



Hindusthan College of Arts & Science

Approved by AICTE

Autonomous | Affiliated to Bharathiar University

Accredited by NAAC

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CURRICULUM DEVELOPMENT CELL MANUAL




PRINCIPAL

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CURRICULUM DEVELOPMENT CELL MANUAL

The Curriculum Development cell is a team work of the faculty members of all disciplines along with the Experts from Industry, Academics and Alumni, which facilitates systematic decision on the learner's characteristics, intended outcomes, content, methods and evaluation strategies. The Curriculum Development Cell is functioning effectively under the guidance of the Principal Dr.A.Ponnusamy as the Chair person, Dr. P.Arumugaswamy, Professor and Head of PG & Research Department of Commerce with International Business and Dr.B.Sudhakar, Director of Management Studies as Co-ordinators. The Curriculum development cell, in addition to chairperson and two co-ordinators, has nine members representing the disciplines of arts, science, commerce and management.

The preliminary functioning of CDC is to prepare curriculum manual which provides curriculum framework and design its structure to match with trends in the industry and educational scenario.

Curriculum Development Cell manual is a structured document that delineates the philosophy, goals, objectives, learning experiences, instrumental resources and assessments that comprise specific educational programme. In fact, it is a guide to curriculum development and assist in planning and implementing high quality instructional programme. It is a basic document with which each department will prepare its own syllabus based on the regulations and guidelines given in this regard.

The Curriculum Development Cell is the essential ingredient of any vibrant autonomous institution. The Curriculum Development Cell in Hindusthan College of Arts & Science has been constituted in the year 2016 to devise the course schemes, syllabi and teaching methodologies for execution in the college under autonomy with designated Chairperson, Co-ordinators and members appointed by the Institution. Renewing and updating the Curriculum should be a continuous process to endow with an updated education to the learning community.

Curriculum Development Cell is playing a vital role in the execution of autonomy in the institution especially in carrying out the activities such as curriculum designing that involves the formulation of general course scheme and scheme of examinations for all UG, PG and Diploma courses along with the operational guidelines and also in the formulation of teaching and evaluation strategies.

In this contemporary era, the entire knowledge becomes interdisciplinary. Hence the CDC engages itself in monitoring the accomplishment of Part IV Courses in the College by offering Value added courses, Life skill courses, Communicative skill courses, Tamil Elementary and Advanced for students who are studying Hindi as First Language. The CDC also monitor Part V courses that consists of special interest subject, Physical Education Training, National Cadet Corps, Youth Red Cross, National Service Scheme, Extension courses and Social activity. Job oriented courses offered for the betterment of Students includes General Knowledge, Test of Reasoning, Soft Skills, Self-Employment Courses and Personality Development courses. The CDC also focuses on the holistic development of student by offering courses such as Environmental Science, Value education, Human Rights and Women Studies.

The routine activities of CDC includes organizing Seminars, Workshops, Faculty Development Programmes relating to Curriculum, Teaching Learning Process and Evaluation methodologies. In addition, the CDC gives orientation to the newly appointed faculty members about the college autonomy, e-resources and syllabus restructuring process.

Curriculum Development Cell

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Principal & Chair Person

Dr.P.Arumugaswamy
Co-ordinator

Dr.B.Sudhakar
Co-ordinator

MEMBERS

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2. Dr. R Rameshkumar, Professor & Head, Department of Languages
3. Dr.P.Priya, Professor & Head, Department of Commerce
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CONTENT

No.	Title	Page No.
1. CURRICULUM DEVELOPMENT CELL (CDC)		
	VISION, MISSION, OBJECTIVES, QUALITY POLICY AND ROLES OF CDC	
	1.1 Vision	1
	1.2 Mission	1
	1.3 Objectives	1
	1.4 Quality Policy	2
	1.5 Roles and responsibilities	2
2. CURRICULUM MANUAL		
	REGULATIONS OF OBE & LOCF UNDER CBCS PATTERN	
	2.1 Preamble	3
	2.2 Outcome-Based Education (OBE)	3
	2.3. Graduate Attributes	3
	2.3.1 Comprehensive Knowledge	4
	2.3.2 Communication Skills	4
	2.3.3 Critical Thinking	4
	2.3.4 Problem Solving	4
	2.3.5 Analytical Reasoning	4
	2.3.6 Research-related skills	5
	2.3.7 Co-operation / Team work	5
	2.3.8 Scientific reasoning	5
	2.3.9 Reflective Thinking	5
	2.3.10 Informational / digital literacy	5
	2.3.11 Self-directed learning	5
	2.3.12 Multicultural competence	5
	2.3.13 Moral and ethical awareness / reasoning	5
	2.3.14 Leadership readiness / qualities	6
	2.3.15 Lifelong learning	6

	2.4 Learning Outcomes – based Curriculum Framework (LOCF)	6
	2.5 Key outcomes under Curriculum planning and development	7
	2.5.1 Meaning & Definitions	8
	2.5.2 Knowledge levels for assessment of outcomes based on Blooms Taxonomy	8
	2.5.3 Outline of courses	9
3	CURRICULUM DESIGN AND APPROVAL PROCESS	10
4	SCHEME OF THE PROGRAMME	11
5	DEFINITION OF TERMINOLOGIES	11
6	VALUE ADDED COURSES	12
	6.1 Online Course	13
	6.2 Training and Scientific Gathering	13
	6.3 Institutional Training / Summer Internship	13
	6.4 Online Teaching – Learning Process and Evaluation	13
7	CREDIT SYSTEM	14
8	PROGRAM STRUCTURE	14
9	COURSE STRUCTURE	14
	9.1 Basic Structure of Distribution	15
	9.1.1 UG – Three year programme	15
	9.1.2 PG – Two year programme	15
10	PROGRAMME EDUCATIONAL OBJECTIVES, PROGRAMME OUTCOMES, PROGRAM SPECIFIC OUTCOMES AND COURSE OUTCOMES	15
	10.1 Criteria for Assessment of Course outcome - UG	16
	10.1.1 Theory	16
	10.1.2 Practical	16
	10.2 Criteria for Assessment of Course outcome - PG	17
	10.2.1 Theory	17
	10.2.2 Practical	17

1. VISION, MISSION, OBJECTIVES, QUALITY POLICY AND ROLES OF CDC

1.1 VISION

To design and develop academic programmes, scheme of course, appropriate teaching – learning process and evaluation strategy for enhancing the quality of Teaching, Learning and Evaluation process in experiencing excellence in education for the students and the society at large.

1.2 MISSION

- To construct strategy to bring out Quality in Education.
- To achieve excellence through providing holistic education.
- To imbibe moral and social values among students as a part of fulfillment of social commitments.

1.3 OBJECTIVES

- To develop the curriculum, syllabi required for various programmes.
- To sustain and upgrade an ambience of novelty and innovation in curriculum.
- To implement Learning Outcome Based Curriculum Framework (LOCF) effectively.
- To widen the programmes for improvement of general competency and skills.
- To adopt Interdisciplinary and multidisciplinary studies.
- To inculcate Value based education and women empowerment studies.
- To involve students to meet the emerging social challenges in backward areas.
- To design Fast track system* in all the programmes offered by the college.

***FAST TRACK SYSTEM:**

The Students have the options of taking two subjects of the Sixth / Fourth semester of UG/PG programme respectively through NPTEL / SWAYAM portal from the list given or offered by NPTEL and approved by the concerned Department for which credit transfer is permitted. The students

should inform the department prior to the registration of the course and get due approval for the same. If the student completes these courses before start of the Sixth /Fourth semester, the student can be considered under Fast Track programme and do projects work alone during the Sixth /Fourth semester apart from the self- study paper. When the student successfully complete at least two NPTEL/SWAYAM online courses, he / she is required to submit the same to the controller of Examinations through Department for exemption from writing equivalent two subjects in the final semester.

1.4 QUALITY POLICY

- To widen a system for conscious, consistent and catalyst action to improve the academic performance.
- To promote measures for academic functioning towards quality enhancement by following systematic practices.

1.5 ROLES AND RESPONSIBILITIES

- Discovering new areas and offering new programmes which enhance the skills of the student to compete in the corporate environment.
- Designing the curriculum and framing regulations and guidelines for all programmes in procession with UGC and TANSCHÉ.
- Developing the syllabus framework and orient the faculty about the scheme and its regulations.
- Furnishing UGC guidelines to the BOS Chairman regarding academic regulations.
- Drawing out the feedback of the curriculum from stakeholders.
- Drafting the new courses for students based on feedback received from stakeholders.
- Directing the faculty on LOCF.

2. CURRICULUM MANUAL

REGULATIONS OF OBE & LOCF UNDER CBCS PATTERN

2.1 Preamble

University Grants Commission (UGC) has stressed on speedy and substantive academic and administrative reforms in higher education for promotion of quality and excellence. The Action Plan proposed by UGC outlines the need to consider and adopt Semester System, Choice Based Credit System (CBCS) and Flexibility in Curriculum Development and Examination Reforms in terms of adopting Continuous Evaluation Pattern by reducing the weightage on the semester end examination so that students can enjoy a learning environment with a lower stress. Further, UGC expects that institutions of higher learning draw a roadmap in a time bound manner to accomplish the above.

Our College pursues a philosophy of perpetual acquisition of knowledge. Apart from academic curriculum, equally important is the policy to provide value based education and to bring out the hidden potential in students that equip them to approach life with optimism. The main motive of the Hindusthan Trust is to serve the needy. The Trust adopts poor children and offers free education. It also offers assistance and guidance pertaining to higher studies. The Trust also helps them to earn a living. The Trust motivates the rank holders and toppers by providing financial assistance.

2.2 Outcome-Based Education (OBE)

Outcome-Based Education (OBE) is a student-centric teaching and learning methodology in which the course delivery, assessment are planned to achieve stated objectives and outcomes. It focuses on measuring student performance i.e. outcomes at different levels.

2.3 Graduate Attributes

The graduate attributes define the characteristics of a student's degree programme(s), and describe a set of characteristics/competencies that are transferable beyond study of a particular subject LOCF area and programme contexts in which they have been developed. Graduate attributes are fostered through meaningful learning experiences made available through the

curriculum and the experiences of the college and process of critical and reflective thinking. The learning outcomes-based curriculum framework is based on the premise that every student and graduate is unique. Each student or graduate has his/her own characteristics in terms of previous learning levels and experiences, life experiences, learning styles and approaches to future career-related actions. The graduate attributes reflect disciplinary knowledge and understanding, generic skills, including global competencies, which all students in different academic fields of study should acquire/attain and demonstrate. Some of the characteristic attributes that a graduate should demonstrate are as follows:

2.3.1 Comprehensive knowledge: Capable of demonstrating comprehensive knowledge and understanding of one or more disciplines that form a part of a programme of study.

2.3.2 Communication Skills: Ability to express thoughts and ideas effectively in writing and orally. Communicate with others using appropriate media confidently share one's views and express herself/himself demonstrate the ability to listen carefully, read and write analytically, and present complex information in a clear and concise manner to different groups.

2.3.3 Critical thinking: Capability to apply analytic thought to a body of knowledge, analyze and evaluate evidence, arguments, claims, beliefs on the basis of empirical evidence identify relevant assumptions or implications formulate coherent arguments critically evaluate practices, policies and theories by following scientific approach to knowledge development.

2.3.4 Problem solving: Capacity to extrapolate from what one has learned and apply their competencies to solve different kinds of non-familiar problems, rather than replicate curriculum content knowledge and apply one's learning to real life situations.

2.3.5 Analytical reasoning: Ability to evaluate the reliability and relevance of evidence identify logical flaws and holes in the arguments of others analyse and synthesis data from a variety of sources draw valid conclusions and support them with evidence and examples and addressing opposing viewpoints.

2.3.6 Research-related skills: A sense of inquiry and capability for asking relevant/appropriate questions, synthesizing and articulating, ability to recognize cause-and-effect relationships, defining problems, formulating and testing hypotheses, analysing, interpreting and drawing conclusions from data, establishing hypotheses, predicting cause-and-effect relationships, ability to plan, executing and reporting the results of an experiment or investigation.

2.3.7 Co-operation/Team work: Ability to work effectively and respectfully with diverse teams facilitate cooperative or coordinated effort on the part of a group, and act together as a group or a team in the interests of a common cause and work efficiently as a member of a team.

2.3.8 Scientific reasoning: Ability to analyze, interpret and draw conclusions from quantitative/qualitative data and critically evaluate ideas, evidence and experiences from an open-minded and reasoned perspective.

2.3.9 Reflective thinking: Critical sensibility to lived experiences, with self-awareness and reflexivity of both self and society.

2.3.10 Information/digital literacy: Capability to use ICT in a variety of learning situations, demonstrate ability to access, evaluate and use a variety of relevant information sources and use appropriate software for analysis of data.

2.3.11 Self-directed learning: Ability to work independently, identify appropriate resources required for a project and manage a project through to completion.

2.3.12 Multicultural competence: Possess knowledge of the values and beliefs of multiple cultures and a global perspective and capability to effectively engage in a multicultural society and interact respectfully with diverse groups.

2.3.13 Moral and ethical awareness/reasoning: Ability to embrace moral/ethical values in conducting one's life, formulate a position/argument about an ethical issue from multiple perspectives and use ethical practices in all work. Capable of demonstrating the ability to identify ethical issues related to one's work, avoid unethical behavior such as fabrication, falsification or misrepresentation of data or committing plagiarism, not adhering to intellectual property rights, appreciating environmental and sustainability issues, adopting objective, unbiased and truthful actions in all aspects of work.

2.3.14 Leadership readiness/qualities: Capability for mapping out the tasks of a team or an organization and setting direction, formulating an inspiring vision, building a team who can help achieve the vision, motivating and inspiring team members to engage with that vision and using management skills to guide people to the right destination, in a smooth and efficient way.

2.3.15 Lifelong learning: Ability to acquire knowledge and skills, including learning how to learn that are necessary for participating in learning activities throughout life, through self-paced and self-directed learning aimed at personal development, meeting economic, social and cultural objectives, and adapting to changing trades and demands of work place through knowledge/skill development/reskilling.

2.4 Learning Outcomes-based Curriculum Framework (LOCF)

The fundamental premise underlying the learning outcomes-based approach to curriculum planning and development is that higher education qualifications such as a Bachelor's Degree programmes are awarded on the basis of demonstrated achievement of outcomes (expressed in terms of knowledge, understanding, skills, attitudes and values) and academic standards expected of graduates of a programme of study. Learning outcomes specify what graduates completing a particular programme of study are expected to know, understand and be able to do at the end of their programme of study. The expected learning outcomes are used as reference points that would help formulate graduate attributes, qualification descriptors, programme learning outcomes and course learning outcomes which in turn will help in curriculum planning and development, and in the design, delivery and review of academic programmes. They provide general guidance for articulating the essential learning associated with programmes of study and courses within a programme.

It may be noted that the learning outcomes-based curriculum framework is not intended to promote designing of a national common syllabus for a programme of study or learning contents of courses within each programme of study or to prescribe a set of approaches to teaching-learning process and assessment of student learning levels. Instead, they are intended to allow for flexibility and innovation in,

- Programme design and syllabi development by higher education institutions (HEIs)
- Teaching-learning process

- Assessment of student learning levels
- Periodic programme review within a broad framework of agreed expected graduate attributes, qualification descriptors, programme learning outcomes and course learning outcomes.

The overall objectives of the learning outcomes-based curriculum framework are as follows:

- To help in formulating graduate attributes, qualification descriptors, programme learning outcomes and course learning outcomes that are expected to be demonstrated by the holder of a qualification;
- To enable prospective students, parents, employers and others to understand the nature and level of learning outcomes (knowledge, skills, attitudes and values) or attributes a graduate of a programme should be capable of demonstrating on successful completion of the programme of study.
- To maintain a National standards and International comparability of learning outcomes and academic standards to ensure global competitiveness and to facilitate student/graduate mobility.
- To provide an important point of reference for designing teaching-learning strategies, assessing student learning levels and periodic review of programmes and academic standards.

2.5 Key outcomes under curriculum planning and development

The learning outcomes-based curriculum framework for graduate education is a framework based on the expected learning outcomes and academic standards that are expected to be attained by graduates of a programme of study and holder of a qualification. The key outcomes that underpin curriculum planning and development at the graduate level include Graduate Attributes, Qualification Descriptors, Programme Learning Outcomes, and Course Learning Outcomes.

2.5.1 Meaning & Definitions

1	Course	It is defined as a theory, practical or theory cum practical subject studied in a semester.
2	Course Outcome (CO)	Course outcomes are statements that describe significant and essential learning that learners have achieved and can reliably demonstrate at the end of a course. Generally three or more course outcomes may be specified for each course based on its weightage.
3	Programme	It is defined as the specialization or discipline of a Degree. It is the interconnected arrangement of courses, co-curricular and extracurricular activities to accomplish predetermined objectives leading to the awarding of a degree.
4	Programme Outcomes (POs)	Program outcomes are narrower statements that describe what students are expected to be able to do by the time of graduation. POs are expected to be aligned closely with Graduate Attributes.
5	Program Educational Objectives (PEOs)	The Programme Educational Objectives of a program are the statements that describe the expected achievements of graduates in their career and also in particular, what the graduates are expected to perform and achieve during the first few years after graduation.
6	Programme Specific Outcomes (PSO)	Programme Specific Outcomes are what the students should be able to do at the time of graduation with reference to a specific discipline. Usually there are two to four PSOs for a programme.

2.5.2 Knowledge levels for assessment of Outcomes based on Blooms Taxonomy

Level	Parameter	Description
K1	Remembering	It is the ability to remember the previously learned material/information
K2	Understanding	It is the ability to grasp the meaning of material.
K3	Applying	It is the ability to use learned material in new and concrete situations
K4	Analysing	It is the ability to break down material/concept into its component parts/subsections so that its organizational structure may be understood
K5	Evaluating	It is the ability to judge the value of material / concept/ statement/ creative/research report) for a given purpose
K6	Creating	It is the ability to create parts/subsections together to form a new whole Material / idea / concept / information.

2.5.3 Outline of Courses

1	Core Course	A course which should compulsorily be studied by a candidate as a core requirement is termed as a Core course.
2	Elective Course	Generally a course which can be chosen from a pool of courses and which may be very specific or specialized or advanced or supportive to the discipline/subject of study or which provides an extended scope or which enables an exposure to some other discipline/subject/domain or nurture the candidate's proficiency / skill is called an Elective Course.
3	Discipline Specific Elective (DSE) Course	Elective courses may be offered by the main discipline/subject of study is referred to as Discipline Specific Elective. The Institute may also offer discipline related Elective courses of interdisciplinary nature (to be offered by main discipline/subject of study).
4	Generic Elective (GE) Course	An elective course chosen generally from an unrelated discipline/subject, with an intention to seek knowledge is called a Generic Elective.
5	Ability Enhancement Elective (AEE)	AEE courses are value-based courses aimed at providing hands-on-training, competencies, skills, etc.
6	Ability Enhancement Compulsory Courses (AECC)	AECC courses are those which are based on content that leads to Knowledge enhancement. They are as follows, <ul style="list-style-type: none"> • English • Environmental Studies • Human Rights under Value Education • Internet Security • General Awareness • Law of Ethics These are mandatory for all disciplines.
7	Skill Enhancement Courses (SEC)	These courses may be chosen from a pool of courses designed to provide value-based and/or skill-based knowledge.
8	Extra Credit Course	These Course are offered to students to gain general knowledge, new skill and upgrade existing skill for enriching their knowledge on wide range of topics.

9	Dissertation/Project	An elective course designed to acquire special/advanced knowledge, such as supplement study/support study to a project work and a candidate study such a course on his own with an advisory support by a teacher / faculty member is called dissertation / project.
10	Introducing Research Components	Project work/Dissertation is considered as a special course involving application of knowledge in solving /analyzing /exploring a real life situation / difficult problem.
11	Industrial Training, Institutional Training and Internship	<p>These options provide the students practical experience in their field or discipline. They are structured, short term, supervised placement often focused around particular tasks or projects with defined time scales. It is important that the objectives and the activities of the Training and Internship program are clearly defined and understood. Following are the intended objectives.</p> <ul style="list-style-type: none"> • Provide exposure to the students about the industrial environment which cannot be demonstrated in the classroom. • Provide possible opportunities to learn, understand and sharpen the real time technical / managerial skills required at the job. • Exposure to the current technological developments relevant to the subject area of training. • To facilitate students to gain experience from the Industrial environment and its functioning.

3. CURRICULUM DESIGN AND APPROVAL PROCESS

The curriculum manual prepared by the CDC is to be approved by the statutory bodies such as Academic council and Governing body. The Curriculum manual facilitates chairpersons of various board of studies to prepare the scheme of examinations, syllabus and regulations. The BOS consists of Industrial Experts, University Nominee, External Subject Experts, Alumni in addition to chairperson and members of the department. The syllabi so prepared is forwarded to academic council through standing committee on academic affairs. The Academic council after a detailed deliberation, approve the minutes of the Board of Studies either with or without correction. The CDC ensures that the curriculum and syllabi is revised almost every year to be on par with the

trends in the industry. Also, CDC ensure maintaining the quality not only in documentation of the innovative ideas in the Curriculum and syllabi but also in delivering system i.e., through effective implementation of Teaching learning process. Thus CDC play crucial role in the implementation of ideas and practice for the development of educational system.

4. SCHEME OF THE PROGRAMME

- The minimum duration for completion of a UG Programme is Three years. However, there is no maximum period specified for completion of UG programme.
- The minimum duration for completion of a PG Programme is Two years. However, there is no maximum period specified for completion of PG programme.
- A student has to earn minimum 140 credits for the successful completion of the UG programme.
- A student has to earn minimum 90 credits for the successful completion of the PG programme.

5. DEFINITION OF TERMINOLOGIES

1	Programme	"Programme" means a course of study leading to the award of a degree in a discipline.	
2	Syllabus	The syllabus for various courses shall be clearly demarcated into five units in each paper/subject.	
3	Course	"Course" refers to a paper / practical / subject offered under the degree programme. Each Course is to be designed variously under lectures / tutorials / laboratory or field work / seminar / practical training / Assignments / Term paper or Report writing etc., to meet effective teaching and learning needs.	
4	Part I	Part I comprises of Tamil / Malayalam / Hindi / French.	
5	Part II	Part II refers to English.	
6	Part III	Part III comprises of 3 categories namely	
		i) Core Courses	The Core Courses related to the programme concerned including practicals offered under Part III of the programme.
		ii) Allied Courses	Allied courses offered under part-III of the programme, which is in nature but related to the Programme concerned.

		iii) Elective Courses	Elective courses related to the core courses of the programme concerned, offered under Part III of the programme.
		iv) Open Electives	Four open elective courses to be selected among the list given in the scheme.
7	Part IV	Part IV comprises of 3 categories namely	
		i) Non-Major Electives	Non-major elective are those electives which do not form part of Core Electives.
		ii) Skill based Courses	The course offered as skill based courses under Part IV of the programme is aimed at imparting Advanced Skill.
		iii) Compulsory Course	There are 5 compulsory Courses offered under Part IV of the Programme. <ul style="list-style-type: none"> • Environmental Studies • Human Rights under Value Education • Internet Security • General Awareness • Law of Ethics
		iv) Extra Credit Course	<ul style="list-style-type: none"> • Value Added courses • Job Oriented courses • Online courses
8	Part V	Part V comprises Extension Activity.	
		Extension Activities	All those activities under NSS / NCC / Sports / YRC / SIS / SA offered under part V of the programme.

6. VALUE ADDED COURSES

- Value Added Courses are part of the curriculum and they are designed to provide the student to acquire enhanced knowledge. The use of Value Added Courses is mainly for the increase of employability. This course prepares a student to succeed in life. The focus of value-added courses is to help the students in their overall development. The unique feature about VAC is that a student can learn a variety of courses that are designed to suit the needs to enhance the knowledge on communication, self-confidence, management, leadership skills, etc.
- This value added course is introduced with the objective to make the students industry ready.

The syllabus is designed in such a way to attain the objective in an effective manner. The course consists of theoretical and skill developmental aspects to enrich the students' knowledge.

- **Use of Value added Courses:** They are useful to bridge the gap between academic and industry needs. It is important for Higher Educational Institutions to supplement the curriculum to make students better prepared to meet industrial needs as well as to develop their interests. VALUE ADDED COURSES enhance life skills like the following skills Aptitude skills, technical knowledge, Ability to think and to innovate Exposure to recent trends in the core field, augmenting the employability of the graduates.

6.1 Online Course

Our Institution serves as a knowledge center for IIT Mumbai through which around 12,000 students have registered and completed online courses. The college also serves as a local chapter for NPTEL / SWAYAM. Faculty and Students are motivated to enroll in online courses on MOOC Platforms. One of the merits of the Faculty is their ability to create E-Content with the best ICT Tools. Faculties are also encouraged to send their project proposals to obtain grants. COURSERA is an online course that helps students to access the world best learning experience through the lecture of experienced faculty. The concept of COURSERA stresses on learn 'Something New' and this course has unlimited option that it can be accessed by faculty members and students. They receive a certificate at the end of the course.

6.2 Training and Scientific Gathering

The college conducts Seminars, Symposiums, Guest Lectures, Conferences and workshops. The students are encouraged to take part in those activities organized by the college and other institutions.

6.3 Institutional Training/ Summer Internships:

Students are made to attend internship and training programs as a part of their academic curriculum. It additionally permits college students to harness the skill, knowledge and theoretical exercise they have learnt in the college.

6.4 Online Teaching - Learning Process and Evaluation

The college encourage the faculty members to adopt online teaching methodologies to enhance the effectiveness of teaching to the students. The Faculty members make use of ZOOM, Google

meet, YouTube, Google Class room, Virtual labs, etc for handling classes to the students. Many on-line Faculty Development Programmes were organized to enable the teachers to learn modern teaching methodologies and perform the same. Students are given online assignment work as a part of continuous internal assessment examination and evaluated. Google Class rooms proved to be totally beneficial for conducting online classes.

7. CREDIT SYSTEM

The course of study under this regulation where weightage of credits are spread over to different semesters during the period of study and the Cumulative Grade Point Average shall be awarded based on the credits earned by the students. A minimum of 140 credits are prescribed for the UG programme for three years and a total of minimum 90 credits are prescribed for PG programme offered in two years. This is to enhance the quality of students within the college and mobility of the students between Colleges.

8. PROGRAM STRUCTURE

- All the UG degree programme shall be of three years duration and the PG programmes shall be of two years duration.
- An academic year consists of two semesters: Odd Semester and Even semester.
- A semester normally extends over a period of 15 weeks (6 days per week) with 90 working days each semester.

9. COURSE STRUCTURE

Every course offered may have three components: Lecture (L), Tutorial (T) and Practical's (P). Tutorial session consists of participatory discussion/ self-study/desk work/brief seminar presentations by students and such other novel methods. The credit pattern for a course (L: T: P) shall be decided by the respective Board of Studies.

9.1 Basic Structure of Distribution

9.1.1 UG- Three Year programme (140 credits)

Basic Structure: Distribution of Courses	
1	MIL (Tamil/Hindi/French/Malayalam)
2	Ability Enhancement Compulsory Course (AECC)
3	Ability Enhancement Elective (AEE)
4	Discipline Specific Core (DSC)
5	Skill-Enhancement Course (SEC)
6	Discipline Specific Elective (DSE)
7	Generic Elective (GE)

9.1.2 PG- Two Year programme (90 credits)

Basic Structure: Distribution of Courses	
1	Discipline Specific Core (DSC)
2	Skill-Enhancement Course (SEC)

10. PROGRAMME EDUCATIONAL OBJECTIVES, PROGRAMME OUTCOMES, PROGRAMME SPECIFIC OUTCOMES AND COURSE OUTCOMES

Program Outcomes (POs) represent the statements which explain the knowledge, skills and attitudes (attributes) the graduate should have. POs entail the general aspect of graduation for a particular program and the relevant competencies and expertise a graduate will possess after completion of the program. Program Specific Outcomes (PSOs) are statements that explain the outcomes of a program which enables the students to realize the influence of the knowledge and techniques they have learnt in their program has worthwhile and direct implication for the advancement of society and its sustainability. Course Outcomes (COs) clearly describe the meaningful, observable knowledge, skills that the students will learn in that course and will possess knowledge which they did not have before the course.

In our Institution, the Curriculum has been developed in such a way that the Program Outcomes, Program Specific Outcomes and the Course Outcomes have congruity. The Course Outcomes are designed to accommodate the inputs received from the various stakeholders.

10.1 Criteria for Assessment of Attainment of Course Outcome - UG

The performance of the UG students is further assessed based on the following criteria:

10.1.1 Theory

Component	Maximum Marks		Maximum Weightage in %
	Assessed	Awarded	
CIA I	50	5	5
CIA II	50	5	5
Model	70	10	10
Component A	5	5	5
Component B	5	5	5
CIA Total	180	30	30
ESE	70	70	70

10.1.2 Practical

Component	Maximum Marks		Maximum Weightage in %
	Assessed	Awarded	
Test I	20	20	20
Test II	20	20	20
CIA Total	40	40	40
Experiments	50	50	50
Record	5	5	5
Viva	5	5	5
ESE Total	60	60	60

Example

Component	Sample Mark	Parameter	Weightage
CIA I	38	$(38/50)*5$	3.8
CIA II	40	$(40/50)*5$	4
Model	60	$(60/70)*10$	8.6
Component A	4	$(4/5)*5$	4
Component B	4	$(4/5)*5$	4
CIA Total		30	24.4
ESE	58	$(58/70)*70$	58
Total			82.4

Weightage obtained	Scale used	Level of attainment of Outcome
0-45	1	Low
46-65	2	Moderate
66-100	3	High

10.2 Criteria for Assessment of Attainment of Course Outcome - PG

The performance of the PG students is further assessed based on the following criteria

10.2.1 Theory

Component	Maximum Marks		Maximum weightage
	Assessed	Awarded	
CIA	50	10	10
Model	60	10	10
Component 1	5	5	5
Component 2	5	5	5
Component 3	5	5	5
Component 4	5	5	5
CIA Total	130	40	40
ESE	60	60	60


10.2.2 Practical

Component	Maximum Marks		Maximum weightage
	Assessed	Awarded	
Test I	20	20	20
Test II	20	20	20
Application	10	10	10
CIA Total	50	50	50
Experiments	40	40	40
Record	5	5	5
Viva	5	5	5
CIA Total	50	50	50
ESE	50	50	50

Example

Component	Sample Mark	Parameter	Weightage
CIA	42	$(42/50)*10$	8.4
Model	53	$(53/60)*10$	8.8
Component 1	4	$(4/5)*5$	4
Component 2	3	$(3/5)*5$	3
Component 3	4	$(4/5)*5$	4
Component 4	2	$(2/5)*5$	2
CIA Total		40	30.2
ESE	51	$(51/60)*60$	51
		Total	81.2

Weightage Obtained	Scale Used	Level of Attainment of Outcome
0-50	1	Low
51- 60	2	Moderate
61-100	3	High


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