



Babu Jagjivan Ram Government Degree College

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POLICY ON CURRICULUM

Babu Jagjivan Ram Government Degree College, Narayanaguda, Hyderabad, is affiliated to Osmania University, Hyderabad, and is therefore, bound by the rules governing its academic and administrative processes. As the affiliating university is vested with the responsibility of designing, revising and updating the curricula of all the courses, the institution does not have any role in these processes. Therefore, it was decided to develop a policy to enhance and enrich curriculum delivery and implementation.

Rationale:

The institution operationalizes the curriculum of the affiliating university and does not have the freedom to design its curriculum. However, it can bring in improvements by integrating certain additional inputs into the existing curriculum. The entire process of curriculum delivery has to be very systematic if all the outcomes of the curriculum are to be achieved. Therefore, it was decided to come up with strategies to improve and enhance the quality of the curriculum delivery and implementation.

Policy Statement:

The Institution shall implement a policy for curriculum which uses a 5-pronged strategy to improve and enhance the curriculum and thereby aim for academic excellence. These five strategies are as follows:

1. Implementation of the curriculum
2. Introduction of additional inputs and value additions
3. Initiation of certificate courses
4. Integration of cross-cutting issues and
5. Improvement through a robust feedback system.

Aims:

- To review the curriculum; identify areas that need augmentation; and prepare subject-wise additional inputs and value additions
- To prepare curricular plans that integrate the additional inputs and value additions
- To monitor the effective implementation of the curriculum
- To introduce certificate courses as supplementary enrichment programmes
- To integrate crosscutting issues into the curriculum as well as in co-curricular activities to sensitize the students.

- To collect feedback from various stakeholders and use it for suggestions for improvements in the curriculum for onward transmission to the university.

Implementation of the curriculum:

The institution has an action plan for curriculum implementation, drawn up after careful consultations involving the Principal and the In-Charges of the departments. The main objective of the Action Plan is to provide a blueprint for the process of curriculum delivery. At the beginning of the academic year, the IQAC provides a questionnaire to each department and asks the members to analyse the curriculum prescribed for their subjects, identifying the merits and demerits, if any. The teachers are asked to reflect upon the curriculum and come up with their inputs to augment/enrich the curriculum. These inputs are then incorporated into the annual departmental curricular plans, unit-wise and chapter-wise. At the micro level, these inputs are integrated into the lesson plans prepared by the individual teachers. This process ensures that each teacher has a definite route map that he/she follows throughout the academic year.

Introduction of additional inputs and value additions

Each department reflects on the curriculum prescribed by the university, and identifies gaps in the curriculum, if any. Similarly, the specific problems of the students like their background, lack of proper facilities, locational problems, etc., may be taken into consideration and innovative ways to enhance the existing curriculum may be devised.

These innovative ways are the **additional inputs** which may consist of any one of the following:

- extra reading material from newspapers, books, etc.
- advanced reading material in the specific unit, etc.,
- concept maps, glossaries of important terms, etc.

Value additions may be defined as the enhancement that students achieve (to knowledge, skills abilities and other attributes) as a result of their higher education experience. They are important in curriculum implementation because the three major stakeholders in higher education - the provider (faculty), the consumer (students) and the customer (employers) - have different views on its value and relevance. While teachers see the positive value of higher education, and students may not see that much value in their education, employers are of the view that the young graduates do not have the requisite skills like self-confidence, spoken and written communication skills, analytical skills, leadership, teamwork, hands-on training, problem-solving, performance orientation, etc. That is, they stress on the development of requisite competencies or attributes among students. Therefore, it follows that because employers need personnel with a certain skill set, students want a skill set that can enhance their employability. Their needs are similar, because both are the consumers of education. Therefore, there is a paradigm shift from the traditional model of education which focuses on imparting disciplinary

knowledge to students and assesses their knowledge acquisition to a more student-centric model of education which focuses on competencies and performance. Accordingly, certain activities have been identified and their corresponding value additions mapped. These value additions may be incorporated into the curriculum through the given activities.

Initiation of certificate courses:

The institution has the freedom to introduce what is referred to as 'supplementary enrichment programmes,' that is, certificate courses that are open to all students, irrespective of their course or year of study. These programmes are offered as a quality initiative of the institution and are not connected to the affiliating university in any way. It is in this area, that the institution exercises complete freedom and has introduced courses on Communication Skills, Employability Skills, ICT Skills, etc.

Integration of cross-cutting issues

Crosscutting issues are defined as issues or topics that affect all aspects of a programme, or 'cut across' all programmes and need special attention. In any organization, mainstreaming of these crosscutting issues becomes very essential, irrespective of the programmes. As these issues affect all the stakeholders in Higher Education, the institution is aware of their importance and has endeavoured to accord utmost priority to integrate them into all programmes and projects. This is done by adopting the following strategies:

- Sensitizing and motivating the faculty to engage with the crosscutting issues in the classroom as well as outside the classroom.
- Identifying the subjects and the specific units which addressed any of the four crosscutting issues in their respective subjects.
- Listing the details of the programme/course which addressed any of the issues whether directly or indirectly, and also a description of the learning outcomes.

The institution took into consideration that some of the crosscutting issues are directly addressed as explicit curriculum (Eg. 'Environmental Studies' and 'Gender Sensitization' in 2016-17), and indirectly addressed as implicit curriculum in some courses. In the latter case, the teacher plays a vital role in making the students aware of the crosscutting issues hidden in the curriculum (Eg. Language courses).

In addition to the above, the institution integrates the crosscutting issues into the co-curricular and extra-curricular activities. Some examples of such activities are the programmes related to gender equality, gender equity, sexual harassment, etc., organized by the Women Empowerment Cell and Internal Complaints Committee, as well as, the programmes conducted by the Eco Club and the Department of Botany with regard to environment and sustainability.

Improvement through a robust feedback system

The institution has evolved a structured feedback mechanism in which feedback from various stakeholders is collected, analysed and appropriate action or corrective measures/improvements are made by the Heads of the departments; the Academic Branch, and the IQAC. The institution collects feedback from stakeholders on the curriculum in order to bring in improvements and also to enhance the quality of the learning experience and the skills to be acquired by the students.

The feedback is collected, and analyzed, and the suggestions for improvement are forwarded to the concerned department at the University for further action. In this way, the institution ensures that the curriculum is enhanced and enriched and also ensures that the quest for excellence does not end.

Monitoring of Curriculum Delivery and Implementation:

Finally, the curriculum delivery and implementation is monitored rigorously at various levels, as follows:

- At the level of the teacher, a teaching diary is maintained wherein each and every detail is meticulously recorded by the individual teacher.
- At the department level, the In-Charge of each department checks the teaching diaries and other records, regularly.
- Finally, all the records pertaining to curriculum delivery are verified by the Principal, at the beginning of every month.
- Lapses, if any, are noted and suggestions for improvement are made in order to motivate the teachers to ensure proper and effective curriculum delivery

Policy Title	Policy on Curriculum
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