

Curriculum Design and Delivery Policy

1. Introduction

Curriculum is the prime service outcome of a Higher Education provider. Sri Krishna Arts and Science College follows a curriculum design cycle as depicted in Fig.1.3.1 Curriculum Design Cycle. A curriculum not only will form the guidelines for teachers in executing their duties but also act as an effective promotional tool for the Higher Education provider. In line with this, the Curriculum Development Cell of Sri Krishna Arts and Science College has developed policy document on Curriculum design and delivery

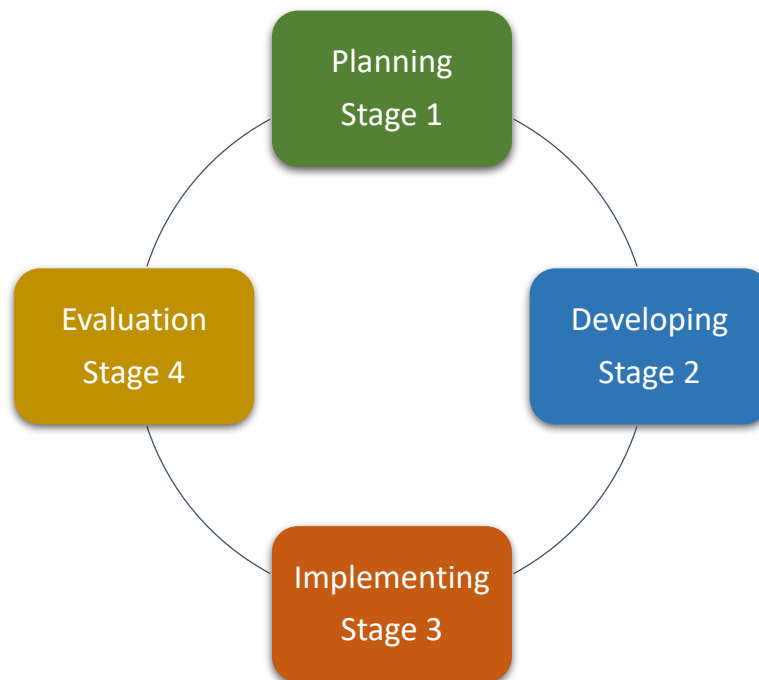


Fig. 1.3.1 Curriculum Design Cycle

Purpose

To provide a comprehensive mechanism to review the extent to which the curriculum or programme meets the National Educational standards, Industry relevancy and Institutional goals.

Frequency

Post Graduate- Once every two (2) years

Degree- Once every three years (3) or as per the industry relevancy

Scope

This policy is applicable to all the academic departments of Sri Krishna Arts and Science College under Autonomous scheme.

Reference

Terms of Reference- Programme Review Committee

Terms of Reference- Curriculum Development and Review Committee

NAAC and UGC Guidelines to Good Practices: Monitoring, Reviewing and Continually Improving Institutional Quality

Terminologies

HOD- Head of Department

PEO-Programme Educational Objective

PLO-Programme Learning Outcomes

CLO-Course Learning Outcomes

PRC-Programme Review Committee

SMART- Specific, Measurable, Achievable, Realistic, Time bound.

Effective Curriculum design and delivery involve the following stages:

2. Planning stage

In the Planning stage, convene a curriculum committee in order to assess the need analysis through Market Need Analysis. Identify the key issues and align with the Institution's vision and mission and the strategic goals. At this stage, through market need analysis it is vital to identify the trends in the field of study/ profession.

At this planning stage, the autonomy from three perspectives has to be taken care of;

- Institution
- Department that develops the programme
- Staff involved in the design and delivery of the programme

A Curriculum can be designed either for an entire programme or for a specific unit of courses or subject in a programme.

3. Market Need Analysis

A need analysis is created through benchmarking with different Universities/Professional bodies Nationally and Internationally including the latest trends and industry relevant programmes. Information from different stakeholders such as students, professional bodies, employers, and alumni is useful for the purpose of Market Need Analysis.

The Other relevant sources of information may include:

- National needs-Government blue prints
- Student performance data
- Programme standards and guidelines from UGC and Affiliated University

The Need analysis will ensure in analysing potential demand and supply analysis for a Programme as well as aid in designing the curriculum. The benchmarking concept can help in assessing the viability and sustainability of the Programme. At this Juncture, the department should discuss on the revision and need analysis and submit to Curriculum Development Cell.

4. Developing Stage

After identifying the need analysis and the market demand for the Programme, articulate Programme Philosophy by identifying the programme goals and objectives. Programme Objective need to be systematic and sequential.

The Programme Educational Objectives should be mapped with the mission and vision of the Institution. The Programme Educational Objective (PEO's) should be framed in accordance with "SMART" principles.

Based on the programme educational objective, the Programme Learning Outcomes (PLO's) need to be determined.

The Course Learning Outcome for the individual courses will be developed and mapped with the Programme Learning Outcomes (PLO's). The Course Learning Outcome should be in line with the updated Taxonomy of verbs.

Based on the Course Learning Outcomes, the curriculum is designed and the assessment will be constructively aligned and mapped with the teaching learning

methodologies. The total student learning time is determined based on which the credit hour of the subject is fixed.

Depending on the nature of the programme designed, the persons may be appointed on such a committee for review, suggestion and approval of the curriculum

- Subject experts from within SKASC and other Higher Education Institution
- Representatives from the industry or profession that is likely to employ graduates of the programme
- Selected Alumni members who may be able to contribute to the curriculum development.

Following framework has been introduced for the academic year 2021-2022 in the curriculum design.

Group	Name	Number of Courses	Total marks	Total Credit	Remarks
1	AEC - Ability Enhancement Courses	10	1000	35-40	Compulsory
2	DSC – Discipline Specific Courses	15	1500	50-55	Compulsory
3	DSE – Discipline Specific Electives	10	1000	35-40	Optional-Elective specific. Compulsory
4	GEC - General Elective Courses	5	500	15-20	Optional - Student Choice
5	ANCC - Audit Non-Credit courses	3-4	–	–	Students' choice - only Completion
6	DTC - Drive Through Course (TALLY, C++, ORALCE, JAVA) – Only certified by Statutory bodies, Coursera, NPTEL	Any number	-	Addl. Credit	Students Choice

5. Implementation Stage

In this stage the programme will be delivered and it will be assessed with the achievement of learning outcomes. The stage includes two aspects 1. Teaching Methodologies 2. Assessment. Both the teaching methodologies and the assessment

should be in line with learning outcomes as well as the Taxonomy of verbs. The level in which the assessments are tested and the methodology in which the delivery has been made, plays a vital part in the implementation stage. Student's assessment is a crucial aspect in maintaining the quality assurance as it drives the learning process. Assessment of individual courses cumulatively reflects the progress of the entire programme and achievement of learning outcomes. The Assessment can be formative and summative and it helps in gauging the achievement of learning outcomes. A formative feedback system acts as an element in continuous assessment which assess the students understanding on their strengths and weakness.

6. Evaluation Stage (CQI):

The programme will be regularly evaluated and reviewed through continuous monitoring process. Monitoring and reviewing are the two pillars of Continuous Quality Improvement. Therefore, evaluation of the past teaching and learning process on its design and assessments will be carried out for further improvement and development. This evaluation will take place as per the following sequence.

- i. The Board Chairperson shall form the Programme Review Committee to conduct the periodical review of the relevant programme as per the Review Schedule. The programme review committee should include the course coordinators and senior faculty with more than 10 years of academic and industrial experience.
- ii. The Programme Review Committee shall conduct review meeting and discuss issues related to the programme but not limited to as follows:
 - Annual Programme Monitoring Report
 - Employer Survey Report on PEO attainment
 - Alumni Survey Report on PEO attainment
 - Graduate Attributes
 - Current Market Survey Report
 - Academic Staff and Resources
 - Teaching -Learning-Assessment strategies
 - Student's performance report on CLO attainment.
 - Co-curriculum Activities

- Interested parties feedback Report: Student, Industry Panel, Academic Expert, Alumni
- iii. Programme Review Committee shall propose action plan for continuous quality improvement (CIQ) based on the programme review information or data. The action plan shall address the following core aspects of the programme:
 - Programme structure and Content Review
 - Programme Educational Objective Review
 - Strategic Development Plan- 5 years
 - iv. If the programme structure or the content requires review, the Board Chairperson shall present the curriculum review plan to CDC for verification before submitting to the Academic Council for endorsement.
 - v. The Board Chairperson shall present to the Academic Council for endorsement of the Curriculum. The Chairperson also shall implement the action plan upon receiving endorsement.
 - vi. The Programme Review Committee shall monitor and review the action plan as required

Both the Annual Programme Monitoring and full cycle review should be documented and the feedback received from all the stakeholders of the Institution will be considered in the development and enhancement of the Programme. Monitoring and review involves all levels and sections of the teaching learning process.

The thematic reviews and full cycle review will be recorded and further action plan will be prepared and submitted as CQI report. This Continuous Quality Improvement record will provide a base for the Curriculum Review & updation and the process continues as depicted in Fig 1.3.2

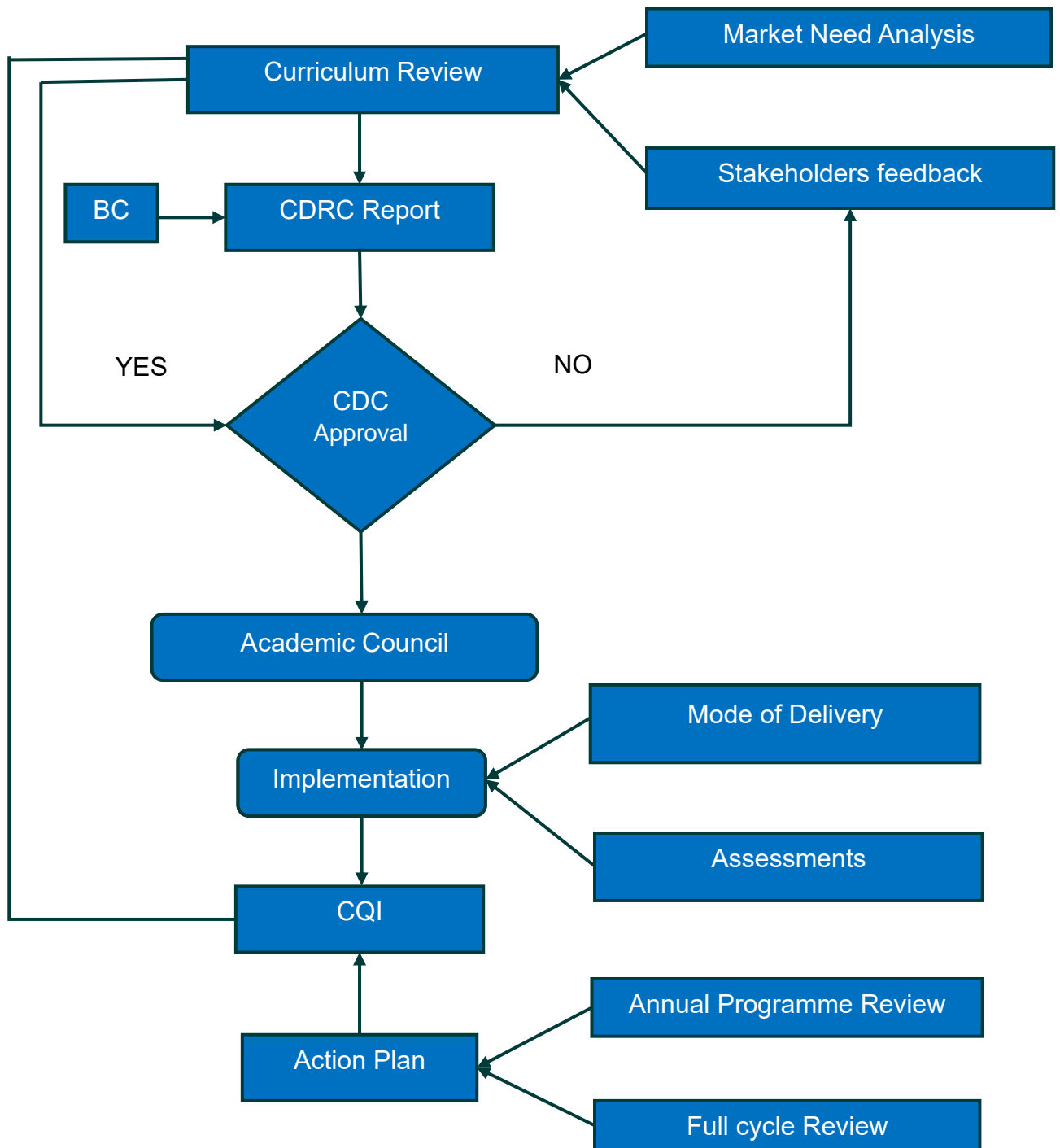


Fig 1.3.2 Curriculum Design Process

- BC – Board Chairman
- CDRC – Curriculum Development and Review Committee
- CDC – Curriculum Development Cell
- CQI – Continuous Quality Improvement