

CRITERION I - CURRICULAR ASPECTS [Best Practice]

CUrriculum Enrichment - CUE

Objectives of the Practice:

The main purpose of this practice was to enrich the curriculum of the courses offered as per the practical requirements especially targeted to employability and higher education essentialities.

More specifically the attempt was:

- To develop a comprehensive feedback system.
- To adapt the curriculum as per the challenges and expectations of the present times.
- To build a critical understanding of various dimensions of the curriculum including the milestones and difficulties faced.
- To develop a systematic record keeping system.
- To exchange information and collaborate with various stakeholders and experts of the field.
- To reduce the gap between theory and practice.

Context:

During the academic session 2019 - 2020, MIT Art, Design and Technology University's School of Education and Research modified the curricular framework for all their courses. During this phase few of the teachers suggested the need of developing a comprehensive feedback system from all the stakeholders for focusing on continuous improvement of the curriculum. This suggestion was crucial to bridge the gap between theoretical knowledge and the challenges that a student- teacher comes across in the real world. To stay ahead with the other institutions also it was important for us to bring in changes as per the trends and the expectations of our stakeholders especially students and the employers.

KA I - QA 3 - QI 5:

The operational curriculum is visualized with adequate flexibility to include and effectively reflect the emerging concerns and expectations from a school teacher.

KA I - QA 2 - QI 2:

Curriculum is visualized with adequate and appropriate interfacing of various curricular components including the goals and objectives through active deliberations.

KA I - QA 3 - QI 9:

The operational curriculum content has ample scope for varied learning situations both at the institution as well as at the school/field levels.

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It is thus central that the curriculum gives the students an exposure to a variety of experiences that will add on to their holistic growth as well as build a perspective of the field requirements. The idea of **CURriculum Enrichment – “CUE”** was born from this thought process. It was decided that systematic records of the implemented suggestions as per the feedbacks obtained will be maintained. This record will highlight the milestones as well as the challenges faced during the implementation of the added structure. The performance of the students as per their expectations and the future employers’ requirements would also be traced.

KA V - QA 16 - QI 44:

Institution values feedback and is responsive to feedback not only from within but also from schools and other external stakeholders

KA V - QA 16 - QI 45:

The institution has a comprehensive feedback system in place through which relevant data/information is collected and collated

KA V - QA 16 - QI 46:

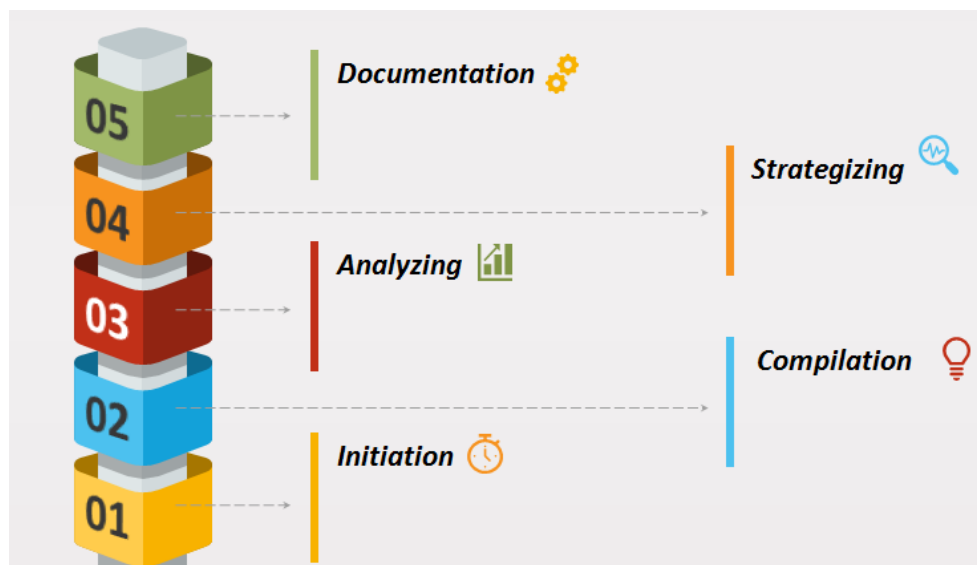
There are evidences to show that feedback is used for development.

KA II - QA 7 - QI 21:

The learning experiences are followed by feedback, reflection and follow-up.

The Practice:

The plan constituted of the following stages:



Initiation was the first stage in this process. A comprehensive feedback form for all the stakeholders was created here.

KA V - QA 16 - QI 44:

Institution values feedback and is responsive to feedback not only from within but also from schools and other external stakeholders

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Compilation focused on getting the feedback form filled from all the stakeholders. The feedback form was disseminated to the students, teachers, alumni and the employers.

KA V - QA 16 - QI 45:

The institution has a comprehensive feedback system in place through which relevant data/information is collected and collated

Analyzing was the next step in the process. Important highlights from every feedback form were noted. A series of discussions were carried out about the practical implementation of the suggested changes

KA V - QA 16 - QI 46:

There are evidences to show that feedback is used for development.

KA I - QA 3 - QI 7:

The operational curriculum content is designed in such a way that it has adequate inputs for development of attributes expected in a school teacher

Strategizing dealt with devising of the actual implementation plan. A bird view point was taken into consideration for fitting the desired additions or modifications in the respective course.

KA I - QA 4 - QI 11:

The institution undertakes curriculum revision on a regular basis in the form of continual deliberations on its substance, adequacy and updatedness.

Documentation primarily focused on keeping a record of all the challenges encountered and milestones achieved during the course of the implemented change.

KA I - QA 2 - QI 2:

Curriculum is visualized with adequate and appropriate interfacing of various curricular components including the goals and objectives through active deliberations.

KA V - QA 16 - QI 46:

There are evidences to show that feedback is used for development.

Evidence of Success:

The response of the students to the new changes was promising. They utilized the innovative methodologies and the novel techniques that were taught to them during their internship and field projects. The internship institutes were impressed by our students' contribution and their updated knowledge. Many of the internship institutes offered job to our students and asked them to join their institute after successful completion of their course. By maintaining all the records in a systematic way it became easy for us to understand what practically works and what doesn't. Instead of waiting for the year to end we could thus bring about modifications on an immediate basis as per the required situation.

Resources Required:

Effective implementation of “CUE” requires a systematic feedback and record keeping system.

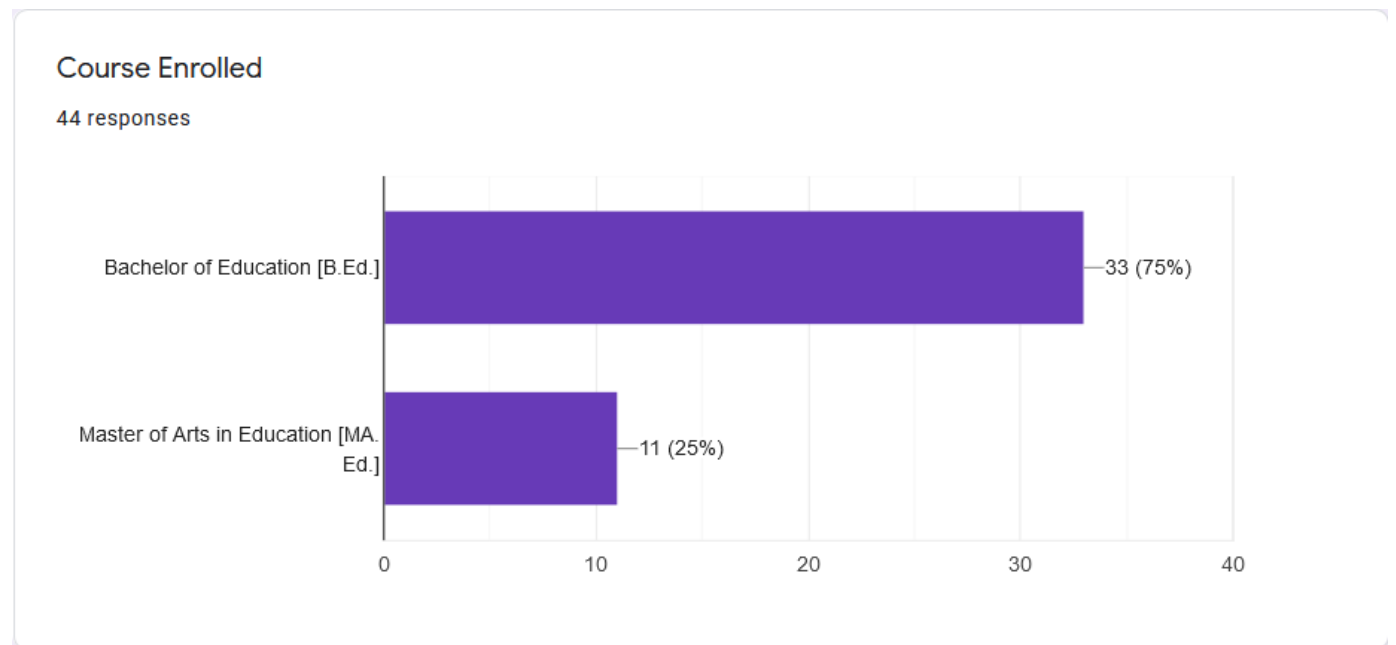
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List of Key Area of Focus, Quality Aspect and Quality Indicators

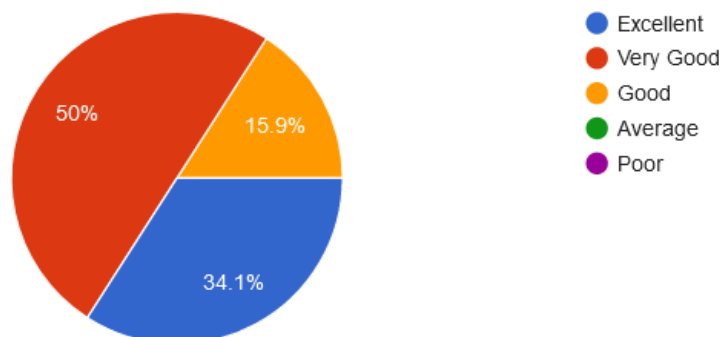
Key Area of Focus	Quality Aspect	Quality Indicator
KA I: Curriculum Design and Planning	QA 2: Process of Curriculum Design	QI 2: Curriculum is visualized with adequate and appropriate interfacing of various curricular components including the goals and objectives through active deliberations.
	QA 3: Curriculum Content	QI 5: The operational curriculum is visualized with adequate flexibility to include and effectively reflect the emerging concerns and expectations from a school teacher.
		QI 7: The operational curriculum content is designed in such a way that it has adequate inputs for development of attributes expected in a school teacher.
	QA 4: Curriculum Revision	QI 9: The operational curriculum content has ample scope for varied learning situations both at the institution as well as at the school/field levels. QI 11: The institution undertakes curriculum revision on a regular basis in the form of continual deliberations on its substance, adequacy and updatedness.
KA II: Curriculum Transaction and Evaluation	QA 7: Transaction of Practical Experiences	QI 21: The learning experiences are followed by feedback, reflection and follow-up.
KA V: Student Support and Progression	QA 16: Feedback Mechanism	QI 44: Institution values feedback and is responsive to feedback not only from within but also from schools and other external stakeholders.
		QI 45: The institution has a comprehensive feedback system in place through which relevant data/information is collected and collated.
		QI 46: There are evidences to show that feedback is used for development.

Few sample responses of the feedback



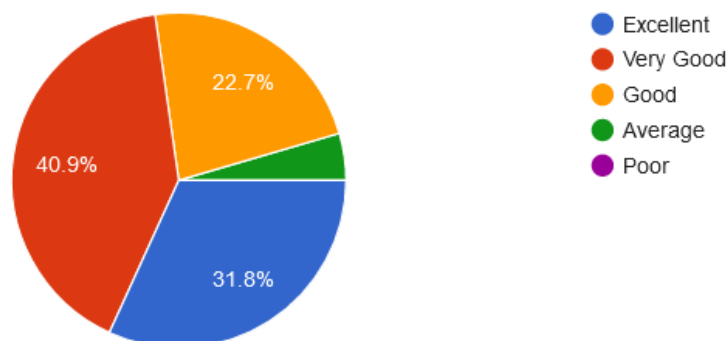
Rate the structure of the curriculum designed for the entire program.

44 responses



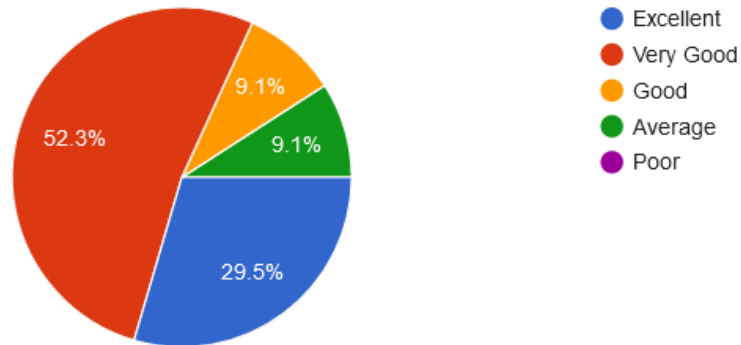
Rate the adequateness of the courses offered in the program.

44 responses



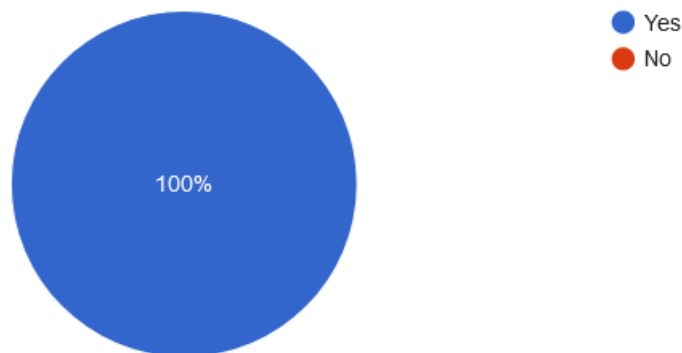
Rate the depth of the curriculum offered in terms of the competencies expected by the industry

44 responses



Does the curriculum successfully comply with the declared course objectives and the expected learning outcomes?

44 responses



Does the curriculum bridge the gap between academia and industry?

44 responses

