University of South Asia

Policy and SOPs for Online Learning System

Preamble

In the wake of COVID-19 Pandemic situation, University of South Asia has adopted, a robust process of consultation with all the stakeholders (Management, Faculty, Students and Staff) to develop a comprehensive Policy/SOPs for Online Learning System in alignment with the HEC/PHEC Covid-19 Policy Guidance.

This document has been prepared by the core online learning committee. It includes standard operating procedures (SOPs), instruments, guidelines etc. for effective implementation of online teaching and will reflect on the measures opted by the University of South Asia for online readiness by introducing the "Online Learning System." The document will be continuously evolving in nature and required amendments will be periodically made in it based on the feedback from online teaching and student's learning outcomes.

Disclaimer; Resource materials from several online national and international documents, websites, organizations, Institutes, HEC/PHEC guidelines have been used for the preparation of this document and will be used for educational purposes only with no commercial use to direct USA management and committees in delivering effective online teaching.

USA Online Teaching Philosophy

In traditional learning system, teacher or instructor is the sole keeper of the information that is made available to the students in bits & pieces through unidirectional communication channel. The Information technology and internet evolution has changed the traditional methodology to a point where students can question information, seek self-learning and development, and demand more flexibility in choosing what field of knowledge they want to study and become expert in.

USA online teaching philosophy aims to help create critical thinkers, self-learners, and equip them with the skills needed to become life-long learners. The process of developing such individual qualities require major changes in the unidirectional communication approach via transforming the class learning into a multidirectional platform to discuss and debate the presented information and gain deeper understanding of the offered course and eventually the program of study.

The teacher is now a facilitator with the main role not only to transfer the knowledge and information to the students but also to help them reach deeper understanding of what they have learned. The role of teacher or instructor in this process is to motivate, supervise and guide the students to understand difficult concepts, discuss the content, and apply the learned knowledge in variety of methods by adding information technology resources (such as discussion board, assignments, case studies and quizzes).

At the beginning of each semester, detailed information on the course, number of hours of study required, student centered learning outcomes, detailed course content, updated textbooks, reference books, and assessment scheme will be made available to the students making class discussion more effective and fruitful. Finally, measurement of teaching effectiveness and additional roles based on measurable outcomes will be done by utilizing different standardized assessment methodologies appropriate for each course.

Policy Statement

"The online learning system Standard Operating Procedures (SOPs) of University of South Asia, Lahore will ensure quality in all academic operations and remain student-centric in entirety".

USA Online Learning System Committees

Core Online Learning Committee

Dr. Ahsan Javed   HoD, Physiotherapy (Convener)

Mr. Ali Aizaz   HoD, Electrical Engineering

Muhammad Salman Butt   Assistant Professor, Health Sciences

Mr. Atif Butt   Director Administration & IT

Mr. Syed Ali Mehdi Naqvi   Manager, Resource Center and Networking Operations

Mr. Muhammad Ameer Mavia   Registrar (Secretary)

Academic and Technical support to teachers, students and staff is available through Core Online Learning Committee during official working hours and days of the week. Key roles include; training of faculty members on use of G-Suite services in preparation, recording and posting of recorded lectures and live sessions; training of administrative staff for facilitation of teachers and students; training of students on use of Google Classroom, Google Meet, Gmail and Google Drive.

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Technical Support Focal Person: Syed Ali Mehdi Naqvi

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Online Academic Committee

Mr. Mian Imran Masood   Vice-Chancellor (Convener)

Dr. Muhammad Akram Ch   Pro Vice-Chancellor

Dr. Dil Mohammad Malik   Dean Faculty of Law

Dr. Muhammad Ehsan Malik	Dean Faculty of Management Sciences
Dr. Rahat Hussain Bokhari	Dean Faculty of Computer Sciences
Ar. Dr. Muhammad Arif Khan	Dean Faculty of Art and Fashion Design
Dr Muhammad Shafique Baig	Dean Faculty of Humanities and Social Sciences
Dr. Ahsan Javed	HoD, Physiotherapy
Mr. Ali Aizaz	HoD, Electrical Engineering
Dr. M. Jam-e-Kausar	HoD, Business Administration
Ms. Saima Waseem	HoD, Fashion Design
Mr. Amir Saleem	Incharge, Department of Architecture
Mr. Ilyas Butt	Incharge, Department of Computer Sciences
Ms. Komal Mehboob	Incharge, Department of Media Studies
Mr. M. Ehsan Bari Bhatti	Controller of Examinations
Mr. Aamir Abbas	Director QEC
Mr. Muhammad Ameer Mavia	Registrar (Secretary)

Departmental Academic Committee

Dean/HoD	Convener
Two Senior Faculty Members	
Departmental QEC Focal Person	
Subject Expert	Co-opted (if needed)

List of Abbreviations

COVID 19	Coronavirus Disease of 2019
COLC	Core Online Learning Committee
CR	Class Representative
DAC	Departmental Academic Committee
HEC	Higher Education Commission of Pakistan
HoD	Head of Department
OAC	Online Academic Committee
OCQC	Online Course Quality Checklist
OGRC	Online Grievance Redressal Committee
QEC	Quality Enhancement Cell
RC	Resource Center (Information Technology Center)
RO	Registrar Office
SOPs	Standard Operating Procedures
Student	Regular student of the University
Teacher	Faculty member of the University teaching a specific course
USA	University of South Asia
USAOLS	University of South Asia Online Learning System

Contents

1. Policy for Adapting Online Teaching (System Readiness)

The core online teaching committee analyzed the number of possible options for the online learning management system and decided to opt the "Google's G-Suite" for its applicability, reliability, and accessibility to the faculty and students. As the University faculty, staff and majority of the students were already using the institutional domain based Gmail/Drive services, immediate measures were taken to upgrade the system for online classes so that students have access to the education amid this catastrophe without compromising the quality of education and save their precious time by enabling them to resume their academic session without any interruption. Following immediate measures were taken for smooth transition of regular teaching to online teaching mode:

i. Activated the full subscription to G-Suite services by generating USA G-Suite domain specific usernames and passwords for teachers, students and management staff.

ii. Teachers and students were informed through University official social media channels, emails, WhatsApp & Text messages etc. to verify their accounts using following three applications of G Suites for System Readiness using University provided credentials;

   a. Google Classroom

   For creating a Classroom for each subject being taught as per scheduled timetable, enrolling the registered students in the relevant subjects, posting of course material, course description, weekly lesson plans, making class announcement, posting quizzes and assignment and further release periodical assessments and grading.

   b. Google Meet

   Google Meet is Google's enterprise video conferencing software, offered as part of G Suite. Meet offers features like real-time captions and support for up to 250 participants at the same time and 100,000 live stream viewers

   For online delivery of recorded lectures, interactive classes, project presentations, class discussions, viva voce, meetings and training sessions.

   c. Google Drive

   For keeping the record of online academic activity including recorded lectures, study materials, assignments, quizzes and grades etc.)

iii.   The committee conducted several training sessions to introduce the digital learning system to the faculty members including one full day hands-on training session before lockdown. Following manuals were developed and shared with faculty for teacher readiness;

a) Manual 01: How to make a class in Google Classroom to enroll students.

b) Manual 02: How to Conduct, Record and Share a lecture using Google Meet.

c) Manual 03: How to make MCQs assignment using Google form and release in the Google classroom.

d) Manual 04: How to make an examination quiz using a standard template.

e) Manual 05: How to grade students and import their grades in Google Classroom.

2. Policy for Adapting Course - (Course Readiness)

2.1. Course Goals and Objectives

Start by focusing on the essential course goals and objectives using a systemic approach to analyze student learning need and facilitate the transfer of knowledge and skills. It will help concentrate the efforts and make clear decisions about what material to alter or adjust by using a variety of instructional methods, learning strategies and preferences.

2.2. Course Orientation

Provide an introduction in the course description/syllabus that welcomes the students and tells them how the course will work, how to navigate the course, and how to get started with the course. The course syllabus and content must be organized in a clear manner allowing most students to know, where to seek the requires information.

2.3. Teacher Introduction

Course introduction is followed by a self-introduction of the teacher stating areas of interest, expertise and skills. The contact details of the teacher including email/WhatsApp number will be shared in course outlines in a separate section along with consultation hours and days.

2.4. Learning Expectations and Communication

Develop comparable content/material stating clear standards with realistic timelines, expectations and acceptable levels of student performance. Clearly define and explain the expected learning outcomes from a student perspective and how to meet them, allowing students to focus on learning activities.

Describe the tasks that students need to complete by doing something different to submit. Adaption of a new instructional format or how to complete preassigned tasks using social distancing measures. Incorporate the ideas suggested by current semester students for maintaining the continuity and establishing new forms of participation and presence by the students, even at a distance.

2.5. Course Material

Course material is provided by the teacher that originates from the existing course files used for regular face to face taught courses and is modified according to requirements of online teaching and learning. The material can be in the form of:

a) PowerPoint slides, handouts, audio/video lectures of the slides (where applicable). Text books/Reference books/e-books/PDFs/articles or online learning material with links.
b) Instructions and schedule for practical handbooks, quizzes, assignments, presentations, projects and assessment criteria.

The regular course material is used as the 'blueprint' from which the online course is constructed, ensuring that flow of online course is representative of the face to face taught course. The material is then re-formatted and content is sequenced into sections/modules/chapters with clearly stated purpose of learning objectives and assigned activities that enable students to achieve the stated goals in a spontaneous manner.

2.6. Review of Course Policies

Review and adjust the course policies as needed, including policy on attendance, participation, and the late submission of work. Flexibility is especially needed with students under certain circumstances (living in remote rural areas with extended electricity load shedding, unstable access to high-speed internet etc.)

2.7. Course Peer Review and Verification

a) Once the online course is ready, the teacher will submit it for review to Departmental Academic Committee (DAC). A subject expert of the discipline may be co-opted if required and deemed necessary by DAC. If the teacher is a Dean/ or HoD, the course file including material will be reviewed by senior faculty member of respective department or by an external expert.
b) Modules or sections of the course that are lacking in content are then updated by the DAC and course teacher using provided guidelines and checklist. Through a series of edits and reviews the course is forged into an online learning course.

c) A multiple-choice quiz is constructed with a minimum of 20 questions for each module or section of the course that becomes the final section of the course.

d) Once the online learning course is deemed fulfilling the provided standards it is then forwarded to OAC for review.

2.8. Course Certification

a) All edits recommended by the OAC are then incorporated into the online learning course where appropriate and these changes are then reviewed again to ensure they are correct.

b) Upon approval from OAC, the process will be deemed completed, followed by certification by OAC that faculty member has the capacity to offer online course and that the course is ready for online teaching and learning. All approved course files will be periodically sent through Registrar office to Vice Chancellor for information.

Note: Course certification is produced using the course title, teacher name and score achieved upon verification of Checklist for Online Course Quality (COCQ) with a score of 80% or more. This must be verified before the course goes live. Each certificate issued will be having a unique number that the OAC can use to verify, if asked for the validity of any certificate that has been issued.

2.9. Disclaimer / Liability statement:

It is mandatory requirement for course teacher(s) to include the following liability statement on the stream or classwork section of Google Classroom:

> *"The course and its relevant material offered here has been developed through a rigorous, quality-controlled process, warranting that all material is carefully reviewed prior to being posted. However, we cannot be responsible for any errors or inaccuracies that may remain. Further, the course material, content or web links provided in the course description or posted material or content belonging to or originating from third parties or links to websites. Such external content and links are not investigated, monitored, or checked for accuracy, adequacy, validity, reliability, availability or completeness by us.*

We do not warrant, endorse, guarantee, or assume responsibility for the accuracy or reliability of any information offered by external websites or YouTube videos linked through the Google Classroom. Under no circumstances shall we have any liability for any loss or damage of any kind incurred as a result of the use of external websites or reliance on any information provided by these sites. Use of the external websites and reliance on any information on those sites is solely at your own risk.

Student returning their assignments in Google Classroom with pasted copyrighted materials will not be the responsibility of the course teacher or University. Such content will not be checked for similarity index and it is the responsibility of the student to seek permission for using any copy righted material extracted from external data sources.

2.10. Disclaimer / Copyrights Statement

a) It is recommended that teachers should develop the course material entirely based on their own work and effort. For any compulsory material that is being copied from other sources/ data bases and not self-developed or created by the faculty member, it is mandatory to place the disclaimer/copyright statement in the course description or lecture material being posted to the students. This step is important to safeguard the teacher and University against any copyright violations/infringements. Sample statement is as under:

"In preparation of the lectures, materials including books, articles, pictures, videos, slides, websites and research papers etc. have been taken from different online sources or scanned from printed materials. However, presenter/teacher does not have any intention to take any benefit of these by using his/her personal name. This recorded or live session (audiovisual PowerPoint slides, handouts etc.) is organized and delivered for educational purposes only with no intentions to infringe upon the copyrighted material. Links and references to sources have been acknowledged and posted where applicable. The views expressed are presenter's alone and do not necessarily represent actual author(s) or the institution."

b) The Disclaimer/Copyrights Statement and References to all the sources used must be embedded in the presentation and mentioned during recorded audiovisual lectures or live interactive sessions.

c) If the material for preparing the PowerPoint slides or lectures has been taken from books, PDFs, online articles, pictures etc. It is recommended to acknowledge the source at the end of your lecture.

d) It is the responsibility of the teacher to seek permission from the original author or parent organization of a copyrighted material whenever or wherever incorporated.

e) If books/articles are shared as course material in Google Classroom or during Google Meet sessions, it is recommended that web links to sites where the material is available should be provided instead of directly posting the books/articles or any other material that may fall upon infringement of copyrights.

3. Policy for Adapting Online Teaching During Disruption Period - (Teacher Readiness)

For virtual online teaching, the teacher needs to adapt alternative instructional methods, and adjust the course content itself.

3.1. Necessary Hardware

- Computer/Laptop or smart mobile device
- Webcam/Integrated Camera or mobile device camera
- Internet connection
- Integrated/External Microphone
- Optional: Headsets or Handsfree with Mic.

3.2. Necessary Software

- Make sure your computer or mobile device is ready for online teaching. Install or get assistance from RC in installing the required software (Google Chrome browser and G-Suite Apps; Gmail, Dive, Meet, Classroom, Docs, Sheets, Slides, Forms etc.) with login credentials.
- Practice the use of the G Suites Apps to run allocated courses and learn the "Present now" screen sharing feature and Record feature using the teacher's manuals for online learning system.
- For audio-video lecture recordings, the embedded Recording feature of Microsoft PowerPoint 2010 and above, may be used for recording and exporting the lecture as a video file.
- Similarly, the video can be recorded using a smartphone camera with recording enabled and embedding the video into PowerPoint slides using advanced features.

3.3. Google Classroom / Learning Management System

- Make sure that all registered students have been added Google Classroom using the invite feature and you have access to their email IDs. Install Meet Attendance Extension for Chrome that automatically records the attendance of participants attending the session.

- Plan the activities to be shared in the Google Classroom. When a new course is added in Classroom using create class feature, a class folder is automatically created in Google Drive for posted materials and assignments etc.

3.4. Student Counselling

Provide orientation sessions and counseling to students regarding online teaching, stressing that the transition is inevitable in current situation. Encourage and facilitate students in use of technological tools for ease of access and ensure that students can access online materials as easily as in face-to-face taught courses.

3.5. Student Support, Ease of Access and Communication

1) Use a variety of technological tools (Google Meet/Hangout, Classroom, Gmail, WhatsApp etc.) for class communications, information regarding online lecture or class discussion.
- Provide access to the course through password/registration to authenticate student identity as available in LMS by using invite feature or by providing the class code.
- For each developed course, provide a section for student support and accessibility, advocate the student needs, try to address them on personal level or refer to appropriate forum for assistance.
- WhatsApp group for course students can be made by the teacher or CR. However, the same shall be used for academic announcements and course related issues only. Sharing of personal pictures/videos, information or any irrelevant material either by the teacher or by the students is strictly prohibited.
- Course related academic queries posted in the group should be addressed by the teacher or forwarded to relevant forum on priority basis. It is expected that response time by the teacher through emails or WhatsApp should be within 24 hours during working days.

3.6. Overall Course Schedule

For efficient delivery, all the materials have to be posted in Google Classroom in a logical order, in line with the approved course outlines and weekly lesson plans for student accessibility. All lecture materials should be posted in the Classwork section of Google Classroom with title, topic and detailed description attached to it as per the study week. For example, in the description section lecture objectives, resources or activities related to the topic, follow up quiz or assignment details and links to online resources should be mentioned. Content related to topic (PowerPoint slides, PDFs, audio/video aides, YouTube videos etc. need to be uploaded). Also clearly explain the expected learning outcomes from a student perspective and how to meet them.

3.7. Instructional Time for Online Teaching

Maintain a minimum of two hours of virtual or live online interaction per week with students (recorded audiovisual lectures and shared online videos can fall into this category). Overall engagement of students is expected 12 hours per week of instructional time, per course, that may include provided material reading, completion and submission of assignments, projects or other homework related tasks. Minimum teaching requirements per week have to be fulfilled as per the prescribed lesson plans.

3.8. Record and Share a Lecture

A number of options are available for recording a lecture and sharing it with the students, rather than delivering it "live." The lecture can be recorded via laptop's camera/webcam video feed using 'Present now' and 'Record meeting' features of Google Meet. The recorded video is available in Google Drive and can be accessed or shared with students in Google Classroom. (For further details please refer Manual 02: How to Conduct, Record and Share a lecture using Google Meet).

3.9. Live Lecture Using Google Meet

Teaching a live lecture via Google Meet can create a sense of community, allowing the students to get immediate responses to their questions and queries. Take advantage of interactive session

by pre assigning the topics for discussion or presentations by the students using a Problem Based Learning approach. The session can make it easier to get feedback on how the students are responding to the course material and posted in Google Classroom for ready reference.

3.10. Interactive Session, Seminar or Class Discussion

Schedule structured interactive session in Classroom using Google Meet, conduct a small seminar or post class discussion questions in Google Classroom. Writing and assigning specific questions for students' response, as well as defining the purpose of the session or discussion question helps; make sense of condensed course content, generate rich interpretation of shared material, develop a solution-based approach etc.). Teacher may further be explicit about how this activity will help prepare students for other relevant components of the course.

3.11. Student Attendance

The attendance of the students will be taken for interactive sessions using Meet Attendance feature and for recorded lectures, further by a follow up submission response from the students in the form of quiz, assignment or discussion board.

3.12. Consider Issues of Online Accessibility and Bandwidth

For student accessibility and ease of access the relevant lecture material should be posted using multiple media formats to address diverse student needs. Think about how to maintain equal access to course materials, activities, and assignments for students with academic accommodations. Some students (students who do not have high-speed internet access) may not be able to regularly participate in a live lecture. If you do decide to hold live lectures, it is strongly suggested that record the lecture should also be posted for the same topic. For each recorded and posted video there should be some follow-up questions or tasks that can be answered or completed after watching the video.

3.13. Format of PowerPoint Slides and Required Materials

The PowerPoint presentation should meet the following requirements

- Use the University provided template for homogeneity of PowerPoint presentations
- The introductory slide should reflect the course title and the instructor name
- Learning outcomes and objectives should be mentioned in the initial slides.
- Slides should not be crowded with text and pictures
- The Ppt slides should be shared with the student in the Google Classroom for each study week.

3.14. Lab-Based Courses

a) Lab based teaching usually requires use of specific equipment and hands-on activities and are difficult to translate to an online format. The following proposed solutions may help modify the lab activities for virtual instructions:

b) Continue active lab experiments, from a distance by video/audio recordings of instructions, sharing demonstration videos, sharing pictures of illustration drawn onboard or paper etc. If you would like your students to continue active lab experiments and record their observations, you may consider using some free digital-tech approaches, such as mounting a smartphone on a tripod, activating the time-lapse recording settings on the camera, and recording or sharing of visual data streaming.

c) Altering the lab activities. For example, in cases where observations are part of the process, consider recording the experiment or lab work by yourself and ask students to take the necessary measurements and observations from the video. Students can then complete the analysis and reflection as usual. Students can collaborate on analysis and reporting using email, Google Classroom. Google Meet, WhatsApp groups or other collaborative tools.

d) Explore online simulations that allow students to interact virtually with an equipment and lab experiment or conditions and may offer valuable practice for students. Many free online resources are available that may be of interest subject to nature of course and program of study. A few examples may include (but are not limited to);

    a. LabXchange. It offers a suite of lab simulations with assessments that focus on basic molecular biology techniques, as well as a wide variety of high-quality, interactive content, the ability to remix content into customized learning pathways, and private classes and discussion forums.

    b. PhET: Interactive Simulations for Science and Math. All simulations are free and cover topics including physics, chemistry, math, earth science, and biology.

  c. Phone apps such as "Oscilloscope" or "Speed Gun" that allow students to interact with instruments or lab setups.

Note: The teachers are advised to identify and post to students, links to such simulation-based services relevant to their field of study, course and program

3.15. Studio Courses

Like labs, studio courses typically rely on experiential learning and teaching of such courses virtually using online technology is a big challenge. Certain digital tools, however, can be helpful. Web conferencing tools (like Google Meet) can be used to organize group meetings, run rehearsals, or record short tutorials; file sharing services like Google Drive allow students to submit recordings of their work for faculty and other students to review and respond to; Voice threads using WhatsApp allows faculty to provide feedback to students on work submitted in various formats. Google meet recorded and reference training videos uploaded to classroom can also be commented upon. Comments can include time-coded links to specific points in the video.

3.16. Research Students

The faculty supervising the research projects can shift the focus from data collection to data analysis. The field-based data collection process can be replaced with provision of pre acquired data from primary of secondary sources. The students can be provided with a sample data, in the form in which it would have been collected or the data already collected by other students and a different set of variables or study design can be used to complete the analysis and research as if they had collected the data themselves.

Supervisors are advised to keep in touch with their research students either through Google classroom or through any medium for ease of use and accessibility. However, recording of meetings with research students/class has to be maintained for monitoring and evidence that activity has actually taken place.

3.17. Review Course Policies

Review and adjust the course policies as needed, including policy on attendance, participation, and the late submission of work. Flexibility is especially needed with students under certain circumstances (living in remote rural areas with extended electricity load shedding, unstable access to high-speed internet etc.)

Exceptional cases (in case of assignment, quiz or projects) can be treated individually by the teacher (relaxation is provided to teacher to best judge the circumstances to allow or disallow special cases.

3.18. Daily Progress Report

Teacher will fill in daily progress report and provide links to all Google Classroom posted material (recorded lectures, live interactive sessions, assignment, quizzes etc.) for maintaining a record of all the academic activity conducted and kept as ready reference for monitoring purposes.

4. Policy on Course Work Management

4.1. Assignments

Periodically release assignments in the Google Classroom as per the schedule provided in the online course file along with time frame for providing feedback. Google Classroom > Classwork +Create feature can be used for scheduling the assignment and fixing the submission deadlines

after which the assignment will be considered late submission. Instructions on returning the responses and penalty for late delivery, copy pasting and plagiarism should also be mentioned. For example, instructions may be posted as:

- The posted Assignment should be submitted within due date.
- If the assignment is submitted late but within 1 week after due date, 50% marks will be deducted.
- If the assignment is submitted 2 weeks after the submission date it may be accepted by the teacher but will be marked zero score.
- Verbatim copy pasting and plagiarizing is not allowed and in case of matching assignments only the first assignment received will be marked.

4.2. Quizzes

Periodically release quiz assignments in the Google Classroom as per the schedule provided in the online course file. Further timely grade and return the quiz to students with grades and feedback.

In case of quiz, use of Google forms is recommended. The quiz can be scheduled for a particular date and time after which the quiz will not be available to students. Students have to complete the quiz within stipulated time period.

4.3. Presentations

For departments like Architecture, Fashion & Design, Engineering and Media Studies, etc. the Project Presentations will be conducted through live interactive presentation in google meet sessions by each department. The complete recordings of the project phases including conception, planning, execution and completion will be submitted by the student before final presentation.

4.4. Assessment Rubrics and Grades

For all assignments/quizzes/projects etc. develop and share assessment rubrics with students. so that the students have an understanding of how marks will be allocated for each. Further, the assessment rubrics should be appropriate to the assigned student work and aligned with the lecture/course learning outcomes and study materials being provided.

The online Grade Book feature of Google Classroom should be made visible to the students so that they can see their learning progress. It is similar to traditional teaching where quiz or assignment marks are shared with students. However, in Grade Book students can see score for each quiz and assignment graded by the teacher.

Remind the students that University academic integrity rules remain in effect with each assigned task for online learning or engagement.

5. Policy on Online Assessment, Evaluation and Examinations

All courses offered for teaching shall include some form of final term assessment based on the type and nature of courses being offered. However, assessment of the courses and programs governed by relevant Councils or bodies shall follow the rules issued by them from time-to-time. Students shall be promoted after conducting applicable approaches of assessment merely based on their performance.

Considering the extreme challenges of teaching/learning during this semester the faculty is encouraged to offer additional instructions and guidance for the students who will be completing the course work (assignments, quizzes, projects, reports etc.) under variable circumstances.

General recommendations and specific advice for preparation and administration of online assessments (exams, final term papers) and alternative (or supplementary) assessment types in Spring 2020 are mentioned below.

5.1. Code of Examinations

a) For the Spring 2020 semester, course materials, contents and lesson plans included in the course files and delivered in classes before the closure of University due to lockdown will be considered as face to face taught.

b) All quizzes, tests, presentations, viva, midterm and final term examinations will take place online due to extra ordinary lockdown circumstances after Covid-19 pandemic.

c) The attendance of the students appearing in midterm and final term examinations will be taken online by the teacher using Google Meet attendance feature using chrome browser or through comments section of Google Meet, ten (10) minutes before the start of examinations. This will also ensure the online availability and connectivity of the students.

d) The record of tests/ marked question-answer scripts / assignments / quizzes/ projects/ attendance etc. from the Gradebook and University portal will be used by the teacher for course work internal assessment and maintained in Google drive and local folders on laptop for digital course file submission at the end of semester.

e) The record of online question papers, marked answer responses (online) and other relevant material for midterm and final term examination will be maintained by the teacher and also

submitted to examination department for quality assurance using online examination report submission form.

5.2. Schedule of Examinations

a) The Controller of Examinations shall conduct Examinations in a smooth, transparent, efficient and effective manner. The dates of; commencement and end of examinations, specifications of question papers, period for marking papers, paper viewing days, submission of award lists, posting of result and notification of result will be notified by the Controller of Examinations.

b) Under normal circumstances, schedule of examinations shall be adhered, strictly according to academic calendar notified. Whereas under special circumstances the Controller of Examinations with the approval of the Vice Chancellor may change the schedule of Mid Term and Final Term Examinations and notify accordingly.

c) List of all project based/ lab based/ practical/ viva-voce examinations with assessment criteria will be submitted by Head of each Department to the Controller of Examinations two weeks before the Examinations, and conducted by the concerned department during the last week of teaching session before written examinations.

d) Teacher/Examiner will complete the marking of papers within one (1) week after the conduct of examination and offer viewing of marked response forms to the students on the paper viewing days notified by the Controller of Examinations. The teacher/examiner will redress the grievances of a student (if any).

e) A student not satisfied by the marking of the paper by the teacher/examiner will have the opportunity to appeal against the grading of paper before the respective Departmental Examination Committee which shall decide the issue in three days and forward the decision to HoD.

f) The teacher/examiner, using the University portal, will submit to examinations department, the electronic copy of finalized result, as well as the award lists electronically signed by the Dean/HOD of concerned department along with marked responses file to the examination department, on or before the dates notified for submission of results, by the Controller of Examinations.

5.3. Conduct of Examinations

a) Date Sheet for online written and practical examination shall be prepared and notified by the Controller of Examinations. A tentative date Sheet based on the time table of studies for each program shall be notified and circulated to all department, two (2) weeks before the conduction of examinations and upon recommendation of Dean/HOD of the concerned department and removal of grievances (if any), the final date sheet shall be notified one (1) week before the conduction of examinations.

b) The Controller of Examinations upon recommendation of Dean/HOD shall notify one Departmental Liaison Officer from each academic department who will assist the smooth and transparent execution of examination.

c) It is mandatory for all students to join the Google Meet session fifteen (15) minutes before the start of examinations and keep their web cams/ microphones on for attendance purposes, confirmation of internet connectivity or reporting problems of connectivity or network coverage, power failures, scheduled or unscheduled load shedding etc.

d) Student identity shall be verified online by the teacher, and (if needed) by showing of University or Computerized National Identity Card by the student.

e) The teacher/invigilator shall maintain complete discipline of examination session remind the students strictly that there should be no use of unfair means or academic indiscipline by the students while attempting the paper. Teacher/Invigilators will generate unfair means cases (UMC) reports against the student for breach of academic honesty as the case may be during the course of online examinations or marking of submitted papers.

5.4. Absence from Examinations

a) If a student fails to appear in the Final Term Examination of a course(s) on medical or any other reasons, he/she shall be treated as absent and failed.

b) Absence from examination(s) may, however, be permissible only in extreme situations beyond the control of the student. Serious accident, long illness or death of an immediate family member of the student, further the problems of Internet connectivity or extended electric power failure during the examinations. All such cases may be regarded as a legitimate reason and application for the award of Grade "I" should be submitted by the student to the concerned Dean/HOD, along with required documents within one week of missing the examination(s)/ test(s).

c) The Dean/HoD upon the recommendation of class teacher, may allow for the award of Grade "I" to the student in the course(s), provided that the attendance and other requirements of the course must have been completed by the student.

d) No credits shall be given to the Grade 'I' and it shall not be used in the SGPA and CGPA calculations.

e) The genuineness of personal/medical/technical problem of the student shall be determined by Departmental Academic Committee based on the evidence presented and personal statement of the student.

f) In case of approval It shall be responsibility of the student to appear in the make-up examination notified by the committee under intimation to Controller of Examinations, and further complete the specified requirements within the stipulated time approved by the committee.

g) A student who misses a scheduled make up examination or does not complete unfinished requirements within stipulated time approved by the committee, shall not be given a second chance and awarded Grade "I" shall automatically change to Grade "F" in absent examinations. Such student shall repeat the course in next regular semester or summer semester after paying the repeat of course(s) fee.

h) In case of rejection, if a student is not satisfied by the decision of the Departmental Academic Committee, he/ she shall have the right to appeal against the decision to the Hardship Cases Committee appointed by the Vice Chancellor, within one week after the decision.

5.5. Medical Certificate

Medical certificate from a Public or Private Sector Hospital, signed and stamped by the issuing authority along with supporting documents (Admission slip, discharge slip and payment receipts), is acceptable for the Examination purposes in the University.

5.6. Assessment Scheme/Evaluation Weightage

a) Performance of student shall be evaluated in each course on the basis of periodical quizzes/ class tests/ assignments/ group discussions/ presentations/ project(s), Mid Term Examinations during the semester and Final Term Examination at the end of each semester. These (to be determined by the class teacher concerned and approved by Faculty Board of Studies) shall have different weightage contributing towards Final Assessment in percent (%) marks.

b) Internal Assessment shall be carried out through home assignments, online quizzes, tests, presentations, laboratory work, projects and online demonstrations. The sum of these awards shall constitute "Internal Assessment Marks" or Course Work.

c) A complete record of award of quizzes, assignments, attendance etc. contributing towards Internal Assessment Marks shall be maintained by the teacher. Sessional Marks of each course/subject will be added to the end semester examination to arrive at consolidated results.

d) The weightage may be determined, based on the following criteria:

Mid Semester Examination	20-25%
Final Examination	35-40%
Project/ Presentation/Practical/Viva	10-15%
Quizzes	5-10%
Assignments	5-10%
Total	100

Note: In case of a course with the composition 4(3+1) 3(2+1), (03 or 02 credit hour theory and 01 credit hour practical) the weightage for the practical may be considered 25%. Moreover, the assessment/evaluation of accredited programs will be done as per the guidelines of respective councils.

5.7. Approaches to Assessment

5.7.1 Open Book Exams

a) The open book exam will be scheduled in Google Classroom and all students will get the link to open-book exam at the same time, that must be submitted back within the allotted time

required to complete the exam. The link to open book exam may also be shared with the students through Google Meet session.

b) If a student is unable to submit back the exam due to technical issues or connectivity problems. He is required to take pictures of all completed work using mobile phone camera and email the same to teacher/invigilator, who will verify the timestamp of the provided pictures and consider accepting the file for late submission. In case the student is unable to provide proof of timely completion of assigned work no late submission will be allowed.

c) The students will be instructed on paraphrasing of answers, standards of academic integrity and any copy-pasted answers from course material, online sources or other students work will be graded as zero or the case may be referred to unfair means committee.

5.7.2 Multiple Choice Questions

a) The MCQs exam will be scheduled in Google Classroom and released to enrolled students at the same time, the same must be submitted back within the allowed time required to complete the exam.

b) The MCQs must be essentially of conceptual or analytical nature, further case studies and scenarios may be included. Questions like explain or define must be avoided.

c) The question paper must be design to access the higher levels of learning of the candidates, including comprehension, analysis and synthesis skill sets.

d) Three different versions of question papers will be developed and circulated. The students must be divided in to three different groups on random basis. And every group will be assigned with a different version of the question paper.

e) While developing the question paper, sections will be created by using the section feature of the Google quiz. Preferably each section will contain equal number of questions.

f) In the question paper the questions must not be assigned question numbers. Similarly, the options of MCQs must not be listed alphabetically or numerically (Like options A, B, C, or 1,2,3).

g) The shuffle feature of the Google quiz must be used for questions and as well as for their options while developing a question paper.

5.7.3. Open Book Exam

a) The Open Book Exam may include case studies, scenario based analytical or conceptual questions.

b) The Open Book Examination policy means the students may access course materials (or possibly the web). However, the students are not allowed to submit the plagiarized material by copying from any source and are also not permitted collaboration during the Exam.

c) The exam will be released in your Google Classroom as **SCHEDULED ASSIGNMENT.**

d) You may answer the questions on **Microsoft Word Document** and should mention your name, student ID, and the subject you are answering the question.

e) In case if the question requires, you can sketch or draw any table, diagram, solve a mathematical problem or equation on a separate white page and then take the picture of the same page or use mobile cam scanner to scan the page and attach with your Word Document while submitting your answer in the assignment folder of Google Classroom.

f) Your answer should clearly state the question for which you have submitted the answer and must follow the rubrics for assessment for obtaining good grades.

g) You have to submit your responses within this time otherwise late responses will not be recorded for grading.

5.7.4. Viva Voce /One-on One Oral Exams /Presentations

a) All such exams will be scheduled over Google Meet platform.

b) A schedule of exam along with time slots allotted to each student will be posted in the Google Classroom well before time so that students can prepare themselves accordingly and make sure of their connectivity and online presence.

c) The exam should be structured in such a way that each student gets to answer different questions with different difficulty levels so that chances of bias can be minimized. Further to guard against claims of favoritism by the student, all such sessions will be recorded.

d) The same questions should not be repeated with each student and a bank of questions with different difficulty levels should be developed by the teacher before scheduling such exams.

e) Under extreme, inevitable circumstances with poor connectivity or power failures etc. at any end, the teacher may conduct the oral exam over the phone or WhatsApp. However, these sessions should also be recorded to make sure the sessions did take place and for maintaining a record in case the student complaints of being treated unfairly.

5.7.5. Project Presentations

For departments like Architecture, Fashion & Design, Engineering and Media Studies, etc. the Project Presentations will be conducted through live interactive presentation in google meet sessions by each department. The complete recordings of the project phases including conception, planning, execution and completion will be submitted by the student before final presentation.

5.7.6. Research Work/Thesis Defense

In case of a student appearing for Thesis Defense, the HEC issued policy notification regarding thesis / dissertation defense during the lockdown period will be followed. This policy can be accessed on the HEC's website @

https://www.hec.gov.pk/english/HECAnnouncements/Documents/nCoVirus/PhD-MPhil-MSDefense-Final-Juries.pdf.

6. Policy on Online Grievance Redressal

a) A critical element of online learning is student grievance redressal. All the stake holders including students, faculty, management and authorities of the University have to adopt a comprehensive approach to redress any complaints received by the students, teachers or staff.

b) The system for lodging online complaints will be implemented by concerned HoD by posting the link to the Google Form (https://forms.gle/HxnGPbAJxg9xd8uB8) in all relevant Classroom courses to directly connect the students and concerned University authorities. Responses collected from students will ensure prompt and effective redressal of the complaints as soon as they are received. The online grievance redressal system will ensure ease of access and confidentiality at the student end.

c) The personal details of the complainant will not be publicly shared with anyone for privacy and security reasons. The persons against which the complaint has been launched will be given an equal opportunity to provide clarification or respond to complaint in a stipulated time period.

d) Following steps will be followed for launching and addressal of complaints:

   1) There shall be an Online Grievance Redressal Committee (OGRC). Following will be the members of the committee:
      i) Controller of Examinations
      ii) Concerned Dean/ Head of Department   (Co-opted member)
      iii) Faculty member from concerned departmental academic committee
      iv) Faculty member from concerned departmental examination committee
      v) Registrar

   2) The student can lodge a complaint through the system using the registered USA email ID only through which student was registered in the courses on Google classroom. Following information has to be submitted in the online form:
      i.   Name of Student
      ii.   Roll number of Student
      iii. Department
      iv.   Program of Study
      v.   Session of the student (For example, 2019-21, or 2019-23 etc.)

<ol start="6" type="i" style="list-style-type: lower-roman;">
Semester in which student is enrolled (For Example I, II, III or IV etc.)
Course title and Google class code for which complaint is being lodged (in case the complaint is not against any instructor then the office name against which complaint is lodged should be written using the other option).
Course Teacher name
Complaint Details

3) Once a complaint is received, it will be checked for authenticity details by the Registrar Office (RO) for verification of name, roll number, email address, and contact number of the student from University database. RO is bound to submit information within the 48 hours of receiving the complaint.

4) If the verification is unsuccessful, the complaint will be discarded with no further action. The obligatory comments of the RO will be required if the complaint is closed due to unsuccessful verification. In this regard an email will be sent to the email id of complainant stating the reason for closure of the complaint.

5) If verification is successful, RO will send an email to complainant stating that the complaint has been received and forwarded to concerned department/authorities for due action.

6) Once the complaint is addressed and closed by OGRC, RO is bound to send an email to complainant regarding closure and the action taken.

7) HoD will provide the required course materials and activities including any video/audio, interactive sessions, assignments or quizzes available on the Google Classroom to OGRC on request.

8) In case the required course material is not available on the Google Classroom, HoD will ask concerned teacher to make available the recordings to OGRC.

9) In case if the complaint is against the HoD, a senior faculty member of concerned department may be may be coopted, so that the complaint can be examined under neutral unbiased environment.

10) After going through the course material available on the Google classroom including audio/video lectures/interactive sessions of course, the Committee will prepare its response against each complain and actions taken.

11) The final response will be communicated to RO for information and onward transmission to the complainant.

7. Policy for Online Course Quality Evaluation

Online course quality rubric and evaluation criteria is being adopted to help faculty improve the overall quality of online course, identify best practices of online teaching and prepare the course for online readiness certification.

5.1. Online Course Quality Evaluation Criteria

Level of Performance	Criterion
Non-Existent	Criterion does not exist but is needed based on the course design and content, or exists, but not appropriate for this course.
Exists but needs Improvement	Criterion is evident, but needs improvement
Meets Standards	Criterion is evident, clear and appropriate for this course, further improvement may be possible.
Exceeds Standards	Criterion is evident, clear and appropriate for this course and demonstrates best practices for optimal performance.
N/A	Not applicable based on course design and content.

5.2. Online Course Quality Evaluation Checklist

Online Course Quality Evaluation Checklist (OCQC)			
Sr#		Criterion	Level of Performance
	A	Introduction, Structure and Overview	
1	A1	The course begins with an introduction that gives course information, how the course will work, how to navigate the course, and how to get started.	
2	A2	There is a self-introduction by the teacher, expectations for student participation and performance are clearly stated.	
3	A3	Course syllabus location is evident with an overall course schedule that shows main activities and deliverables.	

4	A4	Course content is chunked into sections/modules/chapters in a manner that is intuitive and consistent.	
5	A5	Each sections/module/chapter is internally organized and sequenced that enables students to achieve the stated purpose of learning activities.	
	B	**Learning Goals, Objectives, and Outcomes**	
6	B1	Course Goals and Objectives are present and explicitly stated to the student.	
7	B2	Sections/Modules/Chapters Objectives are present, clearly explained to the student and are aligned with the larger course objectives.	
8	B3	Student-centered learning outcomes are present and clearly explained.	
9	B4	Each Section/Module/Chapter states which course learning outcomes it addresses.	
	C	**Course Information**	
10	C1	A course description is provided.	
11	C2	Instructor information is available with contact details and availability information.	
12	C3	A list of materials needed for the course is provided, such as textbooks, PowerPoints, pdfs or online content etc.	
13	C4	Concise list of activities that will be completed within each of the course sections/ modules/ chapters is provided	
14	C5	Course provides information regarding number of Credit Hours earned after successful completion	
15	C6	Grading and late submission policy is provided, including grading scale and weightage.	
16	C7	Calendar of due dates and other events is provided.	
17	C8	A list of technical competencies and requirements necessary for course completion is provided. (connection speed, specific hardware, and software needed etc.).	
	D	**Course Organization and Management**	
18	D1	A multimodal instructional methodology is adopted and available throughout the course, accommodating different learning needs of students.	

19	D2	Content and activities are logically organized by topic, section/module/chapter, week, or type.	
20	D3	Clear instructions are provided describing what students should do during each section/module/chapter or week.	
21	D4	Clear instructions for every learning activity, assignment or quiz is provided	
22	D5	The selected methodology for each activity is appropriate for effective delivery of the content.	
23	D6	Access is available to students on individual basis and groups based for posted activities	
24	D7	The teacher's role in discussion and posted activities is clearly defined	
E		**Academic Integrity**	
25	E1	Course content abides by copyright and fair use laws. Liability statement and copyright statement is clearly reflected. Proper citations are provided.	
26	E2	A Code of Conduct, including netiquette standards and academic integrity expectations, is provided.	
F		**Multimedia Audio/Video Files**	
27	F1	Contribute to achieving the course or module objectives.	
28	F2	Start with an overview of the topic or list of objectives.	
29	F3	Relevant to the topic have a specific purpose that does not distract from course goals and objectives.	
30	F4	Use strategies to engage students.	
31	F5	Follow the provided template and instructions for recording and presentation.	
G		**Evaluation and Assessment**	
32	G1	Assessment and evaluation are aligned with learning objectives.	
33	G2	Assessments and evaluations use multiple methods, such as quizzes, tests, assignments discussion, projects and presentations.	
34	G3	The course includes formative or summative forms of assessments.	
35	G4	Rubrics are provided to define assessment criteria (where applicable)	

36	G5	The Gradebook is accessible to students and reflects the expectations in the syllabus	
H		**Communication and Interaction**	
37	H1	The course information includes the detail for all class communications and forums to seek assistance in understanding the content or completing the course work	
38	H2	The course tasks and activities provide frequent opportunities for student/teacher interaction	
39	H3	The course tasks and activities provide frequent opportunities for student/student interaction.	
40	H4	The course tasks and activities provide at least one opportunity for student/field expert interaction.	
I		**Student Support Services**	
41	I1	A list of academic and technical support resources with links to the University Library, Resource center, Student Affairs services, and other useful resources is provided.	
42	I2	The information about academic and technical support is clearly stated.	
43	I3	University's Policy on student support, advisory and counselling services is clearly stated.	
44	I4	Explanation of the benefits of student support services and a description of how students can access them is clearly stated.	

List of Annexures

Online Course File Template

Manuals

University of South Asia

Online Course File Template

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1. COURSE / TEACHER INFORMATION

1.1 Course Delivery Arrangements

Program:	
Semester	
Prerequisites	
Course Title	
Corse Code	
Credit Hours	
Lecture Duration	
Lab/Practical Duration	
Semester Duration	

1.2 Course Teacher(s)

Course Leader	
Course Tutor(s)	
Contact Information	
Room / Lab	
Timings	
Consultation Hours	

2.COURSE OUTLINE

2.1   Course Introduction

Unit/Section/Module   # I

Unit/Section/Module # II

Unit/Section/Module # III

Unit/Section/Module # IV

2.2   Learning Objectives and Expected Outcomes

Learning Objectives

-
-

-

-

Expected Learning Outcomes

Upon successful completion of this course, the learner will be able to:

-

-

-

-

2.3 Course Coverage, Student Gains and Assessment

Course Coverage	Student Gains		Assessment
	Knowledge & Comprehension	**Application & Skills**	
Unit # I	• • •	• • •	**Objective = 10** **Subjective = 15**
MCQ/True-False/Blanks/Diagram Labeling	5	5	**10**
SEQs, LEQs	10	5	**15**
Unit # II	• • •	• • •	**Objective = 10** **Subjective = 15**
MCQ/True-False/Blanks/Diagram Labeling	5	5	**10**
SEQs, LEQs	5	10	**15**
Unit # III	• •	• •	**Objective =20** **Subjective = 20**

		•	
MCQ/True-False/Blanks	10	10	**20**
SEQs/LEQs	10	10	**20**
Unit # IV	• • •	• • •	**Objective =20** **Subjective = 20**
MCQ/True-False/Blanks	10	10	**20**
SEQs/LEQs	10	10	**20**

2.4   Recommended Text Book & Reference Books

> 1.
> 2.
> 3.
> 4.

2.5   Weekly Lesson Plan

Week	**Topics Covered**	**Assignment**	**Quiz**	**Duration**
Week-1				1 hour
				1 hour
				1 hour

Week-2		**Assignment # 1**		1 hour
				1 hour
				1 hour
Week-3				1 hour
			Quiz # 1	1 hour
				1 hour
Week-4				1 hour
		Assignments # 2		1 hour
				1 hour
Week-5			**Quiz # 2**	1 hour
				1 hour
				1 hour
Week-6				1 hour
		Assignments # 3		1 hour
				1 hour
Week-7				1 hour
			Quiz # 3	1 hour
				1 hour
Week-8				1 hour
				1 hour
				1 hour
Week-9	**MID-TERM EXAMINATION**			
Week-10				1 hour
				1 hour
				1 hour
Week-11				1 hour
		Assignments # 4		1 hour

				1 hour
Week-12			**Quiz # 4**	1 hour
				1 hour
				1 hour
Week-13		**Assignments # 5**		1 hour
				1 hour
				1 hour
Week-14			**Quiz # 5**	1 hour
				1 hour
				1 hour
Week-15		**Assignments # 6**		1 hour
				1 hour
				1 hour
Week-16			**Quiz # 6**	1 hour
				1 hour
				1 hour
Week-17				1 hour
				1 hour
				1 hour
Week-18	**FINAL TERM EXAMINATION**			

2.6 List of Practical(s) / Lab Work (If Applicable)

-
-
-
-

3.TEACHING AND LEARNING METHODOLOGY

3.1 Recorded Lectures and Live Interactive Sessions:

Lectures seek to make accessible to students, the course and program aims in addition to crucial background and factual knowledge. Interactive lectures will introduce the concepts, theories and application of the subject using relevant examples. Students will be asked questions and are expected to understand and discuss material from previous weeks. Handouts will outline the principles of the methods and give examples related to different application techniques. Students would be free to ask any question related to the subject matter during and after lectures

3.2   Quizzes

Quizzes will be used to see learning outcomes of the students and assess what they have already learnt and can be equally useful as a consolidation exercise. Adaptable resources will be used to create related quizzes and students will be encouraged to find new useful resources that can be included in this collection.

3.3 Class Activities / Assignments

Different types of activities will be used in the class not only to enhance students' learning but also to stimulate their interest towards the practical application of the subject. Class activities include: individual and group discussions, presentations, case studies, etc.

3.4 Presentation:

Formal and informal presentations will be conducted in class to allow students to gain constructive feedback from their course instructors and peers regarding their assignments. This is also the way through which students can demonstrate and improve presentation skills.

3.5 Case studies

Various case studies will be provided to the students so that they can understand and analyze various concepts and issues related to application various principles. This will help them in relating theoretical concepts to practical situations and also in developing their analysis and synthesis skills.

4. ASSESSMENT

4.1 Quizzes & Assignments

As the students' progress through the course, Quizzes & Assignment will be posted in the classroom along with relevant materials. On return these will be graded and returned to students along with relevant Feedback to improve performance and overcome problems in learning.

4.2 Class Tests/ Viva/ Presentations & Simulation based Activities

To ensure the increased learning and memorization of topics by the students and demonstrate the practical application of academic knowledge; scheduled and unscheduled Class Tests/ Viva/ Presentations & Simulation based Activities will be carried out.

(Sample Class Tests/ Viva/ Presentations & Simulation based Activities are attached in Appendix)

4.3 Examinations

Mid-term and final term exams will be conducted in order to evaluate the students learning and their understanding of the concepts. Exam paper will help in assessing the knowledge, comprehension, analytical and synthesis skills of students.

5. ASSESSMENT SCHEME

Mid Semester Examination	25
Final Examination	40
Project/ Presentation	15
Quizzes	10
Assignments	10
Total	100

6. GENERAL INSTRUCTIONS

- The students will register themselves in Google Classroom and Meet by using the credentials provided by University for interactive class lectures and discussions and are expected to;
- Attend all the interactive and recorded sessions, further download the material provided in Google Classroom for offline learning.
- Complete assignments and submit through Google Classroom on or before due dates.
- Present their work through Google Meet and interact with other students.
- Follow the norms of Google classroom. If during lectures or presentations they will post questions in comments to ask their questions or clarify the concepts.

- Attendance: A minimum of 75% attendance is required for successful completion of course.

- Plagiarism: Strict action may be taken against any student found guilty of submitting copied content without proper referencing and citation.

- Student Technical Support: If students have difficulty in accessing Google Classroom/Meet, they may contact the teacher through email or class WhatsApp group

- Class WhatsApp group with the title of the course will be created prior to commencement of online classes. Any queries/questions by the students may be posted in WhatsApp group as well as Google classroom or emailed to the teacher.