



**Key Indicator – 1.1 Curriculum Design and Development**  
**(50)**

1.1.1 Curricula developed and implemented have relevance to the local, national, regional and global developmental needs, which is reflected in the Programme outcomes (POs), and Course Outcomes(COs) of the Programmes offered by the University  
**(20)**

**Criterion 1 – Curricular Aspects**  
**(150)**



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**PSO,PSO,PO's Development Process**

## School of Health Sciences

### Sushant University

#### Process of Defining PEOs, POs, PSOs, and COs at the School of Health Sciences

##### **Introduction**

The process of defining **Program Educational Objectives (PEOs)**, **Program Outcomes (POs)**, **Program Specific Outcomes (PSOs)**, and **Course Outcomes (COs)** at the School of Health Sciences ensures alignment with its **vision and mission**, regulatory guidelines, industry demands, and stakeholder inputs. The structured framework ensures the development of competent healthcare professionals across programs like **Medical lab Technology, Cardiovascular Technology, Medical Radiology and Imaging Technology, Pharmacy, Optometry, and Psychology**. This collaborative process prepares students to excel in healthcare professions by integrating theoretical knowledge, practical skills, and ethical awareness to meet global and local healthcare challenges.

##### **1. Vision and Mission**

###### **Vision:**

“To be a leader in healthcare education, fostering innovation, research, and the holistic development of professionals to meet the evolving needs of the healthcare sector.”

###### **Mission:**

- Provide a robust academic framework emphasizing critical thinking and innovation.
- Engage students in clinical training, internships, and community service for experiential learning.
- Foster collaboration with healthcare providers, industry experts, and research institutions.
- Promote inclusivity, ethical practices, and lifelong learning.
- Equip students with the skills to address public health challenges and ensure patient safe

##### **2. Steps to Define PEOs, POs, PSOs, and COs**

###### **A. Understanding the Curriculum Framework**

- **Review Accreditation Standards:** Followed guidelines from bodies such as UGC, AICTE, PCI, NABL, and AERB.



- **Engage Stakeholders:** Consulted faculty, students, alumni, employers, and healthcare professionals.
- **Competency Development:** Balanced theoretical knowledge with hands-on skills for healthcare practice.

#### B. Developing Program Educational Objectives (PEOs)

- **Stakeholder Feedback:** Incorporated inputs to define essential graduate competencies.
- **Alignment with Vision and Mission:** Ensured relevance to healthcare needs and institutional goals.
- **PEOs Example:**
  - Prepare professionals with clinical expertise and leadership capabilities.
  - Promote a culture of research, innovation, and ethical responsibility.
  - Foster lifelong learning and adaptability to technological advancements.

#### C. Defining Program Outcomes (POs)

- **Core Competencies:** Addressed key skills like diagnostic precision, therapeutic interventions, communication, and teamwork.
- **Bloom's Taxonomy:** Defined outcomes at knowledge, application, and analysis levels.
- **POs Example:**
  - Demonstrate proficiency in using advanced diagnostic tools (e.g., imaging and lab equipment).
  - Communicate effectively with patients and interdisciplinary teams.
  - Apply ethical principles to ensure patient safety and public health standards.

#### D. Identifying Program Specific Outcomes (PSOs)

- **Specialized Competencies:** Each program (e.g., Medical Laboratory Technology, Optometry, Pharmacy, Psychology) emphasized unique skills, such as diagnostic precision, therapeutic interventions, and patient counseling
- **PSOs Example:**
  - **B.Sc. Cardiovascular Technology:** Perform invasive and noninvasive diagnostic tests as per cardiologist recommend.
  - **B.Optom:** Develop comprehensive skills in visual diagnostics and community outreach programs.
  - **B.Pharm:** Demonstrate expertise in drug formulation, safety, and regulatory compliance
  - **B.Sc.MLT:** Proficiency in lab techniques and quality control for clinical diagnostics.
  - **B.Sc.MRIT:** Expertise in radiological imaging and radiation safety per AERB guidelines.



### E. Creating Course Outcomes (COs)

- **Analyze Course Content:** Identified specific skills and knowledge for each course.
- **Measurable Learning Objectives:** Used action verbs like "analyze," "apply," and "evaluate" for clarity.
- **Align with POs and PSOs:** Ensured each course contributed to program-level outcomes.
- **CO Example:**
  - **BMRIT - Radiation Safety:** Explain and apply AERB guidelines for radiation protection.
  - **BMLT - Clinical Biochemistry:** Conduct biochemical analyses for diagnostic accuracy.
  - **Cardiac Diseases I (B.Sc. Cardiovascular Technology):**
    - CO1: Understand the pathophysiology of cardiovascular disorders.
    - CO2: Apply diagnostic techniques in clinical settings.
  - **Pharmacology (B.Pharm):**
    - CO1: Explain the pharmacokinetics and pharmacodynamics of major drug classes.
    - CO2: Analyze drug interactions in patient care

### 3. Assessment and Continuous Improvement

- **Assessment Methods:**
  - Written exams, lab evaluations, and community service projects.
  - Industry internships for real-world experience.
- **Feedback Loops:** Regularly updated based on feedback from healthcare providers, alumni, and regulatory bodies.
- **Quality Assurance:** IQAC ensures compliance with institutional and global standards.

This process ensures that the School of Health Sciences delivers dynamic, industry-relevant education, producing skilled and ethical healthcare professionals ready to meet global standards.



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19/12/24  
DEAN  
School Of Health Sciences  
Sushant University  
Sector- 55  
Gurugram Haryana