

**BHARATI VIDYAPEETH
DEEMED UNIVERSITY, PUNE (INDIA)**

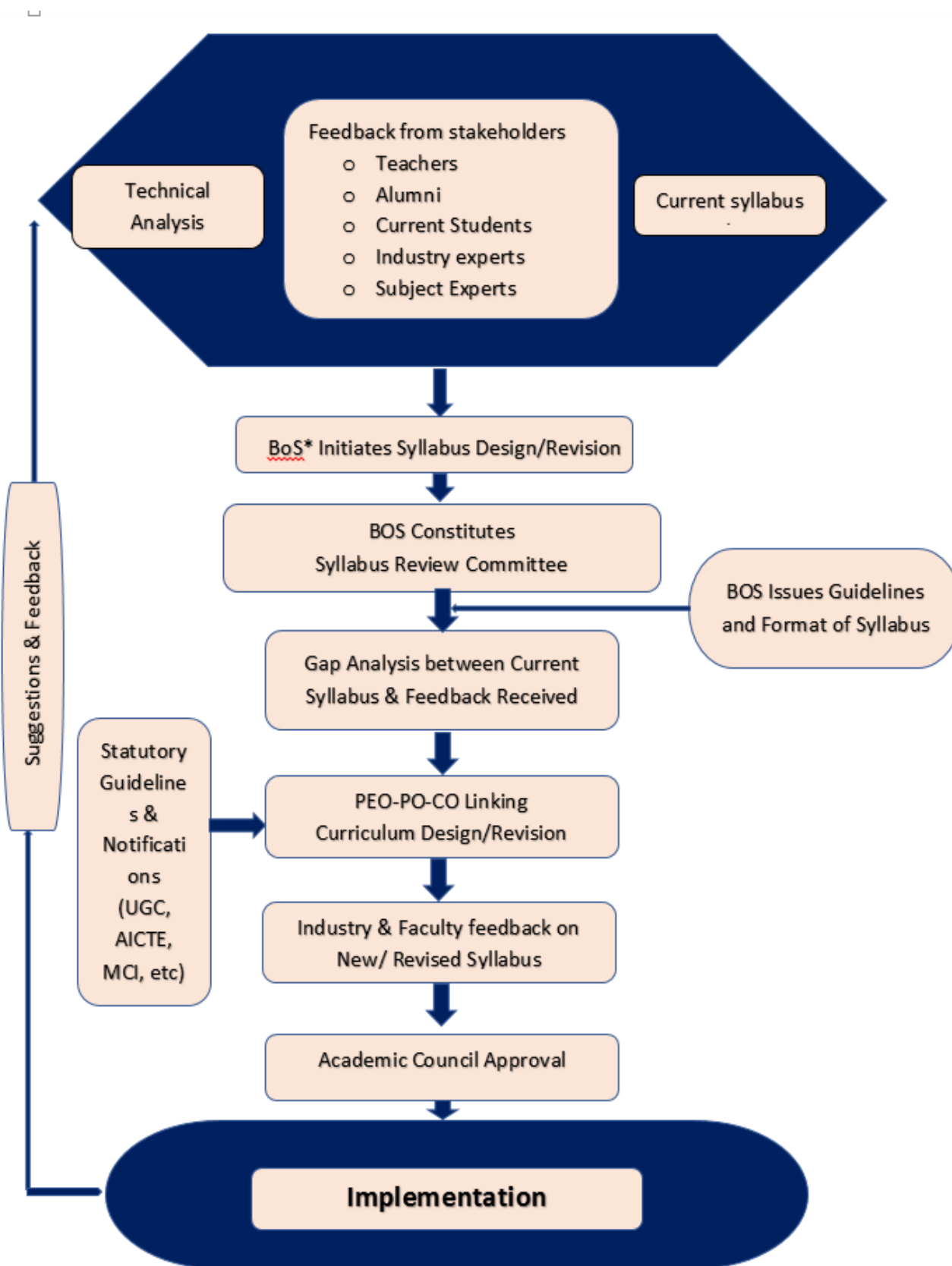
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**Stakeholder's Feedback system and Curriculum Revision Process at
Bharati Vidyapeeth (Deemed to be University), Pune.**

Bharati Vidyapeeth (Deemed to be University), Pune (BVDU) is a university of repute under 'A' category of MHRD. It is a multidisciplinary university that offers a total of 160 programs spanning a wide spectrum of disciplines, viz. Health Sciences (Medicine, Dentistry, Ayurved, Homoeopathy, Nursing, Pharmacy, Optometry, Physiotherapy), Engineering & Technology, Architecture, Management Studies, Law, Social Sciences, Sciences, Arts, and Commerce.

Our vision of bringing about "Social Transformation through Dynamic Education" is the driving force behind the wide range of "professional, technical, vocational, and general education programs" that the university offers to fulfil the aspirations of the Indian youth, and the needs of the society and the nation. Meaningful social transformation happens when the curricula are dynamic through a systematic process of design, development, evaluation, and revision.

In BVDU, the process of syllabus revision typically involves several key steps to ensure that the curriculum remains up-to-date, relevant, and aligned with higher educational and industrial standards. At BVDU, this process takes place through the various academic bodies as depicted in the graphics followed as **Good Practices of Curriculum Revision**.



* BOS – Board of Studies

Good Practices of Curriculum Revision

Good Practices of Curriculum Revision:

A Department of Academic Development & Quality Assurance has been established to guide and oversee this process.

Curriculum Design and Development:

At BVDU, the process begins by taking into consideration the frameworks and guidelines provided by the regulatory bodies, other national and international agencies as well as structured feedback from stakeholders as follows:

A. Guidelines and Notifications from Statutory Bodies:

- ❖ UGC- Quality Mandate
- ❖ Accreditation and ranking agencies
- ❖ Regulatory bodies, for example, AICTE, NMC, DCI, PCI, BCI, RCI, and others
- ❖ Model curricula recommended by Ministry of Health & Family Welfare, GoI.
- ❖ Curricula offered by national and international universities of repute.
- ❖ The Washington Accord
- ❖ National Education Policy (NEP)
- ❖ Market perception

B. Structured Feedback from

- ❖ Students,
- ❖ Teachers / Faculty
- ❖ Alumni
- ❖ Professionals Expert
- ❖ Industry Experts

This practice facilitates the making of graduates who are Competent, Caring, Compassionate, Confident and Creative. Towards this, BVDU has adopted a 6-tier “alignment” and “mapping” tree. Through a university-wide participative process, we have identified **11 Graduate Attributes** that define the capabilities of our graduates.

Under the umbrella of the graduate attributes, the curriculum design and development process typically begin with a thorough assessment of regulations and guidelines of the statutory bodies, feedback from stakeholders, needs of the learners, and the societal needs at local, national, and global level. These needs are reflected in the Program Outcomes (POs) and Course Outcomes (COs) of the programs offered by the University. Every discipline has a Board of Studies (BoS)

comprising of faculty representation and external subject experts from industry and academia who after deliberations formulate the curriculum and recommend it to the faculty of that discipline. The faculty, upon further deliberations, recommends it to the Academic Council and Board of Management for approval. The main thrust in designing the curriculum is to make it wholesome and towards ensuring and enhancing learning experience at all levels.

This process has seen the formulation of POs for 63 bachelor's programs and their different versions.

BVDU also encourages and supports co-curricular, research and extra-curricular activities, which contribute to acquisition of graduate attributes.

Graduate Attributes

Bharati Vidyapeeth (Deemed to be University) envisions its graduates to acquire these attributes during their educational experience:

GA Code	Attribute Description
GA 01	Competence (strong foundational knowledge, skills and attitudes) in providing professional service in national and global settings
GA 02	Ability to make decisions based upon critical thinking and reasoning
GA 03	Readiness to respond to the needs of individuals, organizations and society and contribute to nation building as a responsible citizen
GA 04	Serves and does research within ethical, professional and legal framework
GA 05	Readiness to lead and be led to provide service as a professional, as a researcher, as a manager, as an educator, and as an advocate of best practices
GA 06	Technology user in professional, educational and research work
GA 07	Sensitivity and commitment to environmental conservation and sustainability in the professional and personal spheres
GA 08	Values the diversity of Indian culture, ethos and knowledge system
GA 09	Self-directed and lifelong learner for continuous professional and personal development
GA 10	Effective communicator
GA 11	Embraces change with a resilient mindset

Curriculum Evaluation and Revision:

Periodic evaluation and revision are the cornerstones of a dynamic curriculum. At BVDU, curricula are reviewed and revised at the end of each program cycle.

- a. Some programs undergo major revision due to new policies, recommendations and guidelines issued by the regulatory bodies.

For example: Implementation of CBCS syllabus, adopting regulatory council syllabus in various faculties such as Faculty of Pharmacy, Faculty of Medicine, Faculty of Nursing, Faculty of Law, etc.

- b. Some programs are revised on a small scale on account of the feedback received from stakeholders or the changing market situation.

For example: Introduction of new courses like Machine learning was introduced in faculty of Engineering, etc.

Feedback on curriculum is taken from students, faculty, alumni, professionals & employers, to assess its effective implementation. The copy of syllabus and the structured feedback form is shared with the stakeholders and their opinion is documented in the filled feedback forms. Further, stakeholder wise analysis of feedback is performed to identify the stakeholder suggestions. Feedback analysis report is generated. The feedback analysis reports are reviewed, evaluated, and discussed for identifying gaps in the curriculum and the required updates. The same is communicated to the Board of Studies. At the meeting of BOS again feedback reports and the recommendations are reviewed, discussed to identify the updates required in the curriculum. Further action is taken to recommend the revision in curriculum by suggesting topics to be incorporated, updated, deleted or replaced as per the requirement. The minutes of meeting are communicated to faculty of respective discipline and to the Academic Council. The academic council further reviews and discusses the recommendations of BOS and approves the required changes in curriculum. The revisions approved by Academic Council is incorporated in the curriculum and communicated to all stakeholders and implemented as revised curriculum. The further cycles of feedback on curriculum are continued and the curricular changes are done as per requirement.