



SKR & SKR GOVT. COLLEGE FOR WOMEN, KADAPA.
(AUTONOMOUS)
Reaccredited with 'B' Grade by NAAC
Y.S.R. Kadapa District – 516001, Andhra Pradesh, India.
Affiliated to Yogi Vemana University



Academic Curriculum Policy

1. Introduction

- ❖ This curriculum policy supports the approach that the college takes to providing excellent care.
- ❖ The college is required by the Higher Education Act to guarantee that there is "a documented policy on the curriculum, backed by adequate plans and schemes of work." This policy statement complies with that mandate.

2. Policy Aim

- ❖ The purpose of this policy is to provide an overview of the College's approach to offering academic programmes, as well as the goals of those programmes and the student cohorts for which they have been designed.
- ❖ The policy also provides an overview of each academic programme. Referring to the departmental curriculum plans of the college will yield additional information.

3. General principles underlying the policy

- ❖ The Academic Council of the College upholds and shares the teaching and learning policy's core ideals.
- ❖ As stated in the group of policies and procedures that support teaching and learning practises, faculty members of the College receive training, direction, and support to enable them to contribute to the provision of great teaching and learning at the College.
- ❖ College faculty members are aware of current academic policies and procedures and adhere to them.

4. Aims of the Curriculum

The aims of our curriculum are:

4.1 Support

- ❖ Our program's objectives are Supporting students in their academic preparation for moving on to higher or more advanced education is part of section.
- ❖ ii. To provide individualised support for students with learning issues, as needed, utilising both internal and external expertise to guarantee that the kids' learning needs are met.
- ❖ To offer a secure learning environment.

4.2 Development

- ❖ Programme and subject options should promote students' learning and general development so they can advance and work toward their objectives.
- ❖ The students' autonomous learning abilities are developed, and the resilience and independence needed for further/higher education are fostered. ii. To build the communicative, professional, and study skills necessary to access and succeed in their endeavours to further or higher education
- ❖ To stretch and challenge our pupils' inquisitive minds and inspire them to pursue excellence fostering kids' creativity, innovation, and entrepreneurship

- ❖ To assist students' intellectual, moral, spiritual, and physical growth as well as to broaden their education beyond the basic subject matter.

4.3 Attitude and outlook

- ❖ To encourage students to have a positive outlook on learning so that they like attending college and taking part in its activities.
- ❖ To promote respect for society and one another among the students through the curriculum, extracurricular activities, enrichment activities, and charitable organisations.
- ❖ To encourage respect for culture, tradition, and spiritual beliefs and values, as well as the opportunities, responsibilities, and experiences of daily life in society. iii. To foster inclusiveness and harmony among students of different cultures.

5. College students

- ❖ Most students come from rural areas and enrol in college to better their education.
- ❖ ii. Because most students are entirely focused on advancing their education, we help them apply to the best colleges and universities for their career development.

6. College programs

- ❖ Through a curriculum taught in a number of creative and inclusive ways, the college provides students with a wide range of educational programmes that enable them to develop crucial skills in literacy, numeracy, speaking, listening, research, and presenting (e.g. group projects, debates etc.).
- ❖ ii. The curriculum the students follow gives them exposure in areas like HVPE, ICT, etc. that are not taught as separate subjects. Students are counselled on their alternatives for further education and careers and have access to reliable, current, and objective career guidance.

7. Assessment

- ❖ For detailed information on internal and external assessment, please refer to the programme assessment policies and processes.

8. Curriculum Revision

Any educational institution that wants to achieve academic greatness must frequently examine and change its curriculum. The goal of the curriculum revision policy is to make sure that the course materials reflect the most recent advancements in the subject at hand. The curriculum of a particular course may need to be altered and/or added to if the faculty feels that the current curriculum does not address local, national, and institutional standards. In some circumstances, it could be required to replace or add to existing content that is out-of-date or unneeded. Revision of the curriculum may be necessary for a variety of reasons, including but not restricted to the following:

- ❖ Adapting to changing community, industrial, and/or academic needs Changes in pedagogy or instructional methods, shifting student demands, and fresh government initiatives are just a few examples.

When adding a new course to the curriculum proves challenging, the course might be made required for the students and given as a certificate course.



S.K.R. & S.K.R. Govt. College for Women (Autonomous), Kadapa.
Reaccredited with 'B' Grade by NAAC
Y.S.R.Kadapa District – 516001, Andhra Pradesh

Board of studies

SKR & SKR Government college for women(A),Kadapa.We continually work to empower women, empower women, and develop women in innovative ways through our courses because our college is autonomous college. As a result, we maintain our independence as an institution by using a variety of mechanisms to update our curriculum. The following five Mechanism important elements will support us in achieving our goals.

Sl. No	Mechanism for Updating Curriculum	Justification Report for Curricular Revamp
1	Analysis	A detailed examination of graduation requirement is assessed by using user feedback, usability reviews, national, international, and state standard alignments, as well as feedback on present courses from student academic performance.
2	Design	BOS team pays attention to the standards around which the course is built, instructional techniques, course content, and visual and technical design. The goal and target audience of the course, as well as its structure, instructional strategy, and instructional resources, are the main points of focus. Additionally, considered are the use of technology, student involvement levels, and learning preferences.
3	Development	A map is created that focuses on standards alignment and the identification of the enduring information included in the course. The BOS members give a roadmap for course creation. The assessment mapping, unit-by-unit course development and revision, content analysis and review, editorial review and revision, and a thorough quality assurance appraisal are all included in the development lifecycle. Throughout the creation phase, procedures are put in place to guarantee internal consistency, impartial content and assessments, instructional effectiveness, and the proper use of intellectual property.
4	Implementation	Although user testing is gradually done, the full deployment of newly developed courses happens at the end of the academic

		year. Before complete release, tests of the new structure and content are carried out, and ideas are put into practise after receiving feedback. When courses are finished, they are offered to the students, teachers, and learning coaches within, and updated and continuous training is provided for everyone to ensure optimal implementation.
5	Evaluation	Determine the degree of student achievement and the effect of the course design on student performance during the evaluation phase. Student performance, internal lesson and assessment analyses, and feedback from students, Learning Coaches, and teachers are all included in the evaluation that takes place during the course's delivery. Web Mail messages, the Smart Track system, the feedback mechanism, and our yearly Students, Teachers, Alumnus, and Parent Satisfaction survey all provide crucial user feedback.

PROGRAMMES OUTCOMES

Graduates who complete their graduate and postgraduate programs successfully will be qualified to:

PO 1 Domain Expertise:

- Acquire thorough knowledge and abilities.
- Apply the information in a creative way.
- Use the information and abilities to solve various problems.

PO 2 Research and Lifelong Learning:

- Develop self-motivated, self-directed learning skills.
- Adapt to the ever changing needs of life and work.
- Establish a cause-and-effect link by being inquisitive.
- Research and report.

PO 3 Use modern equipment

- Effectively utilise ICT.
- Use, access, and retrieve verified information.
- Use, access, and retrieve verified information.

have familiarity with data analysis software.

PO 4 Computer Ethics and Skills

- Foster a logical and analytical thought process.
- Make wise use of technology for communication, enjoyment, and the advancement of humanity.
- Maintain ethical standards in all of your attempts to promote the welfare of humanity.

PO 5 Complex problem Investigation & Solving

- Analyze and predict issues.
- Construct hypotheses.
- Examine and analyse empirical data.
- Make plans and carry them out

PO 6 Perform effectively as Individuals and in Teams

- Work effectively on your own.
- Work cooperatively and efficiently in varied teams and organisations.
- Give collective interest precedence above personal interest.

PO 7 Efficient Communication & Life Skills

- Effectively communicate ideas;
- Effectively listen, comprehend, and present ideas.
 - Develop the ability to communicate important information to interested parties in a clear and concise manner by choosing the best channel to distribute information through.

PO 8 Environmental Sustainability

- Sensibly comprehend the environmental concerns.
- Consider environmental sustainability measures critically.
- Spread environmentally beneficial principles.

PO 9 Societal contribution

- Provide services that benefit society as a whole.
- Participate willingly in regional, national, and international social development initiatives.
- Take pride in your personal efforts to address society concerns such as catastrophes, poverty, and epidemics.
- To uphold the nation's principles, be a patriotic citizen.

PO 10 Effective Project Management

- Determine the project's objectives, components, and goals, as well as the ideal deadline.
- Plan, coordinate, and lead team efforts to meet deadline-bound goals.
- Possess the ability to see opportunities and create contingency plans.
