<u>**MINUTES OF THE IQAC MEETING HELD ON 11-11-2019**</u>
<u>**AGENDA: TO DISCUSS THE VARIABLES IMPACTING CURRICULUM DESIGN**</u>

Time: 2 pm
Venue: JAIN (Deemed-to-be University)
J P Nagar Campus

Members present:
1. Principal Officers
2. Campus Director
3. HoDs
4. Faculty Members
5. IQAC Coordinator

The proceedings are as follows:

The revision of curriculum provides us an opportunity to address issues and to consider the variables impacting design, evaluating them and taking decisions.

Agenda item no 1:
<u>**OUTCOMES**</u>

All stakeholders demand definite outcomes through Higher Education. Stakeholders include Employers, parents, Government, MHRD, UGC, accreditation bodies such as NAAC and NBA, students, society, foreign universities and so on. Some of the expectations are given below:

1. **OBE & Bloom's Taxonomy :** The teaching learning methodology should be so designed as to elicit high quality responses from students when subject to assessment at level 5 and 6 of Bloom's taxonomy i.e. Synthesis and Evaluation and to a limited extent levels 3 and 4 i.e. Application and Analysis. Evaluating students at levels 1 and 2 i.e. Knowledge and Comprehension is not recommended in core domain areas.

2. **Conceptual Clarity:** However developing ability in students to explain core concepts / practices in respective domains should be at the heart of the teaching learning process.

3. **Fostering Analytical & Critical thinking abilities:** The curriculum should challenge the student to apply analytical and critical thinking towards solution of problems in their domain area. The curriculum must promote data based decision making and should steer away from rote learning.

4. **Entrepreneurship:** Programme aiming at identification of potential for entrepreneurship and development of necessary knowledge and motivational skills for innovative behavior.

5. **Qualitative / Quantitative reasoning:** Ability to analyse qualitative as well as quantitative data and to evaluate different options to arrive at rational conclusions.

6. **National Priorities:** Research and application of knowledge in areas which are nationally recognized as priority areas such as water resources, clean energy, environment, health nutrition and so on.

7. **Leadership Qualities:** There should be opportunities provided in the programme for students to lead / organize themselves and others towards achievement of goals and contributing effectively in a team environment.

8. **Effective Communication :** Abilities to communicate orally and in writing, listening abilities and through electronic media; make meaning of the world by connecting people, ideas, literature, media and technology.

9. **Ethics:** Recognized the moral dimension of decisions and accepted responsibility for them.

10. **Awareness of National & Global trends:** Continuous renewal of curriculum and learning aspects to promote awareness of national and global trends that can guide understanding of opportunities and challenges.

11. **Societal Projects:** The programme design must also address the important issue of involving each student in societal projects.

12. **Self-directed and lifelong learning:** Development of abilities to engage in independent and lifelong learning in the context of changing external environments in social, political, technological, cultural and other domains.

13. **Effective citizenship:** Development of empathetic social concern and support and ability to act with informed awareness of issues and participation in civil life through volunteering.

14. **Social interaction:** Social skills of eliciting views of others mediate disagreements and help reach conclusions in group settings.

Agenda item no 2:
BLENDED LEARNING
With the rapid growth of IT infrastructure supporting virtual learning, there is growing momentum towards blended learning incorporating offline & online modes.
Credits for online Swayam courses:
In terms of the Swayam guidelines up to 20% of the total credit in a programme can be earmarked for Swayam courses. Credits earned by students by completing Swayam courses and producing certificates indicating successful completion can be included in the marks card in lieu of other subjects. Some of the options that emerged in this regard are as follows.

a.   Credits can be given to students for successful completion of Swayam courses in lieu of Generic Elective, Ability Enhancing Courses or Skill Enhancing Courses.

b.   Wherever feasible the last semester of the programme can include fewer papers and internship projects. Credits earned by the students through Swayam alongside their studies from the 1st to the 5th semester can be recognized in the 6th semester and students can be given appropriate relief from course work to enable them to pursue other avenues like internship, study abroad, early job placement or entrepreneurship.

Agenda item no: 3

   LMS: A robust content repository hosted on LMS platform is a prerequisite in a learner centric environment.

Agenda item no: 4

PEDAGOGY With the rapid changes in the learning styles of students, expectations of stakeholders and demands of "Industry 4.0", it is necessary to adopt contemporary pedagogical methods.

Tool Based Learning: The curriculum must be designed to equip students with knowledge of tools for decision making and problem solving.

Flipped Classrooms is a type of blended learning and a learning strategy that reverses the trends of delivering instruction. Materials are disseminated beforehand and the classroom is converted into a space for brainstorming, discussions, critical analysis and seeking solutions. While designing curriculum, sufficient attention has to be given towards pre prepared content, case studies etc.

Experiential Learning: Students must develop the ability to apply theory and their knowledge to solve problems. Experiential learning helps them in this direction. Emphasis has to be placed in the curriculum on experiential learning.

Agenda item no: 5

CO-CREATION AND INTERVENTIONS

For learning experience to be meaningful and engaging, efforts have to be made to co-create the experience with the learners. Similarly interventions need to be planned to achieve the desired result.

Orientation: The programme design is incomplete without a well-designed orientation programme wherein expectation of students, faculty and the course coordinator are discussed transparently and agreed upon by all parties. Efforts should be made in the phase to develop a pen picture of each individual student. This is also the opportunity to emphasize on essential habits such as reading towards overcoming handicaps such as English language communication should be provided.

Global Exposure: Opportunities must be provided to students in a classroom context or where feasible, through travel to gain global exposure.

Bridge Courses: Alongside the orientation, design of bridge courses to enable students from diverse backgrounds to reach a common platform is an essential requirement in programme design.

Sd/-
Director IQAC

ACTION TAKEN REPORT:

1. Outcome based Education is implemented.

2. Blended Learning is introduced through online platforms.

3. LMS platform is fully implemented.

4. Pedagogy is blended with tool based learning, flipped classrooms and experiential learning.