

Guidelines for Syllabuses Design

The following are the indicative guidelines:

1) **Mapping:**

- a) **Course-SDG Goals Alignment:** Confirm a clear connection between the course, its elements, and Sustainable Development Goals (SDGs).
- b) **CO-PO-PSO Mapping:** Ensure proper mapping of Course Outcomes (COs) with Program Outcomes (POs) and Program Specific Outcomes (PSOs).
- c) **Bloom's Taxonomy:** Verify the alignment of COs with Bloom's Taxonomy levels to promote cognitive development. Evaluation method should justify attainment of levels of Bloom's taxonomy.

2) **Program Design:**

- a) **Outcome Based Education (OBE):** The design of the syllabus should broadly be compliant with OBE.
- b) **Clusters** – This gives an overview of broad streams of courses being offered and help in understanding the competencies being developed among students. Profiling of courses as cluster also help in developing interdisciplinary programmes.
- c) **Core Courses** - Such courses which shall compulsorily be studied by the student as a core requirement of the programme. (Ordinance 65A)
- d) **Discipline Specific Elective (DSE)** - Elective courses offered from the main discipline/subject of study are referred to as Discipline Specific Elective. The University may also offer discipline related Elective courses of interdisciplinary nature (to be offered by main discipline/subject of study). (Ordinance 65A)
- e) **Elective Courses:**
 - i) **AECs (Ability Enhancement Courses):** AECC" courses are the courses based upon the content that leads to Knowledge enhancement, such as
 - (1) Environmental Education;
 - (2) English/Hindi Communication etc.
 - ii) **SECs (Skill Enhancement Courses)** - SEC courses are value-based/skill-based and may also be designed to focus on enhancement of skills pertaining to the Major Subject. They are aimed to provide hands-on-training, competencies, skills, etc. (Ordinance 65A)
- f) **Performers Cluster:** Are optional courses which students can pursue, over and above their regular curriculum, within or outside the framework of the University. The students may use MOOCs platforms for the same. These courses will be reflected in the marksheets of students.
- g) **IKS incorporation** – Indian Knowledge System (IKS) should be integrated wherever applicable.
- h) **AI incorporation** – Similarly, Artificial Intelligence should be integrated in all courses wherever applicable.

- i) **Experiential Learning:** Ensure the inclusion of experiential learning components like practical, internships, simulations, project-based learning (PBL), problem based learning (PrBL) etc., in all courses.
- j) **Broadly, the design should subscribe to the suggestion of the concerned regulatory body**
- 3) **Holistic Approach:** Review the entire syllabus scheme for coherence and alignment with program objectives, ensuring that credits are properly designated.
- 4) **References:**
 - a) Ensure all references are categorized under Textbooks, Reference Books, Articles, Videos, and MOOC/NPTEL courses (if any).
 - b) Confirm the use of a uniform referencing style, such as APA or Harvard.
 - c) **Latest References:** Ensure that all references are current, reflecting the most recent research and developments in the field.
- 5) **Incorporation of Feedback:** Incorporate following feedback in BoS minutes:
 - a) Student
 - b) Alumni
 - c) IQAC and
 - d) Industry
- 6) **Practical Components:** For subjects with a practical component or standalone practical papers, ensure that a list of experiments is provided.
- 7) **Syllabus Submission:** The syllabus should be uploaded and presented via the **Prabandh** portal.
- 8) **Format of BoS minutes:**

BoS minutes should be prepared as per the guidelines given below:

 - a) **Strikethrough** should be used to indicate deleted content; this content should not be removed.
 - b) **Inclusion of IKS:** List of courses and the unit/s in which it has been included. (colour- Pink)
 - c) **Inclusion of AI:** List of courses and the unit/s in which it has been included. (colour-maroon)
 - d) **Inclusion of New Courses:** List of such courses; (colour-blue)
 - e) **Changes in syllabus:** Change of syllabus of a course; (colour-green)
 - f) **Details of Experiential Learning:** List of courses and page number in syllabus exhibiting the same should be given. The details may be classified as simulations, case studies, PBLs etc.
 - g) **Inclusion of feedback** on curriculum by stakeholders as given by IQAC to be included and **ATR** in attached.
 - h) **Calculate the percentage change** in the syllabus for each course. A minimum of 5% change in the complete syllabus each year is mandatory.
 - i) **New Course Proposals:** The names of teachers who have proposed a new course should be specifically highlighted.

The indicated colours should be used in the syllabus/scheme to indicate the suggested change/s.

These guidelines ensure that syllabuses are comprehensive, current, and reflective of academic and industry standards, while also being systematically updated and easily accessible.


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