

1.1.1. The Institution ensures effective curriculum delivery through a well-planned and documented process

MITE has a well-defined planning and implementation process for the effective delivery of the curriculum framed by Visvesvaraya Technological University (VTU), Belagavi, to which it is affiliated. The institute follows the Choice Based Credit System (CBCS) as prescribed by VTU. The Academic Committee prepares the academic calendar for every semester in accordance with the university academic schedule, which comprises the duration, internal assessments for theory and lab courses, flagship events such as annual fest-Sentia, Annual Day, Sports day, General Holidays, and disseminates it to the departments. Further, every department prepares its calendar of events inline with the institution academic calendar and shares it with every stakeholder.

The Heads of Departments (HoD) then allocates the courses (theory and laboratories) to the faculty members by considering their specialization, and expertise besides their preference. The course instructor prepares the Course Outcomes (CO's) for each course based on Blooms' Taxonomy and maps it with Program Outcomes (PO's) and Program Specific Outcomes (PSO's). The Program Assessment Committee (PAC) reviews the CO's and their mapping, verifies, and forwards it to the Department Advisory Board (DAB) for final approval. The department prepares the timetable for theory, lab courses, and project work based on the credits allotted for each course, along with slots for remedial classes, and industry-oriented certification courses. After the review and approval from the HoD, the course instructor prepares a comprehensive lesson plan and study materials such as lecture notes, a question bank, PowerPoint presentations, laboratory manuals focusing on Outcome Based Education (OBE), and uploads it to the institute website after review by an external subject expert. The faculty then delivers the course as per the lesson plan using ICT tools and innovative teaching-learning pedagogy.

In addition to the course delivery, model-based learning, group discussions, seminars, workshops, industrial visits, and industry-oriented certification courses are conducted for skill development and to bridge the curriculum gaps. The HoD/ Dean, Academics interact with stakeholders to review the effectiveness of course delivery at regular intervals. Further, the course instructor identifies the slow and advanced learners based on their continuous internal evaluation. Remedial classes and counseling support are provided for slow learners as additional support, and advanced learners are encouraged to pursue courses through SWAYAM/NPTEL, Coursera, edX, etc to facilitate self-learning.

The Academic Committee spearheaded by the Principal, along with Dean (Academics), and Heads of Departments regularly monitor the course coverage and effective delivery of the curriculum through student feedback and performance in CIE, implements corrective measures on need basis. The PAC and DAB review the overall attainment of the PO's and PSO's and incorporate action plans to ensure that the curriculum is effectively delivered to attain all the stated PO's and PSO's and hence meet the institution's vision of providing a **Globally Competitive Quality Education**.