

WORKSHOP ON
CURRICULUM REVISION

Organised by IQAC CMS College Kottayam (Autonomous)

Venue: Rev. Joseph Fenn Hall

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Curriculum Development

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Importance

- The Curricular Aspects are the mainstay of any educational institution
- University has the mandate to visualize appropriate curricula for particular programmes, revise/update them periodically, ensure that the outcomes of its programmes are defined by its bodies.
- In case of Autonomous Colleges curricular responsibilities are similar to the Universities
- **So we have to develop our own curriculum**

KEY Indicators

- 1.1 Curriculum Design and Development
- 1.2 Academic Flexibility
- 1.3 Curriculum Enrichment
- 1.4 Feedback System

1. Curriculum Design and Development

- One of the significant responsibilities of Universities and Autonomous Colleges is Curriculum Design and Development
- There should be processes, systems and structures in place to shoulder this responsibility

Elements of Curriculum

- Curriculum evolved by the University/Autonomous College comprises
 - Programme Outcomes (POs)
 - Programme Specific Outcomes (PSOs) and
 - Course Outcomes (COs),
 - the substantive outlines of courses in every discipline (syllabus),
 - organizational details of implementation as well as
 - assessment of student performance and thereby attainment of PSOs and COs.

Programme Outcome

- Programme level learning outcomes identify what the learner will know and be able to do by the end of the programme. There may be 5 to 10 Outcomes for each Programme
- More general statements focusing on generic skills that are transferrable, preparing students for further study, employment, and citizenship while still capturing the discipline specific skills a programme!cultivates
(<https://www.nuigalway.ie/media/celt/files/coursedesign/ProgrammeOutcomes.pdf>)
- Example – Accounting - Students will be able to apply small business accounting and finance concepts and practices in new venture and small business environments
(http://kudzu.ipr.sc.edu/effectiveness/outcomes_pf.htm)

Programme Specific Outcome

- Program Specific Outcomes (PSOs) are what the graduates of a specific program should be able to do at the time of graduation
- There may be two to four specific outcome for each programme
- **Example – History –**
 1. Understand the basic themes, concepts, chronology and the Scope of Indian History
 2. Critically recognise the Social, Political, Economic and Cultural aspects of History

(<https://www.kcesmjcollege.in/ProgramsSpecificOutcome.aspx>)

(<http://library.atmiya.net/NBA/NBA/Course%20Design/POs%20and%20PSOs.pdf>)

Course Objective

- Course objectives are clear and concise statements that describe what you intend your students to learn by the end of the course
- Example – B.Sc Botany

Semester-I Paper-I: BOT.-231:

Bryophytes and Pteridophytes [60 Lectures]

On completion of the course, students are able to:

1. Understand the morphological diversity of Bryophytes and Pteridophytes.
2. Understand the economic importance of the Bryophytes and Pteridophytes.
3. Know the evolution of Bryophytes and Pteridophytes.

(<https://www.kcesmjcollege.in/ProgramsSpecificOutcome.aspx>)

Course Outcome

- A detailed description of what a student must be able to do at the conclusion of a course
- The course outcomes are to be measurable
- **Example – B.A Economics – Module 1 - Inflation**
- The student will be able to demonstrate graphically and explain how an increase in fuel price will lead to inflation.
- (<http://www.gavilan.edu/research/spd/Writing-Measurable-Learning-Outcomes.pdf>)

Mapping of Course Outcome

	Module1	Module2	Module3	Module4	Module5
Course Outcome 1	X		X		
Course Outcome 2		X		X	
Course Outcome 3	X				
Course Outcome 4		X			
Course Outcome 5				X	
Course Outcome 6					X
Course Outcome 7			X		X

Relevance of Programmes and Courses

- Criterion I of NAAC pertains to the practices of an institution in initiating a wide range of programme options and courses that are in tune with the emerging:
 - **Local – Local issues to be included -**
 - **Regional – Issues specific to the state -**
 - **National – eg. Make India, Space research,**
 - **Gloabal needs – New areas of knowledge**

Accreditation Question

- ***Curricula developed /adopted have relevance to the local/ national / regional/global developmental needs with learning objectives including program outcomes, program specific outcomes and course outcomes of all programs offered by the Institution***
- Upload a description in not more than 500 words (20 wt)

Focus of the Programmes

- NAAC Manual states “The Curriculum designed by University/Autonomous College may also focus on **employability, entrepreneurship and skill development**”
- So there should be some courses in each programme providing:
 - **Employability**
 - **Entrepreneurship and**
 - **Skill development**

Accreditation Point

- ***Average percentage of courses having focus on employability/entrepreneurship/ skill development (10 wt)***

2. Academic Flexibility

- Academic flexibility refers to the freedom in the use of the time-frame of the courses, horizontal mobility, inter-disciplinary options and others facilitated by curricular transactions
- In our context it is mainly concerned with new courses, new optional courses, number of electives, double main and triple main programmes, open courses etc.,
- **Accreditation Points**
- *Percentage of new courses introduced of the total number of courses across all programs offered during the last five years (20 wt)*
- *Percentage of programs in which Choice Based Credit System(CBCS)/elective course system has been implemented (20 wt)*

3. Curriculum Enrichment

- With the objective of enriching the curriculum the autonomous college may start value added (add on) programmes
- Accordingly each department may conduct at least one add on programme

Holistic development

- Holistic development of students is the main purpose of curriculum.
- The college is expected to have provision for added courses and activities which may not be directly linked with one's discipline of study but contribute to sensitizing students to cross-cutting issues relevant to the current pressing concerns both nationally and internationally such as:
 - gender, environment and sustainability, human values and professional ethics, development of creative and divergent competencies.
 - Such courses may be offered by individual departments based on capability and expertise

Accreditation Points

- ***Institution integrates cross cutting issues relevant to Gender, Environment and Sustainability, Human Values and Professional Ethics into the Curriculum (10 wt)***
- Upload
 - ? A description of courses which address Gender, Environment and Sustainability, Human Values and Professional Ethics
 - ? List of core courses
- ***Number of value-added courses imparting transferable and life skills offered during the last five years (10 wt)***
- Data Requirement for last five years:
 - ? Names of the value added courses with 30 or more contact hours
 - ? No. of times offered during the same year
 - ? Total no. of students completing the course in the year

Internship / Field Projects

- Internships or field projects act as a capacity building tool for the students. NAAC suggests that as far as possible internships or field projects should be introduced in each programme
- The college proposes to introduce internship at the end of 2 and 4 semesters of all UG programmes
- The departments shall identify the possible areas for internships / field projects and should include in the curriculum

Accreditation Points

- ***Percentage of students undertaking field projects / internships (10 wt)***
- **Data Requirements:**
 - ***?*** Names of the program
 - ***?*** No. of students undertaking field projects / internships in the last five years

4. Feedback system

- The process of revision and redesign of curricula is based on recent developments and feedback from the stakeholders.
- The feedback from all stakeholders in terms of its relevance and appropriateness in catering to the needs of the society, economy, and environment helps in improving the inputs.
- A HEI with the feedback system in place will have an active process of not only collecting feedback from all stakeholders, but also analyzing it and identifying and drawing pertinent pointers to enhance the learning effectiveness.

Accreditation Points

- **Structured feedback received from**
 - 1) Students, 2) Teachers, 3) Employers,
 - 4) Alumni 5) Parents,for design and review of syllabus - Semester wise /year wise (10 wt)
- **Data Requirements:**

Report of analysis of feedback received from different stakeholders year wise
- **Documents:**
- Upload Stakeholder feedback report, Action taken report of the Institution on it as minuted by the Governing Council, Academic Council, Board of Management

Accreditation Points

- ***Feedback processes of the institution may be classified as follows: (10 wt)***
 - A. Feedback collected, analysed and action taken and feedback available on website
 - B. Feedback collected, analysed and action has been taken
 - C. Feedback collected and analysed
 - D. Feedback collected
 - E. Feedback not collected
- **Opt One**
- **Documents:**
- Upload Stakeholder feedback report, Action taken report of the Institution on it as minuted by the Governing Council, Academic Council, Board of Management