



மனோன்மணியம் சுந்தரனார் பல்கலைக்கழகம், திருநெல்வேலி

MANONMANIAM SUNDARANAR UNIVERSITY

(Reaccredited with 'A' Grade by NAAC)

ABISHEKAPATTI, TIRUNELVELI - 627 012

TAMILNADU, INDIA



CRITERION-II

TEACHING LEARNING AND EVALUATION

2.6.1

2.6.1 The institution has stated learning outcomes (Program and Course outcomes)/graduate attributes which are integrated into the assessment process and widely publicized through the website and other documents and the attainment of the same are evaluated by the institution.

The curricula in every department have been thoroughly updated to improve the quality of education and guarantee that teaching approaches meet international benchmarks. This revision was meticulously carried out using the Learning Outcomes-Based Curriculum Framework (LOCF). This innovative approach focuses on the specific outcomes students are expected to achieve by the end of their courses and programs. The essence of this approach lies in its student-centric nature, which emphasizes what learners are expected to know, understand, and be able to do after their educational experiences. To implement this framework effectively, each department within the university took the initiative to craft its syllabus meticulously. This process involved a careful delineation of Programme Outcomes (POs), Programme-Specific Outcomes (PSOs), and Course Outcomes (COs). The POs are broad statements that reflect the knowledge, skills, and attitudes students should possess upon completing their program. PSOs are more focused, detailing the expectations within a specific discipline.

COs drill down even further, specifying the learning goals for each course within the program. A critical aspect of this process was ensuring that the COs were appropriately mapped to the PSOs, thus creating a coherent and integrated curriculum that builds on itself systematically. The assessment of student learning was also fundamentally restructured to align with the revised syllabi. Question papers for Continuous Internal Assessment Tests and End-Semester Examinations were thoughtfully designed to evaluate students across cognitive levels. These levels include Remembering, Understanding, Applying, Analysing, Evaluating, and Creating. Such a diverse approach to assessment ensures that students are not only tested on their ability to recall information but also on their capacity to apply knowledge, analyze situations, evaluate outcomes, and create new knowledge or solutions. This multifaceted method of evaluation is instrumental in fostering critical thinking and problem-solving skills among students. To maintain transparency and keep all stakeholders informed, the university has made detailed information about the revised syllabi and assessment

processes readily available online. Interested parties can find this information prominently on the university's website, accessible through a clearly defined navigation path. This includes the Program Objectives and Outcomes, Course Objectives and Course Outcomes, and details such as the syllabus with the Year of Implementation. Such accessibility ensures that students, faculty, and external evaluators understand the curriculum's structure and expectations easily.

Furthermore, the university recognizes the importance of preparing students not just academically but also mentally and emotionally for the challenges of their programs. To this end, students receive thorough orientation sessions and ongoing mentorship focused on the expectations for completing their programs. This mentorship and guidance are designed to align with the Graduate Attributes, a set of qualities and skills that the department and university have identified as essential for graduates. This holistic approach ensures that students are well-prepared to meet the demands of their future careers and contribute meaningfully to their fields.

SUPPORTIVE DOCUMENTS

S.N	Document(s)	Link to the Document(s)
1	Internal Examination Question Paper	https://msuniv.ac.in/naac/criterion2/2611.pdf
2	Students Induction Programme	https://msuniv.ac.in/naac/criterion2/2612.pdf