Rayat Shikshan Sanstha's

Karmaveer Bhaurao Patil College, Vashi, Navi Mumbai

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Policy Document on
Curriculum Design and Development

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POLICY ON CURRICULUM DESIGN AND DEVELOPMENT

Scope of the policy

Rayat Shikshan Sanstha's, Karmaveer Bhaurao Patil College Vashi, is keen on introducing new programs and courses and strengthening the pioneering courses introduced by the UGC. A strong policy on the design and development of the curriculum is being developed based on the following.

1. Vision, Mission and Objectives of the Karmaveer Bhaurao Patil College, Vashi.

2. Guidelines and regulations of the University Grants Commission, Government of Maharashtra and other Statutory bodies set by National Authorities on higher education.

3. Meeting the standards and quality indicators set by National Authorities on Higher Education, Vision and Mission of the institute, Core values of NAAC and Sustainable Development Goals.

Karmaveer Bhaurao Patil College shall design Programme Educational Objectives and measure the outcomes of each programme, to ensure and confirm that the institutional mission and vision are adequately reflected in the academic programmes of the Institute.

The institute shall establish structured systems for curriculum design and development by involving teachers of the concerned departments, the Board of Studies and Academic Council and final approval from the Governing Body. The process shall always take into consideration the guidelines and norms of regulatory authorities viz., UGC.

Karmaveer Bhaurao Patil College, Vashi shall follow a systematic process of designing the curricula by collecting formal feedback on curricula from different stakeholders, analysing them and arriving at action plans and follow-ups for the successful implementation of the curriculum.

The process for designing the curricula is as under:

- Identifying the Local, Regional, National & Global needs.
- Analysis and assessment of needs for the development of a new Program & Courses
- Identifying inputs and correlating the vision and mission of the institute to the curriculum design and development process.
- Preparing the rough draft.

- Getting approval from the statutory bodies.
- Periodical validation of Programs & Courses

Karmaveer Bhaurao Patil College, Vashi shall also exercise great emphasis on ensuring employability, innovation and research in the curriculum.

Besides, the institute shall endeavour to fulfil the following indicators and key points for excellence.

1. Curriculum design is aligned with the institutional goals and objectives.

2. Curriculum design and development is done through a well-defined process.

3. Curricula developed/ adopted have relevance to the local /national /regional / global developmental needs.

4. Employability & entrepreneurship, pursuit of higher knowledge, and overall development of students are major considerations in the design and development of the curriculum.

5. Developing global competencies

6. Consultation with academic experts, industry/employment sector/alumni / other stakeholders within and outside the institution for developing the curricula.

7. The curriculum is flexible and offers choices for students

8. Courses provide adequate opportunities for additional/ supplementary/ enrichment courses along with their regular curricula.

9. The course delivery system and examination processes are transparent

10. The curriculum is flexible for enrichment

11. Structured feedback from stakeholders and peers is to evolve and sustained

A. CURRICULUM PLANNING

1. The Internal Quality Assurance Cell of the institute takes input from faculty, Deans of faculties, industry professionals, and academic councils and prepares a rough draft of the graduate attributes and takes final approval from the Governing Body to ensure that graduates are well-prepared for their future careers and able to contribute effectively to society.

2. Deans of different streams shall define the Program Outcomes which are aligned with Graduate attributes.

3. The Head of the Department shall define the Program Specific Outcomes by considering feedback from different stakeholders and decide the courses to be laid down for the specific program.

4. Course Outcomes are defined based on the revised Bloom's Taxonomy.

B. PROCESS OF CURRICULUM PLANNING

o Curriculum Planning shall be initiated at the Departmental Level

o For new programs as well as existing programs, the HOD with inputs from faculty, alumni, and external subject experts shall prepare the curriculum focusing on and justifying the relevance of curricular content to

- Local, regional, national and global needs,
- Student aspirations and career goals

o Course content shall be mapped to the POs and COs for all programs and courses and the learning outcome competencies (LOCs) for cognitive, psychomotor as well as affective domains., and aligned with teaching-learning and assessment methods

o Curricular implementation strategies should include multiple methods, aligned to Learning Outcome Competencies (LOCs) that are student-centric, participatory, actively engaging the learners, promoting problem-solving and critical thinking, enabling experiential learning and development of skills, values and ethics.

o Integrated (intra- and trans-disciplinary) learning with special reference to cross-cutting issues, communication skills, environment and sustainability, health determinants using horizontal and vertical integration, problem-based learning, team-based learning, etc.

o Curriculum should prescribe the assessment and evaluation methods and list of reference books.

o The HOD shall submit the Curriculum to the concerned Board of Studies, constituted as per UGC guidelines, where one member is nominated by the Voice Chancellor of the Home University, two members from other than the home university, members from industry and professional, one alumni member, invitees expert and all the faculty members of the department are the members.

o The Board of Studies shall review the same and modify/accept the changes, after thorough discussion, and deliberation. The Board shall recommend the same to the concerned faculty and chairman of the board of studies.

o The Chairman of BOS shall submit the revised draft of the curriculum to the Academic Council. Academic Council shall examine the curriculum proposals of the various Boards of Studies and approve with suggested changes or refer back the curriculum to BOS with suggestions for modification

o The Governing body shall examine the curriculum proposed by the Academic Council and approve with suggested changes or refer back the curriculum to the Academic Council for modification

o The curricula / curricular changes approved by the Governing body shall be communicated to the concerned Constituent department for implementation.

C. CURRICULUM ANALYSIS FOR REVIEW AND REVISION

CURRICULUM

- Stakeholder Feedback
(Students, Faculty, Practitioners, Visiting Faculty)
- Local and regional needs
Relevance and correlation to career pathways
- Trends Teaching Learning and Assessment
(Regulatory Guidelines, Updates)
- Global trends in disease patterns, emerging areas in the curriculum
Teaching Learning and Assessment

D. THE CURRICULUM ANALYSIS FOR EACH PROGRAM AND COURSE SHALL INCLUDE

1. Need-based identification of changes.

2. Review of national trends (regulatory guidelines, updates, guidelines) in disease patterns, Teaching Learning and Assessment / Evaluation Methods.

3. Review of global trends in disease patterns, and emerging areas in the curriculum Teaching Learning and Assessment / Evaluation Methods.

4. Review of Local and regional needs and relevance and correlation to available and possible career pathways.

5. Review of stakeholder feedback (Students, Faculty, Practitioners and Visiting faculty experts).

6. Outcome Analysis Data for the concerned Academic Year.

The cycle of curricular analysis, planning, implementation, and outcome analysis will be followed throughout the academic year.

E. CURRICULAR IMPLEMENTATION

➤ The department shall develop the Curricular Implementation Plan and Schedule (Including content mapping, innovative T-L and Assessment Methods and new topics)

F. CURRICULAR IMPLEMENTATION AT THE DEPARTMENT LEVEL SHALL INCLUDE:

➤ Course-wise Curriculum Content mapping to POs and Cos

➤ Mapping of CO with PO with mapping level

➤ Topic / Unit-wise - Specific Learning Outcomes by course coordinator as per Bloom's taxonomy.

➤ Development of teaching plan/lecture notes in an academic diary of a course for the entire semester.

➤ Continuous internal evaluation (CIE) Plan followed by all Departments with Rubrics and matrix.

➤ Support to students with special reference to advanced learners and slow performers.

➤ Feedback is collected periodically from all stakeholders to identify and draw pertinent pointers to enhance learning effectiveness.

➤ Necessary infrastructure, resource materials and facilities shall be provided to all departments as per regulatory norms and as per specific requirements of the course.

➤ Teaching-learning and Assessment shall follow contemporary educational approaches

➤ Responsibility of the Department to conduct Outcome Analysis and prepare a report for each academic year.

➤ Regular training of all faculty so that they are updated to ensure the quality of implementation.

G. GUIDING FRAMEWORK FOR TEACHING-LEARNING-ASSESSMENT

To ensure that every student receives best teaching-learning experiences and support, to reach their fullest potential and the desired proficiency benchmark institute shall undertake the following:

1. The academic calendar shall be prepared by the IQAC, taking inputs from the respective HODs for scheduling the T-L activities and continuous assessment dates.

2. Every HOD will ensure the implementation academic calendar at the Departmental level.

3. The department shall prepare its academic plan aligned with the institution's academic calendar.

4. The course coordinator shall prepare a teaching plan for the course for the semester, mentioning the details of modules, teaching method to be used, use of formative assessment method etc.

5. Feedback will be taken from students regarding the T-L Process as per Feedback SOP which will be informed to the HODs for making necessary changes/ addressing the concerns of the students.

6. The HODs shall be responsible for ensuring the training of faculty in education technology and assign teaching responsibility according to the capability and content expertise of the teachers.

7. The HODs will conduct regular meetings with departmental faculty to gather curricular inputs, obtain feedback and address their concerns.

8. The HODs should take approval for assessment and evaluation methods to be implemented for each course.

9. The HODs will schedule and monitor the continuous Internal Evaluation process.

10. The HODs will assign responsibility to the teachers to support advanced learners and slow performers

11. The faculty members will be nominated/granted permission to attend training/workshops in newer methods of T-L and assessment both within the institution and outside including workshops, seminars and conferences

12. Particular emphasis will be laid on innovative methods to enable the faculty to shift from teacher-centred to student-centred methodologies – interactive lectures, use of smart boards, effective group discussions, and community and industrial visits, to enable students to critically analyse information and its practical application.

13. Experiential learning, student-centric learning, evidence-based learning, integrated and interdisciplinary learning and participatory approaches will be adopted during the faculty development workshops and implemented.

14. Faculty will be encouraged to learn educational research methodology and undertake education innovation and research projects.

15. The NAAC Core Values and Sustainable Development Gals will be emphasised for being taught as part of all T-L processes.

16. Student and faculty feedback will be taken to assess the effectiveness of implementation, including newer methods.

17. Teaching effectiveness will be reflected in students' continuous internal assessment performance and class attendance.

18. The Head of Institutions will discuss progress and address difficulties faced during implementation through periodic meetings.

19. Departments and Institutional administration will maintain records strictly, which must be up to date at all times.

20. The institute shall undertake the evaluation of the attainment of PO and CO

H. OUTCOME ANALYSIS

1. The Outcome Analysis reflects the extent to which the Program Outcomes (POs) and Course Outcomes (COs) are attained and whether the attainment levels are of the desired standards.

2. Outcome Attainment for each batch of students is reflected in:

A. Programme Outcomes –

Programme Outcome attainment at individual course outcome is calculated as

$$= \frac{corresponding\ CO-PO\ Mapping\ Matrix\ value * CO\ attainment\ level}{number\ of\ attainment\ levels}$$

Average Programme Outcome Attainment

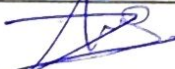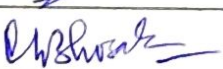$$= \frac{\Sigma(Programme\ Outcome\ attainment\ by\ individual\ course\ outcome)}{Number\ of\ course\ outcomes}$$

B. Course Outcomes - For every Course in a Program - Course-wise attainment target is set by considering the difficulty level of the course. Target attained students are considered for calculating CO attainment level.

Course outcome attainment percentage = percentage of the number of students who attained the target set for individual course outcome
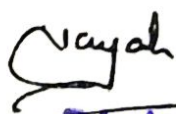
C. Attainment Level (Level 1, Level 2 and Level 3) *which is determined for all Programmes and Courses

3. The Performance Levels provide valuable information to guide the Faculty, Department, and Institution regarding areas in which students are demonstrating outstanding performance, and optimum performance as well as areas for improvement and remediation.

The following levels will be used to define the performance of the students

Level	Percentage	Performance	Suggestions
0	Below 40	Fail - Not meeting the minimum level	Needs remediation
1	40 – 50	Minimum Level of attainment	Needs Improvement
2	51 – 60	Above Minimum Level of attainment	Can do better
3	61 & above	Attained the desired level of performance	Use of higher-level evaluation methods

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