

Session-9

Foundations of Curriculum Development

Foundation of curriculum is defined as the values, traditions, factors and forces which influence the kind, quantity and quality of the experience the school offers its learners. There are four major foundations of curriculum.

These are:

1. Historical foundations
2. Sociological foundations
3. Philosophical foundations
4. Psychological foundations
5. Professional foundations

The curriculum scholars have professional foundations which have a lot in common with the social foundations.

HISTORICAL FOUNDATIONS OF CURRICULUM

These refer to those influences on the curriculum that are derived from developments in the past. They form the basis for decision making and systematic growth of the education system.

Relevant aspects in discerning the Historical Foundations of Curriculum

- The Renaissance
- The Reformation
- The scientific movement
- The progressive Education Movement

2. SOCIOLOGICAL FOUNDATIONS OF CURRICULUM

The social foundations encompass the systematic study of groups and institutions in the culture with reference to their contribution to the process and growth of the educational system as well as the established practices in the school system. In the sociological Foundations, the curriculum designer is actually dealing with cultural values, societal needs and the learners' backgrounds. The institutions and forces which make up the culture and related analytical techniques determine the curriculum or programme of education schools will follow.

The curriculum should be able to examine and clarify obstacles prevalent in society which make change in positive direction difficult. In designing a curriculum based on social foundation the following distinct levels should be considered

- Purpose of the curriculum
- Pressure influencing the curriculum
- Characteristics of the students experiencing the curriculum
- Role and contribution of other social institutions such as the family and religious institutions

3. PHILOSOPHICAL FOUNDATIONS OF CURRICULUM

Philosophical or value foundations constitute the values and beliefs that make up the philosophies of life and of education and have a permeating influence on the other foundations. Statements of educational philosophy point to methodical efforts by philosophers to:

- Examine values in society
- Derive meanings from facts
- Organize experiences in a manner useful to educational practitioners and the pupils in the school system
- Justify one or some educational beliefs over others.
- Develop new proposals of educational practice for translation into action. In utilizing knowledge of philosophy in curriculum, the curriculum planner is seeking to establish ideas and notions that will indicate a priority of values in selecting experiences for the curriculum.

The value or philosophical orientations which the educational system is charged with promoting form an integral part of the culture of a nation. Philosophical Schools They include:

- Traditional school represented by perennialism and Essentialism
- The progressive school represented by progressivisms
- The three schools have advanced three theories of subject matter as shown below
- The perennialists
- They believe subject matter should be taught for its own sake.
- They also believe that permanence of curriculum content and experiences is more important than change
- Subject matter has a value which is inherent in the subject being taught
- It's also their belief that educational system should be stable and its purposes steady.

Perennialists Approaches to subject matter

Emphasis is laid on the classical subjects. These are subjects valuable in their own right and any educated person was expected to have had exposure to them. Emphasis is laid on the desire to make children literate and moral to enable them earn a living as well as find a useful place in society. Principles of perennialists

- Human nature remains the same
- Man's highest attribute is rationality
- Students should be taught certain basic subject
- The Essentialists
- To the essentialists subject matter should be taught for use. They maintain that there are certain essentials that each student in school ought to know. The essentialists devote their time to:

Progressivists' principles

- Education should be life itself not a preparation for living
- Learning should be directly related to the interests of the child

- Learning through problem solving should take precedence over the inculcating of subject matter
- Teachers have to advise not direct pupils
- The school should encourage co-operation as opposed to competition

Philosophical positions

The three prominent philosophical positions that are closely related to perennialism and progressivism are Idealism, Realism and Pragmatism.

Idealism

It is largely a traditionalist view which is a carry over from Plato's writings

Idealism uses deductive reasoning in its quest for answers to current day problems.

They believe in the independence of truth from the individual or the society.

There is over emphasis on the intellectual aspects.

Idealism stresses the role of education in the transmission of the cultural heritage as handed through the ages from the past. Hence it is a preserving function.

It allows the concurrent study of liberal and vocational education, as a means to living completely through understanding life.

Realism

The realist believes in the existence of a real world, divorced from the imaginations of the perceiver.

To the realist, the real world is the physical world of the physical matter of man and has a specific role to play in daily routine and actions.

Here, the problems of man in life are approached through the inductive method by which data is gathered to form a basis for new principles and generalizations.

Realism accepts God as the motive cause of all existence.

Realism argues that education should induct learners into their culture and help them to adjust to the natural order of things in order to live in harmony with the universe.

Teachers act as guides: making children aware of the true nature of real world.

Realists advocate a study of physical and social sciences which are instrumental to explaining natural phenomena.

Mathematics is also encouraged.

Advocates of realism include John Amos Comenius, John Locke and John Herbart.

Pragmatism

It is a progressivist position that sees reality as being in a state of flux or constant change.

Pragmatists employ the realist approach in gathering information and facts, and idealist approach in generalizing about the facts gathered.

Pragmatism seeks meaning in the immediate situation

According to pragmatists education

– Should enable the learner to experience situations in practice

– Is a means for recreating, controlling and redirecting, experience.

– Should help learners to solve their problems and is to be considered an integral part of life.

Systematic sequencing of learning experiences is emphasized by pragmatists. Teachers should provide an atmosphere in which learners identify the problems and seek solutions to them.

Teachers should also arrange an environment that provides experience for learners. The curriculum should be organized on the basis of the learners' interests and the subject matter selected should help the learner to solve problems.

4. PSYCHOLOGICAL FOUNDATIONS OF CURRICULUM

These are insights gained from psychology which have a bearing on the learning process.

Psychologists believe that learning experiences have to be introduced to the learner when such exposure is most effective and most beneficial to him.

The following issues should be taken into account when dealing with learning experiences in the curriculum.

- Capability of the learner
- Maturation level of the learner
- Students' rate of learning as well as how they learn

Psychology as a discipline helps the curriculum designer and the teacher to reach decisions in relation to:

- Sequence – in the stages of development
- Organization – grouping of learning experiences for optimal effect.
- Methodology – dealing with the question of what methods and approaches are likely to promote and guiding learning most effectively.

Psychology also contributes to:

- Formulation of appropriate educational goals
- Decisions regarding the scope of curriculum

Theoretical Branches of psychology

i) Behavioral Psychologists

They have contributed to decision making in curriculum through their findings and theories regard.

ii) Connectionist Psychologists

The work of connectionists like E.L. Thorndike (1931) has established the phenomenon of the relationship between environmental stimulus in a learning situation and the response to such stimulus and that repeated connection of pairing of the environmental stimulus and the response embeds skills so learnt in the learner's mind.

iii) Gestalt and Organismic Psychologists

Also called Field Theory psychologists.

They stress the understanding of the relationship between the physical world and the world of experience.

They believe learning takes place more efficiently when the learner is given the opportunity to view a complete learning situation from which he/she proceeds to make response choices as opposed to the piecemeal presentation of isolated elements in the problem situation.

iv) Mental Health Practitioners

psycho analysts and other mental health practitioner have helped to explain many issues regarding human behavior especially that which is related to stress condition their findings ,educational authorities are now in a better position to deal with crisis situations that come up now and then in a school setting and which have an effect on the learners level of concentration at the tasks provided by the learning environment.

Session 10

Essentials for Academic Scheduling

What is academic scheduling?

- Scheduling academic course activities including; lectures, discussions, assignments, quizzes, exams etc. during the course to be offered in a specific semester/term/annual system.
- Scheduling one-time events tied to academic courses such as review sessions, guest speakers, industry visits, internships etc. during the course
- Providing training for the course-scheduling and the room scheduling components
- Connecting participants to classroom technology and maintenance support.

The classroom facilities are primarily for use by students, faculty and staff for activities and programs that are directly related to the basic educational functions of teaching, research, and preparation of scholarly material. Every effort is made to ensure that classrooms are assigned fairly, used appropriately, and accommodate the University's academic and instructional needs.

These protocols are designed to ensure that courses offered are scheduled in a manner that permit access to available facilities by the greatest number of students and allow the best match between the specific instructional needs of the faculty and courses being offered and the existing facilities.

Teaching facilities are a finite resource, and the goal of these academic scheduling is to maximize room and seat utilization as well as apply scheduling policies in a consistent and equitable manner. These objectives and classroom utilization expectations are generic and applicable to all academic departments and classroom spaces.

Classroom scheduling is a dynamic process requiring reevaluation of class size, equipment specifications, IT resources, pedagogical changes as well as participants' number and special needs each time. The assignment of a specific room at a specific time in a given duration will not automatically guarantee a continuing assignment of that space, even if the room was used efficiently. Faculty members should not expect to use the same space on a continuing basis.

Responsibilities

The Office of the Registrar/Operations office has the responsibility for the utilization and scheduling of classrooms in the general classroom pool. To perform this function efficiently and effectively each department is responsible for providing a coordinator to interact with the Academic Scheduling Office (ASO). Requests for classrooms must be

made by the academic department coordinator. Faculty and instructors must make requests through this coordinator to avoid any overlap and ambiguity.

Each department is also required to immediately notify Academic Scheduling of course cancellations, changes in classrooms, classroom assignments that were listed as TBA-To Be Arranged and instructor assignments no later than the end of the second week of classes. Two week time is generally kept to accommodate certain changes based on participants' enrollment and add and drop margin. Academic departments are responsible for determining course offerings and input of schedule information in a timely way, no later than the specified deadlines.

Contact Hours

- Contact hours are allocated as per course credit hours, in general, one credit hour means one contact hour. For example, a three-credit class will meet for a minimum of 3 hours per week and a four-credit course will require 4 contact hours per week and respectively.
- Classes at the Bachelor and Master level usually have a minimum of three contact hours per week for a three credit class, however, this arrangement may vary in case of demonstrated lab or activities outside of class to warrant the additional credit hour beyond contact.
- Courses offered at M.Phil./MS and Ph.D. level require more rigor and interactive learning due to substantive difference in the experiences of these scholars and research program requirements and are generally accorded more credit hours i.e. 4-5 hours and more contact hours accordingly.

Course Meeting Times

Each school and department must distribute course offerings over all five days of the week and over the full class day. Classes must be scheduled proportionally over the approved work hours. The classes can be slotted by the number of hours to be taught in certain areas or types of class rooms or zones in the institute/university as per course requirements. For example in the University of Oregon: block classes that meet for longer than two hours per session must be scheduled in Zones 3, 4, or 5, or on Fridays. Block classes may not be scheduled during Zones 1 or 2. Departments are permitted to schedule 600-level graduate courses as a block across time zones, including Time Zone 2, in their own department-controlled classroom. Similarly, keeping in view our institutional context, we need to schedule for reduced hours on Friday due to Juma prayer and during the holy month of Ramadan to facilitate participants accordingly.

The limited availability of specialized laboratories (such as in the sciences and the arts) and computer station classrooms may necessitate the scheduling of certain laboratories and discussions within a specific premise. Use of specialized teaching facilities should be maximized while following the time scheduling principles as much as possible. At times non-credit sections are scheduled after all credit classes are assigned a room.

Room Assignment Policies

As a rule of thumb, credit-bearing classes will take precedence over all non-class related seminars or events. Non-credit events, study groups, breakout sessions, etc. will be scheduled after all credit classes have been assigned a room. When scheduling classrooms every effort should be made by Academic Scheduling Officer to provide the accommodations requested with the space utilization requirements of the whole university as the objective specially, for utilization of central university spaces and facilities i.e. scientific laboratories, IT labs, auditoriums, lecture theatres and halls etc.

Assignment of classrooms for sections with enrollment greater than 70 students is an independent scheduling procedure. The academic scheduling coordinator is then responsible for the update of the room assignment when completing schedule data entry as such sections may require large size lecture theaters located at the central university facility. Such central scheduling arrangements are made in collaboration with office of the Registrar to ensure proper rooms and spaces will be available to departments as per requests.

Initial scheduling priority is given to those classes requiring specific equipment or seating configurations. The department scheduling coordinator will update course offerings in the main planning document. Room preference may be noted and specific attributes for classes which require special features, i.e. computers, video, seating, maps, furniture and fixture etc. must be noted by the department at the time the course is entered, prior to classroom assignment.

Sections designated as tentative ('Q') will be assigned rooms after all other sections have been assigned. Laboratories and departmental or joint-controlled classrooms should be assigned and submitted at the time schedule information is entered.

Enrollment history or anticipated increases for a particular course will be used by Academic Scheduling Officer to determine classroom size, thus, enrollment limits should be carefully reviewed and adjusted for an accurate and precise scheduling. Departments should base estimated enrollments on the actual enrollment during the previous corresponding semester/term with an estimated increase of about 15%. In cases where the department projects a greater than 15% increase, justification must be provided in writing by the program coordinator for a precise planning and scheduling.

Resolution of Conflicts

Class size and equipment requirements will be the determining factors in disputes involving credit-granting academic classes especially for central utilization of spaces.

Highest priority is given to those departments which do not have their own seminar rooms. Departments with dedicated seminar rooms are required to maximize the use of

these rooms for smaller classes and meetings, rather than requesting room assignments from the general pool.

Academic Scheduling will make every attempt to mediate room conflicts and develop a solution. However, in the event that conflicts cannot be resolved at this level, the Deans, Registrar and/or the Head of the Departments (HODs) may become involved. In Pakistan, usually classes are offered at institute/department/school/center own premise with less dependence on central university spaces, however, in science, engineering, IT related courses where more of lab equipment, sophisticated tools are involved shared resources are utilized.

Faculty and instructors are responsible for sharing the ten-minute 'pass time' between classes. Every effort should be made to vacate the classroom in a timely way, allowing the following instructor to set-up and prepare, as well as allow the finishing instructor to make final remarks and gather materials. There is no 'ownership' of this time. Students should be encouraged to meet with the instructor during office hours rather than during the "pass time". Should conflicts develop, instructors should first attempt to resolve the concerns between themselves. If the result is unsatisfactory, conflicts must be mediated by department chairs or respective deans. Apex authorities the Pro-Vice Chancellor, the Vice Chancellor, The Chancellor or others in hierarchy should be bothered only when disputes are of strategic nature or remain unresolved.

Joint-Controlled Classrooms

A joint-controlled class room is one which is jointly scheduled by an academic department and the Academic Scheduling Office. The academic department has priority in assigning courses into classrooms under joint-control, at the start of the semester/term when class schedule is established. The department is expected to fully use the seating capacity of department-controlled classrooms and conference rooms, and adhere to the common areas established within these procedures.

All unscheduled time after this initial schedule is identified and is considered as available for general assignments including discussions, student preparation, presentation or like.

Once rooms are assigned, classes will not be removed from joint-controlled classrooms when there is a change in the controlling-department class offerings.

Joint-controlled classrooms will not be made available for general use or student events. In turn, academic departments must schedule any use of the room beyond classes with Academic Scheduling, who will determine availability. Scheduling and Event Services does not schedule joint-controlled classrooms. For instance, at University of the Punjab, there is one block known as 'Under Graduate Block' where all

common courses classes for undergraduate program are arranged. Students from different departments attend classes at this facility using the common scheduling and joint controlled method.

Classroom Accessibility

Classroom assignments may be changed when the room is determined to be inaccessible for a student or an instructor. Instructors should notify academic re-scheduling as soon as they identify any barriers to their own or a student's access to or within a classroom. Academic Scheduling will make every effort to relocate the class to an accessible room. Academic Scheduling works closely with Accessible Education Center to ensure that classrooms and classroom locations are fully accessible for challenged and special students and instructors.

Changes in Classroom Assignments

Instructors/departments may not move their class from an assigned room without prior approval from the department scheduling coordinator and the Office of the Registrar in case of central scheduling.

All schedule changes affecting class meeting time/days or classroom assignments must be requested in writing to Academic Scheduling Office. Before submitting the request, instructors should inform students about the possible change and encourage any student whose access to the class might be impacted by a change to notify them as soon as possible.

In the event of an emergency evacuation of a classroom or building, Academic Scheduling will attempt to relocate classes to temporary meeting rooms if desired. For example, we all witnessed that special arrangements were made in the wake of floods, earth quacks, national disasters and state of emergencies during the past.

Room Size and Configuration

Seating capacity is determined in accordance with state and city safety regulations. Departments are not to over-enroll students beyond the maximum classroom size. If it appears that students' demand will surpass the scheduled room, departments should contact Academic Scheduling Office immediately, before the class grows too large, to determine if alternate space is available. It is unacceptable for students not to have appropriate seating arrangement in class rooms. Inappropriate seating violates building codes and provides a poor image of the university and its ability to manage enrollment.

Furniture and equipment such as overheads, chairs, and tables are not to be moved from one room to another without approval of the Academic Scheduling Office or Media

Services. If a room does not contain adequate facilities to meet the scheduled maximum enrollment or equipment needs, the instructor should contact the department scheduling coordinator for assistance. Academic Scheduling office should attempt to locate alternative space, if necessary.

Appropriate Use of Facilities

In general, food, drinks and eatables are not permitted in academic classrooms, and food may only be served outside of classroom facilities. Certain events may be denied use of classroom space if it is determined that the nature of the event is inappropriate for the purpose of the classroom. The possession, consumption, or furnishing of controlled beverages or substances like smoking is prohibited in any classroom. It should be clearly mentioned in the class room usage policy and code of conduct.

Classroom Maintenance

Facilities Services or Administration Officer are responsible for routine maintenance of classrooms. Media Services and Lab in-charge is responsible for maintenance and repair of all equipment and lab maintenance within premise with clearly defined role for each staff member hired for this purpose. For instance, concerns about cleanliness should be addressed to janitor or the administration staff dealing with these responsibilities, electricity, multimedia and related concerns need to be pointed to the concerned staff respectively.

SESSION 11-12

Essentials for Course Designing

Learning objectives

Successful courses require careful planning and continual revision. Consult with colleagues who have taught the same or similar courses to learn from their strategies and their general impressions of the students who typically take the course. If you are team-teaching, you and your teaching partner(s) should begin meeting in advance to discuss course goals, teaching philosophies, course content, teaching methods, and course policies, as well as specific responsibilities for each instructor.

When you define the course learning objectives, focus on student learning. One way to formulate these learning objectives is to determine what students should be learning in terms of content, cognitive development, and personal development. Learning objectives are statements that define the expected goal of a curriculum, course, lesson or activity in terms of demonstrable skills or knowledge that will be acquired by a student as a result of instruction which also known as: Instructional objectives and learning goals.

Be as specific as you can and make sure that the goals define learning in ways that can be measured. Consider the following questions:

- What do you want your students to remember from your course?
- How should taking your course change students?
- What skills should students gain in this course?
- How does this course relate to other courses in the discipline? How, then, might you define the learning objectives accordingly.
- In addition, you should learn about the students who typically take the course in order to think about how your course will help this group of students build their knowledge and understanding about the topic.

Benjamin Bloom's Taxonomy of Educational Objectives (1956) provides a helpful framework for identifying the observable and measurable skills you would like your students to learn. As the following table shows, Bloom identified six types of cognitive processes and ordered these according to the increasing level of complexity involved: knowledge, comprehension, application, analysis, synthesis, and evaluation. This table links these processes to representative skills, as well as verbs you might use when defining course goals, developing teaching methods, designing assignments and exams, and composing questions to use in class.

Category	Representative Skills	Sample Verbs to Use
1. Knowledge (memorization)	Recall, remember, or recognize information.	Define, identify, recall, recognize.
2. Comprehension (understanding)	Relate discrete facts, summarize or rephrase ideas.	Describe, compare, contrast (in your own words).
3. Application (problem-solving)	Apply rules, laws, concepts, principles, and theories to answer or solve a problem. Apply material to a new and concrete situation.	Apply, classify, illustrate with an example.
4. Analysis (dissection)	Identify the component parts of a complex whole (e.g., a phenomenon or problem). Identify the relationships between the parts.	Analyze, support, draw conclusions.
5. Synthesis (creation)	Combine two or more elements into a new (for the students) combination or set of relationships.	Predict, develop, design.
6. Evaluation (judgment)	Critically assess the quality or judge the work based on internal consistency and external criteria.	Evaluate, assess, judge.

Key Concept 2: Learning Outcome

Learning outcomes describe what a student is expected to know and to be able to do by the end of the subject or course. Clear learning outcomes should benefit students in a number of ways. Statements of learning outcomes should explain to students what they will learn on successful completion of a subject or course. They are also an indication to students of what they may be expected to demonstrate in assignments and examinations. The preparation of learning outcomes can assist academics in designing and aligning course content, teaching and learning strategies and resources, and assessment methods.

Course level descriptors should be kept in mind during the development of course-level or subject-level learning outcomes. Learning outcomes are depicted in the form of a typology of dimensions, knowledge, skills and the application of knowledge and skills. These are briefly defined as:

- Knowledge is what a graduate knows and understands;

- Skills are what a graduate can do; and
- Application of knowledge and skills is the context in which a graduate applies knowledge and skills.

In writing learning outcomes statements it is important to focus foremost on what a student should know and be able to do and the ways in which this knowledge and skill might be demonstrated through assessment. This requires shifting attention from the content of a subject or course (in overly simple terms, what staff teach) towards student attainment (that is, what the student should be able to do on successful completion of the subject or course).

When writing learning outcomes we should bear in mind:

- the kind of knowledge and skills that are involved
- the level of understanding it is desirable for students to achieve
- how this learning is to be demonstrated.

Constructing Learning Outcomes

Taxonomies of educational objectives can be consulted as useful guides for developing a comprehensive list of student outcomes. Taxonomies attempt to identify and classify all different types of learning. Their structure usually attempts to divide learning into three domains (cognitive, affective, and behavioral) and then defines the level of performance for each domain. Cognitive outcomes describe what students should know. Affective outcomes describe what students should think. Behavioral outcomes describe what students should be able to perform or do.

Bloom's Taxonomy of Educational Objectives (1956) is one traditional framework for structuring learning outcomes. Levels of performance for Bloom's cognitive domain include knowledge, comprehension, application, analysis, synthesis, and evaluation. These categories are arranged in ascending order of cognitive complexity where evaluation represents the highest level. The table below presents a description of the levels of performance for Bloom's cognitive domain.

Level	Description
Knowledge (represents the lowest level of learning)	To know and remember specific facts, terms concepts, principles or theories
Comprehension	To understand, interpret, compare, contrast, explain
Application	To apply knowledge to new situations to solve problems using required knowledge or skills
Analysis	To identify the organizational structure of something; to identify parts, relationships, and organizing principles
Synthesis	To create something, to integrate ideas into a solution, to propose an action plan, to formulate a new

	classification scheme
Evaluation (represents the highest level of learning)	To judge the quality of something based on its adequacy, value, logic or use

Using Power Verbs

When composing learning outcomes, it is important to rely on concrete action verbs that specify a terminal, observable, and successful performance as opposed to passive verbs that are not observable. For example, the statements “be exposed to,” “be familiar with,” and “develop an appreciation of,” are not observable and would be difficult to quantify. The table below provides a list of common active verbs for each of Bloom’s performance levels.

Knowledge	Comprehension	Application	Analysis	Synthesis	Evaluation
define/state	classify	apply	analyze	arrange	appraise
identify	describe	compute	appraise	assemble	assess
indicate	discuss	construct	calculate	collect	choose
know	explain	demonstrate	categorize	compose	compare
label	express	dramatize	compare	construct	contrast
list/label	identify	employ	contrast	create	decide
memorize	locate	give examples	criticize	design	estimate
name	paraphrase	illustrate	debate	formulate	evaluate
recall	recognize	interpret	determine	manage	grade
record	report	investigate	diagram	organize	judge
relate	restate	operate	differentiate	perform	measure
duplicate	review	organize	distinguish	plan	rate
select	suggest	practice	examine	prepare	revise
underline	summarize	predict	experiment	produce	score
tell	translate	inspect	propose	select	argue
translate	cite	inventory	set up	value	critique

sketch	question	articulate	infer	model	interpret
read	distinguish	assess	solve	perform	criticize
use	solve	collect	test	integrate	defend

Course contents

The selection of course content is a bit difficult process. While selecting the content teacher should keep in mind the following criteria's:

Criteria for the Selection of Content of the Curriculum:

- Self-Sufficiency
- Significance
- Validity
- Interest
- Utility
- Learnability
- Feasibility

Select the major topics and determine the order in which you will teach them.

- **Select the main topics to be covered.** To obtain an initial list of course topics, look in current textbooks or the current literature (for a special-topics course). Determine whether there is a consensus concerning the necessary topics by obtaining previous course syllabi and discussing potential topics with colleagues. Refine your list by considering your course goals and the characteristics of your students. At the same time, use the desired content to refine the course goals.
- **Pare down and refine your initial list of topics.** Instructors often plan initially to teach more material than they can cover in the allotted time.
- **Determine the structure of the course; arrange the topics in a logical order.** Developing a rationale that guides the structure of the course can help you explain the material more clearly to the students. In other words, you can discuss how and why you have organized the material in a particular way, helping them to see, for example, how one topic builds on, illustrates, or offers a different perspective on another. Articulating the rationale behind the course structure also increases and maintains the students' interest in the course content. Determining the course structure can help you decide which texts are most appropriate.

Content Organization

Many variations on concept mapping techniques exist to help you decide on an organizational structure for your content. The key idea is to name, in a word or two, the major topics or concepts for your course, then try to visually place them on the page. You can use a hierarchical approach or put the concept in the center of the page and work out from there. Some suggestions for ordering the topics or concepts include:

- **Topic by topic** – There are no set relationships amongst the topics, so the ordering is not critical. This works well for courses that revolve around current issues, for example.

- **Chronological** – Moving from past to present is a very common and easy to implement organizational pattern.
- **Causal** – The course presents a number of events or issues that culminate in some final effect or solution.
- **Cumulative** – Each concept builds on the previous one(s).
- **Problem-centered** – Problems, questions, or cases represent the principal organizing features of the course.
- **Spiral** – Key topics or concepts are revisited throughout the course, with new information or insight developing each time.

Horizontal Alignment

Horizontal curriculum alignment allows teachers to closely align what is taught, share ideas and quite possibly develop common formative assessments, which can lead to deeper levels of knowledge for teachers in regards to how much content is being mastered by their classes. Domains to be covered:

- Affective
- Cognitive
- Psychomotor

Vertical Articulation

Vertical alignment, organizing curriculum from one grade level or content area to the next, can be more of a challenge. Bringing together the entire history department of a high school not only could be a scheduling nightmare, but it also requires a large amount of open-mindedness. Sequence: order in which the content is introduced:

- Simple to Complex
- Whole to Part
- Prerequisite Learning
- Chronological

Teaching methods and tools

Once you have determined the course learning objectives and content, think about how you will present the content. Select and develop teaching methods and tools that are 1) appropriate for the size of the class and 2) consistent with the learning objectives. Consider the following questions and suggestions:

- What is your teaching style? How will you apply or adapt your style to suit the course goals, the size of the class, and the types of students who are likely to enroll?
- Which types of teaching methods will best fulfill your course goals? (See Teaching with Lectures and Teaching with Discussions).
- When deciding whether or not you will use technology in your teaching, identify specific goals that technology will help you reach. Plan carefully to determine how you will integrate technology with more traditional teaching tools, such as the chalkboard.

- Whenever possible, use a variety of approaches, taking into account that students use a diverse range of learning preferences.
- Plan to use teaching methods that will require and measure active student learning.

If you are using texts, decide whether the course learning objectives will be best met by using a published text or a course reader that compiles material published elsewhere (and unpublished material, if applicable). Take into account the cost of all materials. Consider placing some of the material on reserve at the library so that students can borrow, photocopy, or download the material themselves. Order texts early and call the bookstore about a month before the course starts to ask if the texts have arrived.

If you are compiling a course reader, consider copyright issues. If you need to obtain permission to reprint or otherwise use published material, allow sufficient time to complete the process. Keep in mind that some publishers now offer faculty the option of creating custom readers, for which the publisher has already obtained the necessary permissions. You can also use commercial copyright clearance services.

Order text(s) and other materials, including films, videos, or software; contact guest speakers; and arrange field trips in advance.

If you plan to use instructional technology or multimedia equipment, ensure that you will have the necessary equipment, software, and training.

Teaching Learning Hours

Activity	Hours allocated
Staff/student contact (teaching, discussion, presentation, seminar, quiz, surprise test etc.)	48
Private study (preparing assignments/presentations)	32
Reading	20
Total hours	100

Assessment

Determine how you will evaluate student learning: Plan assignments and exams. Evaluation must go hand-in-hand with course goals. For example, if one course goal is to improve problem-solving skills, the exam should not contain only questions that ask students to recall facts; it should contain questions that ask students to solve specific and well-chosen problems. By the same token, homework and class activities leading up to the exam must include some questions that require problem-solving skills. Consider the following questions:

- Do assignments reflect and help achieve course goals? For example, are the papers required for the course an appropriate genre and length? How much time will you give students to complete these papers?
- Do exams and quizzes reflect course goals? Do they measure the extent to which students are achieving the learning objectives you have set out for the course?

- Will the students have an opportunity to acquire and practice the skills that are required for exams and major assignments?

Determine how you will grade all required work, including all assignments, papers, exams, and, if applicable, class participation. Decide ahead of time how you will deal with such issues as tardiness, attendance problems, work turned in late, and requests for extensions or the rescheduling of exams. Be aware of the academic integrity and develop strategies for preventing and responding to plagiarism and cheating. Include all course policies on the syllabus and plan to review them with students on the first day of class.

Session 13

Essentials for session planning

What is Session planning?

A session plan is the notes used by the teacher during teaching. The session plan includes all of the information needed by the teacher including content, resources, activities and timing. The content should be organized so that it gives the teaching session structure and to ensure information is covered in a way that helps learners to learn. It details the subject matter that you teach, how long each section should take, the methods of instruction for each topic covered, and the measures you have use to check that people have learned what you needed them to learn.

Why Use a Session Plan?

As you plan, you visualize each step of the class. This helps you ensure that you have thought about everything that you need to say, and that you present information in a logical order. You will also be able to prepare for points that people might find difficult to understand. After your session, you can use your plan to work out what went well and what did not so that you can adapt it for future lessons. A session plan will be invaluable for a substitute instructor, if you can't make it to class. Here are six reasons why use session plans.

1. It provides a clear guideline for the session

As a teacher, you know what you are supposed to impart to your students but it is by having a session plan that you get a clear vision of how you want your session to go. It serves as your guideline of which topics you will and can discuss and what activities are needed.

2. It helps you organize your session

Because you have a plan, you will be able to organize your topics and present the information in a logical order. You can decide on which topics to discuss first and which to discuss last. You can also plot the intervals of activities you need in training. You wouldn't give the punchline to the joke before you went through the buildup.

3. It gives you foresight

Since you have already outlined your topics and order of presentation, you can analyze the possible questions or arguments that may arise from discussion. This will enable you to prepare the answers and avoid being caught off guard when thrown unexpected questions.

4. It helps keep you in the right direction

Having a clearly planned session plan helps you avoid detours and keep your session on the right track. Sometimes, a trainee may bring up related topics that branch out into unrelated topics that could waste precious time, or you may get questions that your planned session will answer a little later in the program... so don't self-destruct yourself by not knowing that your plan will accommodate the answer all in good time!

5. It helps you manage your time

Knowing the coverage of your session will help you determine how much time it will take for you to finish. You can also plan your session according to how much time you have with the students. If your program allows for discussion or practical activities, you need to know how long you can afford for these to play-out for otherwise you can rob yourself of your own time.

6. It will prove useful to substitute teacher or instructors

There is no guarantee that you will be present in all of your sessions. Should you need a substitute teacher to conduct your session for you; your session plan will prove useful to the other teacher. It will become the substitute's reference when determining the schedule and flow of teaching.

Although having session plans do not guarantee that you will have a perfect teaching all the time, it will at least minimize potential issues that come with not preparing for it at all. Having a session plan is a common practice amongst trainers; it doesn't have to be down to the minute, just a plan of sequential components that allow the unfolding of the session in a logical and structured manner to help the learners learn.

Steps of Developing a Session Plan

Planning a session is an important key to success. The following five steps can be applied to every type of instruction. Note that they are learner-centred, instead of content-centered. Start your planning by thinking about what your students need to learn in order to be more successful at their jobs. That will ensure that your training session will be practical and applicable. Following are the steps of session planning.

Step 1: Define Learning Objectives

The first step of planning session is to specify what you want your learners to learn, and determine how you will measure this. Think about these questions:

- What are the most important concepts or skills that learners need to understand by the end of the session?
- Why are these concepts and skills important?
- How will you know that they have understood these correctly?

Step 2: Clarify Key Topics and Related Concepts

Your class will focus on a few central ideas or skills, but you will need to explain related concepts to reach your learning objectives. List the key topics and their related concepts, and then group them together for example, using an Affinity Diagram to show how they are connected.

Step 3: Organize Material

Once you have a general idea of what you need to cover, draft a lesson outline. List all of the points that you need to cover, in the order in which you will cover them. Use the 5 E Learning Cycle (Engagement, exploration, explanation, elaboration and evaluation) to link information to students existing skills and knowledge. This will help them put it into a personal context, which, in turn, will help them retain it better. Now, insert the information from the outline into the plan template.

Step 4: Plan Presentation Techniques

Now think about how you will teach this material to the students. It is best to use several different presentation approaches to keep students engaged, and to appeal to people with different learning styles. Consider using these activities in your training session:

- **Lectures** are ideal for introducing a topic. Keep lectures to 30 minutes or less, and summarize the important points at the beginning and end.
- **Demonstrations** work best when you need to show the steps in a process or task. Learners can try the task out for themselves, or you can demonstrate it in front of the group.
- **Discussions** and debates are useful after a lecture, because they allow trainees to ask questions about the concepts that they have just learned. Consider handing out a list of questions or topics to prompt a discussion.
- **Online learning** is helpful when students need to gain practical experience of IT skills, if they need to access video or audio material, or if quizzes and self-test activities will be useful.
- **Role play** involves students acting out a new skill in a simulated environment, and learning from feedback from other participants.

- **Small group teaching** helps learners clarify their understanding of the new information. They can explain it to one another in their own words, and answer questions.
- **Case studies** can help learners put new information into context. As they process the information and relate it to a situation that's relevant to them, they create mental connections that will help them recall the information later.

Step 5: Evaluation

Now, think about when teacher will observe that students have understood key points. Build in learning checks and question-and-answer sessions, and include these in your template. Also, consider how you will evaluate the session. You may want to use a formal measurement approach aligned with Kirkpatrick's Four-Level Training Evaluation Model (Reaction, learning, behavior and results) or you may want to create a simple on or off-line questionnaire that will help you tell if the session has been successful.

Step 6: Focus on Timing

Finally, think about the timing of your session. Some concepts or skills will take more time to master than others, so identify these up front, and allow students extra time to absorb or practice the material.

Session 14 Preparing Course File

What is Course File?

A Course file has information about the offered course with Course contents and Course material which help the Faculty members to understand the given course details clearly. Maintenance of the course file is compulsory for the teacher. It should have a complete record of activities that happened during the semester for one year after completion of the concerned session and declaration of its final term result.

What is the purpose of a course File?

Many creative and effective teaching strategies are forgotten or misplaced between semesters, only to be re-learned in subsequent semesters or lost forever. In educational institution, no formal mechanism is in place to pass course-specific teaching information from instructor to instructor. A solution to this problem is the course file, a resource exchange of course-specific teaching information.

Why should instructors make a course file?

Course files prevent the loss of effective teaching techniques, thus providing the means for all instructors to continually improve existing curriculum. Course files will enable most instructors get a head start, specifically those who are new to campus, those who are teaching for the first time, or those who receive late assignments and have little time to prepare. By performing all of these functions, course files will complement existing workshops and resources. Finally, course files are useful for instructors who plan to continue teaching. Course files can be revised into teaching files, which may be useful documentation to present at job interviews and list on a vitae. Of course, none of these benefits are possible if no one bothers to put anything in the course file! Some instructors may be hesitant to put together their own course file because they are concerned about the time involved. However, many of the items that could be in your course file are things that you already have. You just need to collect and organize them. The files may not be complete, but every bit will help the next instructor or help you the next time you teach the course. Additionally, by having course files from previous semesters, instructors can spend more time developing new material for their course to supplement and enhance the previously collected material.

How will course files benefit faculty?

Faculty, administrators, and departments can benefit from course files in several ways. The course file can help faculty bring new TAs up to speed, can serve as a repository which professors and TAs can draw from, and can provide a source of information to improve courses. Also, the Information contained in the course files is organized to provide useful accreditation and assessment documents. It is mandatory that all the faculty members will encourage to put together a course file and provides current course materials for the file. Any handouts that faculty member give to the students such as a syllabus, teaching materials, support materials and assignments should be included in course file. Sensitive materials (for example, exams which should not be available to students), may or may not be appropriate for the course file.

How will course files help undergraduates?

Undergraduates will benefit by more effective teachers earlier in the semester. By using course files from previous semesters, new instructors can provide students with some immediate materials that worked well in the past, thus enabling students to learn more easily while the instructor can take more time to prepare effective materials for future sessions. Instructors will have more time to focus on teaching techniques, curriculum revisions, or learning styles of the students. Also, the cumulative nature of the course file will help the instructor avoid previous mistakes and identify common difficulties that students experience.

What does a course file contain?

The first element of a course file is course components, which include all the information necessary to teach your course. Course components include the syllabus, teaching materials, support materials, and assignments. A detailed description of each of these items follows in following sections. The second element of the course file involves critical analyses of teaching and learning. The assignments and tests used to evaluate student learning in your course also make ideal opportunities for you to assess your teaching. This section of the course file includes analyses of key assignments and tests. A complete critical analysis of a key assignment may include the following items: Samples/statistics of student performance, Reflections on your teaching, Reflections on the learning activity, Feedback from the students. Personal reflections will be very useful to you as an educator because you can critically assess your teaching and make improvements throughout the semester. This documentation is also essential for building your own teaching file. Additionally, future instructors will be able to use this information to guide their teaching.

Course File Content

1. Checklist

The file begins with checklists, which are intended to help remind you to place material into the file as well as to let others know what information you have placed in the course file. Because you will probably be adding to your file several times during the semester, we have separate checklists for various times: before the first day, after your first day, during the semester, and after the last day.

Before your first day, you should read what others have placed into the course file and gather other appropriate handouts. If changes to the handouts are necessary for the new semester, make them before including them in the file. During the semester, you may have additional handouts and assignments for the students. You also may have corrections, observations, homework solutions, and grading criteria to document. To save time, add materials to the file as they become available to you, rather than hunting them all down at the end of the semester. The end of the semester is a time for instructors and students to reflect upon what worked, what didn't work, and what needs to be improved for next time. Be sure to note any corrections or changes.

2. Syllabus

In general, a syllabus covers topics such as course design, teaching/learning goals and objectives, learning activities, teaching methods, and assessment strategies. Specifically, a syllabus contains an outline and schedule of topics taught in the course. Also, the syllabus communicates to students what the course is about, why it is taught, where it is going, and what will be required of the students to pass the course. Last semester's syllabus is a good place to start when creating a new syllabus. While teaching the course, keep track of topics

that took more or less time to cover than you predicted. Include suggestions about reorganizing or combining topics, or whatever ideas you have that would make the class run more smoothly.

3. Teaching materials

This section should contain all the materials considered essential to teaching your course. Please keep the materials updated, especially if a new instructor will be teaching the course next semester, and place them in the file. Of course, you may want to make a copy to keep for yourself!

3.1 Course manual or notes

Include the most recent copy of the course or lab manual if one exists. If this is your last semester teaching the course, please deposit your own copy, including any revisions, corrections and additions that you may have jotted down throughout the semester. These notes will be useful to whoever is responsible for producing the next course manual.

3.2 Lecture notes

Include paper or transparency copies of the lecture notes. Staple or paper-clip the pages for each lecture together and keep them organized chronologically.

3.3 Additions and revisions

Include any other core teaching materials such as a bibliography of supplemental textbooks if one is not included within the course manual. If you used supplemental texts, please make sure that the chapters used from each text are noted.

4. Support materials

In order for students to complete their assignments and fulfill the learning objectives, we often must supply them with additional material. We don't expect you to provide your students with all of the following because every course is different. However, a few examples of things to consider follow:

4.1 Construction techniques

If your students actually build something in your course, provide them with tips on how to perform the construction, especially if it is their first time using the technique.

4.2 Equipment documentation

Many lab courses require students to use equipment to make measurements, perform experiments, or troubleshoot a problem. You may have information or tips on how to use the equipment; please include them in the course file. If you

have documentation from the manufacturer (e.g., a user's manual) that is too large to include, specify where you keep it.

4.3 Computer files, programs, and documentation

Whether or not you have assignments that are to be done on a computer, you may have computer files related to the course. This section might include programs, data files, source code, sample files, on-line documentation, and the electronic version of your handouts. Include a floppy disk (labeled with the operating system type) or state where you keep the files. Please also state where any written documentation for the software can be found.

4.4 Troubleshooting and debugging tips

It often seems like students keep making the same mistakes. If you have any tips on how to troubleshoot an experiment, debug a computer assignment, or solve a problem set, be sure to include them in the course file.

4.5 Departmental resources and shops

Some departments have special shops where parts can be obtained, items can be machined or constructed, or equipment can be fixed. Document what is available to you or your students.

4.6 Additions and revisions

If you have added any of the above items yourself or have found errors that need correction, please include them in the course file.

5. Assignments

This section of the course file covers the expected format for assignments, problems, laboratory experiments, handouts, problems, quizzes, and exams. Homework problem sources and page numbers should be provided if they are from a textbook. This section will give the next instructor an idea about the questions asked in exams and your old homework assignment problems can be used in future discussions. Corrections, suggestions for improvement, and specific grading criteria such as what factors will be included, how they will be weighted, and how they will be translated into grades should be included with the assignments. You may also include your grading criteria and partial credit policy. If you grade several assignments the same way, just indicate your grading scheme once. You may write corrections and suggestions directly on the old copy of the assignment.

5.1 Expected format for assignments

Some instructors expect students to turn in their assignments in a particular format. For example, reports should be typed, lab write-ups should include an abstract, or computer printouts should be in a monospaced font. If you have any guidelines for the preparation of homework assignments, lab reports, or take-

home exams, include those guidelines in this section. If you would like to pass along the reason why you preferred your formatting style (easiness to grade, better presentation, etc.), please do so. This information is often in a course syllabus.

5.2 Homework problems

Note the details about where assignment problems originated. Sometimes the problems are assigned by number from a textbook. In this case, the assigned problems might already have been listed in the course schedule; if they are coming from different books, indicate their page, author, and if necessary the edition number of the book. Other assignments that you should include are computer exercises and problem sets that include the full description of the problem; these may already have been given to students in other handouts.

5.3 Laboratory experiments and in-class exercises

Include these handouts in the course file and tell whether you had any problems with the current version of the handout. If you make any changes, please be sure to write what they are. You might also recommend other changes and include a note as to why you would make them.

5.4 Quizzes and exams

Whether to include quizzes and exams in the course file is an instructor decision. Many instructors consider these items to be sensitive material to which students should not be allowed access. Include quizzes, bench exams, lab quizzes, midterms, and final exams and provide their solution sets, only if appropriate.

5.5 Student work

Examples of student work are an important part of the course file. Include good, average, and poor examples of assignments, exams, or lab reports. If applicable, include a list of previous student projects. Also include the grading guidelines. Putting student samples into your course file will give the next instructor an idea of the variety of student work in the class. Additionally, your professor or department chair might ask for student work examples for ABET review. Student privacy is important. Any student work samples you choose to include in the file must be anonymous remove the student's name and other identifying information.

6. Personal reflections and student feedback

The most valuable component of the course file is the section that contains the constructive criticism of the instructors and students. Here is the place where you can give your personal reflections and evaluation of the class. Any educational or

motivational suggestions are encouraged. If you have any “I wish I had done that ...” or “If I teach this course again, I would do this and that differently” comments, this section is the right place to add your ideas. Passing on information such as the difficulty of problems in assignment sets and exams, motivation of students, strengths and weaknesses of students, and problems with lab equipment will be helpful to the next instructor.

6.1 Reflections before the first day

This section might be best thought of as “big picture” in which you provide the overall context for the course. A helpful way to think about what to include is to imagine that you are talking to the next instructor about planning the course. Background information about the types of students enrolled in the course is helpful. For instance, are they electrical engineers taking a mechanics course, or are they first year students with no major declared? Is your course introductory or maybe an elective with students who bring a wide range of skills and experiences to the course? Include comments about unique aspects of the course that might prove challenging to students. For example, do students use computers in lab for the first time? You may also include details about where the course fits into the major program of study. If you are a TA, and are teaching the course for the first time, it is important that you talk with the professor to help you understand the course context. A key component of your reflections is your personal teaching philosophy. Thinking about and writing down your approach to teaching and explaining the rationale of why you do what you do can be challenging even for the most experienced faculty member. Some faculty share their teaching philosophy with their students. Whether or not you share your philosophy with students, the act of writing it will help you articulate your approach to teaching and learning. A written teaching philosophy is, therefore, an important part of the course file. Some faculty, especially those who teach team courses, also write a course philosophy. We have provided examples of personal teaching philosophies and a course philosophy (in Appendix F) as models. Your teaching philosophy and reflections before the first day may not be complete, but write down as much as you can about your planning. You can always go back and add detail to your reflections later in the semester. Form C1 can help you in organizing your thoughts.

6.2 Reflections after the first day

We have provided you with Form C2 that asks several questions about how you prepared for the first day of class. Your insight can help instructors who teach the course next time and remind you of what needs to be done in order to improve the course for future semesters. We recommend that you answer these

questions soon after your first class day, while the answers are still fresh in your mind.

6.3 Reflections during the semester

Most ideas for improvement occur as the semester progresses. You may document your observations on Form C3. Ideally you should reflect upon every assignment or chapter in your course; use your own judgment on how often you will need to do this. For example, you may write down your personal reflections once a week or for every major section of the class. Also, incorporate student feedback into your reflections.

6.4 Reflections after the semester

The most important part of this file may be your reflections at the end of the semester. You will have your best impression of the course soon after your last day of teaching. Please take the time to note on Form C4 what worked, what didn't work, and most importantly, what needs to be improved for the future.

6.5 Evaluations

Departments usually require students to complete a course, professor and TA evaluation form at the end of the semester. Some example forms you may use are found in the *Teaching Assistant Evaluation and Improvement Handbook*. Students are an excellent source of feedback regarding improvements to the course. If you have access to their comments or a summary of their ratings, consider including them in the course file. If you made your own custom evaluations about your class, you may also include them. Remember that you should NOT include any evaluations of the people teaching the course. Only course evaluations should be included in the file.

6.6 Summary of relevant e-mails

Electronic mail has become a practical and efficient means of instant feedback from students. If you receive a message that you think would help in future semesters, you may print it or summarize it.

Session 15-16
Evaluation of Curriculum
(Rules for Semester System)

Semester Schedule and Scheme of Studies

Each year, the Fall Semester will start normally from September of the current year and will continue to January of the next year while the Spring Semester will start from February to June.

	B/BS four Year	Master two year
Total No. of Credit Hours	124-136	62-68
Semester Duration	16-18 Weeks	16-18 Weeks
Number of Regular Semesters	8 (Maximum)	4 (Maximum)
Number of Summer Sessions	1 in one calendar year	1 in one calendar year
Course Load per Semester	15-18 Credit Hours	15-18 Credit Hours

Distribution of courses in the four year integrated curricula in Basic, Social, Natural and Applied Sciences

S.#	Categories	No. of Courses	Credit Hours
1.	Compulsory Requirement (No Choice)	9	25
2.	General Courses to be chosen from other departments	7 – 8	21 – 24
3.	Discipline Specific Foundation Courses	9 - 10	30 - 33
4.	Major Courses including Research Project/Internship	11 – 13	36 – 42
5.	Electives with the Major	4	12
	Total	40 – 44	124 - 136

Role different committees

In charge Examinations

Each department will have at least one Incharge of Examinations or one for each program of each discipline including morning and evening or sections of the same program.

Examination Committee

There will be an examination committee that will consist of the following members:

For Departments of Main Campuses

- i) Head of the department/Chairperson
- ii) One teacher appointed by the Chairperson/Head of the Department
- iii) Concerned In charge of the examination of the department
- iv) Controller of Examinations, or his nominee not below the rank of Admin. Officer.

Functions of the Departmental In charge of Examinations

- i. Prepare and announce schedule of examination.
- ii. Conduct the examination process according to the schedule
- iii. Maintain secrecy where required.
- iv. Maintain the examination record.
- v. Entertain & dispose of rechecking cases as per university general rules.

Functions of the Examination Committee

The main functions of the Committee will be:

- i. Prepare and announce schedule of mid-term examination. However, the schedule for final-term examination will be announced by the Controller of Examinations.
- ii. Finalize the results for notification
- iii. Analyze the results for the purpose of maintaining uniform standard and submit a copy of the analysis to the Dean concerned.
- iv. Take the necessary action against the student/s involved in malpractices or misconduct during the examination. The examination committee may impose a penalty/penalties mentioned below against each type of malpractice:

Malpractices or misconduct	Penalty
Cheating during exam	Fine of Rs. 500/- or Cancellation of paper or both
Seek help from others during exam	Fine of Rs. 500/- or Cancellation of paper
Misconduct during Exam	Fine of Rs. 500/- or Cancellation of paper
Provoke to boycott	Fine of Rs. 1000/- and placing on probation for the next semester
Any other misconduct or malpractice	Fine of Rs. 500/- or Cancellation of paper or both

Appeal Committee

There will be an Appeal Committee of each department consisting of the following members:

a) For Departments

- i) Dean
- ii) Chairperson/Head of the Department
- iii) Senior teacher of the same department preferably from concerned field to be co-opted by the Dean.
- iv) Controller of examinations.
- v) Concerned Incharge of examination of the department as secretary.

Function of Appeal Committee

A student who feels not satisfied with the assessment of his/her assignments, test, quizzes, presentations, seminars, mid-term and final term papers may file an appeal to the Appeal Committee. The student must approach the Head of the Department within five working days from the date of declaration of the result by paying a prescribed fee of Rs. 500/-. The Head of the institute / Department shall forward the grievances to the appeal committee and it will be binding on the committee for hearing both sides (student and the instructor), and will give a final decision within 5 days or before the start of registration for the new semester whichever comes early. If the grievances are found false the result of the course under question will be cancelled. The functions of this committee will be:

- i) To resolve any dispute related to the assessment and examination
- ii) Quorum for the meeting will be 100%
- iii) In absence of a member the Vice chancellor will appoint another member.
- iv) The decision of the Committee will be final.

Explanation:

Where Appeal is against a teacher who is the member of the Appeal Committee the next senior teacher will be co-opted.

Answer/Continuation Sheets

The Controller of Examinations will provide answer/continuation sheets to all the departments on demand as per prescribed form.

Answer Sheets Record

The department concerned will keep the used answer sheets for one year after completion of the concerned session and declaration of its final term result. The record of blank answer/continuation sheets will be maintained as to be prescribed by Controller of Examinations.

Course File

Maintenance of the course file is compulsory for the teacher. It should have a complete record of activities that happened during the semester for one year after completion of the concerned session and declaration of its final term result.

The course file will contain the following record:

- Description of Course
- Course coding
- Weekly teaching schedule
- Copy of the material/outline/presentation distributed
- Copy of each assignment
- Copy of each quiz/test
- Copy of mid/final semester examination papers with result details
- Grading sheets of the course detailing statistical data on the grades obtained by students

Attendance Requirements for Examination

- a) 80% attendance will be required in each course/component (seminars, presentations, internship etc.) to qualify for appearing in the final exam of each semester in the respective courses. However, the attendance requirements for the students of the department of Management Sciences will be 85%.
- b) Inability to appear in the examination of a course due to shortage of attendance shall be treated as failure in that course. Such a failure on record of a student will have all the implications of deficiency for the purpose of determining "Good Standing" of a student.
- c) In case a student due to some unavoidable circumstances (Performing Umra, sports, accident or such other genuine reasons) having less than 80% attendance but more than 70% in a course/s and having made up the deficiency in the form of attending extra classes arranged by the concerned teacher may be allowed to sit in the examination.
- d) Students having class attendance less than 80% in a particular course will be required to repeat the course when it is offered again.
- e) No student shall be eligible to appear in any examination unless he/she is enrolled in the department and has paid all the necessary dues.

Performance Evaluation

Students shall be evaluated through a system of continuous evaluation spread over the entire period. The details are presented below:

For Theoretical Component

There will be following stages/components of evaluation of each course during each semester. However, if the nature of course so demands, this proportion of marks for objective type and essay type questions may be changed with the approval of the concerned Head of Department/Chairman.

Classroom participation/general behavior/group work	05%	Sessional Marks
Quiz/Surprise test	05%	
Assignments.	05%	
Presentation/Seminar	05%	
Mid-term Exam	30%	
Final term-Exam	50%	

Criteria

- a. **Classroom participation / General behavior / Group Work:** A total of 5 marks are allocated to students' classroom participation, general behavior and performance in group work.
- b. **Quiz:** Surprise written quiz/test/s will be taken to evaluate the student's learning. These may range from 2-5 all having 5 questions and each question will carry 1 mark.
- c. **Assignment:** One assignment (minimum) will be given to the students in each course. The teachers may give more than one assignments where necessary. However the total marks will remain the same. The assignments will be assessed on the basis of information and references included, logical reasoning and organization of material.
- d. **Presentation:** The students will individually or in groups give comprehensive presentation of their assignment. Each presentation should not be longer than 10-20 minutes.
- e. **Mid-Term Examination:** The Examination will be conducted after 7/8 weeks of teaching. There will be different types of questions. The type and number of questions included in the exam, the division of marks and the time allocated for each component is given below:

Types of Questions	No. of Questions	Marks	Time Allocated
Objective Type Questions	10 (1mark each)	10	15min
Short Answer Questions	5	10	25min
Essay type Question	1	10	35min
Total	-	30	1hour 15minutes

f. Final-term exam (50%)

The final-Term examination will be conducted after 16 weeks of teaching:

Types of Questions	No. of Question	Marks	Time Allocated
Objective Type Questions	20 (1mark each)	20	30 min
Short Answer Questions	7	15	35 min
Essay type Questions	2-3	15	55 min
Total	-	50	2 hours

Practical / Lab Courses

a) Sessional Evaluation: (20%)

Lab. Participation / Group work / Behavior	5%
Quiz / short Answer Questions / Definitions	5%

In time submission of practical reports	5%
Presentation / Seminars	5%

Mid-Term Examination: (30%)

Type of Questions	Marks	Time
Problem Solving to evaluate understating of the principles as well as critical evaluation of the practical data	10%	1-2 hours
Practical performance up to the mid-term (based on portfolio/practical evaluation which may be made on continuous assessment during course practical	20%	

Final-Term Examination: (50%)

Type of Questions	Marks	Time
Problem Solving to evaluate understating of the principles as well as critical evaluation of the practical data	15%	2-3 hours
Practical performance up to the mid-term (based on portfolio/practical evaluation which may be made on continuous assessment during course practical	20%	
Final presentation/Practical	10%	
Viva Voce	5%	

Invigilation

There will be two invigilators (one teacher and one assistant/clerk) for 30 students. For every additional 30 students one more teacher and clerk will be taken as invigilator.

Duration of the Semester

The total duration of a semester will be 18 weeks as 2 weeks will be required for the mid-term and final term Examination in addition to the 16 weeks of teaching. The final term exam will be

based on the entire syllabi of the semester. However, the weightage of the syllabi taught before mid-term should be 25%.

Standard Duration of Credit Hour

Theory: 1 Credit hour 1 contact hour each week in a semester
 Practical: 1 Credit hour 2-3 contact hours each week in a semester

Explanation:

The credit hours are denoted by two digits within brackets with hyphen in between. The first digit represents the theory part while the second (right side) digit represents the practical. Thus 3 (3-0) means three credit hours of theory, while 4 (3-1) means a total of four credit hours, of which three are of theory while one credit hour is for laboratory. The weekly contact hours of a 3(3-0) course will be three, the contact hours of a 4(3-1) course will be 5-6 while the contact hours of a 3(1-2) course will be 5-7 hours.

GRADING:

Students will be rated according to the 4 letter grade system i.e. **A, B, C and D**, with nine performance levels of **A+, A, B, C and D** for Master Degree. For these grades “**F**” will be the failing grade. Equivalence between letter grades, grade points along with percentages shall be as follows.

GRADING CRITERIA/READY RECKNOR TABLE

Numeri c Equiva lence	Grade Point	Letter Grade	Remarks	Numeric Equivalenc e	Grade Point	Letter Grader	Remarks
100	4.0	A+	Excellent	74	3.3	B	Good
99	4.0	A+	Excellent	73	3.2	B	Good
98	4.0	A+	Excellent	72	3.1	B	Good
97	4.0	A+	Excellent	71	3.1	B	Good
96	4.0	A+	Excellent	70	3.0	B	Good
95	4.0	A+	Excellent	69	2.9	C	Satisfactory
94	4.0	A	Very Good	68	2.8	C	Satisfactory
93	4.0	A	Very Good	67	2.7	C	Satisfactory
92	4.0	A	Very Good	66	2.6	C	Satisfactory
91	4.0	A	Very Good	65	2.5	C	Satisfactory
90	4.0	A	Very Good	64	2.4	C	Satisfactory

89	4.0	A	Very Good
88	4.0	A	Very Good
87	4.0	A	Very Good
86	4.0	A	Very Good
85	4.0	A	Very Good
84	3.9	B	Good
83	3.9	B	Good
82	3.8	B	Good
81	3.7	B	Good
80	3.7	B	Good
79	3.6	B	Good
78	3.5	B	Good
77	3.5	B	Good
76	3.4	B	Good

63	2.3	C	Satisfactory
62	2.2	C	Satisfactory
61	2.0	C	Satisfactory
60	2.0	C	Satisfactory
59	1.9	D	Poor
58	1.8	D	Poor
57	1.7	D	Poor
56	1.6	D	Poor
55	1.5	D	Poor
54	1.4	D	Poor
53	1.3	D	Poor
52	1.2	D	Poor
51	1.1	D	Poor
50	1.0	D	Poor
49 & Below	0.0	F	Fail

- i) Fraction marks 0.50 and above obtained in a course is to be rounded up to the next whole figure such as 64.50 to 65.00.
- ii) SGPA of a student will be calculated as below:

Course	Credit Hours	Marks Obtained (%)	Grade	GP	Quality Point
	C			G	C x G
I	2	95	A ⁺	4.00	08.00
II	3	88	A	3.70	11.10
III	3	87	A	3.70	11.10
IV	3	70	B	3.00	09.00
V	2	67	C	2.70	05.40
Total	13				44.60

$$\text{SGPA} = \text{Sum of QP} / \text{Sum of Credit Hours}$$

$$\text{SGPA} = 44.60/13 = 3.43$$

$$\text{SGPA} = \text{Sum of 'n' Quality Points} / \text{Sum of Credit Hours of 'n' semesters}$$

Good Standing / Probation:

- I. To remain on the roll of the Department a student has to continuously maintain “Good Standing” namely a satisfactory standard of attendance, academic performance i.e. minimum CGPA of 2.00 as well as good conduct and discipline. A student failing to meet any of the above mentioned conditions will be eligible for the award of the degree. However, at the end of first semester a student having a satisfactory standard of attendance, conduct and discipline, with a minimum SGPA of 1.70 will be eligible for promotion to the second semester. (Changed)
- II. A student who secures less than 2:00 SGPA in second semester and 2:00 CGPA in 3rd semester or subsequent semesters will be dropped out from the role of the department.
- III. The minimum CGPA for award of the degree will be 2:00 with no “F” grade.
- IV. A student may clear his/her failed course/s or subjects in which obtained “D” grade by repeating the said courses with subsequent session or in summer semester to be offered by the department.

Incomplete Grade:

There will be no make-up examination in case a student fails to appear in mid-term examination. If a student has genuine personal problem or is seriously ill and produces a medical certificate duly signed by MS of the respective area that is counter signed by university medical officer and has missed the final term examination the department will arrange a special final term examination for such student. The medical certificate and information of the personal problem must reach the department before or on the examination date. The genuineness of the personal problem will be determined by HOD/Chairman whose decision will be final. Such a student will be given incomplete (I) grade.

Repeating of Courses

The student(s) desiring to repeat failed course(s) with subsequent session(s) will request in writing to the HOD/Chairman concerned within ten days of the commencement of concerned semester. If allowed by the HOD/Chairman, the student will have to deposit fee of Rs. 1500/- for each course. Where morning and evening programs of such subjects are being offered the student of morning will be required to repeat the course with evening program and vice versa. However, where only one program Morning or Evening is being offered and it is not possible for the repeater to attend such classes concurrently, he/she may be exempted from attending the classes. Such cases after approval by HOD/Chairman and deposit of fee are reported by the departmental Incharge examination to the concerned teacher(s). Student will have to be in regular contact with the course instructor and complete all assignments, term papers, reports and presentation. Following are the conditions for repeating a course:

- I. Whenever a student fails or gets a 'D' grade, he/she should repeat the course when it is offered to improve his/her grade.
- II. A student can be allowed to repeat a maximum of three courses (9 credit hours) to improve his/her grades at postgraduate level but no more than one per semester. (Failed courses and maximum 2 grade-D courses to improve his/her CGPA at postgraduate level in a semester.)
- III. A student can be allowed to repeat a maximum of six courses (18 credit hours) to improve his/her grades at undergraduate level but no more than one per semester.
- IV. Improvement of course: In case a student repeats the course which has already been taken. Only new/better course grade should be included in his/her transcripts.

Summer semester:

Summer semester is conducted for the students who are required to repeat one or more course(s) due to the shortage of attendance or any other ineligibility to appear in the final examination of the course(s). This special semester is offered to save time duration of the degree requirement. The matter to conduct summer semester will be initiated by the students who have to qualify a course(s) by regular class work. The students(s) will submit a written request to the Chairman/Head of department who will forward the same for approval to the Vice-Chancellor. Following are the summer semester regulations:

- I. The student(s) shall have to deposit a prescribed fee of Rs. 3000/- per course in advance.
- II. The duration of the summer semester including mid & final term examinations would be 8 weeks. Classes of 1 and a half hours each will be held for 4 days a week.
- III. Summer semester will be conducted if there are a minimum of 6 students repeating course(s). For less than 6 students Clause-16 will be applicable.
- IV. A student will be allowed to enroll for a maximum of 3 courses of a semester/lab work of not more than 12 credit hours.

Change of course:

- a) No student shall change an optional/elective course except with the written approval/re-assignment by the Chairman of the Department/Dean. The time period for such a change shall be seven days from the commencement of the course.
- b) The department may swap the courses of different semesters according to the needs or the availability of teaching faculty.

Semester break/freezing:

In case a student due to some unavoidable circumstances (prolonged illness, performing Haj or such other genuine reasons) is unable to continue his studies, he/she may apply for a semester break. This option, however, will be available only once during the course of his/her studies. The case will be put up to the Departmental Examination Committee for consideration. In case, the Committee recommends it, semester break will be allowed for a maximum period of one year. The student will join the next semester after the semester break and the parked semester will study after completing all semesters. The total time period however, for completion of the programme will, however, remain same as already prescribed in these rules.

Withdrawal from a course will be allowed latest up to one week before the semester examination (i.e. by the end of 15th week) by the approval of the course In-charge and

Dean/Head of Department of the institute. Withdrawn course will appear on transcript with letter grade 'W'.

A student with the consent of the concerned Dean/Head of Department may be allowed:

- I) To change a course within 7 days of the commencement of a semester
- II) To drop a course within 5 weeks of the commencement of semester

Explanation:

Where courses of a prior semester(s) are prescribed/ deemed as pre-requisite for subsequent semester(s) the applicant(s) for freezing/semester break will have to clear such courses(s) of earlier semester before proceeding to the next semester.

Time Limit:

The time limit for the use of credit towards Post Graduate Degree shall be two years and four years for undergraduate degree from the beginning of the earliest course counted towards the degree. Ordinarily, this will be a two years Master and four years Bachelor program but a student repeating the course(s) shall be required to complete the course(s) within a maximum period of one additional academic year. Thus, the maximum time period to complete Postgraduate Program is three academic years and for undergraduate program it will be five years. However, the Vice-Chancellor, on recommendation of the Chairman/HOD and Dean of Faculty concerned may extend this time duration for one additional semester only in hardship cases. The maximum time duration in this case shall become three and a half academic years for postgraduate and five and a half for undergraduate programs.

Thesis/Research Report

Students at undergraduate and graduate levels are required to embark upon research during final year. They will prepare thesis/research report under the guidance of a supervisor. The supervisor will be a full time faculty member and paid remuneration as per approved rates.

Internship / Project

Every student at graduate level is also required to write a project report (similar to thesis with less intensity) or will do his / her internship in an organization which relates to his / her discipline in which he/she is graduating. This is to be done when the student is at senior level, i.e. final year under the supervision of a full time faculty member.

Thesis/project evaluation:

There will be a departmental Research Committee (DRC) comprising HOD/Chairman and two senior most teachers of the department with one co-opted member of the concerned specialized area (if any). It will be approved by the Dean concerned on recommendations of HOD/Chairman.

- a) Where theoretical component of research is included, a course instructor will be deputed for the purpose as is done in other courses. Such course instructor will be treated at par with other teachers in terms of work load and remuneration.
- b) Thesis or project report will be completed under the guidance of a supervisor.

- c) **Functions of DRC**
- i) Approval of research topics for each student/group.
 - ii) Approval of supervisors
 - iii) Recommendation of a panel of external examiners for approval by the Vice Chancellor.
 - iv) Conduct of evaluation/Viva Voce.
 - v) Preparation of result and forwarding the same to examination
- d) Four hard copies along with one soft copy in the form of CD of the thesis or project report shall be submitted by the student(s) on a topic approved by the Departmental Research Committee (DRC) within 2 months (extendable upto a maximum of 15 days by the Dean concerned) after the date of the last paper of final-term written examination.
- e) There will be three examiners for the evaluation of the thesis HOD/Chairman of the department, one internal who will be the supervisor and one external examiner.
- f) The evaluation of thesis by the examiners will be done in the department concerned. The student shall present himself/herself personally before the examiners for the defense of his/her research work.
- g) The candidate who does not qualify the thesis examination may revise the same in the light of the instructions given by the examiners or shall conduct research on new topic duly approved by the DRC. Student(s) failing to submit the thesis within stipulated duration may be allowed to re-submit thesis in the next session of the same program as to be scheduled by the department. Such student will pay additional fee of Rs. 2000/= for the evaluation of the thesis.
- h) Such student (s) as mentioned above will be awarded Grade "I" in thesis. The degree as successful candidate will be issued to the student if he/she passes this course (thesis/report) and fulfills the CGPA criteria.

Declaration of Result and Award of Degree

The teacher concerned is required to mark the mid/final term papers and show these to the students in the class within 10 days of the conduct of that paper. The schedule for showing scripts to the students will be displayed on notice board with the examination date sheet. He/She will then prepare four copies of the awards. He/She shall retain one copy with him/her, display one copy on the notice board, submit one copy to the Controller of Examinations and submit the remaining copy to the Incharge Examinations of the department along with the marked answer sheets/Term Papers/Reports etc. within 12 working days from the date of the respective examination of the paper.

- The concerned In-charge examinations of the department will compare marks inside the answer sheet with the marks posted outside the answer sheet as well as in the prescribed award list. Then based on award lists result of the relevant semester will be compiled in prescribed manner.
- The examination committee(s) referred at section (2) will verify the result compiled by the department and finalize the same after necessary correction. Three copies of the result of each semester will be prepared for Controller of Examinations, departmental record and display on notice board of the concerned department. The result of each semester duly signed by the examination committee will be notified by Controller Examinations within 15 days from the date of the examination of last paper (Except final semester result that will be notified by Controller Examinations within 15 days from the

date of the final evaluation of theses/projects or completion of internship). Each department will provide soft copy of each result in the form of CD to the Controller Examinations for record and further necessary action.

- At the end of each semester, each passed out student will be issued semester result card while on successful completion of prescribed course of studies and other requirements a comprehensive transcript will be issued by Controller of Examinations. Accordingly. Graduate/Masters Degree will be conferred upon the students who qualify for the same.

Criteria for Position Holders

Three positions namely 1st, 2nd and 3rd shall be awarded (if applicable as per University rules and regulations.). The award of these positions shall be on the basis of CGPA. In case of equal CGPA, positions will be determined on the basis of higher percentage of marks. Semester positions will be determined on the basis of SGPA of the respective semester.

In order to qualify for the award of any of these positions; a student is required to:

- i. Pass all the courses (both credit and non-credit) in the first attempt
- ii. Complete all courses opted and never withdrawn any course due to any reason.
- iii. Appear in all mid and final examinations.

In case of tie, the same position will be awarded to the number of students securing the same percentage of marks.

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