

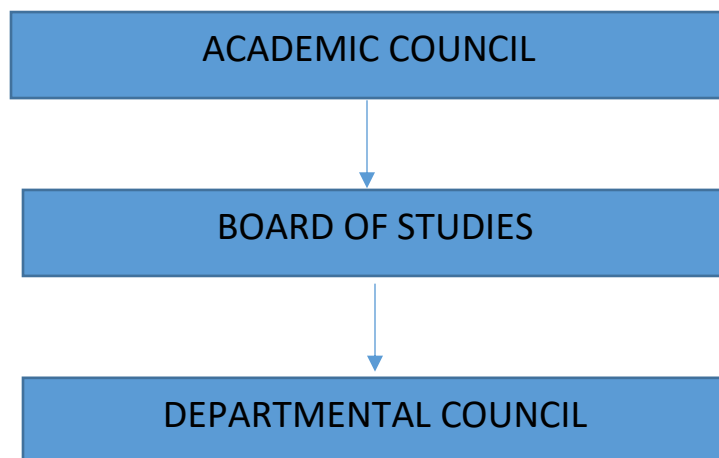
Criterion 1 - Curricular Aspects 1.1 Curriculum Design and Development

1.1.1 Curricula developed /adopted have relevance to the local/ national / regional/global developmental needs with learning objectives including program outcomes, program specific outcomes and course outcomes of all the program offered by the University

Response:

USTM has constantly and meticulously pursued the best practices of developing and updating course curricula taking support from the best academic and intellectual talent available in the academia. Statutory bodies prepare the curricula keeping in view their relevance to local, national, regional and global developmental needs.

The University practices comprehensive and standardized procedures to design new curriculum and revise the existing ones at regular intervals. The structure of the Board concerned with curriculum review and design is as follows:



The Departmental Committee (DC) is constituted by faculty members including domain experts (external) and Chaired by Head of the department is the primary body for the development and revision of the curricula. For the development and review of the curricula the DC brainstorms the need as stated above taking inputs from various stakeholders puts up for Board of Studies (BOS) meetings which is subsequently approved by the Academic Council (AC). The DC receives important inputs from Internal Quality Assurance Cell (IQAC) which have representatives from academia, industry, alumni and students. Due care has been taken to articulate the learning objectives including Program outcomes(POs), Program specific outcomes(PSOs) and Course outcomes(COs) with a view to focus on demonstrative learning and also towards practicing student centric learning pedagogy. These POs, PSOs and COs are framed after deliberations with all stakeholders in presence of experts. These learning outcomes are clearly stated in the syllabus of every programme which are circulated among the students in the beginning of the session and same are also made aware to the students during the classroom teaching sessions. Intensive

Orientation Classes inviting eminent experts are conducted to motivate the students which immensely help the newly enrolled students towards conceiving a broad outlook of the programmes they are going to undertake.

For holistic development of the students the courses like Value Addition, Human Values and Communicative Skills in English have been introduced in to the curricula. Professional Development Classes under Finishing School are routinely imparted. Environmental Studies, courses on Gender Issues, Disaster Management, NSS and YOGA are imparted to sensitize students of their obligations towards society. These courses develop magnanimity and commitment amongst students thereby contributing towards development of a well-rounded personality.

Mandatory industrial training ensures that students are exposed to contemporary industrial trends, innovations, implementation of big data and artificial intelligence in everyday industrial activity. Further, the students can do their final year projects work in the industry under the joint supervision of the industry personnel and the faculty guide. This approach to experiential education addresses the developmental requirements of the country in general, and the local/regional exigencies.

The department is required to annually upgrade/revise the available curriculum so that latest technological advances are incorporated in the curriculum as and when needed.