

MANAV RACHNA INTERNATIONAL INSTITUTE OF RESEARCH AND STUDIES

(Deemed to be University under section 3 of the UGC Act 1956)



Policy No. MRIIRS-IQAC-PL-Curr/2019-20 Version 2

MRIIRS Policy for Curriculum Design, Development and Review and SoPs for Implementation (Effective from the date of notification)

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**MANAV RACHNA INTERNATIONAL INSTITUTE OF RESEARCH AND
STUDIES**

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Deemed-to-be-University
Accredited by NAAC with A Grade in the First Cycle

MRIIRS Policy for Curriculum Design, Development and Review and SoPs for Implementation

Number: MRIIRS-IQAC-PL-Curr/2019-20 Version 2

Committee Constituted for Preparation of draft on October 15, 2019

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Approved by: Vice- Chancellor, MRIIRS



Approval of BoM in its 31st meeting held on January 18, 2020

Head	Modification
<u>Policy for Curriculum Design, Development and Review and SoPs for Implementation</u>	Addition of guidelines on MOOC courses Page 17-20

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Policy on Curriculum Design, Development and Review

1. PREAMBLE

All the academic programmes of a Manav Rachna International Institute of Research and Studies (MRIIRS) are formulated to reflect its institutional vision and mission statements. True to its name, the Manav Rachna International Institute of Research and Studies (MRIIRS) is committed to nurture human beings who can serve the society, have concern in general and will be able to address the problems of humanity through teaching, research and extension in socially relevant areas. The students and faculty members will be nurtured to serve mankind with zeal and passion and eventually become leaders of the society.

2. CURRICULUM OBJECTIVES

The main objectives of various curricula are to accomplish the mission and vision of the university. It has the following objectives:

- a) To raise undergraduate, post graduates and research scholars on a ladder of humanity by attaining high levels of academic excellence, professional competence, exemplary values and empowerment of positive mind.
- b) To help and find solutions to human problems through scientific, social and technological research as well as policy formulation, in respect of local regional, national and global imperatives.
- c) To setup strong interface with industry so as to enable students to understand human needs and environmental sustainability issues with a rational mind and empathy.
- d) To provide latest domain knowledge with practical applications and ethical orientation.

3. BASIC TENETS FOR CURRICULUM DEVELOPMENT

The curriculum development process systematically examines and organizes what will be taught, who will be taught, and how it will be taught. Each component has symbiotic relationship with other components. Curriculum guides teachers and students in their pedagogical pathways though it does not restrict them for enhanced professional and all-round development. It enables teachers to structure as to what rubrics should be, and what kind of worksheets they should make, among other things. It is actually up to the teachers themselves how these rubrics should

be made, how these worksheets should be made and taught; it's all up to the teachers. In a practical understanding, though, there is no concrete way to say what methodology is right to use. But it is also true that the way in which a particular topic is taught requires more tweaking contingent upon the time to time real life situation resolves what is actually taught. This is why it is required to make a distinction between the planned curriculum and the de facto curriculum; the one that is formal and the one that is actually taught in an institution.

In this process, departments will set up systems to obtain leads for curriculum development and revision from various stakeholders including students, faculty, industry, peer group institutions and civil society including government and work systematically on these leads for curriculum development.

4. PROCESS OF DEVELOPMENT

The development of an effective curriculum guide is a multi-step, ongoing and an iteratives process. The process progresses from evaluating the existing program, to designing an improved program, to implementing a new program and back to evaluating the revised program after an appropriate timeline.

a) Curriculum Development Committee

The committee will be formed in each department with members who represent different levels in a Faculty; parents, members of the industry as employers, alumni and students. It will be the driving force for curriculum change and the long-term process of implementing the curriculum. The Dean/ HOD or a senior faculty will lead the committee and will include experience and committed members who gradually become experts during the development and implementation phases of the process.

b) Identifying Key Issues and Trends

The first step in any curriculum development process will involve research that reviews recent issues and trends of the discipline, both national and international. The committee constituted at the department/Faculty level will first examine what is currently being taught in the curriculum and examine the expected standards in the discipline. The committee may visit other educational institutions that are recognized leaders in education and gather relevant information.

As a result of this process, the committee will identify the following issues and trends that will need to be addressed as the curriculum development process progresses:

- a) meeting the needs of students
- b) learning theory and other cognitive findings on how students learn
- c) what determines developmental readiness or developmental appropriateness
- d) the current expectations of the field
- e) the knowledge of and readiness for change on the part of teachers
- f) the availability of resources
- g) the role and availability of information and technology resources
- h) scheduling issues
- i) methods and purposes of assessments; and
- j) professional development.

c) Assessing Needs and Issues

Curriculum development should be viewed as a process that leads to the improvement of student learning. It should include desired outcomes or expectations of a high quality program, the role of assessment, the current status of student achievement and actual program content. The concerns and expectations of teachers, parents, employers, alumni and students are also to be considered. The data should include samples of assessments, lessons from teachers, assignments, scores on standardized tests, textbooks currently used, student perception and feedback from parents and employers. Armed with a common set of understanding that arises from the identification of issues and trends, the committee will conduct a needs assessment to best ascertain the perceptions, concerns and desires of each of the stakeholders in the process.

The information commonly shall be gathered through surveys, structured discussions and test data.

The data collected from the needs assessment in conjunction with information obtained from research and various resources become the basis upon which the entire written curriculum from philosophy to goals to assessment – is then built.

d) Articulating and Developing Curriculum with a philosophy of Outcome Based Education (OBE) with flexibility following Choice Based Credit System (CBCS) and Provision of MOOCs

- Articulating a Philosophy

These fundamental questions guide the overarching philosophy of a program:

- a) "Why learn (specific discipline)?"
- b) "Upon what guiding principles is our program built?"
- c) "What are our core beliefs about teaching and learning in (specific discipline)?"
- d) "What are the essential questions?"
- e) "How will we use assessment to improve the program and student learning?"

OBE has become an international standard of quality and in an era of accountability and transparency, it is going to stay. As such, Learning Outcome based Curriculum Framework (LOCF) should cover the following aspects:

- It should be Student-centric, interactive and outcome-oriented with well-defined aims, objectives and goals to achieve.
- The major emphasis should be to encourage of quest for knowledge and innovation among the students.
- It should lay strong foundation for future where they are able to face global challenges in the rapid changing scenario.
- It should mould the students with the strength of character, self-confidence, technical competence and leadership qualities so as to transform them into insightful and honorable citizen of this great nation.
- The Programme learning outcomes should include subject-specific skills and generic skills including transferable global skills and competencies.
- It should focus to prepare students for employment, further study and to be entrepreneur.

- Developing and Sequencing Programme Educational Objectives and Expected Outcomes

If the philosophy and goals of a curriculum represent the guiding principles of the curriculum, then programme objectives represent the core of the curriculum. The specific objectives need to include clear expectations for what each learner is expected to know and

be able to do and how it will be measured.

The committee should consider several key questions to identify, select, write and sequence objectives:

- a) Are the objectives measurable and how they may be measured?
- b) Are the objectives sufficiently specific to give the reader a clear understanding of what the student should be able to do, without being so detailed as to make the statement labored or the objective trivial?
- c) Are the objectives compatible with the goals and philosophy of the program and the real and emerging needs of students?
- d) Are the objectives realistic and attainable by students?
- e) Are appropriate materials and other resources available to make the objectives achievable?

To ensure effective implementation of OBE, the following points are essentially to be covered:

1. Establishing of Mission statements and Effective Program Educational Objectives
2. Mapping of Mission Statements with stated Program Educational Objectives (PEOs)
3. Defining of effective Program Outcomes (POs) with Bloom's Taxonomy
4. Mapping of Program Educational Objectives with POs
5. Defining of effective Expected Course Outcomes (COs) with Bloom's Taxonomy for each Course
6. Mapping of and setting Articulation Table of COs with POs
7. Defining of suggestive pedagogical tools for course outcomes delivery
8. Preparing session-wise Course Lesson Planner
9. Stating of practically implementable Assessment Tools with effective Assessment Planning and its Implementation
10. Mapping of Topics and Assessment Pattern with COs of each course at Bloom's Taxonomy levels
11. Defining rubrics with Bloom's Taxonomy and COs
12. Tracking students performance by proposing proper remedial measures
13. Measuring the students performance against COs threshold, course-wise
14. Measuring the attainment of each CO through suggestive Direct/Indirect assessments
15. Measuring students performance against POs threshold, semester-wise
16. Measuring the attainment of each PO through suggestive Direct/Indirect assessments
17. Analyzing POs attainment and propose remedial actions

18. Continuous Quality Improvement Procedure in Place
19. Comparing POs for last 3 academic years and propose remedial actions
20. Assessing the attainment of Program Educational Objectives

- **Flexibility in Curriculum (CBCS)**

The curriculum of all the programmes shall follow the credit based semester system that accelerates the teaching learning process and enables vertical and horizontal mobility in learning. A good amount of flexibility shall be given in the form of elective courses to be opt by the students in each programme by following the choice based credit system which provides a 'cafeteria' type approach in which the students can take courses of their choice, learn at their own pace, undergo additional courses and acquire more than the required credits, and adopt an interdisciplinary approach to learning. As such all the proposed courses to be offered for any programme in the University shall be broadly classified under following categories:

- Fundamental Courses
- Core Courses
- Elective Courses

In principle, all the programmes shall comprise of two baskets: Compulsory Course Basket and Elective Courses Basket. The Compulsory basket shall mainly consists of Fundamental and Core courses of the programme and shall, in principle, comprise of 70% and 80-85% of total credits required for award of degree at UG and PG level respectively. Under Elective courses Basket there can be a pool of courses which may be supportive to the discipline of study or providing an expanded scope or enabling an exposure to some other discipline/ domain or nurturing student's proficiency/skill. As such the Elective courses basket shall comprise of Generic Elective Courses, Discipline/Programme Specific Elective Courses and Inter-disciplinary/Open Elective Courses. While designing the curriculum for any programme, department shall ensure that sufficient choice is made available under Elective Courses to opt for course(s) as per his/her choice and area of interest.

- **Provision of Massive Online Open Courses (MOOCs)**

As per the UGC (Credit Framework for Online Learning Courses through SWAYAM) Regulation, 2016. New Delhi, dt. 19th July, 2016, and consequently provisions incorporated in the (MRIIRS) University Ordinance No. 3 "Conduct and Evaluation of Examinations and Programmes leading

to all Bachelor's / Master Degree following semester system", the University allows up to 20% of the total courses being offered in a particular program through the online learning courses provided through SWAYAM and other identified MOOCs platforms.

Massive Open Online Courses (MOOCs) can be opted by the student under any programme either as Credit Transfer Course under the basket of Open Elective or as Value-Added Course. Under Credit Transfer Scheme, the student shall be allowed to opt for MOOC courses from approved platforms to the extent of 20% of the minimum credits required for award of the degree for which he/she is registered in the University; however this limit can be increased on the issuance of the revised guidelines by the Regulatory Bodies.

5. APPROVAL PROCESS

At MRIIRS, the statutory bodies of the University, Board of Studies, Board of Faculties and Academic Council shall oversee the design and development process so that the activity is carried out in a planned manner. The detailed planning for this activity shall be the responsibility of the Department Head and he/she is to ensure that all stated guidelines and instructions notified from time to time by the concerned regulatory bodies are duly implemented in letter and spirit.

After obtaining a draft curriculum of any specific program by the internal departmental committee, HoD shall organize a workshop to further deliberate on the drafted curriculum by taking valuable inputs from experts from reputed concerned industry and academia.

The draft curriculum along with suggestions and recommendations of experts in the conducted workshop are to be put before the constituted Board of the Studies (BoS) of the respective department for the inputs of its members.

The proposed curriculum with the recommendations of BoS shall be put up before Academic Council (AC) of the University for its Final Approval after due deliberations and vetting by concerned Board of Faculty and Office of Dean-Academics of the University.

The structure of the Curriculum Booklet for any Programme with its Syllabus and Scheme of

Examination shall broadly cover the following:

- About the Department
- List of courses related to Global, National and Regional need
- List of courses related to Professional Ethics, Environment and Sustainability, Human Values, Gender Equality
- Vision & Mission
- PEOs
- POs and PSOs
- Mapping of PEOs with POs and PSOs
- Semester System and Choice Based Credit System-Requirement of Credits for award of degree
- Study Scheme at a Glance
- Semester wise Study Scheme with contact hours, assigned credits and distribution of marks
- Course Details/Contents
 - Pre-requisites
 - Course Outcomes
 - List of Text Books and Reference Books for teaching and learning
 - Instructions for Paper Setting
 - Mapping of Course Outcomes with POs
 - Assessment tools for Direct and Indirect Assessments
 - Evaluations Scheme for Continuous/Internal Assessment and End Semester Examination

For Lab Courses, while listing the experiments/lab exercises, list of lab equipments/software etc. required, should be mentioned against each experiments/lab exercises.

6. CURRICULUM VALIDATION

It is important to remember that any innovation introduced into a system - including a new curriculum requires time and support to be fully implemented. First, teachers need time and opportunities to become aware of the new curriculum and its overall design, particularly how it differs from the past. Then teachers need time and opportunities to become familiar with the new curriculum - often institution or grade level sessions that focus on those specific parts of the curriculum for which individuals are responsible. Next, teachers need some advance time to pilot the new curriculum and imbibe new materials in their classrooms. It is thus critical that the curriculum development committee, resource teachers and senior officials are aware of this process and are available to nurture it.

An effective curriculum committee shall continue to oversee the implementation, updating and evaluation of the curriculum.

7. CURRICULUM EVALUATION AND REVIEW

One of the most common methods of periodically updating a curriculum is through various levels of meetings designed to share materials, activities, units, assessments and even student work that support the achievement of the curriculum goals that were unknown or unavailable earlier. Departments will set up curriculum evaluation processes in which curricula will be evaluated in terms of objectives delivered and contemporary needs. Proper documentation will be done in respect of the evaluation process.

When a curriculum development cycle ends it again begins with a careful evaluation of the effectiveness and impact of the program. Using surveys, focused discussions and meetings, a curriculum development committee will periodically gather data on perceptions of program strengths, weaknesses, needs, preferences for textbooks and other materials, and topics or objectives that do not seem to be working effectively. This information should be gathered from data that represents overall student performance that is linked closely to daily instruction. Teams of teachers responsible for the specific discipline could accomplish this by sharing samples of assessments, performance tasks, student work, lessons and instructional practices related to the curricula.

For this process, every Head of the Department shall take the feedback on curriculum of all the programmes being conducted in his/her department from all the following stake holders: students, faculty, alumni, employers and parents in the prescribed formats covering all aspects of curriculum design, LT processes and its implementation process on regular basis as per the frequency notified. The analysis of all the feedbacks of curriculum shall be duly analyzed by the committee constituted at the department level and the report with its recommended actions to be taken shall be further forwarded to the Committee constituted at the University level for "Feedback on Curriculum" under Dean Academics for its considerations. Thereafter, the University level Committee for "Feedback on Curriculum" after deliberations shall put up its recommendation to IQAC for its considerations and further suggestions to all concerned department for all required changes/modification required, if any, in respect of changes/updates/modifications in course contents to be incorporated or new course to be introduced to further enhance the knowledge, skills and aptitude among the students.

This detailed review and analysis of quantitative and qualitative information on the program's impact and on stakeholders' perceptions of its strengths and weaknesses shall be requisite information for review and trigger the next round of curriculum development and improvement.

For the effective implementation of this policy the stakeholders involved are supposed to follow its documented Standard Operating Procedure attached as Annexure A under title "Standard Operating Procedure for Curriculum Design, Development and Review"

General Guidelines along with Process of Credit Transfer of MOOC Courses are detailed as Annexure-B.

8. EXIGENCY, IF ANY

Notwithstanding anything stated in this Policy, for any unforeseen issues arising, and not covered by this Policy, or in the event of differences of interpretation, the Vice-Chancellor may take a decision, after obtaining if necessary the opinion/advice of a Academic Council. The decision of the Vice-Chancellor shall be final.

ANNEXURE-A

STANDARD OPERATING PROCEDURE FOR CURRICULUM DESIGN, DEVELOPEMENT AND REVIEW

This Document to be called as "Standard Operating Procedure for Curriculum Design, Development and Review" is made for the purpose of effective implementation of the MRIIRS Policy on Curriculum Design, Development and Review (CDRR), which has come into effect from 31.03.2016.

The stakeholders involved in the Curriculum design, development and review are supposed to diligently follow the laid down policy and the SoP for the purpose of curriculum design, development and review for all programs/courses.

Keeping in mind and adhering to the Vision, Mission of the Manav Rachna International Institute of Research and Studies (MRIIRS) Curricula of different programs are to be designed and developed to bring distinction in a systematic manner so that a learner-centric education can be implemented.

The Policy and the SoP on CDD & R intend that the focus is to be on theory and lab courses which are industry-oriented and which can provide students a cutting edge that will help them to clear competitive exams & enable them to place themselves in reputed industry, as well to become successful professionals.

Development of an Effective Curriculum:

MRIIRS constantly strives to keep pace with advances in the field of education. Curriculum is to be periodically studied and revisions are to be recommended. The proposed curriculum and syllabus have to be first deliberated in Board of Studies and then it has to be sent to Board of Faculty for its perusal and recommendations, which are then put up before the Academic Council of the University for its Consideration and Approval.

The employability, innovation and research in curriculum design and development are to be ensured by:

- Involvement of industry professionals in curriculum development.
- Benchmarking exercises to extract employer's requirements.
- Mandatory project as per industry requirement for all students.
- Synergizing curriculum with industry practices and needs.

In the University, the curricula shall be designed and developed systematically as per the following

Standard Operating Procedure and steps:

- i. Initial Planning of need based programme structure
- ii. Informal discussion with faculty members, students and parents
- iii. Formal Discussions in Workshop of Experts on Curriculum and in Board of Studies
- iv. Deliberations in Board of Faculty
- v. Final Approval in Academic Council

A.1 Initial planning of the need-based programme structure

Initial framework of the curriculum is to be derived on the basis of PEOs and Program Outcomes (POs) of the program. Norms of all regulatory bodies and curriculum design of reputed academic institutions are to be consulted while framing the initial structure.

- The department shall prepare the broad structure of courses to be covered to attain the program outcomes with its horizontal and vertical distribution across the duration of the programme keeping in view the stated above aspects and taking inputs of experts from relevant industry and academia.
- The department shall get the draft of the expected Course Outcomes (COs) following Bloom's Taxonomy for each course prepared through the peer subgroups of internal faculty members with PO and CO articulation table stating the affinity level of mapping of each CO with POs.
- Thereafter the detailed course contents shall be got drafted along with proposed and recommended text, reference books and other resource material to be used for teaching and learning for all the courses which are to be covered to attain the stated course outcomes through the peer subgroups of internal faculty members. An initial idea of the

course contents is taken from the course contents being followed in other institutions of repute and which have been well proven over time.

- The curriculum of any programme should broadly cover following kind of courses by comprehensibly covering global, national and local developmental needs:
 - ✓ Foundation Courses
 - ✓ Core Courses
 - ✓ Ability Enhancement
 - ✓ Skill Enhancement
 - ✓ Electives: Generic, Discipline and Open
 - ✓ Internships/ Projects
 - ✓ Professional/Life Skills etc.

- The curriculum should focus on employability, entrepreneurship and skill-development and covering related social, ethical and environmental context.
- Each of the courses is to be assigned the credits based on its period of engagement per week for a semester, which depends on the estimated scope and depth of the course, and the scheme of examination and evaluation to be followed during the semester.
- Broadly, the following guidelines to be followed for assigning the credits to any particular course:
 - Theory Course: 1 credit for one period per week of engagement of theory/tutorial class
 - Lab Course : 1 credit for two periods per week of engagement lab class

- The department shall also prepare the mode of examination and proposed scheme of assessment for each course as per the document of the University for "Teaching Learning and Evaluation".
- Each Course is to be given distinct Course Code as per notified uniform guideline of MRIIRS to be notified by the Office of the Dean Academics.

A.2 Informal discussion with faculty members, students and parents

The complete draft of proposed curriculum with scheme of examination is to be prepared after informal discussions are held with the senior faculty members, students, alumni and their parents to gather their views based on their experience/aspirations/expectations of the curriculum of the programme for further formal discussions and deliberations.

A.3 Formal discussions

The department shall then organize Workshop(s) to have formal discussions with the experts of similar disciplines from other reputed academic institutions and industry for the purpose of discussing the need, applicability and scope of various courses as proposed. The draft the proposed curriculum with scheme of examination in terms of study scheme and syllabus contents of each course shall then be forwarded to the Board of Studies of the department.

A.4 Board of Studies (BoS)

The Board of Studies at the department level would comprise: the Head of the Department functioning as the Chairman of the Board, senior faculty members of the department and other departments and other institutions belonging to similar discipline as members of the Board. After due deliberations, the BoS shall consider and recommend the proposed curriculum with scheme of examination in terms of study scheme and syllabus contents of each course, with required changes, if any, for next stage of deliberations at the Faculty level.

A.4 Board of Faculty (BoF)

At the Faculty level, the proposals of the BoS shall be discussed in a meeting of its Board of Faculty, which shall be chaired by the Dean of the Faculty and has Heads of various Departments of Studies, Professors, senior most Associate/Assistant Professors of each department and external members from outside the University as members. The deliberations shall involve checking the coherence and usefulness of the proposed curricula based on which the final recommendations shall be prepared. The BOF may refer some of the proposals back to the BoS for reconsideration wherever they have any observations. The finalized recommendations of the BOF then shall be put up for consideration and final approval by the Academic Council at the University level.

A.5 Academic Council

The Academic Council, chaired by the Vice Chancellor would comprise - the Pro-Vice Chancellor, Deans of all the Faculties, Heads of all the Departments of each Faculty of the University, a stipulated number of Professors, Associate Professors and Assistant Professors, other eminent academicians from outside the University and other members as per MoA of the University under the guideline of UGC and Registrar as the Member Secretary. In a meeting of the Academic Council, chaired by the Vice-Chancellor and attended by all its members, the recommendations of the BOF shall be further deliberated. The Academic Council may, if they find that the recommendations are not fulfilling the guidelines of the vision and mission of the University or find that there is a need to incorporate certain amendments so as to achieve holistic development of the students may refer back these recommendations on curricula to the BOF of respective Faculty for reconsideration. If the recommendations are found in order and the procedures have been followed correctly in considering all the aspects of teaching, learning, examinations and evaluation, the recommended curriculum shall be approved to be followed.

In the event of starting of a new course or programme, which may be on the advice of the UGC, all the steps of this 'bottom-up' approach as described above shall be meticulously followed.

A.8 Revision/Change in course/programme/Introduction of new courses

Quality in any program is multifaceted and most important. Thus, MRIIRS places high premium on quality and industry-oriented courses to improve student learning. MRIIRS believes in revision of courses and introduction of new courses from time to time to meet market demand based on the feedback of stakeholders. Ideally, the course revision/ program revision process is efficient, effective, and reliable in MRIIRS. A course revision/ program revision involves a method to determine what is actually effective, relevant and easily to relate with the application part for the students. When setting goals for a course revision/ program revision, it is necessary not only to look into revising course materials, improving structure and strengthening assessments, but also to look at inward goals such as attainment of deeper understanding of the particular course.

The given below Standard Operating Procedure shall be followed for revision/change/introduction of new course in the Curriculum:

- Department shall collect the feedback on curricula by all the stakeholders as per laid down policy at the end of every academic year.
- Departmental Academic Committee (DAC) shall consolidate the suggestions/recommendations made by the stakeholders and shall deliberate on the given suggestions and recommendation within the department considering the Program outcomes and current industry needs. The concerned HoD shall thereafter forward the outcome of the deliberations along with his/her recommendations to the Member Secretary of the Central Committee of the University for Feedback on Curricula.
- The Central Committee of the University for Feedback on Curricula shall further deliberate on the recommendations given by all HoDs with regards to feedback and recommendations for any revision/change/introduction of new course in the Curriculum of particular programme. This committee shall further send its consolidated recommendations to IQAC for further qualitative inputs.
- The IQAC after due deliberations shall send its final recommendations for any revision/change/introduction of new course in the Curriculum of a particular programme, wherever required to the departments for further course of action in to be taken in their respective forthcoming meeting of Board of Studies.
- Thereafter, the same process of taking further inputs in BoS and BoF and finally getting it approved from Academic Council shall be followed before its deployment and implementation.
- The major curriculum revision shall preferably be done after running all courses for at least one cycle of a particular programme.

The above-stated Standard Operating Process will be operational and valid till the Policy on Curriculum Design, Development and Review is revised.

Annexure-B

GENERAL GUIDELINE FOR MOOCS COURSES

As per the UGC (Credit Framework for Online Learning Courses through SWAYAM) Regulation, 2016. New Delhi, dt. 19th July, 2016, and consequently provisions incorporated in the (MRIIRS) University Ordinance No. 3 "Conduct and Evaluation of Examinations and Programmes leading to all Bachelor's / Master Degree following semester system", the University allows up to 20% of the total courses being offered in a particular program through the online learning courses provided through SWAYAM platform.

Massive Open Online Courses (MOOCs) can be opted by the student under any programme either as Credit Transfer Course under the basket of Open Elective or as Value-Added Course.

General Guideline for MOOCs courses

- a. Every year the list of MOOCs courses on offering is notified on SWAYAM platform of UGC/AICTE for the forthcoming even and odd semester. The list of courses available on SWAYAM platform will be selected by the respected Head of the Department and the recommended list under Credit Transfer Course under the basket of Open Elective Courses or as Value-Added Course shall be forwarded by him/her to the office of Dean Academics for further approval of the competent authority by 15th December for Even semester and by 1st June for Odd semester every year. MOOCs Courses to be considered under Credit Transfer shall be chosen as replacement for open elective courses.
- b. The list of approved MOOCs courses shall be then notified by the office of Dean Academics for registration by the students for the courses to be opted by them in the coming semester/year.
- c. The MRIIRS credits transfer scheme will be applicable for the successfully qualified MOOCs courses. The student who successfully qualifies/clear the opted MOOC course shall be required to submit their certificate issued by the competent authority to the office of their respective HoDs for getting the equivalent credit transferred as per credit transfer scheme of

the Institute/University detailed below. The consolidated list of such cases with details duly recommended by HoD shall be forwarded to the office of Dean-Academics through respective Dean for approval for credit transfer to his/her academic records against elective courses to be maintained by the Examination Branch of the Institute/University.

- d. The MOOCs courses successfully qualified/cleared by the student under Value-added courses shall also be mentioned in the grade card issued by MRIIRS; however, the same shall not be counted towards calculation of SGPA/CGPA. For this the student who successfully qualifies/clear the opted MOOC courses as Value-added Courses shall also be required to submit their certificate issued by the competent authority of SWAYAM to the office of their respective HoDs and the consolidated list of such cases with details duly recommended by HoD shall be forwarded to the office of Dean-Academics for his/her academic record to be maintained by the Examination Branch of the MRIIRS.
- e. In case any student fails to clear/qualify the opted MOOC course against any Elective Basket Course, he/she then can have the flexibility to choose any other course out of the courses either being offered by MRIIRS or other MOOC courses listed in the Elective Basket Course of MRIIRS in subsequent semester(s).
- f. For any MOOCs courses being opted by the student, the examination fee for the same shall have to be borne by the student himself/herself.

- **Process for Registration of MOOC Course**

The steps to register for MOOC course:-

- a. Open link <https://swayam.gov.in/>
- b. Click on SIGN-IN/REGISTER option.
- c. Click on All courses hyperlink.
- d. Apply filters and choose your course.
- e. Click on join option.
- f. Then Education Detail form will appear.
- g.** Fill "Yes" in Part of SWAYAM Local Chapter and complete other details (Collage Name, state, roll No, Degree, Department, Study Year), **if you fill "No" in that**

case your course will not appear to SPOC of Local Chapter and course will not be considered for credit transfer.

- h. Click Check Box " I agree SWAYAM term and condition".
- i. At last Click on Join Course button.

- **Process for Credit Transfer of MOOC Course**

The procedure for transferring credits from SWAYAM MOOC courses is as follows:

- a. Student to opt MOOCs course(s) for Credit Transfer against Open Elective from list approved by the office of Dean Academics-MRIIRS.
- b. Before the start of semester, the student while filling up her/his Registration form will have to submit an undertaking for credit transfer forwarded through Head to SPOC, Nodal Officer Local chapter of SWAYAM. The SPOC will verify the enrolled students for the available courses over SWAYAM platform and the list of enrolled students for the selected course will be approved by Dean Academics.
- c. The Local chapter of MOOCs will send list of students who pass MOOCs courses in the current semester along with the certificates of completion issued by SWAYAM portal to the examination branch with a verification letter from the Nodal Officer Local chapter of (duly approved by Dean Academics).
- d. The student successfully qualifying SWAYAM-NPTEL MOOC course will be given equivalent credit transfer as per following guidelines depending on the duration of course:
 - 4 week course : 1 credit
 - 6/8 week course : 2 credits
 - 12 week course : 3 credits
 - 15/16 week course : 4 credits

- e. Grade points for the earned credits shall be assigned depending on percentage of marks obtained mentioned in the certificate issued by SWAYAM as per grading scheme of University.
- f. Student, who qualifies the proctored examination conducted by the SWAYAM -NPTEL and apply for credit transfer as notified by the HoD, shall be exempted from appearing in the continuous and end semester evaluations (internal as well as external for the specified equivalent credit course only) conducted by the MRIIRS.
- g. In case of delay in SWAYAM results, the Institute/University will issue the Grade Card once the results are declared for such courses and get duly verified by the authority.
- h. Nodal Officer Local chapter of SWAYAM will inform the students registered for MOOC courses and Dean Academics, if any discrepancy is observed.