

NEHRU MEMORIAL COLLEGE
(Autonomous)
PUTHANAMPATTI - 621 007

**GUIDE LINES FOR FEEDBACK
MECHANISM ON CURRICULUM**



Version: 1.0

Prepared by: Dean, Academic Affairs

Documented by: IQAC

Submitted for ratification by Academic Council

on 10th April, 2019

Nehru Memorial College

[AUTONOMOUS]

PUTHANAMPATTI - 621 007

GUIDE LINES FOR FEEDBACK MECHANISM ON CURRICULUM

1.0 PREAMBLE:

An institution of higher learning earns its fame through framing appropriate curriculum for the students' community. Curriculum fosters breadth and depth of understanding in subject area. Content is aligned to national and state standards. Curriculum is supported by quality, reputable, recently published textbooks and/or proven instructional resources and materials prepared by the institution itself. Contents of the curriculum have to be current, relevant, and should provide real-world applications. The Contents and assessments are aligned, accurate, and unbiased. Further the contents are appropriate for the learner (age, ability, background, reading level, learning style, etc.).

In the present scenario Curriculum includes opportunities for developing problem-solving and critical thinking skills and real-world applications. Curriculum also includes opportunities for collaboration, oral and written communication skills and independent study. Curriculum incorporates timely and appropriate feedback to students

2.0 STAKE HOLDERS:

Stakeholders are individuals or institutions that are interested and benefitted out of the curriculum

a) Learners:

Learners have more dynamic participation in planning, designing, implementation and evaluation of the curriculum. Their active participation would enrich the curriculum. Learners together with the teachers play a vital role on the curriculum design and development.

b) Teachers:

Teachers are the stakeholders who plan, design, teach, implement and evaluate the curriculum. The most important person in the curriculum implementation is the teacher. Teachers should have a thorough knowledge of the program philosophy, content and components of curriculum and ways of teaching.

c) Parents

Parents are significant partners in the Higher Education. They also play an important role to play in the curriculum implementation. Parents may not have a direct involvement in the curriculum implementation but they are the indispensable partners for the success of any curriculum development endeavor.

d) Alumni

Alumni are the best judges for the curriculum. The experience gained by the alumni out of their work experience will definitely helpful for improving the curriculum.

e) Employers:

Employers are the important entity in the Higher Education scenario because the outcome of the curriculum shall definitely benefit the employers and society. So they can define their needs/expectations/requirements to be incorporated in the curriculum.

3.0 METHODOLOGY

Curriculum is designed and revised periodically on the basis of regular reviews of student performance, user feedback, assessment performance analysis, and state & national content standards and assessments. We also emphasize on innovation, effective implementation, evaluation of student learning, and the college strives its best to regularly provide new curriculum options that leverage the interactivity and engagement

potential of online resources. We always take into account of the students' wide range of learning styles and needs.

Decisions about improvements and updates to curriculum are also guided by feedback from a variety of critical stakeholders: teachers and administrators, students and parents, employers, and outside evaluators such as accrediting organizations and sponsors.

This feedback is collected semester-wise and annually in a variety of ways, including the print form and online. We also receive third-party evaluation on the curriculum. We adopt the following methodology for Curriculum Design and Revision:

a) **Analysis:**

Prior to course development, a thorough needs analysis is carried out. Feedback on current courses from student academic performance, and state & national standards alignments from the basis of the analysis.

b) **Design:**

While designing the curriculum, the members of the board pay attention to the set of standards: (i) instructional strategies (ii) content, and (iii) visual and technical design of the course. Enough focus would be paid to the role of technology, the level of student engagement, and student learning styles.

c) **Development:**

The members begin with a course map, course objectives, unit-by-unit course development and revision, content analysis and review. Procedures for ensuring internal consistency, bias-free content and assessments, instructional effectiveness, and the appropriate use of intellectual property are implemented throughout the development phase.

d) **Implementation:**

Courses are created, evaluated and modified by teachers. When courses are completed, they are revised and updated.

e) **Evaluation:**

The intent of the evaluation phase is to determine the level of student success, and the impact of the course design on student performance. Evaluation occurs throughout the delivery of the course and includes student performance, internal lesson and assessment analysis, and feedback from students, parents, teachers and employers.

4.0 REVISION

Revision of the curriculum is done in every three years. During this three-year programme cycle for UG and two-year programme cycle for PG, semester-wise, yearly, and mid-way revisions are carried out. The Dean, Academic Affairs in consultation with IQAC coordinator may devise appropriate formats for getting the feedback from all the stakeholders from time to time.