**Sinhgad Technical Education Society's**

# SKN Sinhgad School of Business Management,
**Ambegaon (Bk), Pune-411041**

# MANNUAL ON CURRICULAM TRANSACTION

# Curriculum Transaction in SKNSSBM

Curriculum is a systematic and intended package of competencies such as knowledge, skills,attitudes and values. Learners achieve these competencies through well-organized learning experiences. Well-constructed curriculum achieves its goals through its effective curriculum transaction and implementation. So, curriculum is transacted in the educational settings carefully and effectively. Curriculum transaction includes clarity of thought and communication, knowing, observing and understanding of the learners at all times, time management, etc

We at SKNSSBM focus on effective curriculum transaction and it also reflected in Vision, mission and core values of the institute.

**Mission Statement of SKNSSBM:**

"Holistic development of students and teachers is what we believe in and work for. We strive to achieve this by imbibing a unique value system, transparent work culture, excellent academic and physical environment conducive to learning, creativity and technology transfer. Our mandate is to generate, preserve and share knowledge for developing a vibrant society."

**Vision Statement of SKNSSBM:**

To be renowned management institute of excellence and responsible leadership, that is Indian in character and global in relevance.

**Core Values of SKNSSBM**

Core values are the fundamental beliefs of an organization. They are guiding principles which commands behaviors of people and tell the difference between right and wrong. To achieve Institute's Vision and Mission, we have narrowed down following Core Values.

According to Mission and Vision statement, Core Values of our Institute are:

- Achieving **Excellence** in Education and Learning
- Maintaining **Transparency** on the road towards excellence
- Demonstrating **Commitment** towards stakeholders

- Being **Socially Responsible** for better future

Our curriculum transaction techniques also linked with this core values

**Excellence:**

"We boost academic excellence in research, counseling, training, and teaching with optimum use of available resources; thereby promote continuous and collaborative learning"

To achieve excellence, emphasis is laid on:

We focus on outcome based education for which conduct different activity

- CO-PO mapping for each course
- Define course objective and problem statement for each course
- Course Exit survey (feedback of students regarding learning from each couse)
- On the basis of course outcome and objective different concurrent Internal evaluation methods selected

**Transparency:**

"We believe in transparent work culture that recognizes hard work and success of people which will eventually lead to greater work satisfaction". Transparent decision making process helps everyone involved in understanding the thinking behind a particular decision and also encourages coming forward with their individual opinion."

We are trying to maintain transparent work culture through following Practices and which is helpful to achieve effective curriculum transaction:

- Assessment rubrics are shared with students before the start of every semester. This helps them understand the weightage and the scope of coverage in their learning process.
- Students' feedback regarding their learning in each semester is shared with faculty members that acts as an input regarding their strengths and areas for improvement as well as it is also helpful for effective curriculum trans action.

**Commitment**

"We are committed to meeting the needs of our stakeholders as well as changing needs of contemporary business environment"

We are committed to needs of our students and effective curriculum transaction and we fulfill that by:

- Structured efforts for the placement of students (GD, PI, Aptitude test training and multiple guest lectures and workshops to make student industry ready)

- Use of different teaching-learning methods like co-learning, project based learning, field trips to give them practical insights.
- Bridging gap between industry and academia by organizing different industry expert guest lectures, industrial visits and live industry projects.

**Social Responsibility**

Our curriculum integrates crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability. Institution integrates crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability included into the Curriculum by the subjects like Introduction to Human Rights and Duties, Human rights of vulnerable and disadvantaged groups, Indian Ethos & Business Ethics and Corporate Social Responsibility & Sustainability

As well as some subject like organizational behavior, Basics of marking and consumer behavior also focus on human values. This subject helps students to understand Sustainability and its impact on corporate culture & society at large.

**Curriculum Transaction**:

"Curriculum Transaction is the effective planning and desired implementation of the curriculum contents on the basis of the aims and objectives listed in the curriculum"

The effectiveness of curriculum transaction depends on the usage of the appropriate instructional

techniques which include different concurrent evaluation methods. If the curriculum is transacted properly, then we can achieve the objectives that we framed and fulfill the needs of the learners. So, to enhance the curriculum transaction, selection of the proper instructional techniques is considered as important.

## PLANNING PHASE:

### ACADEMIC CALENDAR (INCLUDING FOR THE CONDUCT OF CONTINUOUS INTERNAL EVALUATION (CIE))

For the effective transaction of curriculum Institute prepare academic calendar for the conduct of Continuous Internal Evaluation (CIE)

An academic calendar is a schedule that outlines the various events and activities within an academic year, such as the start and end dates of classes, examination periods, holidays, and other significant academic events. Including Concurrent Internal Evaluation (CIE) in the academic calendar is essential for several reasons: like Structured Learning, Timely Feedback, Balanced Workload, Learning Improvement, Academic Integrity, Flexibility for Students, Informing Teaching Strategies etc

Overall, including Concurrent Internal Evaluation in the academic calendar is beneficial for both students and educators, as it promotes a more effective and balanced learning experience, leading to improved educational outcomes.

**ACADEMIC MONITORING COMMITTEE OF SKNSSBM**

SKN Sinhgad School of Business Managemnet has their Academic Monitoring Committee(AMC) This Committee plays a crucial role in Planning phase as well as ensure the quality and effectiveness of academic programs within an institute. The AMC reviews the existing curriculum to ensure that it aligns with the institute's educational objectives, meets the academic standards, and stays up-to-date with the latest developments in the field. The committee oversees the assessment and evaluation process, ensuring that it is fair, transparent, and in line with the learning outcomes defined in the curriculum. The AMC monitors the overall quality of educationprovided by the institute, identifying areas for improvement and suggesting

measures to enhance the teaching and learning experience.

## IMPLEMENTATION PHASE:

## Defining problem statement, course outline and Rubric by subject teacher

The process of defining the course outline, problem statement, and using Concurrent InternalEvaluation methods can be structured as follows:

### Course Outline Drafting:

Subject teachers, who are experts in the specific subject or course, begin by reviewing thecurriculum guidelines and learning objectives provided by Savitribai Phule Pune University.

Based on the learning objectives, they create a comprehensive course outline that includes the topics to be covered, the sequence of content delivery, and the timeline for each unit or module.

The course outline should also indicate the assessment components, such as assignments, quizzes, projects, and exams, that will be used to evaluate students' understanding of the material.

### Problem Statement Development:

Using the course outline as a foundation, subject teachers design problem statements or real-world scenarios that align with the learning objectives and reflect the practical application of the course content.

The problem statement should challenge students to think critically, analyze information, and apply their knowledge to solve problems or address specific challenges related to the course.

### Concurrent Internal Evaluation Method Selection:

Savitribai Phule Pune University provides guidelines for Concurrent Internal Evaluation methods. Subject teachers familiarize themselves with these guidelines and available evaluation methods.

Based on the problem statement and the nature of the course, subject teachers select appropriate Concurrent Internal Evaluation methods that will effectively assess students' understanding and skills.

Concurrent Internal Evaluation methods may include individual or group projects, presentations, case studies, practical exams, lab work, or any other form of assessment that is in line with the university's guidelines.

### Rubric Preparation:

Once the Concurrent Internal Evaluation methods are chosen, subject teachers prepare detailed

 rubrics for each assessment component. The rubrics outline the criteria for grading and the specific expectations for each level of performance.

Rubrics should be clear, unambiguous, and aligned with the learning outcomes. They serve as a transparent guide for students, indicating how their work will be assessed and what they need to achieve to earn different grades.

By following this process, subject teachers can create a well-structured and effective course that fosters student engagement, critical thinking, and meaningful learning experiences while adhering to the evaluation standards set by Savitribai Phule Pune University.

## SAVITRIBAI PHULE PUNE UNIVERSITY INSTRUCTION REGARDING COMPREHENSIVE CONCURRENT EVALUATION (CCE) / CONCURRENT INTERNAL EVALUATION (CIE):

1. The course teacher shall prepare the scheme of Comprehensive Concurrent Evaluation (Formative Assessment) before commencement of the term. The scheme of Comprehensive Concurrent Evaluation shall explicitly state the linkages of each CCE with the Course Outcomes and define the targeted attainment levels for each CO.

2. The Director / Head of the Department / designated academic authority shall approve the scheme of Comprehensive Concurrent Evaluation with or without modifications.

3. The course teacher shall display, on the notice board, the approved CCE scheme of the course and the same shall also be hosted on the website, not later than the first week of the term.

4. Each CCE item shall be of minimum 25 marks.

5. for a 3 Credit Course there shall be a MINIMUM of three CCE items. The final scores shall be converted to 50, using an average or best two out of three formula.

6. For 2 Credit Course there shall be a MINIMUM of two CCE items. The final scores shall be converted to 50.

7. for a 1 Credit Course there shall be a MINIMUM of one CCE item.

8. CCE shall be spread through the duration of course and shall be conceptualized, executed, assessed and documented by the course teacher along with student-wise and class-wise attainment levels of the COs and the attainment levels of the course.

**COMPREHENSIVE CONCURRENT EVALUATION METHODS GIVEN IN SAVITRIBAI PHULE PUNE UNIVERSITY SYLLABUS**:

Course teachers shall opt for a combination of one of more CCE methods listed below.

Group A (Individual Assessment) – Not more than 1 per course

1. Class Test

2. Open Book Test

3. Written Home Assignment

4. In-depth Viva-Voce


Group B (Individual Assessment) – Atleast 1 per course

5. Case Study

6. Caselet

7. Situation Analysis

8. Presentations


Group C (Group Assessment) – Not more than 1 per course

9. Field Visit / Study tour and report of the same

10. Small Group Project & Internal Viva-Voce

11. Model Development

12. Role Play

13. Story Telling

14. Fish Bowls


Group D (Creative - Individual Assessment) – Not more than 1 per course

15. Learning Diary

16. Scrap Book / Story of the week / Story of the month

17. Creating a Quiz

18. Designing comic strips

19. Creating Brochures / Bumper Stickers / Fliers

20. Creating Crossword Puzzles

21. Creating and Presenting Posters

22. Writing an Advice Column

23. Library Magazines based assessment

24. Peer assessment

25. Autobiography/Biography

26. Writing a Memo

27. Work Portfolio

Group E (Use of Literature / Research Publications- Individual Assessment) – Not more than 1 per course

28. Book Review

29. Drafting a Policy Brief

30. Drafting an Executive Summary

31. Literature Review

32. Term Paper

33. Thematic Presentation

34. Publishing a Research Paper

35. Annotated Bibliography

36. Creating Taxonomy

37. Creating Concept maps

Group F (Use of Technology - Individual Assessment) – Not more than 1 per course

38. Online Exam

39. Simulation Exercises

40. Gamification Exercises

41. Presentation based on Google Alerts

42. Webinar based assessment

43. Creating Webpage / Website / Blog

44. Creating info graphics / infomercial

45. Creating podcasts / Newscast

46. Discussion Board

# INSTRUCTIONAL TECHNIQUES FOR EFFECTIVE IMPLEMENTATION OF CURRICULUM

Different instructional techniques we use for implementation of Comprehensive Concurrent Evaluation Methods given in Savitribai Phule Pune University syllabus

Instructional Techniques we use for enhancing Curriculum Transaction

There are four kinds of instructional techniques we use for enhancing the curriculum transactions.

- Teacher-Centered Learning Techniques,

- Learner-Centered Learning Techniques,

- Experiential-Learning Techniques

- Participative-Learning Techniques.

## TEACHER-CENTRED LEARNING TECHNIQUES

The teacher holds the central role in imparting knowledge, following a conventional teaching approach where they directly control the pace and order of instruction. Learners, in this method, tend to passively receive the information. The techniques used in this teacher-centered learning approach include the Lecture method, Demonstration method, Team teaching method, among others.

### Lecture Method

The traditional teaching method follows a structured approach where the teacher delivers a lecture in a logical and sequential manner, interspersed with questions to engage the learners. The teacher employs instructional materials and presents the content in simple language, ensuring clarity and ease of understanding. During the lecture, learners actively listen and interact with the teacher, fostering a dynamic learning environment. The primary goal is to ensure that the content is accessible and comprehensible to all students.

### Demonstration Method

This method is known as "learning by doing," employing a visual approach to elucidate information, ideas, and processes. The teacher actively engages in the activity presented in the lesson,

accompanied by thorough explanations and discussions. Acting as a role model, the teacher demonstrates the process, and learners learn by imitating the teacher's actions. This hands-on approach fosters experiential learning and allows students to grasp concepts through practical application.

**Team Teaching Method**

In this collaborative teaching technique, two or more teachers come together to instruct a group of learners. Through effective planning, execution, and evaluation, they work as a cohesive team. Sharing the stage, workload, and responsibilities equally, the teachers support each other cooperatively. This approach not only encourages productive discussions but also fosters a supportive and enriching learning environment for the students.

**Advantages of Teacher-centered Learning Techniques**

- More content can be presented at a time for more people.

- Cognitive, affective and psychomotor domains of learning are achieved.

- Multi-sensory approach.

- Learners learn collaboratively.

- It encourages observational and analytical learning among the learners.

- Very good classroom control is seen in this method.

- Easy to plan, execute and evaluate

## LEARNER-CENTRED LEARNING TECHNIQUES:

At the core of learner-centered learning techniques lies a focus on meeting the specific needs of the students. In this approach, teachers take on the responsibility of designing and preparing materials tailored to the learners' requirements. Actively engaging in their own learning activities, students take center stage in the process. Teachers adopt a facilitator role, offering guidance and direction while empowering learners to make decisions. Recognizing individual differences among students, educators employ diverse teaching styles to accommodate various learning preferences. This learner-centered approach aims to foster a supportive and personalized learning environment.

Learner-centered learning techniques are

- Personalized system of instruction,
- Distance learning,
- Computer assisted learning and
- Individual project teaching

**Personalized System of Instruction (PSI)**

This technique is known as mastery-oriented learning, emphasizing self-paced study in a face-to-face, one-to-one setting. Sequential unit print materials are employed to convey information, and teachers step in to explain any necessary topics when required. Learners achieve mastery in their subjects with the assistance of proctors, ensuring a supportive and effective learning experience.

**Distance Learning**

Distance learning takes place in an online environment where both teachers and learners are geographically separated. A digital curriculum is meticulously prepared in advance and transmitted via the internet. This mode of learning offers the advantage of flexible schedules and allows students to access educational materials from various locations.

**Computer Assisted Learning**

Computer-assisted learning is a self-learning technique where computers play a vital role in instruction. Teachers utilize computers for instructional purposes, whether in online or offline modes. This method provides learners with abundant learning resources and also tracks their assessment performance and progress. These resources are presented in a multimedia format, enhancing the overall learning experience.

**Individual Project Teaching**

As per Stevenson's definition, a project is an action taken to address a specific problem, completed within its natural setting (Rather, 2004). This type of instruction aligns with a pragmatic philosophy of "learning by doing." In this approach, the teacher assigns a unique project to each learner, empowering them to take individual responsibility for problem-solving. The project encompasses a diverse range of activities and can be conducted either within or outside the educational institution. It

involves a series of steps, including creating a situation, making choices, planning, executing, evaluating, and recording the project's progress. As a result, it fosters self-directed learning, encouraging learners to take charge of their educational journey.

**Advantages of Learner-centered learning techniques**

- It aids learners by informing about what they can expect to achieve from the course.

- It helps to determine the extent to which the learning has been completed.

- It also informs the faculty about the effectiveness of curriculum design and transaction.

- It provides a chance for the students to construct knowledge through self-paced learning technique.

- It assists students to acquire meaning experiences.

- It develops decision making and problem-solving skills.

- It encourages independent way of learning in a democratic way.

- It affords learners to express their ideas.

- It imparts multiple learning styles of learners.

- It motivates learners to ask questions and interact with each other.

- It develops communication and collaborative skills.

## EXPERIENTIAL-LEARNING TECHNIQUES:

This technique involves the process of deriving meaning from direct experiences, promoting active "learning by doing." It encourages learners to integrate new knowledge with their existing understanding, fostering a deeper understanding of the subject matter. By exposing students to real-life events and encouraging connections with the environment and others, this approach enriches their learning journey. The technique encompasses a cycle of doing, reviewing, and learning from experiences, facilitating critical thinking skills in students. Moreover, it effectively addresses both cognitive and psychomotor domains of learning. Throughout this process, the teacher assumes the role of a facilitator, guiding and supporting students' exploration and reflection.

Experiential-learning techniques are Discovery Learning, Learner-centred Instruction, Stimulation Teaching, Role Play, Case Study Technique, etc.

### Discovery Learning

This instructional approach is known as inquiry-based learning, rooted in the principle of learning through experience. It follows a progression from specific instances to general principles in teaching. In this method, the teacher presents thought-provoking questions, encouraging learners to explore concepts through a heuristic approach. The learners' natural curiosity drives them to seek answers to these questions. As the facilitator, the teacher assists learners in discovering new concepts and ideas, fostering an inductive learning process. This approach promotes active engagement and critical thinking in students as they actively participate in their own learning journey.

### Learner-centered Instruction

This technique places significant importance on the learners' needs, interests, and aspirations. The responsibility for learning is primarily placed on the learners themselves, encouraging them to actively construct their knowledge. With an emphasis on individualized and self-directed learning, this approach enables a deeper understanding of the concepts. In this process, teachers assume the role of facilitators, guiding and supporting students' learning journeys. Overall, this learner-centric method empowers students to take ownership of their education and fosters a more profound grasp of the subject matter.

### Role Play

According to David Kolb (1984), role play is a process of acquiring knowledge through the transformation of experience. In this method, learners assume specific roles and immerse themselves in imagined scenarios that mirror real-life situations. By doing so, learners gain a profound understanding of complex concepts, encompassing cognitive, affective, and psychomotor aspects of learning. Acting as guides, teachers facilitate this technique, empowering learners to gain valuable insights into their own behavior. As a result, role play not only ignites learners' interest but also encourages active participation, fostering a dynamic and engaging learning experience.

### Case Study Technique

This instructional technique focuses on equipping learners with essential skills such as observation, diagnosis, identification, recording, analysis, decision-making, and problem-solving in the context of real-life cases or phenomena. It involves in-depth investigation of individuals, groups,

events, institutions, or communities. The teacher designs and assigns a case or situation to the learners, providing them with relevant information. Learners are then prompted to analyze, discuss, and find solutions to the presented case or situation. Acting as a guide, the teacher supports the learners throughout the process. Occasionally, the teacher may assign roles to the learners, asking them to assume these roles while resolving the problem. Through active participation, critical and logical thinking, learners make informed decisions, enhancing their ability to handle complex scenarios effectively.

### Advantages of Experiential-learning Techniques

- It provides autonomy of learning to the learners.
- It facilitates to develop creativity and problem-solving skills.
- It improves higher-order thinking skills.
- It leads to deep learning.
- It provides long-term retention.
- It encourages confidence and positive attitude of the learners.
- It provides a high level of cognitive and psychomotor learning.
- It enhances the communication and decision-making skills.
- It develops the interpersonal skills.
- It links the theory to practice.

## PARTICIPATIVE-LEARNING TECHNIQUES

Participative learning refers to a scenario where two or more individuals come together to learn or attempt to learn collectively. It involves an instructional technique where learning activities are purposely designed for interactive group settings. Tasks are carefully crafted to facilitate group collaboration, with each learner taking responsibility for their learning and active participation within the group. In this approach, the teacher serves as a guide, providing support and guidance to the learners. Actively engaging in group activities, students collaboratively perform various learning tasks, enhancing their understanding of the subject through collective effort and interaction. This group-learning technique fosters a cooperative learning environment, encouraging learners to work together in pursuit of shared success.

Group-learning techniques are Group Discussion, Group Project, etc.

**Group Discussion**

In this classroom technique, the teacher introduces a question or topic and encourages learners to engage in group discussions. The learners, in turn, apply logical and critical thinking skills to actively present the content. This approach values and accepts well-founded arguments, fostering an environment where learners can generate new ideas and gain a deeper understanding of the subject matter. Assuming the role of a facilitator, the teacher guides and appreciates learner opinions, empowering students to express themselves freely. Moreover, this group interaction enables learners to develop skills in tolerance and respect for their peers' views and arguments. Through exchanging information, feelings, and opinions, learners collaboratively expand their knowledge and enhance
their learning experience.

**Group Project**

This instructional technique involves a group of learners coming together to analyze and solve a given problem within a set timeframe. Working collaboratively and constructively, they engage in planning, execution, and review processes, eventually preparing a comprehensive report. This approach grants learners the freedom to select the problem they wish to investigate, offering valuable practical knowledge on the chosen topic. Moreover, it fosters a spirit of research activity among the learners, encouraging them to explore and delve deeper into the subject matter. In this technique, the teacher plays a guiding role, providing support and direction throughout the problem-solving process.

**Advantages of Participative-Learning Techniques**

- Facilitates active, investigative, observational and collaborative learning.
- Promotes cooperation and leadership skills.
- Improves inter-personal and social skills.
- Emotional maturity is developed.
- Develops self-expression, listening and communication skills.
- Stimulates higher order thinking skills

## CURRICULUM ENRICHMENT:

Institution integrates crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability into the Curriculum by the subjects like Introduction to Human Rights and Duties, Human rights of vulnerable and disadvantaged groups, Indian Ethos & Business Ethics and Corporate Social Responsibility & Sustainability

Apart from this various subject like Basics of Marketing, Organizational Behavior focus on Human values as well as soft skill subject syllabus also focus on Professional ethics and institute conduct different guest lecture and workshop which address crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability.

## CURRICULUM FEEDBACK:

The SKNSSBM Institute has its Stakeholders feedback policy and receives feedback from various stakeholders namely Students, Teachers, Employers, Alumni. This feedback plays a critical part in the design, development and implementation of the Curriculum.

**Objective:**

1. To provide students with the opportunity to comment on the quality of their learning experiences

2. To assess the success of academic provision in relation to the expectations of Stakeholders

3. To provide feedback to teachers in order to improve delivery and/or content of the Curriculum

4. To enhance and enrich the overall learning experience of students.

**Process for Feedback Collection:**

Process followed in institute is we circulate hardcopy/Google form of feedback form to all stakeholders it contains parameters related to MBA curriculum. All stakeholders rate the parameters as per the scale, if in case of any explanation required by any of the stakeholders, we clarify their queries. After collecting the feedback from stakeholders, we analyses the feedback and represent it

through graphical representation. Based on the graphical representation we can understand the parameter which requires improvement.

**Action taking Process on Feedback received**:

As per the feedback received from different stakeholder institute take the action for that we share that feedback with the faculty members which takes part in curriculum designing as well as according to suggestions, in next academic planning we take some initiatives like guest lectures by industry person, different act ivies like competency mapping of MBA students, workshop, orientation on swayam courses institute organise.

**Effective Curriculum Delivery Flow Chart**

Savitribai Phule Pune University Syllabus

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**Curriculum Planning**

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Subject preferences, subject allocation & Announcement of subject coordinator

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Preparation of Course Pack-Rubric, Session plan, Session Plan, CO-PO matrix and Case studies if any

← **Gap Analysis and Corrective action**

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**Academic Monitoring Committee (AMC)**

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**Curriculum Implementation**

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**Curriculum Enrichment:** POs which is not attainable will be achieved through enrichment activities like Workshops, Guest lectures etc.

**4 Methods of Curriculum Transaction** to achieve Course outcome (Cos) and Program Outcome

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**Teacher-Centered Learning Techniques**

**Learner-Centered Learning Techniques**

**Experiential-Learning Techniques**

**Participative-Learning Technique**

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**Academic Monitoring Committee (AMC)**

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**SKN Sinhgad School of Business Management**

**CURRICULUM FEEDBACK:** Curriculum Feedback from different stakeholder like students, Teachers, Alumni, & Employer

**Satisfactory**

**Not Satisfactory**