Teaching – Learning and Evaluation Policy

MSRUAS/REG/TLE POL-02/2020-21

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This Policy entitled "Teaching-Learning and Evaluation"

is applicable to all academic Departments of MSRUAS

from the Academic Year 2020-21

(As per the SRAs of the respective Faculty)

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Policy Amendment Record Sheet

Sl.No	Sec. No.	Rev. No.	Details of Amendment	Reason for Amendment
1	A.1	1	Addition of Faculty and School	One Faculty and One School added
2	A.12.1	1	Enhancement in ICT and LMS facility	Introduction of ERP tool, Microsoft Office 365 Platform; Facilities for handling online classes during pandemic
3	D	1	Mentor- Mentee System	Proctor and Menter-Mentee Systems are used interchangeably.
4	E & F	1	Updated Section E and added section F	Following policy added D. Multi-Disciplinary Societal Orientation (Sustainable Development Goals and NEP) Following policy Added E. Assessment of Attainment of Course & Programme Outcomes

A. Teaching Learning and Evaluation
A.1 Introduction

M.S. Ramaiah University of Applied Sciences (MSRUAS) created by an act in the State of Karnataka, India, came into inception in December 2013. The University is sponsored by Gokula Education Foundation (Medical) (GEF (M)) - a public charitable trust. The University offers student centric degree Programmes at Undergraduate, Postgraduate and Doctoral levels. The University Programmes are designed to ensure that the graduates of the University are equipped with the theoretical knowledge and skills expected by industry and R &D organizations. Academic Studies; Academic Research; Sponsored Research; Training and Lifelong Learning and Techno-Centre- involved in Consultancy are the broad classifications under which most of the initiatives of the University come under. The University provides holistic experience to its students, as the student in addition to his/her academic Programme has an opportunity to participate in research, skill development, real life problem solving and entrepreneurship.

The University has Faculties of: Engineering and Technology (FET), Art and Design (FAD), Management and Commerce (FMC), Hospitality Management and Catering Technology (FHMCT), Pharmacy (FPH), Dental Sciences (FDS), Mathematical and Physical Sciences (FMPS), Life and Allied Health Sciences (FLAHS), and School of Social Sciences (SSS). Through these Faculties/Schools, the University offers Undergraduate, Postgraduate and Doctoral degree Programmes.

MSRUAS is committed to fostering creativity, innovation and excellence within its teaching-learning processes aiming to ignite students' personal growth, cultivate critical thinking and instill in them a deep enthusiasm for lifelong learning. MSRUAS strongly believes that the pursuit of quality and excellence in its portals requires continuous self-reflection and adaptability. It is committed to regular review of the approach taken to meet the evolving needs of its students. In turn, the students flourish and contribute meaningfully to address the dynamics of society.

The guidelines in this policy document entitled (Teaching-Learning and Evaluation) are presented to cover the following significant points:

A. **Teaching, Learning and Evaluation**

B. **Quality and Excellence**

C. **Experiential and Participative Learning**

D.   Proctor

E.   Multi-Disciplinary Societal Orientation

F.   Assessment of Attainment

A.2   Scope of the Policy

The scope of this policy fosters innovative teaching methods, enhances student engagement, and ensures comprehensive education strategies for all Programmes offered at MSRUAS in the eight Faculties, and one School. The policy strives to empower students, teachers, the University, and shape a future-ready educational landscape by promoting interactive learning environments, embracing technology, and prioritizing continuous assessment.

A.3   Admission to a Programme

A student will seek admission to a Programme of the University by satisfying the admission criteria under quota for Government of Karnataka, University and NRI. Admission of students to various Programmes of the University shall be completed before the commencement of each academic year in accordance with the Admission Policy of MSRUAS.

The minimum requirements and the eligibility criteria for admission into a Programme, under both University quota and Government quota, shall be framed considering the norms of the University and the guidelines laid down by the respective regulatory body under which it is covered. The eligibility criteria and other details related to a programme shall be followed as provided in the Academic Regulations document of that programme.

A.3.1   Medium of Instruction

The medium of instruction for all the Programmes is English.

A.3.2   Study Scheme

The University shall follow the study scheme for a Programme, as indicated in the relevant academic regulations and the Programme Specification documents.

A.4   Board of Studies

Relevant matters related to Academics (including curriculum development) of the Faculty/Department,

shall be discussed in the in the Board of Studies (BOS) and submitted to the Academic Council for review and approval.

A.5 Programme Curriculum

The Programme curriculum shall include the Programme Specification and Course Specification documents, which are prepared in adherence to the stipulatory and regulatory authorities and in compliance with the Academic Regulations applicable to the Programme.

A.6 Academic Calendar

The academic calendar of all Programmes offered in the semester/annual scheme shall be synchronized with the admission notification issued before the commencement of each academic year. In addition, the academic calendar shall be synchronized with the allotment of candidates by the Government of Karnataka in the case of applicable Programmes. It is also hosted in the MSRUAS portal and website. The academic calendar shall also include the scheduling of the supplementary term that may be announced at the end of the even semester based on requirements.

A.7 Credits for the Programmes

The credits and the credit requirements applicable for each Programme (for admission from 1st sem/year and lateral entry scheme) shall be in accordance with the Academic Regulations applicable to the Programme. The guidelines of the relevant regulatory body shall supersede the clauses of credit definition.

A.8 Registration of Courses During a Semester/Year

A student shall register for all the courses through the ERP portal as per the schedule for registration specified in the Academic Calendar. The continuation of a student's registration in subsequent academic years would be subject to payment of the prescribed Programme and registration fees for each of those years.

A.9 Programme Delivery

The course delivery shall be in adherence to the approved academic calendar and timetable released at the beginning of the semester/year.

- The delivery of the courses (theory/laboratory) shall be as per the norms prescribed in the

respective academic regulations document.

- The course leader shall clearly specify and share the Programme Specifications, Course specifications, components of course delivery, mandatory attendance requirements, and other relevant details to the students at the beginning of the semester/year.

A.10 Components of Assessment and Evaluation

The primary theme of the development of Academic Curriculum oriented towards learner centric or student centric approach is to avoid the perception or presence of the elements of Rote Learning. In the process, it is desirable that both the student and the teacher fraternity have a prior knowledge about the nature of delivery of the intended indicative content, the division among the learning outcomes oriented towards knowledge and understanding, problem solving and critical/analytical thinking. Therefore, there is a need to bifurcate the learning outcomes to be assessed at appropriate stage of delivery. As a result, the phase of assessing the learning outcomes should be spaced and the spacing between the assessment shall meet the objective meaning of continuous assessment. The cumulative grasp of the student about a course under consideration should lead to a comprehensive proficiency to be tested at the culmination phase of the course delivery. To cater to these needs, under OBE, there are two categories of assessment, namely, continuous assessment (formative assessment) and Course end assessment (summative assessment).

MSRUAS shall insist on the course leaders to clearly specify the mode of evaluation assigning the testing of an outcome under formative assessment category or summative assessment.

A.10.1 Formative Assessment:

MSRUAS shall advocate the nature of Course Outcomes (COs) belonging to knowledge & understanding and solving the general nature of the problems mandated in a particular course, shall normally be assessed in the term tests (formative assessment).

The higher order learning outcomes, which mandate the higher proportion of student participation outside the classroom premises, shall normally be tested in assignments (formative assessment). The course outcomes to be tested under the above-mentioned category shall come under the ones requiring "Critical thinking or Analytical thinking" connected to application-oriented scenario (experiential/participative learning).

A.10.2   Summative Assessment:

This assessment of learning at the end of the course of study that does not normally require any participation or aid outside the classroom premises shall be tested in the summative component of the assessment.

A.10.3   Credits not Earned and Additional Opportunities

Earning credits for a course, and provisions for additional opportunities (supplementary term) to earn the credits, shall be in accordance with details specified in the academic regulations.

A student not earning the required credits, as per the norms specified in the Academic Regulations, shall be declared as failed and further opportunities for make-up shall be explicitly mentioned in the relevant Academic Regulations and shared with the students.

A student who has earned the required marks in the course shall be declared as passed and grade shall be awarded as per the applicable grading system.

A student who earns the required credits in a semester/year shall be promoted to the higher semester/year as per the guidelines of the relevant Academic Regulations.

A.11   Examination Manual

Regulations pertaining to all aspects of the pre-examination, examination and post-examination processes are presented in detail in the MSRUAS Examination Manual. The formative and summative assessments for a course in a Programme shall be conducted in accordance with the relevant clauses of the examination manual.

The office of the Controller of Examinations (COE) shall announce the results of the students during a given semester/year on the Faculty notice board as well as on the University website in adherence to the academic calendar. The withholding of results shall be in accordance with the relevant clauses of the examination manual.

A student who loses a year shall be permitted to rejoin the Programme, after earning the required credits. The Academic Regulations shall clearly specify the guidelines for the maximum duration of the

Programme, and for rejoining the Programme after a break in study.

A.12 Programme Quality Monitoring

MSRUAS shall make the necessary arrangements to examine the quality of the Programme delivered by each faculty member through various means, such as the feedback process and the Student Staff Consultative Committee (SSCM). The norms for collection of feedback shall be as per the Feedback Policy of MSRUAS. The SSCM shall be conducted as per the guidelines provided in the Academic Regulations document.

A.12.1 ICT Enabled Tools and LMS

In addition to the facilities listed in the Version -1 of this policy, MSRUAS shall provide adequate additional facilities including the following to cater to the changing needs of the Teaching-Learning and Evaluation process:

- Implement e-Governance by installing a complete ERP solution that covers all academic and administrative activities and functions.

- Provide cloud email solution under the Microsoft Office 365 Platform.

- Set up digital classrooms with interactive video-conference facility and provisions for linking campuses and associated institutions.

- Install online applications/Tools/Equipment, etc., and provide access to faculty members and students to organize online classes and proctored examinations to continue with the academic activities seamlessly during pandemic.

B. Quality and Excellence
B.1 Preamble:

Fostering a conducive learning environment for students, particularly in higher education, is of utmost importance. For this endeavor to take shape, a deep understanding of the diverse learning abilities of the students, who come with a unique set of skills, challenges and backgrounds, and lack of opportunities earlier, which collectively shape their learning journey is important. Recognizing these differences and accommodating them, in the Teaching-Learning and Support processes, is the fundamental responsibility of a University offering higher education. In response to the diverse learning abilities, Universities must create a comprehensive support system that strives for inclusivity, equity, and excellence in education. The response to address these issues could include mentoring/proctoring and specialized support of learning, for slow learners and advanced programs catering to advanced learners.

MSRUAS shall identify Advanced and Slow Learners with a view to customizing the teaching strategies in sync with the learners' needs. Defined benchmarks will be used to categorize the students and interventional strategies shall be adopted to provide the necessary challenges to the advanced learners and provide measures of subsistence to the slow learners resulting not only in improved pass percentages but also in gaining confidence/achieving laurels through acquiring higher level of knowledge and skills.

The slow and advanced learner identification and support process shall align itself with the academic calendar of the programmes that would be announced in accordance with the norms and stipulations of the University. The involvement of various functionaries of the University shall be clearly mentioned in the flow process shown in Figure 1.
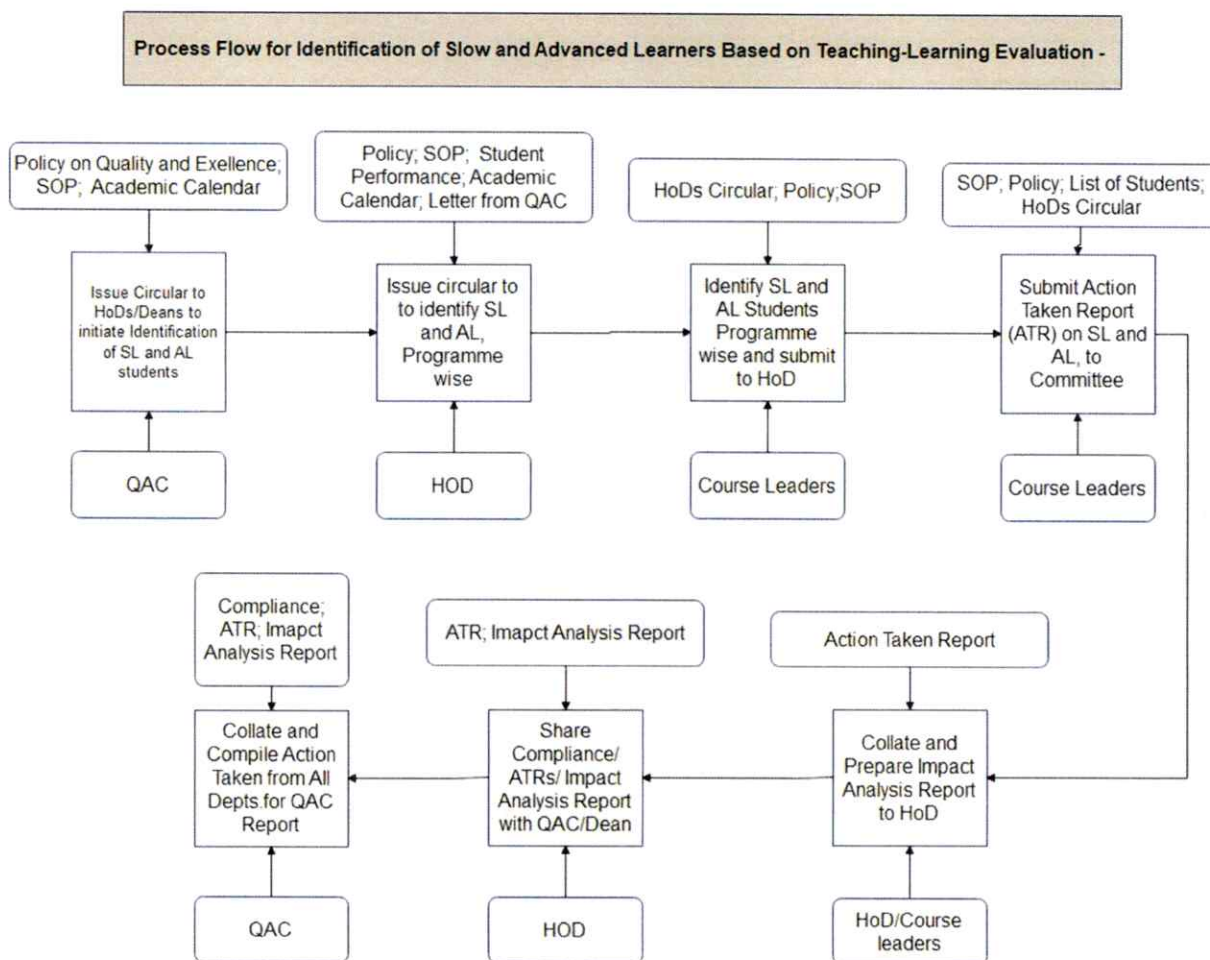
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Process Flow for Identification of Slow and Advanced Learners Based on Teaching-Learning Evaluation -

Policy on Quality and Exellence; SOP; Academic Calendar	Policy; SOP; Student Performance; Academic Calendar; Letter from QAC	HoDs Circular; Policy;SOP	SOP; Policy; List of Students; HoDs Circular
Issue Circular to HoDs/Deans to initiate Identification of SL and AL students	Issue circular to to identify SL and AL, Programme wise	Identify SL and AL Students Programme wise and submit to HoD	Submit Action Taken Report (ATR) on SL and AL, to Committee
QAC	HOD	Course Leaders	Course Leaders

Compliance; ATR; Imapct Analysis Report	ATR; Imapct Analysis Report	Action Taken Report
Collate and Compile Action Taken from All Depts for QAC Report	Share Compliance/ ATRs/ Impact Analysis Report with QAC/Dean	Collate and Prepare Impact Analysis Report to HoD
QAC	HOD	HoD/Course leaders

Figure 1: Process for Identification of Learning Abilities and Impact of Interventional Methods

B.2   Initiatives to Support Students at MSRUAS:

Initiatives being taken at MSRUAS to cater to the needs of the entire spectrum of the student community shall be specified at the level of the Department and Course leader. It shall be built into its system to monitor students' performance and provide opportunities for students who are at either end of the spectrum, without ignoring the average learners. The following are a few initiatives:

B.2.1Assessment of Learning Capabilities:

Following the induction and orientation, faculty members engage students through formal and informal interactions to evaluate their learning abilities. Ample assistance shall me made available to facilitate success. In addition to the above, for the identification of slow and advanced learners, performance in their qualifying examinations is considered in the case of fresh first-semester/year students, while the

performance in their first continuous evaluation component (term test/mid-term examination) is considered from the second semester/year.

The faculty members shall adopt appropriate interventional methods, in consultation with the respective Head of the Department, across the University, for Advanced and Slow learners at different stages. Feedback on the TLE would be collected from the stakeholders and analyzed to ascertain the impact of adopted interventional measures on the progress of slow learners and advanced learners.

B.2.2 Bridge Courses:

For students admitted through the Lateral Entry Scheme, additional courses would be provided to help them grasp fundamental concepts. Access to computer laboratories shall be extended beyond regular hours to facilitate enhanced learning through digital and online resources.

B.2.3 Mentoring/Proctoring Process:

Typically, each faculty member would be assigned as a mentor to a group of 20 students. These mentors assume a role akin to local guardians, overseeing the students' progress and providing academic guidance. They also interact with their families, if necessary, regarding the academic performance.

B.3 Action Points for Slow Learners:

a. Remedial classes shall include Additional quizzes, assignments, and problem-solving exercises.

b. Student groups shall be created to facilitate participative peer-learning.

c. Additional individual attention shall be given by the course leaders.

d. In some cases, additional opportunities for Continuous Evaluation shall be provided.

e. Mentor/Proctor meeting sessions shall be organized.

f. Parents shall be informed to give additional care to their wards.

B.4 Action Points for Advanced Learners:

a. Students shall participate in innovation challenges, technical contests, and hackathons.

b. Students shall be part of teams to publish research papers and file patents. (

c. Platforms, such as, the annual project exhibition, MSRUAS Innovation Challenge, and technical workshops, shall be provided for exhibiting students' talent.

d. Numerous Medals for Academic excellence shall be established.

e. Students shall be trained for competitive examinations, such as GMAT, GATE, CAT, GRE, and UPSC.

f. Students shall be provided with awareness of opportunities to pursue higher studies in nationally and globally reputed Universities.

g. Students shall participate as members in various clubs and committees at the University level.

B.4.1   Measurable Outcomes for Slow Learners:

MSRUAS shall use measurable criteria to assess the impact of special programmes conducted for slow learners. The improvement in the performance in Continuous Evaluation and Semester/Year -End Examinations would be the major measurable outcome. Other outcomes, such as the improvement in problem-solving skills and participation in project-based leaning would be monitored constantly.

B.4.2 Measurable Outcomes for Advanced Learners:

MSRUAS shall analyze, in addition to academic performance, the advanced learners in terms of medals, awards, fellowships, representation of the University in National and International events, success in competitive exams, research publications, placements, and acceptance in national and international Universities for higher studies.

C. Experiential and Participative Learning

MSRUAS mandates that students in all Programmes, at both UG and PG levels, offered by each of the Faculties and Departments, are exposed to experiential/participative learning and problem-solving methodologies through either one or more of the following activities, namely, Field Projects / Research Projects /Industry Projects/ Internships. These credited courses are mandatory for the successful completion of the Programme. These courses help students develop critical thinking and derive innovative solutions to societal problems. MSRUAS has established Memorandums of Understanding (MOUs) with numerous forward-thinking organizations, for providing students with valuable internship and project opportunities. Often, these project-based experiences have ultimately led to employment opportunities for the students.

The following would be the initiatives of MSRUAS that promote experiential learning, participative learning and learning based on problem-solving methodologies:

C.1 Experiential Learning Laboratories:

a. Laboratory/Survey/ Other related courses sessions enable strong experiential learning. A student shall assemble and troubleshoot an experimental setup, measure the involved parameters, and learn from failures and successes.

b. Internships, Projects, and Dissertation would provide excellent opportunities for experiential learning. Students shall formulate problems, solve them in groups or independently, and treatise the solutions.

c. MSRUAS would conduct an annual Project exhibition, to provide an opportunity for students to exhibit their projects they could eventually culminate in collaborative and mutually beneficial associations, including jobs, startups, and internships. The stalls will be visited by various sections of people, namely, students, faculty members, industry personnel, entrepreneurs, Government agencies, and the public.

C.1.1 Participative Learning Seminars:

Seminars shall involve the collection of information on a topic, its critical analysis and lucid presentation of the student's viewpoint. This would promote participative learning. Further, the following initiatives

outside of the curriculum would enable enhanced learning experiences. These would be structured as add-on avenues of enhanced learning for interested, ambitious students.

a. **Provision for Earning Credits through Participation in Innovation Challenges:** Provisions for students to earn up to six credits by participating in technical contests, hackathons, innovation challenges, conferences, workshops, and symposia shall be made in most of Undergraduate programmes, which would be a unique feature that focuses on participative and learning.

b. **Innovation Challenge:** This shall be an annual feature of MSRUAS in which product innovation challenges are held in themes, such as biomimicking robots, integrated healthcare informatics, artificial intelligence, green energy, and nutrition. Cross-disciplinary student groups would participate in these challenges and gain exciting participative learning experience.

c. **Service to Society:** MRUAS shall provide opportunity for the students to serve the society using their own innovative ways, which facilitate participative and experiential learning of local societal issues. Involvement in extra-curricular and co-curricular activities shall provide a strong platform for participatory learning.

d. **Community Service:** MSRUAS believes that community service helps in fostering a sense of social responsibility among students and students would develop empathy, enhance communication skills, and promote civic engagement, resulting in acquiring higher skills through participative learning. Students of specific Programmes shall be engaged in community service as part of the Programme requirements and/or as an additional compulsory activity.

e. **Adoption of Village:** MSRUAS exhibits long-term commitment to supporting the community through adoption of village. Adoption of a village impacts both the students and the community, through participative learning, in the form of hands-on learning, leadership development, and community development.

f. **Industrial Visits:** MSRUAS has recognized that industrial visits bridge the gap between theorical knowledge and practical applications. Students shall be exposed to industrial visits to gain practical insights, interact with professionals, and enhance problem solving skills.

C.1.2   Learning Based on Problem-Solving Methodologies:

Problem-solving approach would be used in all disciplines for inculcating analytical skills for students to develop multiple perspectives in solving real-world problems that involve the allotment of group/ individual projects, case studies and problem-based learning scenarios.

i. **Tutorials:** Tutorials shall be used for intense problem-solving sessions. Groups of students shall be given the same problem and asked to solve it using different approaches. The peer groups would then be asked to exchange the solution methods. This provides enhanced learning based on problem-solving methodologies.

ii. **Assignments:** Assignments shall involve solving rigorous, open-ended problems independently. The student shall collect data, choose a solution approach, solve the problem, and critique the approach. This would provide enhanced learning through problem-based learning problem-solving methodologies. Through these curricular and co-curricular initiatives, MSRUAS shall strive to provide Student-centric enhanced learning experiences.

iii. **Projects:** MSRUA firmly believes that students' projects provide a holistic learning experience that encompasses problem identification, definition, solution generation, implementation, evaluation, communication, and reflection. MSRUAS shall provide opportunities in all offered Programmes, as part of the curriculum, for students to engage in projects that eventually helps students not only learn theoretical concepts but also develop practical problem-solving methodologies that are valuable in both academic and real-world settings.

In addition to the above, activities such as participation in national level Hackathons, normally mentored by faculty members, provide experiential, participative, and problem-solving opportunities to students.

D. Proctor Policy
D.1.1 Preamble:

Higher Educational Institutions serve as the breeding ground for future leaders, innovators, and contributors to society. In such dynamic educational landscape, the establishment and implementation of a Proctor Policy is imperative and serve as cornerstone for fostering a nurturing, supportive and empowering environment to ensure that students are proctored, guided, and empowered to become successful, well-rounded individuals prepared for the challenges of the future.

MSRUAS acknowledges the pivotal role of proctors in shaping character, guiding, and nurturing skills, talents, aspirations, and ambitions of the students, beyond the classroom. With a firm belief in fostering a supportive and enriching environment wherein experienced proctors inspire, counsel, and empower the next generation of learners, and eager students, MSRUAS has founded the Proctor Policy on mutual respect, trust, and a shared vision for the comprehensive development of every student through this enriching relationship.

All the students enrolled in the various Programmes offered by MSURAS are covered under the proctorship policy. The Quality Assurance Cell ensures that proctorship programs and activities and aligned with the overall goals and objectives of MSRUAS. The Proctor system was initiated in MSRUAS. Subsequently, the University adopted the nomenclature of Mentor-Mentee System. However, some of the Faculties are continuing with the nomenclature of the Proctor System. Both these are being used interchangeably without compromising the underpinning welfare of the student community.

D.1.2 Scope of the Policy:

The scope of the Proctor Policy covers all the students of MSRUAS. It encompasses personalized academic guidance, holistic personal and professional development, fostering emotional well-being, and cultivating leadership skills, creating a supportive and enriching environments for all students of MSRUAS.

D.2 Objectives of Proctorship

MSRUAS shall frame the objectives to ensure that proctorship goes beyond academic assistance, enriching the overall student experience and preparing them for a successful career.

The objectives of proctorship shall include the following:

1. Assist students in understanding their academic curriculum, setting goals, and navigating educational challenges.

2. Foster personal growth, self-awareness, and character development, promoting well-rounded individuals.

3. Provide insights into career paths, industry trends, and real-world applications of academic knowledge, preparing students for the job market.

4. Offer safe space for students to discuss personal concerns, and anxieties, thereby enhancing emotional resilience and well-being.

5. Foster analytical thinking, creativity, and problem-solving skills, enabling students to approach challenges with confidence and innovation.

6. Identify and nurture leadership potential, boost self-confidence, foster qualities such as decision making, communication, and teamwork.

7. Inculcate curiosity, encourage learning beyond the classroom, and facilitate continuous self-improvement.

8. Facilitate inclusion, social integration, and a sense of belonging and community within the institution.

D.3   Proctor Mechanism at MSRUAS

MSRUAS shall follow the below mentioned mechanism for its Proctor System

1. Faculty members (Proctors) will normally be assigned a group of 15 to 25 students (students) from the same Department.

2. The students once assigned to a proctor will continue with the same proctor till the end of the program of study.

3. Every Year, First Year students will be added to the proctor list in place of graduating students.

4. The normal schedule of proctor meetings would be as per the academic calendar of the academic year.

5. The proctor shall assess the student's background, knowledge, skill, motivation, experience, hobbies, etc.

6. Proctors shall guide, and advise students to accomplish their goal in academic and career development.

7. Proctors shall update students on various scholarships, fellowships, competitions, internships, research projects, job opportunities, etc.

8. Proctors shall develop a long-term relationship and monitor the progression of students.

9. Proctors shall update the information about the student to the HoD/Higher ups on regular basis.

10. Proctors shall contact parents and convey the progress of their ward, if necessary.

11. Proctors shall refer such students who appear to be facing psychological issues to Counsellor/Psychiatrists through Director of SPWCA.

12. Proctor shall, at the completion of each proctoring session, submit the minutes and a brief report to the HOD/QAC keeping the information and discussions with the students confidential.

13. QAC shall prepare and present an annual report to the senior leadership. The report shall contain details of proctorship activities along with the impact analysis.

E. Multi-Disciplinary Societal Orientation

Complex societal challenges demand innovative solutions and a multidisciplinary approach that transcends traditional boundaries between academic institutions and other sectors to address the issues societal face. Cross-cutting issues are critical aspects that impact various facets of professional ethics, gender dynamics, human values, environmental concerns, and sustainability, that form part of Sustainable Development Goals and National Education Policy. These issues serve as integral threads weaving through the fabric of the society and educational systems, influencing the perception and interaction with to shape the world to be an inclusive and progressive place to live in.

Cross-cutting issues form a complex network of interconnected challenges and opportunities that require a holistic and integrated approach. A brief of each cross-cutting issue is given below:

i.   **Professional Ethics:** Cross-cutting issues in professional ethics encompass the moral compass guiding individuals across diverse fields that encompasses the universal importance of integrity, honesty, and responsibility in all aspects of work.

ii. **Gender Dynamics:** Gender issues interact with various aspects of life and addressing these involve ensuring equal opportunities, eliminating gender-based discrimination, and promoting inclusivity across professional and educational spheres.

iii. **Human Values:** Empathy, Compassion, and respect for others are the overarching principles that guide the actions of people in both professional and personal contexts that are essential for fostering harmonious relationships and ethical conduct.

iv. **Environment and Sustainability:** These emphasize the need for responsible resource management practices and ethical decision making for safeguarding the planet.

v.   **Sustainable Development Goals (SDGs):** The SDGs are a global framework that underscores the interconnectedness of various social, economic, and environmental challenges. Addressing these issues is imperative for achieving a sustainable and equitable future.

vi. **National Education Policy (NEP):** It sets the foundation for transformative changes in education, promoting inclusive and value-based learning, integrating sustainability in education, and fostering ethical values in students.

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The Vision of MSRUAS reflects its strong belief that inculcation of human values, gender equality, professional ethics, environmental sensitivity, and flair for sustainable development helps its graduates to grow as extraordinary professionals and responsible citizen.

MSRUAS shall embed abundant courses that focus on crosscutting issues into the curricula of all Programmes. This endows the graduates with professional competencies enriched with ethical, human, and environmental values and catalyzes their holistic development into the next generation of exemplary citizens.

MSRUAS would address crosscutting issues as summarized below:

1. **Professional Ethics:** Design and inclusion of courses on Professional Ethics to equip prospective professionals with the ethical codes and values of their respective fields, envisaging students to develop high competencies and to set high professional standards.

2. **Gender:** A policy that guides the courses in the curriculum, programs organized, and events conducted that emphasize attitudes and values that nurture gender equality.

3. **Human Values:** Laying considerable emphasis on Value Education to nurture social and moral values.

4. **Environment and Sustainability:** Offering interdisciplinary Programmes that aim to instill an ability to apply knowledge, understanding and acquired skills to carry sustainable waste management. Formation of research centers, developing courses and organizes service- to-society events, seminars, and other participating learning activities that that aid in the commitment to development of innovative and sustainable technologies for cleaner, greener and safer environment.

5. **NEP-2020 implementation:** Constitution of an NEP-2020 Implementation Taskforce, Designing, Developing, and offering undergraduate programmes, revamping of student centric pedagogy for holistic development for the holistic development of students.

F.   Assessment of Attainment of Course and Programme Outcomes
F.1   Preamble:

The assessments of Course Outcomes (COs) and Programme Outcomes (POs) are essential and important in Outcome Based Education (OBE) for ensuring that the imparting of education is effective, and focused on student learning outcomes in meeting the envisaged outputs /outcomes desired at the formative stages of development of academic curriculum.

MSRUAS, in pursuit of its commitment to academic excellence, transparency, continuous improvement, accountability, learner centric education, and holistic development of its students, recognizes the need for establishing a comprehensive and transparent framework for assessment of Course Outcomes and Programme Outcomes, which are fundamental components of Outcome Based Education. MSRUAS realizes that the transforming power of education extends beyond the mere dissemination of knowledge, and it includes nurturing critical thinking, practical skills and ethical values that empower the students to meet the challenges of the evolving world.

F.1 Scope of the Policy

The policy covers all the Programmes offered in the various Faculties.

F.2   Process of Computing Assessment of Attainment:

At MSRUAS, in each of the Programmes offered by various Faculties, the below mentioned process shall be followed:

i.   Adopting the guidelines of Blooms Taxonomy, COs shall be framed for each course of every Programme offered at MSRUAS. Accordingly, the course content of all the courses of a Programmes shall be developed.

ii.   Course delivery shall be planned to ensure the COs of the course are addressed. The Programme Outcomes shall be developed covering the Graduate Attributes or any reference document provided by National/International Academic Agencies.

iii.   Assessment and its types, for both formative (CE) and summative (SEE/YEE/TERM END), of student learning shall be planned and shared with the students in the beginning of the semester/year.

iv.   The ratio of formative and summative assessments shall be followed as per the guidelines provided in the respective Academic Regulations.

v.   The documents of assessments, namely, test/midterm question papers, assignments, quizzes, etc. for formative continuous assessment (CE) and the term-end-examinations for summative assessment (SEE/YEE/TERM END) would relate to the respective course outcomes.

vi.   The target values for final attainment of a CO would be as given in the tables below:

Table 1: Target for Assessment of Attainment – Health Sciences

For Health Sciences	
Target – 60% of the maximum score	
Attainment level	Rating in 3 scale (I)
70 % of students have scored more than the set target	3
60 % of students have scored more than the set target	2
50 % of students have scored more than the set target	1

Table 2: Target for Assessment of Attainment -Non-Health Sciences

For Non-Health Sciences	
Target: 50% of the maximum score	
Attainment Level	Rating in 3 scale (I)
70 % of students have scored more than the set target	3
60 % of students have scored more than the set target	2
50 % of students have scored more than the set target	1

vii. The following steps shall be followed for computing the assessment of attainment of COs and POs:

a.   Direct assessment methods would be adopted for computing assessment of attainments.

b.   All COs of a particular course shall carry equal weightage. Hence, the total marks scored by a student in each component of CE (Test/Midterm and Assignment) and SEE/YEE/TERM END (End of term examination) would be allotted to each CO of the course.

c.   Normalized grading would be adopted for assessment of attainment. Accordingly, the highest marks scored in the course for the component will be the base. Marks above zero are considered for assessment of attainment.

d. The percentage of marks scored by each student shall be based on the highest marks scored in the component associated with the specific COs mentioned in the course specification document.

e. The final computation for assessment of each CO for a particular course would be performed considering the ratio of CE vs SEE/YEE/TERM END (as per Academic Regulations).

f. The mapping of applicable COs of the course to POs and PSOs of the Programme, and their respective weightage, would be followed as contained in the Course Specification document of the course.

g. The assessment of attainment of POs and PSOs for the course, shall be computed based on the weightage of COs and POs/PSOs.

h. Similarly, the assessment of the attainment of COs, POs and PSOs shall be computed for all courses of the semester and Programme.

i. For computing the final assessment of attainment of POs and PSOs for a Programme, the average of assessment of attainment levels of POs and PSOs of all the courses of the Programme would be computed.

viii. Setting threshold levels for assessment of attainment of PO/PSO, for each Programme, shall be the responsibility of the Head of the Department offering the Programme, in consultation with the Dean of the Faculty and COE.

ix. The level of attainment of COs, POs and PSOs shall be placed in the DAAPC, and future course of action will be discussed. The future course of action could be any one or more of the following:

    a. Modification in course content and/or course outcomes

    b. Refinement in course delivery and/or recommendation of specific FDP

    c. Refinement in level of assessment of course delivery and its type

    d. Review and remapping of COs and POs

    e. Relook at the target levels of assessment of attainments.

x.   The report on outcome of the attainment, the interaction in the DAAPC, and the action taken shall be discussed in the Board of Studies (BOS) and placed before Academic Council (AC) for approval.

xi.   With the approval of AC, the report shall be submitted to IQAC for its information and record.

xii. The IQAC shall prepare a consolidated annual report on the attainment of COs and POs

   a.   for the courses offered in the year, batch wise

   b.   for the whole Programme for the graduating batch in that year