

# CURRICULUM DEVELOPMENT AND REVIEW FRAMEWORK COLLEGES OF TECHNOLOGY

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## A. Version Control Table

Version	Author	Date (dd/mm/yyyy)	Reviewers involved- Summary of Changes
1	English and IT Specialization committees, co-authored by QD, MOMP	01/01/2014	First Version.
1.1	ShCT-QAU	14/12/2015	Revised draft based on new template
1.2	ShCT-QAU	25/05/2016	Second Draft based on the feedback of CoTs and MoMP based on the old MoMP template
1.3	ShCT-QAU	05/10/2016	Third Draft based on the feedback of Applied Science Specialization
1.4	ShCT-QAU	30/10/2016	Forth Draft based on the feedback of College Dean, QAD, QA-NCT
1.5	MoM- CoTs- led by ShCT	10/01/2017	Based on the feedback of Dr. Bader MoMP.
1.6	HCT, ACT, NCT	May 2017	HCT, ACT, NCT
1.7	ISA- Technical Supporting Team.		ISA- Technical Supporting Team.
1.8	AAD	April 2019	Based on the feedback of ADAAs.
1.9	AAD	June 2019	Based on a meeting with QD MoMP members and experts from Undersecretary office.
2	AAD	October 2019	DGTE (AAD)

## B. Plagiarism verification

Version	Team/committee/person	Date (dd/mm/yyyy)	% of Plagiarism	Signature
Final draft v2	AAD	31-10-2019	5%	AAD

## C. Document proof read by:

Version	Team/committee/person	Date (dd/mm/yyyy)	signature
Final draft v2	AAD	25-10-2019	AAD

## D. Approval Authorities Signature/Date:

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## Abbreviations

<b>AAD</b>	Academic Affairs Directorate at DGTE
<b>AC</b>	Academic Council
<b>ADAA</b>	Assistant Dean Academic Affairs at CoTs
<b>BoT</b>	Board of Trustees
<b>CC</b>	College Council
<b>CDRC</b>	Curriculum Development and Review Cycle
<b>CDRF</b>	Curriculum Development and Review Framework
<b>CIMS</b>	College Information and Management System
<b>CoTs</b>	Colleges of Technology
<b>CRC</b>	Curriculum Review Committee at CoTs
<b>DG</b>	Director General of Technological Education
<b>DGTE</b>	Directorate General of Technological Education
<b>GAs</b>	Graduate Attributes
<b>HEI</b>	Higher Education Institution
<b>HoD</b>	Head of Academic Department
<b>HoC</b>	Head of English Language Centre
<b>ITTD</b>	Industrial Relations, Technology Transfer and Training Directorate at DGTE
<b>LOs</b>	Learning Outcomes
<b>MoM</b>	Ministry of Manpower
<b>SpC</b>	Specialization committee
<b>TC</b>	Technical Committee
<b>OAAA</b>	Oman Academic Accreditation Authority
<b>OER</b>	Open Educational Resources
<b>OQF</b>	Oman Qualification Framework
<b>QAD</b>	Quality Assurance Department
<b>QD</b>	Quality Department
<b>SAR</b>	Self-Assessment Report
<b>SC</b>	Steering Committee
<b>SCL</b>	Student-Centered Learning
<b>SpC</b>	Specialization Committee
<b>Sub-SpC</b>	Sub Specialization Committee
<b>V &amp; M</b>	Vision & Mission

## 1. Introduction

This framework outlines the mechanisms for designing, reviewing, recommending changes, and developing curriculum to meet market needs and national expectations. It involves planning, implementation, monitoring, and evaluation of current and newly designed curricula. These processes focus on needs analysis, situation analysis, planning learning outcomes, course organization, selecting and preparing teaching materials, providing feedback for effective teaching, and evaluation<sup>1</sup>.

The Curriculum Development and Review processes are carried out based on the surveys and the feedback received from internal and external stakeholders so as to be in line with the Strategic Plan (2019-2024) (i.e. Vision and Mission) of CoTs, which are as follows:

### Vision

“To be at the forefront of higher education institutions in technological education nationally and regionally” (p.2).

### Mission

“To provide a high quality learning, training and research environment towards developing technological, innovative and entrepreneurial capabilities to meet the ever evolving social and economic needs” (p.2).

The purpose of this Curriculum Development and Review Framework (CDRF) is to systematize the processes of curriculum development and review for the various programs and curricula offered by the CoTs.

The document is divided into different sections. The following section provides an overview about the definition of curriculum, describes the Curriculum Development and Review Cycle (CDRC), and classifications of minor and major changes that could be made in the curriculum.

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<sup>1</sup>Richards, J.C. (2001) *Curriculum Development in Language Teaching*. Cambridge; Cambridge University Press.

The document also explicitly explains the roles and responsibilities of different stakeholders in the curriculum development and review process. Finally, it clarifies reporting lines and CDRC duration for minor and major curriculum reviews & developments.

Furthermore, the document explains how the current framework systematically utilizes multiple data collection tools and brings together feedback from all concerned stakeholders across CoTs, ministry and industry. It also clarifies the mechanisms to be followed should there be a need to develop new program based on contemporary and prospective market needs and trends.

## 2. Overview

A curriculum is defined as "a formal academic plan for the learning experiences of students in pursuit of a college degree"<sup>2</sup>. It specifies:

- a) **Goals for student learning:** intended skills, knowledge, and competencies.
- b) **Objectives:** specific and measurable goals students aim to achieve.
- c) **Outcomes:** attained attributes.
- d) **Content:** components through which the objectives and outcomes are attained.
- e) **Sequence:** the direction and the pace in which the concepts are presented.
- f) **Instructional methods and activities:** how course content is delivered.
- g) **Instructional resources:** course materials and educational resources.
- h) **Assessment:** tools used to measure student learning attainment.

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<sup>2</sup>Conrad, Clifton F. (1978). *The Undergraduate Curriculum: A Guide to Innovation and Reform*. Boulder, CO:Westview Press.

- i) **Evaluation:** mechanisms for evaluating the delivery and assessment processes.

A quality educational program must <sup>3</sup>

- a) be consistent with its institution's mission,
- b) have clearly defined objectives and outcomes it intends to produce,
- c) use the best combination of learning experiences to help each learner achieve these results,
- d) include an assessment process that shows whether the results are being achieved, and
- e) use the findings of assessment to improve program effectiveness.

The programs and curricula offered at CoTs are unified across the CoTs in terms of program design, goals, objectives, learning outcomes, and pedagogy. Program Goals and Objectives state what each program aims to achieve. Each Program comprises several courses as deemed necessary by experts in the field to achieve the program objectives. Each course has a delivery plan with objectives and Learning Outcomes (LOs). The delivery plan is outcome-based-driven, hence, academic departments in consultation with experts at CoTs may identify suitable teaching materials and teaching methodologies as mentioned in the Common Pedagogical Framework (CPF). CoTs are encouraged to utilize academic articles along with other resources including, but not limited to, open educational resources (OER) for the preparation of course materials.

In the light of the rapid growth and developments in science, technology, and other fields of study, it is necessary to review curricula from time to time. It is also necessary to put in place effective curriculum and program development and review mechanisms. Thus, this

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<sup>3</sup>Robert M. Diamond and Lion F. Gardiner, *Curriculum Review*, <http://graduateway.com/curriculum-assessment-of-bshrm-curriculum>

document provides a comprehensive and detailed information keeping abreast with changes.

### 3. Objectives of the Curriculum Development and Review Framework

The CDRF aims to:

- a) Provide a clear procedures for CoTs to follow, in order to allow applicability of focused evaluation and consistent practices in the development of current curriculum.
- b) Ensure continuing quality and relevance of courses, with the ultimate needs of graduates and the work environment (industry) in mind and also to keep abreast of the emerging trends in the educational system.
- c) Introduce a clear mechanism about how the stakeholders' feedback data regarding curriculum is utilized.
- d) Involve industry representatives and professional bodies in curriculum review and development.
- e) Elevate the academic standards of the curriculum through benchmarking with other local and international HEIs.

### 4. Rationale for the Review

CoT's programs and curricula are reflective of their Strategic Plan (SP) which encapsulates the Vision, Mission, Values (VMV) and other elements. The SP is reviewed every five years, and thus programs and curricula need to be reviewed and amended accordingly.



Due to the socio-economic and technological rapid and dynamic changes of the local and global market, the revision and amendment of the CoTs programs and curricula need to be relevant and up-to-date through:

- a) meeting socio-economic changes,
- b) addressing new knowledge and skills required in the subject area,
- c) keeping pace with the rapid changes in technology and the market,
- d) reforming the curriculum (maintaining a balanced curriculum delivery),
- e) meeting national and international expectations,
- f) addressing the results of benchmarking of curriculum with relevant HEIs, and
- g) Addressing the feedback from all stakeholders.

## **5. Scope of the Curriculum Development and Review Framework**

The CDRF shall consider the following areas:

- a) Design and development of new programs needed by job market.
- b) Attainment of Graduate Attributes (GAs)
- c) Program Goals & Objectives
- d) Program and Course Learning Outcomes
- e) Course Delivery Plan and Course Duration
- f) Assessment of Student Learning
- g) Staffing Qualifications and Competencies
- h) Learning Resources Adequacy & Quality.

## 6. Curriculum Development and Review Cycle

The CDRF Cycle comprises six stages which are reinforced and driven by previously mentioned rationale. The following illustrates the details of the six stages:

**Stage 1: Needs Analysis and Stakeholders Input:** are derived in line with the CoTs Strategic Plan through a collaborative process involving internal and external stakeholders. The Need Analysis would also include, where necessary, benchmarking or comparison of best practices across a sample of national and international HEI.

**Stage 2: Design and Review of Program and/or Course:** are planned and reviewed considering the feasibility studies, program/course design specifications, outcomes of needs analysis, feedback from stakeholders, and listing requirements of OQF. Accordingly, the following should be accomplished:

1. **Develop and/or Review of Program:** it includes the process of developing or reviewing the program degree audit, which should cover courses; codes, titles, passing grades, theoretical and practical credits hours.
2. **Develop and/or Review of Course:** it includes the process of developing or reviewing one or all courses' components such as: Goals, Objectives, Learning outcomes, Content and Delivery plan. Assessment and Evaluation standards are established / modified to ensure students' attainment of LOs and GAs.

**Stage 3: Approval of Proposed Changes:** submission of proposed changes on programs and/or course (either on existing program/course or introducing new ones) are forwarded to Academic Affairs Directorate (AAD). These proposals are reviewed and classified as either minor or major. Where the proposed changes are minor, they are forwarded to the TC/DG for approval. Where the proposed changes are major, they are forwarded to the SC/BoT for the final approval. All decisions made on the proposed changes would be disseminated through AAD to all CoTs.

**Stage 4: Pilot and Implementation of Curriculum:** The approved changes should be piloted where applicable and results of the pilot should be studied before the final implementation by all CoTs. The governing and management bodies should provide adequate resources and academic support services to ensure effective implementation.

**Stage 5: Monitoring and Evaluation:** is performed to check the effective implementation of the changes through the use of appropriate methods and tools. These include, but not limited to, class observations, student evaluation, course files and student portfolios, and feedback from external stakeholders on programs and/or courses. The changes are to be followed up on an ongoing basis within a semester and necessary interventions (if any) are to be determined.

**Stage 6: Feedback and Recommendations:** based on the monitoring and evaluation stage, feedback is collated, analysed, and reported to the concerned parties on regular basis as illustrated in Table 2.

The following figure depicts the Curriculum Development and Review Cycle (CDRC) in Colleges of Technology. For the review and development of teaching methodology, a separate framework CPF is designed for the purpose.

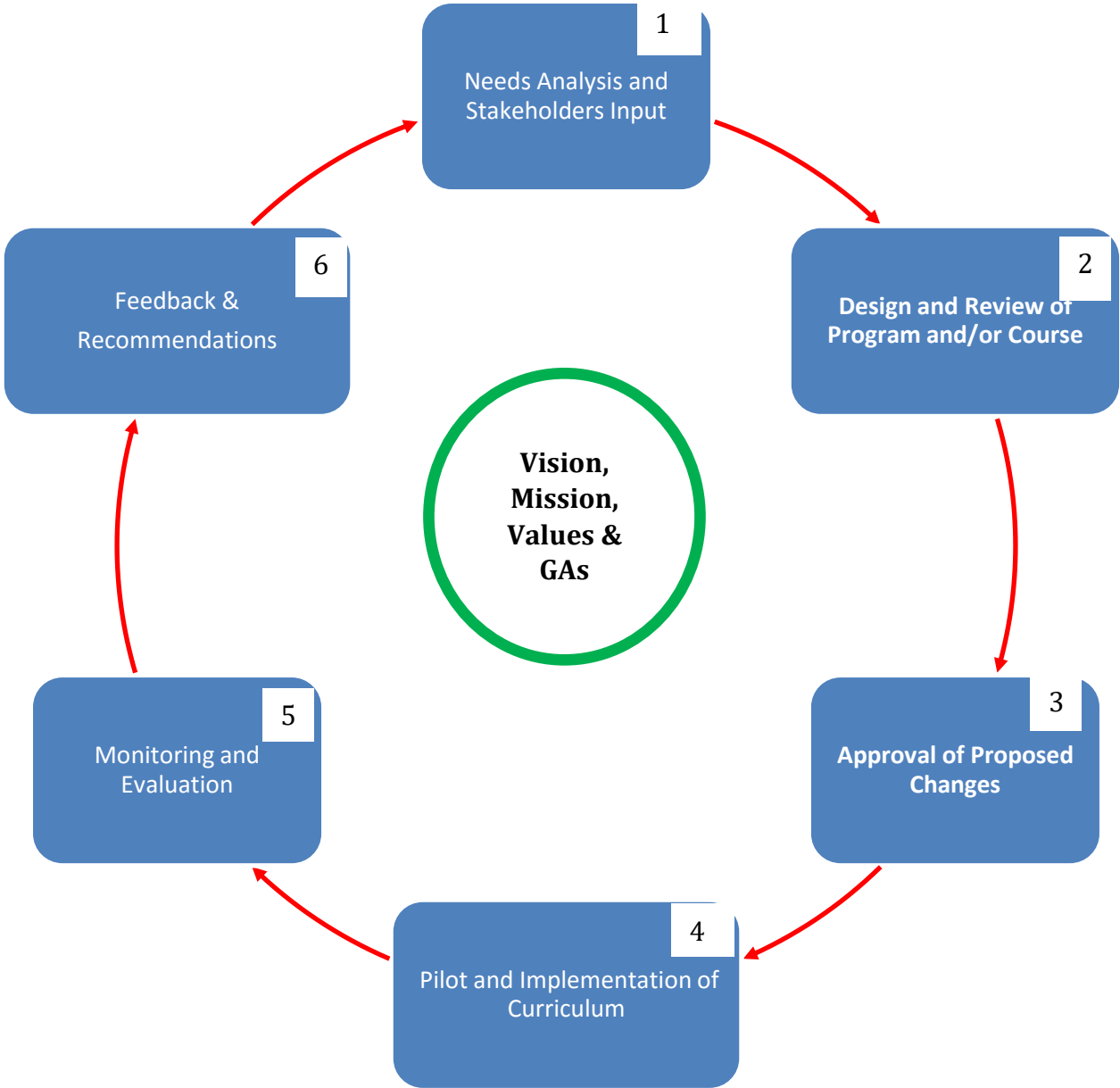


Figure 1: Curriculum Development and Review Cycle (CDRC)

## 7. Categories and Timeframe of Curriculum Development and Review

The classification of categories of CDRC is based on the distinctive characteristics of the changes to the curriculum. These are minor changes and major changes. Table 1 presents the classification of categories and characteristics that distinguish between minor and major changes to the curriculum.

**Table 1:** Categories and Timeframe for Curriculum Development and Review\*

<b>Minor (1-2 Year Cycle) based on the recommendations of the respective CoTs and SpCs to the AAD</b>	<b>Major (Program Cycle 3-5 years) based on the recommendations of the respective CoTs and SpCs to the ADD</b>
<ul style="list-style-type: none"> <li>• Adding new but not modifying or deleting existing course objectives and learning outcomes to be in line with Graduate Attributes (GAs), and national expectations.</li> <li>• Changing of departmental/college course elective.</li> <li>• Revising credit/contact hours (theory/practical) and course code.</li> <li>• Changing of departmental/college prerequisites for a course to co-requisites or vice-versa</li> <li>• Revising and developing the assessment system including, but not limited to, Amending continuous assessment formats, methods and examination specifications across CoTs</li> <li>• Revising course materials to suit learning outcomes across CoTs</li> </ul>	<ul style="list-style-type: none"> <li>• Revising and developing program objectives and learning outcomes to be in line with new Graduate Attributes (GAs) and national expectations</li> <li>• Proposing changes to student entry standards and progression requirements</li> <li>• Phasing out of courses/ programs</li> <li>• Introducing new courses/programs</li> <li>• Major changes to the educational plans/designs – length of semesters, program structure, program duration, number of courses in a program</li> </ul>

\* These are some illustrative examples for each category and are by no means exhaustive.

## 8. Bodies Involved in the Curriculum Development and Review Process

The responsibility for the curriculum development and review is carried out by different bodies at three levels as follows:

- **Level one- Governance Role**

- a) **Board of Trustees (BoT):** approves major curriculum reviews and developments according to the recommendations of the Steering Committee (SC).
- b) **Steering Committee (SC):** reviews & approves the feasibility and practicality of the major curriculum reviews and developments as recommended by the Technical Committee (TC) and forwards it to the BoT if required.
- c) **Technical Committee (TC/DG):** approves minor curriculum reviews and developments. It also evaluates major curriculum changes and makes recommendations to SC.
- d) **Academic Affairs Directorate (AAD):** oversees and supervises, in collaboration with Specializations Committees (SC), and relevant stakeholders, the overall process involved in curriculum review and development to ensure the effectiveness of CDRC. The AAD, SCs, Curriculum Review Committee (CRC) at CoTs, and experts study, analyze, and identify current and prospective inputs (e.g. Needs Analysis, stakeholders input, national and market expectations and implications) of stage one of CDRC. AAD also receives a curriculum review report from the ADAA/AC at the CoTs at least once a year. AAD reviews the suggestions made in the report in consultation with SCs and experts then forwards the recommendations to governing bodies for final approval.

- **Level Two-Management Role**

- a) **Dean and/or AC at the CoTs:** They are the main liaising body at the CoTs level with the governing bodies at Ministry level on all issues related to curriculum review and development. Their role include -but not limited to- forming the CRC at the unit's level. They receive the consolidated curriculum review report and outcome of CRCs of the academic units through ADAA (by utilizing Form 3A) at least twice a year. They may also request for a particular review and/or further details where necessary. They discuss the consolidated report of all centers and departments. They design a report with the proposed changes (if any) and forward it to the governing bodies through AAD at least once year.
- b) **Departments and Centers at CoTs:** Departments and Centers at CoTs supervise CRC at their respective units. They report the outcome of CRC to the ADAA and/or AC at least twice a year following their respective units report as indicated above (a). They are responsible for implementing the approved changes of curriculum and programs by governing bodies and review them on regular basis.
- c) **Quality Assurance Department (QAD) at CoTs:** QAD at the college is the custodian of all processes, policies, and frameworks including but not limited to CDRF. It also monitors, reviews the processes of the CDRF and ensure the documentation of curriculum review report through ADAA. The consolidated curriculum review report is to be attached to the college annual report.

- **Level Three- Supporting Committees & Individual Staff Roles:**

- a) **Specialization Committees (SCs):** are advisory committees which comprise of senior academic staff representing all major specialization programs and constituted by a Decree from the Undersecretary for Technological Education and Vocational Training. SCs receives the consolidated curriculum review report through AAD. HoDs who are members of SCs may raise and discuss related issues of consolidated

curriculum review report with the head of SCs once it is approved by the Dean/AC. SCs may initiate and propose any matter pertaining to curriculum development and review. These are to be discussed with DGTE (AAD). Members of SCs are expected to discuss agendas and minutes of their meetings with their respective ADAA/Dean and include any comments and feedback provided by them in their respective SCs meetings. SCs play essential consulting role in the development and revision of programs and course objectives/learning outcomes across CoTs. These are conducted in line with CoTs SP and national expectations. Detailed responsibilities are listed in Table 2. All feedback and suggestions are forwarded back to AAD to seek the final approvals from governing bodies.

- b) **Sub-Specialization committees (Sub-SCs):** Each committee is comprised of experienced academic staff from CoTs representing each specialization program and constituted by a Decree from the Director General of Technological Education. The Sub-SCs receives issues related to curriculum review from the main SCs for further investigation and review. These committees summarize and provide their feedback, adding appropriate remarks/recommendations, then forwarding them to the head of SCs. Detailed responsibilities are listed in Table 2.
- c) **Curriculum Review Committee (CRC) at CoTs:** Within the CDRF framework, the CRC is considered at the core of the process. This committee is constituted in each academic departments and Centre of the CoT. It's headed by a well immersed lecturer member nominated by the HoD. The committee comprises of the HoSs and program coordinators, and any additional members nominated by the respective HoD. The committee is responsible to review curriculum including but not limited to LO, Objectives, Delivery Plan, Assessment Strategies, etc... through utilizing and taking into consideration the Program Review Form (2B) and the course review Form (2A). The Committee utilizes the feedback from course and program coordinators as one of core inputs for reviewing curriculum. In addition, the committee may conduct benchmarking, data and feedback collection from all stakeholders and analyze them



in light of current developments in the field. The committee should report their feedback, comments, and progress to the HoD (utilizing Form 2C) at least twice a year following the end of semesters one and two. The CRC report is approved by the respective HoD/HoC and forwarded to the concerned ADAA/Dean. The latter reviews and consolidates all departments/Centre CRC reports and forwards them to AC/Dean. They design a report with the proposed changes (if any) and forward it to the governing bodies through AAD at least once year.

- d) **Teaching Staff, Courses and Programs' Coordinators:** Teaching staff are considered central to course review by providing written constructive feedback by the end of each academic semester to course coordinators who does the same to program coordinators. Course coordinators are responsible to receive the review of courses ' objectives/outcomes, material, delivery, and assessment from teaching staff via form 2A. Program coordinators are expected to collate feedback from respective courses coordinators of a specific program via form 2B. Course and Program coordinators should consider feedback from different stakeholders as a result of their engagement and involvement with e.g. students, industry and community, and submit all findings with suggestions to CRC. The teaching staff, course coordinators & program coordinators responsibilities are fully illustrated in Table 2.

## 9. Documentation of Curriculum Review

QAD through the quality assurance coordinator in each department/centre is responsible for maintaining all records leading to reviewing and developing the curriculum including forms 1A to 2C. Important to note here, CRC is expected to carry out their role and fill the forms 1A to 2C and maintain them as part of the CDRC for the documentation purpose, in which they may refer back to when is required by other stakeholders within the Management and/or Governing bodies.

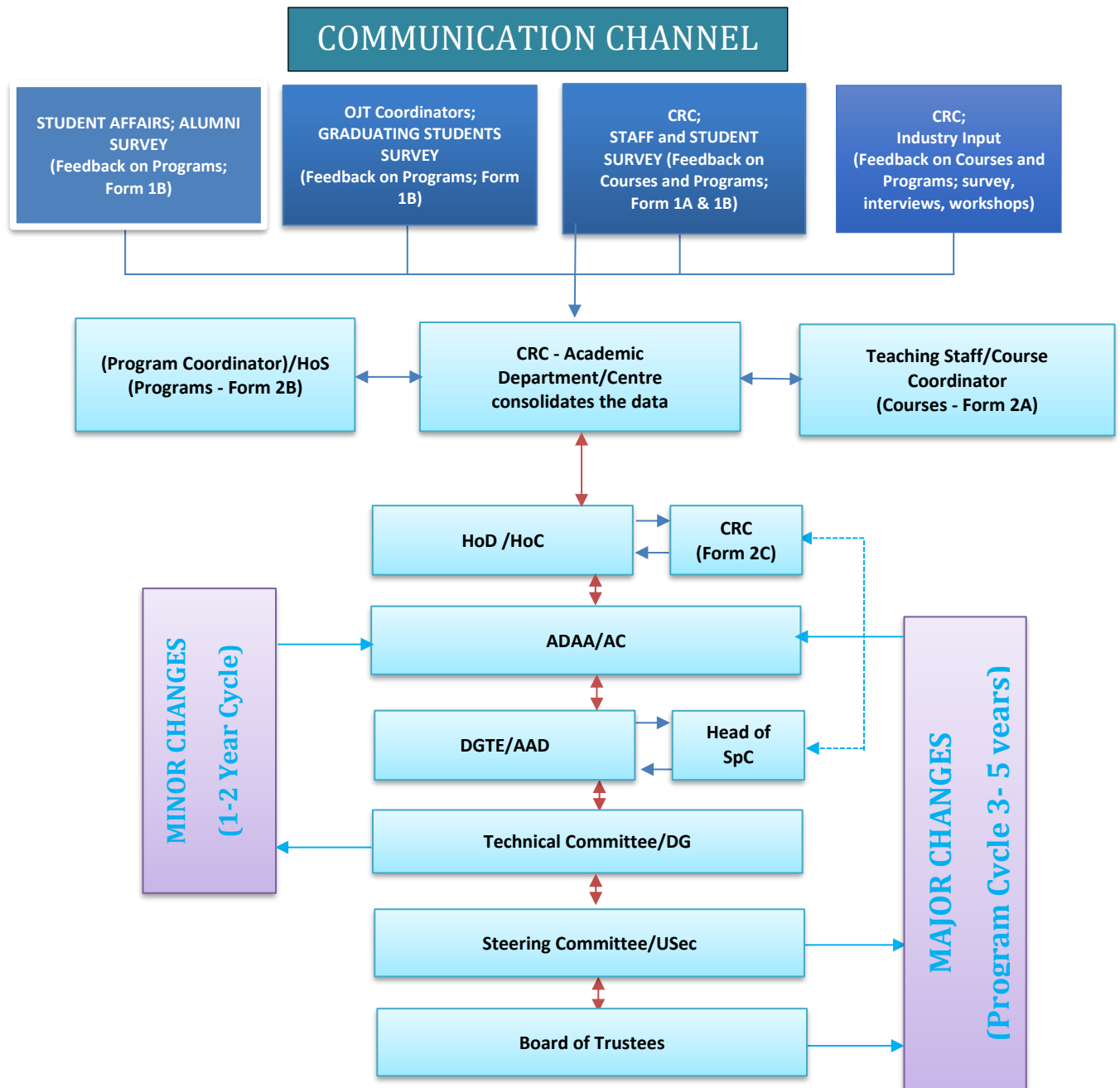
## 10. Communication Flow

Figure 2 shows the communication flow between and among all the parties involved in curriculum review/development. It is evident from the flow chart that at the core of CDR process lays the self-assessment activity conducted by CoTs. These are depicted by the four surveys in the blue rectangles. The outcome of the surveys along with the feedback from the teaching staff, course and program coordinators as mentioned in the previous section are collated by the CRC. These are shown in the charts as side inputs to the CRC. The latter prepares and submits a report utilizing forms 2C to the HoD/HoC.

All HoD and HoC then review and submit their report to the ADAA who consolidates all curriculum review reports from all academic units and center utilizing form 3A for discussion and feedback with AC/Dean. The latter then submits a report to the governing bodies i.e. DGTE/AAD highlighting their findings, recommendations, and/or proposed changes on the curricula.

Following the review of all CoTs reports on curricula, AAD would review them and consult SpCs and experts on the proposed changes and recommendations. The AAD would receive the final feedback and suggestions from SpCs and experts on the proposed changes and their implications then submit a final report to the concerned governing bodies i.e. TC/DG for final review and approval on the minor changes. Moreover, the AAD through the DG submits a final report to the concerned governing bodies i.e. SC/BoT for final review and approval on the major changes. Once the decision is made on the proposals and recommendations, the governing bodies, would disseminate them to Deans and SpCs.

**Figure 2: Communication Flow**



## 11. References

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O'Donnell, Sharon (2001). *International review of curriculum and assessment frameworks: Thematic probe*. Inca.org.uk. June 2001(PDF file). Accessed on 27th October 2012 from

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## 12. Appendices

1. Form 1A: Feedback from program/students/staff/alumni on courses as found in the CoTs references.
2. Form 1B: Feedback from graduates/staff/industry on program as found in the CoTs references.
3. Form 2A: Course Review Form to be filled by course coordinator.
4. Form 2B: Program Review Form to be done by program coordinator, reviewed by HoS and submit to CRC.
5. Form 2C: CRC Review Report to be approved by HoD and submit to ADAA/CC.
6. Form 3A: Consolidated Curriculum Report to be prepared by ADAA and submitted to CC & AAD (College wise)

## Form 2A

### Course Review Form

This form is to be filled-out by each course coordinator after the declaration of results of each two normal semester and to be submitted to the HoSs (program coordinators) to consolidate it and to serve as an input to the program review process.

#### Course Information

<b>Course Title</b>		<b>Course Type</b>	
<b>Course Code</b>		<b>Contact Hours</b>	
<b>Department</b>		<b>Passing Mark/Grade</b>	
<b>Program</b>		<b>Specialization</b>	
<b>Pre-Requisite</b>		<b>The reviewed course is a Pre-Requisite for</b>	

#### Review Information

<b>Student course feedback survey rating:</b>	<b>Staff course feedback survey rating:</b>
<b>Student Feedback survey rating on Assessments:</b>	<b>Staff feedback survey rating on Assessments:</b>

#### General Comments:

How many sections were there?  
How many staff taught the course?  
What is the grade distribution?  
How many different Student-Centered Learning (SCL) methods were employed? How effective are they?  
Is there any section/s, which showed remarkable difference in grade distribution compared to the other sections? If yes, any reason/s identified?

#### Strengths and Weaknesses:

What are the strengths and weaknesses of the (Course learning outcomes) Course LOs with regard to the (Program Outcomes) PO?  
What are the strengths and weaknesses of the Course LOs with regard to the GAs?  
What are the strengths and weaknesses of the course material with regard to coverage of Course LOs?  
What are the strengths and weaknesses of the assessment designed in assessing the Course LOs?  
What were the strengths and weaknesses of the employed SCL methods?

<b>Suggestions for improvement:</b> <i>Do you suggest improvement in the Course LOs and how?</i> <i>Do you suggest improvements in the course material coverage to achieve the CLO?</i> <i>Do you suggest improvements in the assessments?</i>					
<b>Outcome Coverage:</b>		<b>Outcomes covered through SCL</b>		<b>Graduate Attributes Covered:</b>	
Outcomes fully covered: Outcomes partially covered: Outcomes not covered:					
<b>Course Score:</b> <i>Note: Enter a score between 1 to 5</i>					
Relevance of the CLO to the PO	Course Material Coverage with regard to the Course LOs	Time period for covering the Course LOs	Practical component of the course with regard to Course LOs	Assessment types suitable to assess the Course LOs	Evaluation of the application of SCL methods
<b>Overall rating of the course</b>					
<input type="checkbox"/> 5 - Excellent <input type="checkbox"/> 4 - Very Good <input type="checkbox"/> 3 - Good <input type="checkbox"/> 2 - Fair <input type="checkbox"/> 1 - Poor					
<b>Revision Proposed</b>					

Prepared by: \_\_\_\_\_  
 Course Coordinator.  
 Date: \_\_\_\_\_

Reviewed by: \_\_\_\_\_  
 HoS  
 Date: \_\_\_\_\_  
 Copy to Program Coordinator & CRC

Academic Year: 20 /20

Semester

Form 2B  
**Program Review Form**

This form is to be filled-out once a year by each program coordinator and to be reviewed to the HOS (in case of program coordinator is the HoS the review is done by the HOD) to be submitted to CRC.

**Program Information**

Department	
Program Title	
Specialization	
Number of courses as Department & Specialization Requirements	
Number of Courses as College Requirements	

**Review Information**

Student feedback survey rating on program : :	Staff feedback survey rating on program : :
--	--

**General Comments:**

Feedback from course review by including a bar chart to show a comparison of overall rating for all the courses under the program.

A brief analysis of the final rating of the courses based on the above chart

Are there any course/s identified for major revision? What is the revision suggested?

Are the resources suitable to cover the outcomes of the program (both HR and Physical)?

Do the program outcomes inculcate the Knowledge, cognitive skills and general competencies intended?

**Strengths and Weaknesses:**

*What are the strengths and weaknesses of the (Program Outcomes) PO?*

*What are the strengths and weaknesses of the PO with regard to the GAs?*

*What are the strengths and weaknesses of the courses covered for the PO?*

*What are the general strength and weaknesses of the program?*

**Suggestions for improvement:**

*Do you suggest improvement in the PO and how?*

*Do you suggest improvements in the course/s taught under the program?*

*Any improvements you like to include in other programs affecting this program*

**Overall Evaluation of the Program**

<input type="checkbox"/> 5 - Excellent	<input type="checkbox"/> 4 - Very Good	<input type="checkbox"/> 3 - Good	<input type="checkbox"/> 2 - Fair
<input type="checkbox"/> 1 - Poor			

**Revision Proposed**

--



Prepared by: \_\_\_\_\_  
Program Coordinator.  
Date: \_\_\_\_\_  
**Academic Year: 20 /20 Semester**

Reviewed by: \_\_\_\_\_  
HoS  
Date: \_\_\_\_\_  
Copy to: CRC

Form 2C

CRC Review Report

This form is to be filled-out by CRC and to be submitted to the HOD.

CoT				
Department				
Academic Year				
Program				
Level				
Review Information				
Course/ Program	Identified Problems (Refer form 2A & 2B)	Revision (Short Term (ST)/Minor- Long Term(LT)/Major	Proposal (Recommendations)	Perceived Impact of the Proposal

# Refer to form 2B appended with this form for details

Prepared by \_\_\_\_\_  
CRC Head  
Date: \_\_\_\_\_

Approved \_\_\_\_\_  
by:  
HoD  
Date: \_\_\_\_\_

Colleges of Technology  
Consolidated Curriculum Report (college wise)

**CDRF Form 3A:**

This form is to be filled-out by ADAA and to be submitted to CC.

College Name:		Academic Year	
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Department Name:			Program of Review:		Level of Review:
No.	Identified Problems (Refer to CDRF Forms 2A & 2C)	Proponents (Total number & Name of CoTs)	Remarks		Proposed Recommendations
			Accepted as ST or LT (Short Term -ST) (Long Term --LT)	Not Accepted (Reason/s)	

Prepared by: \_\_\_\_\_  
ADAA

Submitted to: \_\_\_\_\_  
CC/ copy to QAD

Date: \_\_\_\_\_

Date: \_\_\_\_\_