanveer Naved	Chair -	Ph.D. in Pharmacy	Dr. Tanveer Naved	Chair -
			Dr. G.T. Kulkarni	Members-1		Dr. G.T. Kulkarni	Members-1
			Dr. Bhupesh Sharma	Members-2		Dr. Bhupesh Sharma	Members-2
2	Amity Institute of physiotherapy	Dr Aparna Sarkar	Dr. Aparna Sarkar & Dr. Mayank Shukla	Chair	Bachelor of Physiotherapy	**Assessment Team**	**Role**
			Dr. Jasobanta Sethi	Members-1		Dr. Aparna Sarkar	Chair

			Meenakshi Singh	Members-2		Neha Gupta	Member 1
			Shipra Bhatia	Members-3		Anu Bansal	Member 2
					Masters of Physiotherapy	Dr. Mayank Shukla	Chair
						Meenakshi Singh	Member 1
						Shipra Bhatia	Member 2
					Ph. D in Physiotherapy	Dr. Aparna Sarkar	Chair
						Dr. Pragya	Member 1
						Dr.Jasobanta Sethi	Member 2
3	Amity Institute of Hospital Administration	Dr. Chandra Rosha	Dr. Chandra Rosha	Chair	BBA (Healthcare)	**Assessment Team**	**Role**
			Dr A Sharma	Members-1		Dr C Rosha	Chair
			Dr P Prakash	Members-2		Dr A Sharma	Member 1
						Dr P Prakash	Member 2
			Dr C Rosha	Chair	Master of Hospital Administration	Dr C Rosha	Chair
			Dr A Sharma	Members-1		Dr A Sharma	Member 1
			Mr Monish K M	Members-2		Mr Monish K M	Member 2
4	Amity Institute of Public Health	Dr. Rajiv Janardhanan	Dr. Rajiv Janardhanan	Chair -	Master of Public Health	**Assessment Team**	**Role**
			Dr. Shazina Saed	Members-1		Dr. Rajiv Janardhanan	Chair
			Dr. Mehak Segan	Members-2		Dr. Shazina Saed	Member 1
						Dr. Mehak Segan	Member 2
5	Amity Institute of Physiology & Allied Sciences	Dr. Aparna Sarkar	Dr. Aparna Sarkar	Chair -	B.Sc. - Medical Physiology	**Assessment Team**	**Role**
			Dr. Sohini	Members-1		Dr. Aparna Sarkar	Chair
				Members-2		Dr. Sohini	Member 1
			Dr. Aparna Sarkar	Chair -	M.Sc. - Medical Physiology	Dr. Aparna Sarkar	Chair
			Dr. Sohini	Members-1		Dr. Sohini	Member 1

6	Amity Institute of Neuropsychology and Neurosciences	Vacant	Prof. R.C. Deka	Chair -	B.Sc. (Hons) - Neurosciences	**Assessment Team**	**Role**
			Dr. Arundhati Ray	Members-1		Prof. R.C. Deka	Chair
			Dr. Juni Banerjee	Members-2		Dr. Arundhati Ray	Member 1
						Dr. Juni Banerjee	Member 2
			Prof. R.C. Deka	Chair -	PhD in Neurosciences	Prof. R.C. Deka	Chair
			Dr. Arundhati Ray	Members-1		Dr. Arundhati Ray	Member 1
			Dr. Juni Banerjee	Members-2		Dr. Juni Banerjee	Member 2