

1.1 Curricular Planning and Implementation (20)

1.1.1 The Institution ensures effective curriculum delivery through a well-planned and documented process (10)

As an affiliated institution, the curriculum is formulated and provided by the Osmania University through a process of detailed deliberations and discussions in Board of Studies and Faculty meetings. However, the affiliated institutions have the flexibility of teaching content beyond the syllabus in order meet the current demands.

Effective Curriculum Delivery is a function of following parameters:

- i. Planning
- ii. Teaching-Learning Process
- iii. Assessment Systems
- iv. Self-Learning Initiatives

Planning: The three tier planning process is adopted; University Almanac, Institutional Academic Calendar and Departmental Academic Calendar. The University Almanac is a broad statement of academic planning common to all the affiliated colleges. The Institutional Academic Calendar is prepared by the Head of the Institution and reflects the institutional event time lines in addition to the University events. Finally, the Departmental Academic Calendar also reflects the activities and events planned by the Department.

Teaching-Learning Process:

Effective curriculum delivery starts by disseminating the course objectives through course handout and lecture schedule. The day-to-day teaching learning process is driven by tutorials, guest lectures, video classes, seminars, workshops, group assignments and projects as-and-when needed apart from the regular lectures. The curriculum delivery is enhanced by the utilization of LCD equipped classrooms and laboratories. Students can also have access to the course related material uploaded by the concerned faculty on the website.

The laboratory experiments provide an opportunity to the students to strengthen theoretical concepts by implementing them practically on latest state-of-the-art equipment.

Seminars and *viva voce* enable the student to articulate the subject understanding and knowledge orally. Students take up keystone projects at the end of the course involving applications of various specializations along with laboratory and field work.

Assessment Systems:

Outcome Based Education (OBE) has been implemented from the year 2015. Assessment of attainment of COs and POs and award of marks/ grades is done through a combination of direct and indirect assessment tools. A weightage of 40% is accorded to Continuous Internal Evaluation and 60% to Semester End Examination for determining the CO attainment.

The assessment of laboratory sessions is done on a continuous basis through well designed assessment rubric, which lays emphasis on different aspects of Bloom's Taxonomy

A CO-PO mapping matrix is defined and the PO attainment is calculated by combining the CO outcome (direct assessment) with the indirect assessment outcomes.

Self-Learning Initiatives:

Our institute is a recognized local chapter of NPTEL. Students and faculty are encouraged and incentivized to get certified in relevant NPTEL courses.

“Student Activity Centers”, R & D projects, Innovation and Incubation Cell etc. inculcate self-learning in the students. Apart from R&D projects, students are also encouraged to design and develop prototype models which later can be taken up as start-ups. It also fosters various student chapters such as E-Cell, SAE, EWB, Robotics club, IEEE, CSI, ACM, ICI, Microsoft Student Society, IE(I), etc. The institution also provides avenues for students to demonstrate their co-curricular activities through various annual technical events like Adsophos, Innovatia Panoply, Envisage, etc.