

Policy Name: Industry Interface	Policy No: CDE2501 Last reviewed: NA Issue: 1 Page: 1 of 7
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Policy	Industry Interface Policy
Date effective from	05.03.2025
Date of next review	04.03.2028
Purpose	The industry interface policy aims to bridge the gap between academia and industry, ensuring that education, curriculum and skills align with real-world needs. The objective of the Industrial Interface Policy is to foster strong, dynamic relationships between the CDOE and industry, creating a future-ready learning ecosystem. This policy aims to: • Enhance the relevance and rigor of course content • Foster professional development and the employability of learners • Ensure faculty expertise remains current with evolving trends • Increase opportunities for hands-on learning, including projects and internships
Scope	Engage with industries to foster collaboration, enhance research, improve employability, and ensure curriculum relevance. To create a sustainable and mutually beneficial relationship between academia and industry • Provide learners with current, industry-aligned knowledge and practical skills • Equip faculty with up-to-date industry insights through ongoing learning • Facilitate experiential learning via internships, projects, and case studies

- Promote collaborative research and innovation

Procedure

The Industry Interface Policy outlines the framework for collaboration between academia and industry to foster innovation, research, skill development, and employability. The procedure that shall be followed for developing and implementing an effective Industry Interface is given herewith:

Formation of an Industry Interface channel



Objectives & Goals setting



Industry Needs Assessment



Collaboration Framework



Skill Development & Training



Research & Innovation Partnerships



Industry-Institute Interaction Events

Key Focus Areas

1. Digital Content

The Centre for Distance and Online Education (CDOE) will develop digital learning modules featuring media-rich content aligned with industry and sector demands. The digital platform of CDOE will integrate current and relevant case studies into the curriculum. The efforts shall also go into providing additional avenues for enhanced learning through:

- Comprehensive information from company websites, annual reports, products, and services

- Leadership insights through speeches, podcasts, and interviews
- Success stories, failure analyses, and real-world business challenges

This approach ensures classroom learning directly connects with practical industry applications

2. Learners' access to information

The mode of delivery is a blended one, with delivery primarily through online learning platforms (CDOE-LMS). It includes recorded sessions, Self-Learning materials (SLMs), live webinars and expert video talks. Regular engagement metrics and feedback from the learners and experts will ensure the quality of content delivery.

3. Expertise

Collaborations and joint contributions from industry professionals and academic leaders will contribute to curriculum development, guest lectures, and faculty training. This dual-input model will ensure that both theoretical and applied knowledge are embedded in all programs.

4. Collaborations

CDOE will establish strategic partnerships through MoUs with leading industries, associations and industrial bodies. These collaborations will span curriculum design, domain-specific certification courses, internships, co-branded events, and skill building for both learners and faculty.

5. Mentoring

Learners shall have the opportunity to be associated with Industry mentors on career pathways, skill development, and project execution. Mentoring process and feedback sessions will be structured and monitored through regular interaction and follow-ups.

6. Projects & Internships

CDOE fosters strong collaborations with industry partners to provide learners with exposure to real-world challenges and opportunities. Learners must proactively seek and secure projects, internships, and hands-on experiences through independent initiatives. By leveraging the CDOE industry networks, learners can explore diverse avenues for skill development and professional growth through their active engagement, initiative, and persistence in pursuing these opportunities.

7. Peer Learning

The policy encourages collaborative learning environments through forums, online discussion boards, and group projects. Peer-led learning groups will support the sharing of insights and critical thinking across domains among the learners. By fostering structured peer engagement, CDOE can enhance the collaborative aspects and add real-world professional value. CDOE provide professionals with a unique opportunity to engage in collaborative learning, knowledge exchange, and skill validation through structured peer interactions.

8. Research & Conferences

Research-Focused Electives: Offer specialised courses on research methodologies, academic writing, and data analysis.

Projects: Providing an environment that encourages learners to work on industry or academia-aligned research projects under faculty mentorship.

Collaboration with Universities/Industries: Partner with institutions to provide real-world research problems for learners to solve.

Organizing and Promoting Conferences:

Host events where learners present papers, attend keynote talks, and engage in networking. Tie up with reputed conferences for learners' participation.

Curriculum Design & Review

- Formation of an Industry Advisory Board for each program
- Regular syllabus benchmarking against top global universities and current industry needs
- Integration of live industry problems into assignments and assessments
- At least 70% of curriculum content co-developed or reviewed by industry

Faculty Development

- Faculty will undergo structured industry immersion, attend guest lectures, and participate in certification programs
- Quality metrics will include industry training hours per year and learners feedback on teaching effectiveness

Collaborative Process with Industry

- Industry partners are associated based on relevance, commitment, and mutual growth potential.
- Preferred sectors:
 - BSc Data Science – IT, AI, Analytics, Healthcare
 - MSc Industrial Hygiene & Safety – Manufacturing, Construction, EHS
 - MBA – Multiple sectors, Hospitals, Analytics, Marketing

Micro-Credentials: Enhancing Industry-Academia Collaboration

By embedding micro-credentials within our academic offerings, we create a dynamic talent pipeline that responds to evolving workforce demands while providing measurable value to employer partners. This policy ensures our credentials maintain academic rigour while delivering the specific skills and competencies the industry requires, making our graduates immediately productive in professional settings.

CDOE remains committed to developing innovative credentialing pathways that serve both learner aspirations

and employer needs. The basic benefits for learners shall be faster upskilling, direct job relevance, career enhancement, and lower cost, portable and verifiable.

Learner Engagement Initiatives

- Development of an Internship and Project Portal
- Organise hackathons, case competitions, and webinars
- Launch of a Skill & Career Pathway Tracker to monitor learner development

Quality Metrics & Evaluation

Area	Key Performance Indicators (KPIs)
Learner Skills	Completion rate, certification success
Curriculum Relevance	Industry expert reviews, peer feedback
Internship Quality	Job conversion, employer ratings
Faculty Expertise	Industry contact hours, upskilling rate
Research Output	Publications, patents, conference talks

Continuous Improvement

- Annual review of policy effectiveness
- Integration of emerging technologies and job-market trends
- Feedback-driven updates to improve alignment and impact

Expected Outcomes

- Holistic, career-oriented learning pathways for learners
- Job-ready graduates with digital credentials and real-world experience
- Enhanced faculty competence and academic leadership

Tangible impact through research, innovation, and collaboration

Frequency

Once in 3 years

Time

March 2028

Related/ Supportive Documents	Industry Interface Policy document
Custodian	Director- Center for Distance and Online Education

Prepared by	Verified by	Approved by
 MANAGER – STUDENT SERVICES	 ACADEMIC CO-ORDINATOR	 DIRECTOR - CDOE