POLICY DOCUMENT

INSTITUTE LEVEL CURRICULUM IMPLEMENTATION UNIT (ICIU) POLICY

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*This is to state that the following expert team has formed, reviewed and recommended the **Institute Level Curriculum Implementation Unit** for Zeal Polytechnic, Narhe, Pune.*

The Policy is published and implemented after approval from Governing Body (GB).

Member 1	**Member 2**	**Chairman**

Institute Vision:

To become a premier institute in technical education by imparting vibrant knowledge and skill-based quality education with ethical values to cater the industrial and societal needs.

Institute Mission:

✓ To provide comprehensive technical education through academic excellence.

✓ To give industrial exposure to the students by industry- institute interaction.

✓ To inculcate technical competence, spirit of inquiry, teamwork and entrepreneurship.

✓ To enhance ethical, societal, industrial concerns and lifelong learning skills.

1. Need of Institute Level Curriculum Implementation Unit (ICIU)

Curriculum planning and implementation are critical components of the educational process for a education institution. This policy document outlines the principles, procedures, and responsibilities associated with the development, review, and execution of curricular programs followed by our institution to ensure a holistic development of a student. Institution functions with a clear understanding of the importance of planning and properly implementing an effective curriculum as it is the sum total of the knowledge, skill, and principles students are expected to acquire through various possible methods of learning. The institution also considers both the content of the curriculum and the mode of delivery of the content of the curriculum as very significant for a students' development.

As it is directly related to the development of student, institution follows a well-planned and structured method for curriculum delivery. Various strategies are adopted to enable students to achieve their learning goals. As part of ensuring effective delivery of curriculum, other than the teaching learning process that happens within the classroom various other interactive modes are also included in the process. Along with mentoring and guiding students through various academic and interpersonal challenges, institute also stress experiential, participatory and collaborative learning by inculcating various programmes of multidisciplinary nature.

The **Institute Level Curriculum Implementation Unit (ICIU)** at **Zeal Polytechnic, Narhe, Pune** is committed to the effective implementation of the **MSBTE curriculum**. In line with the curriculum framework, which is based on a **Systems Approach**, the ICIU aims to create a structured, efficient, and industry-aligned process for the delivery of education. The Systems Approach adopted by MSBTE emphasizes the importance of producing competent technical professionals who meet the needs of the industry and community.

The **customer** of this system—the industry and community—require competent, skilled, and adaptable technical manpower. In order to produce the desired output, the curriculum implementation process must be meticulously planned, executed, and continuously monitored.

This **Policy Document** outlines the framework, objectives, roles, responsibilities, and processes for the **ICIU** to ensure effective curriculum implementation, continuous improvement, and alignment with the MSBTE guidelines and accreditation requirements.

2. Vision and Mission of ICIU:

Vision:

To be a leading unit in promoting the effective implementation of MSBTE curriculum, ensuring that the students are well-equipped with relevant knowledge and skills for their professional careers.

Mission:

- To implement the MSBTE curriculum in a structured and efficient manner, ensuring alignment with institutional goals and industry requirements.
- To monitor and improve the quality of teaching, learning, and assessment in line with academic standards.
- To promote continuous curriculum review and updates in collaboration with all stakeholders.

3. Objectives of ICIU:

- ➢ **Effective Curriculum Implementation**: To ensure that the MSBTE curriculum is delivered effectively across all programs, ensuring consistency in quality and outcomes.
- ➢ **Academic Excellence and Quality Assurance**: To provide a framework for high-quality teaching, learning, and assessment aligned with MSBTE standards and institutional goals.
- ➢ **Faculty Support and Development**: To organize professional development activities that help faculty members stay updated with curriculum changes, pedagogical methods, and emerging industry trends.
- ➢ **Industry Collaboration and Relevance**: To maintain strong ties with industry partners to ensure that the curriculum remains aligned with current market needs, technological advancements, and future job requirements.
- ➢ **Continuous Improvement**: To continuously evaluate and improve the curriculum based on feedback from students, faculty, alumni, and industry partners.

4. Structure of ICIU

The organisational structure of ICIU will comprise of the following officials -

1. **Management representative/ Principal**:	Ex-officio Chairman
2. **H.O.D.**: One from each Dept.	Ex-officio.
3. **Representative from institutes teaching staff** (To be nominated by the principal)	Member (2 numbers)
4. **Academic Co-ordinator** (HOD / Sr. lecturer):	Ex-officio Member Secretary
5. **Student representative:** (One female and one male to be nominated by the principal)	Members (2 Numbers)
6. **Industry Representative:** (To be nominated by the principal)	Member (1 Number)

5. Roles and Responsibilities:

1. Study Curriculum development process and prepare curriculum implementation plan at institute level.

2. Identify the resource gaps at institute level and develop plan to make up the deficiencies.

3. Plan for Academic Calendar of the institute taking into consideration the calendar from MSBTE.

4. Guide the departments regarding the philosophy of curriculum design and its implementation.

5. Ensure uniform implementation of MSBTE norms for student assessment.

6. Analyse the reports of internal and external monitoring committees and take remedial action.

7. Maintain the records of all activities in the Prescribed Proforma.

5.1 Roles and Responsibilities of Principal / Management Representative:

The institute is responsible to ensure effective implementation of curriculum. MSBTE has decided to establish ICIU in each institute that will help the Principal to focus on academic activities in line with the philosophy adopted by MSBTE. The Management Representative of the institute will be the chairman of ICIU. In this context the roles of the Management Representative, as Chairman, ICIU are as follows;

1. Establish a separate cell in the Institute to plan, implement and monitor the progress of curriculum implementation.

2. Provide infrastructure facilities to the identified Academic Co-ordinator such as space, computer and one clerical staff.

3. Conduct meetings of the heads of Department and teacher to ensure smooth functioning of ICIU.

4. Provide guidance to support the Academic co-ordinator.

5.2 Roles and Responsibilities of Academic Coordinator:

It is desirable to have uniform policy and procedures for all the departments in the institute while implementing the curriculum. Academic co-ordinator is a key person to decide and adopt uniform procedures. The Role and responsibilities of academic co-ordinator are listed below.

1. Get acquainted with the philosophy of curriculum implementation and develop insight regarding theories of learning, systems thinking and theories of knowledge.
2. Arrange the meeting of all teachers to elaborate the philosophy and the approach of curriculum implementation. Initially more guidance to the teachers who are implementing laboratory manuals, using CAI packages and arranging the activities for developing generic skills.
3. Study and explain the different Proforma developed and prescribed by MSBTE.
4. Maintain the record of all the activities in ICIU.
5. Identify the problems occurring regarding curriculum implementation.
6. Formulate the remedial measures through discussion with principal and HOD.
7. Identify the common resources required for implementing the curriculum and facilitate the same in consultation with Heads of the Department and Principal.
8. Arrange the meetings of ICIU and maintain its record.
9. Provide facilities to EAMC.
10. Identify needs of training for supporting staff and teachers and communicate the same to MSBTE. Additional training shall be organised locally as per needs.
11. Encourage the teachers to contribute in various projects undertaken by MSBTE e.g. learning resource development print and non-print.

5.3 Department Heads

The Department Heads are responsible for the implementation of the curriculum within their respective departments.

> **Curriculum Monitoring**: Ensure that the MSBTE curriculum is being followed and that teaching practices are aligned with institutional and MSBTE standards.
> **Faculty Coordination**: Coordinate with faculty members to ensure the timely and effective delivery of the syllabus, practical sessions, and assessments.
> **Internal Review**: Conduct periodic reviews of curriculum delivery and student performance within the department.
> **Resource Management:** Ensure that all required resources, including labs, software, and teaching materials, are available for the effective delivery of the curriculum.

5.4 Faculty Members

Faculty members play a critical role in delivering the curriculum and ensuring the academic success of students.

- ➢ **Course Delivery**: Deliver lectures, practical sessions, and projects as per the MSBTE syllabus, ensuring active student engagement and learning.
- ➢ **Student Support**: Provide academic support to students, including mentoring, guidance on assignments, and career counselling.
- ➢ **Continuous Assessment**: Design and implement formative and summative assessments as per the MSBTE guidelines.
- ➢ **Feedback Mechanism**: Collect feedback from students on curriculum delivery, teaching methods, and overall academic experience.

5.5 Students

Students are key stakeholders in the curriculum delivery process.

- ➢ **Active Participation**: Actively engage in the curriculum through attendance, participation in lectures, practical's, and projects.
- ➢ **Feedback**: Provide constructive feedback on the effectiveness of curriculum delivery, teaching methods, and overall learning experience.
- ➢ **Time Management**: Manage time effectively to meet curriculum requirements and deadlines for assignments, projects, and assessments.

5.6 Industry Representative:

Industry partners provide valuable feedback and support for curriculum updates and student training.

- ➢ **Curriculum Advisory**: Offer feedback on the relevance and applicability of the curriculum to industry needs and technological trends.
- ➢ **Internships and Placements**: Offer internship opportunities and help with the placement of students, aligning academic learning with industry practices.
- ➢ **Guest Lectures and Workshops**: Contribute to curriculum enrichment by providing guest lectures, workshops, and technical seminars.

5. Curriculum Implementation Process

5.1 Curriculum Planning and Delivery

➢ **Syllabus Distribution**: At the start of each academic session, ensure that the MSBTE curriculum, syllabi, and course outlines are distributed to all faculty members for the smooth planning of the semester.

➢ **Timetable and Schedule**: The ICIU will ensure that a comprehensive timetable is created that includes theory classes, practical sessions, and project work, ensuring the balanced delivery of the curriculum.

➢ **Resource Allocation**: Ensure that the required teaching resources, including laboratories, software tools, and reference materials, are available for curriculum delivery.

5.2 Teaching Methodology

➢ **Active Learning Approaches**: Encourage faculty to use innovative teaching methods like project-based learning, flipped classrooms, case studies, and hands-on practicals.

➢ **Use of Technology**: Integrate digital platforms such as Learning Management Systems (LMS), online courses, multimedia tools, and virtual labs to enhance learning.

➢ **Student-centred Approach**: Focus on creating an interactive classroom environment where students actively participate and engage with the content.

5.3 Continuous Assessment and Feedback

➢ **Assessment Design**: Design assessments (e.g., quizzes, assignments, mid-term exams, projects, and presentations) in alignment with MSBTE guidelines and course objectives.

➢ **Student Feedback**: Collect periodic feedback from students on the effectiveness of teaching, course materials, and overall learning experience.

➢ **Mid-Semester Review**: Conduct mid-semester reviews to assess student progress, identify learning gaps, and provide timely corrective actions.

5.4 Industry Collaboration

➢ **Advisory Committee**: Form an advisory committee comprising faculty, industry experts, and alumni to provide continuous feedback on the curriculum.

➢ **Internship and Industry Linkages**: Facilitate internship opportunities and industry visits that are directly related to the curriculum and industry standards.

➢ **Industry Engagement**: Invite industry experts to conduct guest lectures, workshops, and training sessions that complement the MSBTE curriculum.

6. Curriculum Review and Improvement Process

6.1 Regular Review Cycle

- **Annual Curriculum Review**: The ICIU will conduct an annual review of the curriculum, involving faculty, industry partners, and students, to assess the relevance and effectiveness of the syllabus.
- **Feedback Analysis**: Analyze feedback from faculty, students, and industry to identify areas for improvement in content, teaching methods, and assessment strategies.
- **Action Plans**: Based on feedback, develop action plans for curriculum revisions and updates. Propose changes to the MSBTE as per institutional and industry needs.

6.2 Continuous Feedback Mechanism

- **Student Surveys**: Conduct surveys at regular intervals to assess the quality of teaching, curriculum content, and overall learning experience.
- **Faculty Feedback**: Collect feedback from faculty regarding the challenges faced in delivering the curriculum and areas for improvement.
- **Industry Feedback**: Obtain feedback from industry partners regarding the employability and skills of graduates to ensure alignment with industry needs.

7. Monitoring and Evaluation

7.1 Internal Audits and Reports

- The ICIU will conduct regular internal audits to monitor the delivery of the MSBTE curriculum. These audits will assess whether the curriculum is being implemented as per the prescribed guidelines.
- **Annual Reports**: Prepare and submit annual reports on curriculum implementation, faculty performance, student outcomes, and feedback analysis to senior management.

7.2 Key Performance Indicators (KPIs)

The performance of the curriculum implementation process will be assessed using the following KPIs:

- **Student Success Rate**: Pass percentages, graduation rates, and performance in industry internships.
- **Placement Rate**: Number of students placed in relevant industries.
- **Faculty Engagement**: Faculty participation in professional development and curriculum review processes.
- **Industry Satisfaction**: Feedback from industry partners on the preparedness and skillset of graduates.

8. Conclusion

The **Institute Level Curriculum Implementation Unit (ICIU)** at **Zeal Polytechnic, Narhe, Pune** has adopted a **Systems Approach** to curriculum implementation, in line with the framework set by **MSBTE**. This approach ensures a holistic and structured process for curriculum delivery, emphasizing industry relevance, student engagement, and continuous feedback and improvement.

By adhering to this approach, the institution aims to produce competent and industry-ready graduates, equipped with the technical and professional skills required by the industry and the community.

The involvement of multiple stakeholders, including faculty, students, management, and industry partners, ensures that the curriculum implementation process remains dynamic, responsive to changing needs, and focused on achieving the desired outcomes.