

Policy on Curriculum Development and Pedagogical Practices

Preamble:

M. S. Ramaiah Institute of Management is a premier B-School that aspires to provide contemporary and professional new age learning to the management graduates. The institute focuses on program delivery through a right blend of contextual, curriculum, experimental learning and assessment based on demonstration capabilities. This policy provides direction to the administrators and all faculty members to develop curriculum, deliver courses and carry our assessments.

Objectives:

The objective of the curriculum development is to focus on Innovative and responsive curriculum. The curriculum is rigorous yet not overwhelming. The courses are designed to move away from pure rote learning, over emphasised facts or theories and mechanical procedures and adopt effective teaching- learning and pedagogical practices. The objectives of the policy is

- To upgrade courses based on the needs of the market and trends in the industry.
- To impart outcome-based education through the processes of Curriculum development, course delivery and assessment procedures.
- To ensure student learnings are oriented towards practical application of concepts.

Curriculum Development

Faculty develop the course curriculum based on their understanding of the market needs, feedback from recruiters, current trends in the discipline, recent research in the area. The curriculum is designed to be exhaustive yet not over whelming. The course objectives and course outcomes are set and the curriculum is developed based on the course outcomes.

Validation of Curriculum.

The Curriculum is placed before the Board of Studies for validation and approval. The Board of Studies is a validating and approving body comprised of the Faculty members teaching the course, An external Faculty member, Head of Department Industry expert and an alumnus who is working in that area. The curriculum is reviewed for the content, depth and relevance in the

current industry practices. The pedagogy to be adopted is also understood so as to enable effective delivery by the faculty members and consequent absorption by the students.

Role of Board of Studies

The BOS is a crucial body that evaluates and validates the course curriculum. The role of BOS is to ensure there is adequate focus on the contemporary aspects of business and industry. The board also identifies and suggests the appropriate pedagogy for the content identified. The collective expertise of the various members of the Board emphasis on enhancing the quality and deliberates on the contextual relevance of the concepts to be delivered to the students. The credits allotted and the content corresponding to the credit is evaluated. This is done to ensure there is optimum coverage of the topic within a realistic time line. Approval by Academic and Governing Council.

Course allotment

The course allotment is a well-defined process that looks into the interests and experience of the Faculty who have taught the course or have been identified to deliver the course. Faculty are given freedom to choose the course based on their teaching and research interests. It is also based on the Faculty members' recent up gradation in specific areas through course competitions or certifications. Participation in MDPs, FDPs and other development programs enables the faculty to identify new avenues in course development and delivery. Hence these are considered as crucial elements that can be looked at when the course will be allotted.

Development of Micro lesson Plan.

The course developed has to be delivered in an effective manner so that the objectives and the outcomes can be attained. The faculty are required to develop a plan which identifies the best and the most efficient and effective method of delivering the content. This done by developing a Micro Lesson plan which is essentially a plan that is developed for each session allotted for that course. Based on the credits, the faculty identifies a plan for 24 , 36 or 48 hours of delivery. The details to be include in the Micro plan are

1. Date
2. Session Number
3. Topic being covered
4. Pedagogy planned.



The Micro plan acts a guideline for the Faculty members to plan theirs sessions and aids in preparation as well. The aim is to streamline the process and therefore increase efficiency, manage time and facilitate more experiential learning in each session.

Communication of the lesson Plan

The very first session will be utilized as the session to communicate the lesson plan to the students. This is done either by distributing hand-outs or by sharing a softcopy of the plan so as to keep the students aware of what is in store for each session.

Student awareness of Micro lesson plan

The awareness of the micro plan by the student enables several aspects in session making them more participative and learning oriented. This helps students prepare for each session and plan for the various assessment components that is shared along with the plan. This also empowers students to know that the right content is being delivered and therefor alert any deviations or over indulgence in the coverage of the concepts.

Ensuring an ownership of the session, the awareness of the micro lesson plan facilitates a deeper involvement and more effective engagement of the students. The students do not remain mere spectators, they rather involve in discussions with peers and Faculty Members thus enabling breaking of barriers of communication and perception.

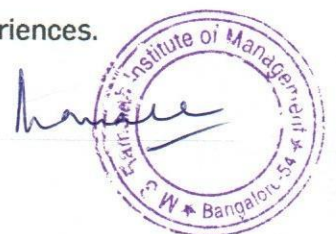
Course delivery

There are two important aspects of the Course Delivery process which are the adherence to the Micro Lesson Plan and the Different Pedagogical approaches.

The Micro lesson plan draws a blueprint of how the course is delivered. It is a framework which incorporates specific timelines, extent of coverage, number of hours to be dedicated and the topic to the covered in each session allotted to the faculty member.

Faculty are given the freedom to identify to use pedagogical approach that is best suited for the course and the students. It aims at achieving the following:

- Stimulate learning experiences, development of fundamental capacities and dispositions, practical and hands on abilities
- Facilitate enhanced cognitive abilities of the students.
- Inculcate among students a sense of ownership of the learning experiences.



The Pedagogical approaches include use of Case studies, presentation of analysis, group activities, role plays Assignments, Solving Case Studies, Case study Presentation, Individual Project, Group Projects, Role plays, Participation in classes, Research paper presentations 9. Writing Research Papers, Seminars, Field Study, Live projects and research based activities to name a few. The pedagogy is focused on delivering an experiential learning to the students thus enabling them to be masters of the course in true sense. Increasing their ability to apply the nuances of management education should be the prime objective of the pedagogy adopted.

Student Learning

The student learning is enhanced with various projects that the faculty will engage them in ways relevant to the course. However, all students are exposed to three practical experiences.

1. Integrated Live project in semester 1 and semester 2
2. Summer Internship Project
3. Empirical Projects

In addition to the above student assistants are identified to facilitate delivery and involve a student perspective for the content assimilation.

Identification of deviations

The strict adherence to the plan provides a direction to how the course delivery has to happen. This also helps in identification of deviations and therefore help avoid any instance of deviations from the plan

Corrective measures

Faculty has the flexibility to correct the deviations by scheduling extra sessions or identifying innovative methods of accomplishing the desired output.

Lesson Plan and Assessment plan.

An important document that accompanies the lesson Plan is the assessment plan. This is a plan that identifies various assessment methods such as: 1. Assignments 2. Solving Case Studies 3. Case study Presentation 4. Individual Projects 5. Group Projects 6. Role plays 7. Participation in classes 8. Research paper presentations 9. Writing Research papers 10. Seminars 11. Field Study 12. Live projects



- 1. Assignments
- Solving Case Studies
- Case study Presentation.
- Individual Projects Group
- Projects 6. Role plays
- Participation in classes and live projects
- Writing Research papers and presentations

This enables the faculty to adopt a diverse set of techniques and methods to evaluate students in a more comprehensive manner that is specific to the course.

Approved and issued by	Name	: Dr. Manasa Nagabhusanam
	Signature	
	Date	

Director
 Academics, Research & Administration
 M.S. Ramaiah Institute of Management
 M.S.R.I.T. Post, M.S. Ramaiah Nagar
 Bangalore - 560054
