

<b>2</b>	<b>Course outcome and Program outcomes</b>		
2.1.	Formulation	Curriculum is not revised Periodically.	A curriculum review committee has been formed comprising faculty members, industry experts, and alumni to ensure the curriculum remains relevant and up-to-date. The curriculum is revised twice annually through Board of Studies (BOS) meetings.
2.2.	Mapping	Inadequate documentation available for PO & PSO attainment	A standardized format for PO and PSO attainment documentation has been developed and implemented. Faculty members have been trained on proper documentation practices. Faculty members have been instructed to maintain evidence in both digital and physical formats. A periodic internal audit system has been introduced to ensure consistent and accurate documentation. The IQAC (Internal Quality Assurance Cell) will review the documentation during each semester to ensure compliance.
2.3.	Any other observations of the NBA	<p>Pedagogical initiative is not up to the mark.</p> <p>Quality of assignment is not adequate.</p> <p>Evidence of CO coverage is not tangible.</p> <p>Very few projects are industry - project oriented. Few projects quality need improvement.</p> <p>Limited impact analysis is observed &amp; minimum action taken.</p>	<p>Faculty development programs (FDPs) and pedagogical training workshops were organized to enhance teaching methodologies and promote learner-centric approaches. Faculty members were encouraged to adopt innovative teaching tools such as flipped classrooms, case-based learning, and ICT-enabled instruction. Peer review of teaching practices has been introduced for continuous improvement.</p> <p>Guidelines for designing outcome-based, application-oriented assignments have been prepared and shared with all faculty members. Assignments are now reviewed by subject coordinators before distribution to ensure relevance and quality. Regular evaluation of assignment quality is included in academic audit checks.</p> <p>CO attainment is now documented with supporting evidence such as sample student work, rubrics, and analysis reports, and stored in a centralized repository.</p> <p>Students are now guided to identify real-world problems through interaction with industry experts, alumni, and ongoing internships. A project monitoring committee (PMC) has been formed to evaluate the relevance, innovation, and technical depth of projects periodically throughout the semester. The project work rubrics are designed to enhance the quality of the project.</p> <p>A formal impact analysis framework has been introduced to assess the effectiveness of academic and co-curricular activities. Post-event/training evaluations, student reflections, and feedback mechanisms have been made mandatory to assess outcomes and areas of improvement. Action plans based on analysis reports are now regularly discussed in departmental meetings.</p>

		<p>Less industry involvement observed.</p> <p>Industrial training &amp; internship are very limited &amp; less impact analysis of training.</p>	<p>and documented for future reference.</p> <p>Industry experts have been included in Board of Studies (BoS), curriculum development, and project evaluation panels. Guest lectures, webinars, and workshops by industry professionals are being conducted more frequently.</p> <p>Students are encouraged to take internships in industry to develop their skills. Students are now required to submit internship reports along with learning outcomes, and departments conduct viva or presentations to analyze impact.</p>
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