

## Program outcomes, program specific outcomes and course outcomes for all programs offered

The Institute has a systematic process for design, development and frequent review of the curriculum to ensure the best programme outcomes. The syllabus of various courses is reviewed and revised every 5 years by the concerned faculty member by involving external experts in the concerned courses. For each of the core course subjects, a sub-committee of the concerned teachers along with external experts in that subject is formed. This sub-committee reviews the current syllabus and recommends appropriate revisions to update the course content to keep pace with the latest developments / trends in that subject. The sub-committee also reviews the reference / reading lists for the subject and recommends appropriate changes to reflect the proposed new syllabus. The sub-committee then gives a report to the Dean, Academic Affairs. The reports of all such sub-committees are then presented by the Dean to the Academic Council for deliberations and final approval. The concerned teachers also brief the Academic Council on the logic / reasoning behind the changes recommended by the sub-committees.

Following the approval of the Academic Council, the new syllabus comes into force from the subsequent Academic Year. With regard to the Optional Courses, it must be noted that these courses are based primarily on the research interests of individual faculty members who are offering these courses. Hence, for the Optional Courses, the design and content are largely left to the judgment of the teacher.

For effective course delivery and student learning, the Institute's resources (faculty, library, labs, technology and the like) and pedagogy are implemented in consonance for effective course delivery and student learning are determined in consonance with the learning outcomes to be achieved. The outcomes are assessed and measured to identify the extent to which the goals of the curricula designed are accomplished. The gaps identified after the analysis are addressed through the properly laid action plan. The assessment methodology/tools for every course are decided keeping in mind the parameters/learning outcomes to be measured and the desired emphasis during the delivery of a programme as prescribed in the course curriculum.

Right at the beginning of teaching of a course, the respective teacher, as a common practice, presents a brief overview of the course and its necessity in modern perspective. At the same time, he/she also explains the Course Outcomes (COs) to the students and provides necessary guidance to the students about the sort of approach and mindset they need to maintain in order to achieve the outcomes in a collaborative pedagogy. Importance of achieving the outcomes and their relevance in research and practice is also delivered to the students in the first lecture.