



S. P. MANDALI's
RAMNARAIN RUIA AUTONOMOUS COLLEGE

CURRICULUM DEVELOPMENT POLICY



Name of the organization: S P Mandali's Ramnarain Ruia Autonomous
College

Policy Number: RRAC-Acad P-1

Title of the Policy: Curriculum Development Policy

Effective Date: 2017-18

Last Revision Date: 2022

Responsible Party: Principal, Management, Dean -Academics, Vice-Principals,
IQAC

Scope and Audience: Faculty, Students, Employers



1. Policy Purpose and objectives:

Curriculum development/ review plays a crucial as well as critical role in quality advancement of the institution. This policy will provide guidelines for curriculum review, launching new courses, credit allocation and modality of assessment. As per guidelines issued by the UGC, autonomous institutions have to review existing courses/programs and restructure, redesign and prescribe its own courses/programs of study and syllabi. The College also can formulate new courses/programs within the nomenclature specified by UGC as per the Specification of Degrees 2014 and evolve methods of assessment and notification of results.

Objectives:

- To outline the principles that form the basis of the design of curricula for all courses offered by the institution
- To ensure timely revision and modification of curricula for all courses, to make them relevant to contemporary times and align them with PSO and PO prescribed by the institution
- To identify newer areas for skill enhancement and of local/ national/global relevance, define Course objectives and Course outcomes and design detailed curricula for these courses
- To review/modify methods/ modality of evaluation for different courses and notify results
- To review/ revise credit allocation for awarding certificate/ diploma/ degrees

2. Introduction:

Curriculum design is essential for articulating clearly the goals of learning and its outcomes. Curriculum for a program should align to the goals, vision, mission, values and strengths of the institution. It is done with the aim of developing relevant programs with flexibility to suit the professional and personal needs of the students and also considering the local/ national/ global needs and predictions of skilled manpower in all sectors.



Well- designed curricula are an outcome of thorough knowledge of the scope of the subject, research of the current developments in the discipline and an idea of upcoming skill sets expected in the learner on graduation.

3. Policy Statement

The Curriculum Development policy is intended for effective design and review of curricula for different core, diploma and certificate courses and make them learner centric and outcome oriented.

4. Definitions

Program: An educational programme leading to award of a Degree, diploma or certificate

Course: Usually referred to as ‘papers’ is a component of a programme. All courses need not carry the same weight. The courses should define learning objectives and learning outcomes. A course may be designed to comprise lectures/ tutorials/laboratory work/ field work/ outreach activities/ project work/ vocational training/viva/ seminars/ term papers/assignments/ presentations/ self-study etc. or a combination of some of these.

Core Course: There may be a Core Course in every semester. This is the course which is to be compulsorily studied by a student as a core requirement to complete the requirement of a programme in a said discipline of study.

Credits: A unit by which the course work is measured. It determines the number of hours of instructions required per week. One credit is equivalent to one hour of teaching (lecture or tutorial) or two hours of practical work/field work per week

Curriculum: A curriculum is the combination of instructional practices, learning experiences, and students' performance assessment that are designed to bring out and evaluate the target learning outcomes of a particular course

Course Objectives: A course objective broadly specifies a behaviour, skill, or action that a student should be able demonstrate on completion of the course

Program/ Program Specific/ Course Outcomes: A set of measurable statements that concretely formally state the specific knowledge and skills that one should be able to do at the end of the Program/ Course.



Mapping of outcomes: The process of identifying which course outcomes address each of the outcomes specified for the program and allows the course designers to ensure that the entire curriculum offers students sufficient opportunity to develop the knowledge and skills specified in Graduate attributes/ Goals and objectives/ Vision- Mission statement of the institution.

5. Responsibilities and Procedures

Input:

1. UGC Guidelines for Autonomous Colleges
2. UGC Guidelines for CBCS
3. University guidelines for admission
4. LOCF guidelines by UGC
5. Feedback on current syllabi from stakeholders
6. Academic collaboration reports
7. Skill sets identified from NSDC

Resource enablers:

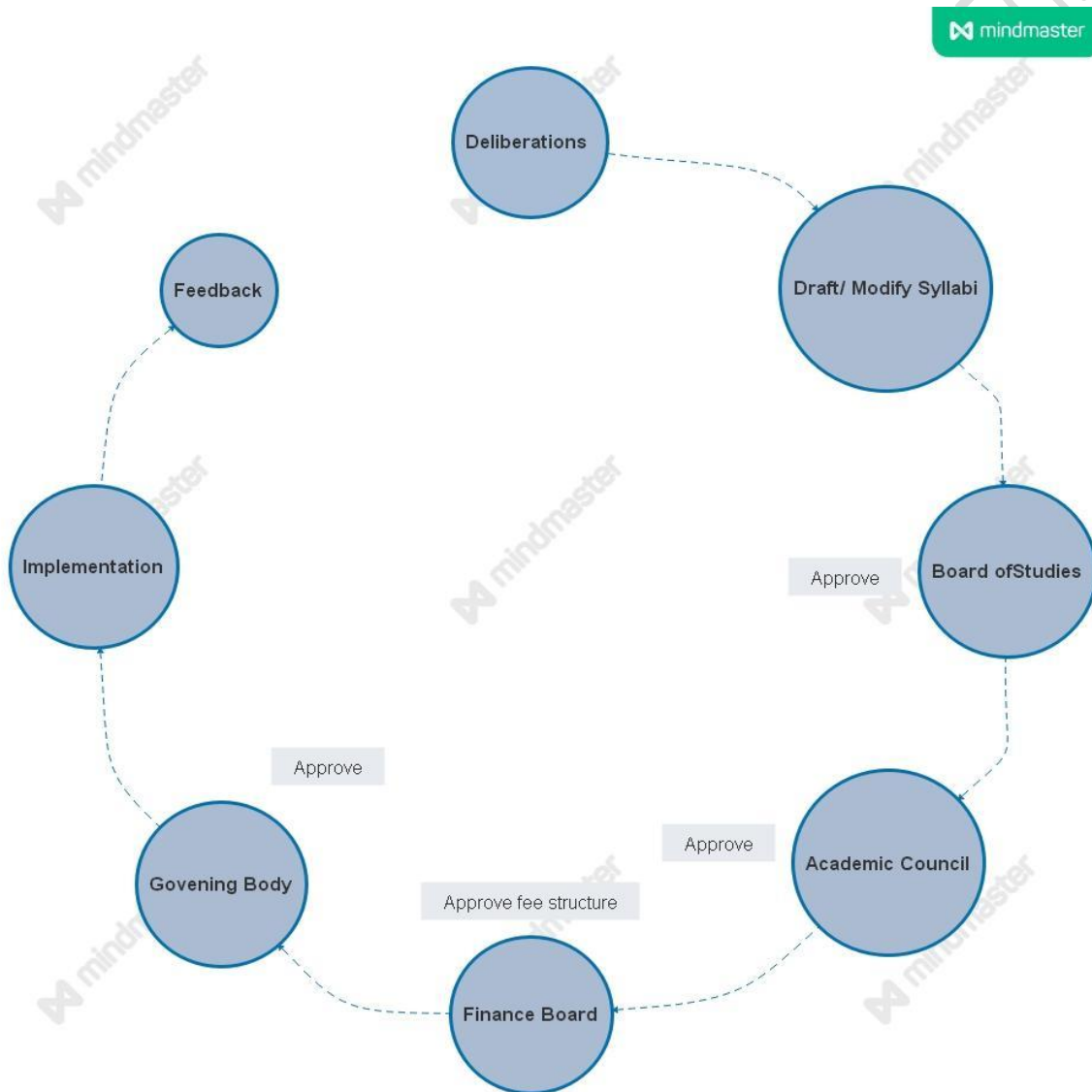
1. IQAC
2. Dean Academics
3. Principal
4. Department heads
5. Department faculty
6. Collaborations committee
7. KAUSHAL centre
8. Web site coordination committee
9. Library





- 10. Registrar
- 11. Exam Coordinator
- 12. Internship mentors
- 13. Alumni

FLOW SHEET FOR PROCESS:



4.1 Process 1:

Defining Programs, Courses and Credit structure and flexibility for the institution.

Defining eligibility for all programs

Defining Modality of assessment for Programs

4.2 Process 2:

Preparation of drafts of proposed syllabi by faculty/ departments

4.2.1. Subprocess 1: Identification of current developments, upcoming skill sets and local/global needs of skilled manpower

4.2.2. Subprocess 2: Feedback from stakeholders on current curricula

4.2.3. Subprocess 3: Consolidation of data derived from above processes by Head of the department and preparation of proposed syllabi in consultation with departmental colleagues

4.2.4. Subprocess 4: Defining credits for all courses and ensuring conformity with College structure

4.2.5. Subprocess 5: Defining Modality of Assessment for all courses

4.3 Process 3:

Constitution of a Board of Studies of every Program, Academic Council, Finance Board and Governing Body

4.3.1. Subprocess 1: Constitution of BoS for every program according to UGC guidelines

4.3.2. Subprocess 2: Constitution of Academic Council according to UGC guidelines

4.3.3. Subprocess 3: Constitution of Finance Board according to UGC guidelines

4.3.4. Subprocess 4: Constitution of Governing Body according to UGC guidelines

4.4 Process4:

Conducting BoS meetings and approving curriculum, credit allocation and modality of assessment separately for every Program/course

4.5 Process 5:

Conducting Academic Council Meetings and approving curriculum for every Program, credit allocation and Modality of Assessment



4.6 Process 6:

Conducting Finance board Meetings and approving course fees for every program

4.7 Process 7:

Conducting Governing Body Meetings and approving all programs

4.8 Process 8:

Compiling all approved syllabi for documentation and also posting on College website for visibility to all stakeholders

4.9 Process 9:

Communicating the Course titles, credit allocations and modality of assessment to IQAC, Exam Cell, Library and Administrative Office further action

4.10 Process 10:

Collecting feedback from all stakeholders- students, alumni, faculty, researchers, employers and guides/ supervisors offering internships for current syllabi and compiling it.

4.11 Process 11:

Conducting meetings/ seminars with industry experts/ employers/ researchers to review skill sets expected in the graduates

4.12 Process 12:

Conducting workshops for faculty on the pedagogy of learning, designing curricula within the LOCF, evaluation criteria etc.

6. Records

- a. Minutes of all meetings
- b. Final syllabi for all courses-year wise
- c. Feedback from stakeholders, feedback analysis
- d. List of all courses- Core, Certificate, Diploma courses offered
- e. Course completion reports for all Certificate, Diploma courses



7. Forms

- a. Analysis Report on changes in syllabi with justification
- b. Form for submitting approved syllabi to IQAC/ college library/ Web site coordination committee
- c. Form for compilation of all Certificate, Diploma courses with eligibility/ fees/ credits
- d. Feedback on curriculum form
- e. Template for all courses offered

8. Frequently Asked Questions

- a. What is the credit structure of the College?
- b. How many Certificate courses can I do in a term/ year?
- c. Are these certificate/ diploma courses recognized by the University?
- d. What is LOCF?

9. Related Information

- a. UGC guidelines for Autonomous Colleges, 2017
- b. LOCF's made by UGC
- c. Current Skill reports stated in National Skill Development Commission
- d. Examination policy
- e. Teaching- Learning Policy
- f. Academic Calendar

KPI:

- a. New courses/ programs/Certificate courses/ value added courses introduced
- b. Number of revisions done in the past five years in current courses
- c. Courses where skill development components were introduced
- d. Courses where project-based learning/ internships were introduced
- e. Number of applications received for different programs
- f. Number of students opting for skill- based programs
- g. % of students opting for Certificate/ Diploma courses
- h. % of students opting for value added courses





Explore • Experience • Excel

- i. % of students opting for internships/ projects
- j. Results and result analysis for all courses

Aslokum

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