



Sinhgad Institutes

SINHGAD TECHNICAL EDUCATION SOCIETY'S

## **S.K.N. SINHGAD SCHOOL OF BUSINESS MANAGEMENT**

### **CRITERION 1**

#### **1.1.1 RELATED DOCUMENTS**

#### **SUPPORTIVE EVIDENCES**

#### **EVOLUTION OF CURRICULUM TRANSACTION (2018-2023)**

**S.K.N. SINHGAD SCHOOL OF BUSINESS MANAGEMENT**  
**EVOLUTION OF CURRICULUM TRANSACTIONS: A FIVE-YEAR JOURNEY (2018-2023)**



**2018-2019**

**Initial Stages of Systematic Planning**

- Systematic initiation of curriculum planning.
- Limited specializations
- Limited emphasis on outcome-based education.

**2019-2020**

**Transition to Online Learning and Syllabus Revitalization**

- Shift to online classes during the pandemic.
- Introduction of a new syllabus with diversified major and minor specializations.
- Innovative teaching methods introduced.
- Adaptation to the new learning environment.



**2020-2021**

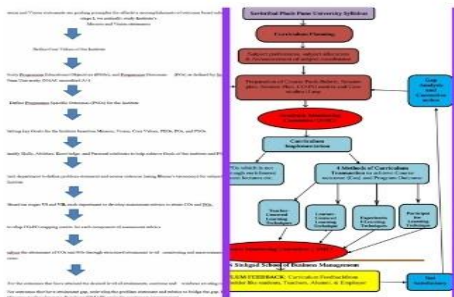
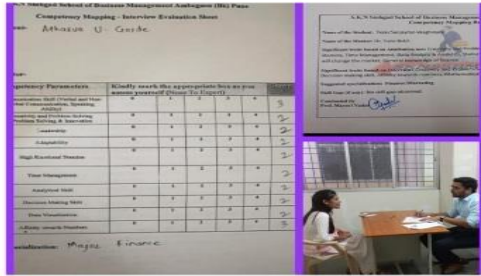
**Digital Transformation**

- Ongoing efforts in digital transformation.
- Integration of technology for effective curriculum delivery.

**2021-2022**

**Competency Mapping and Structured Approach**

- Introduction of Competency mapping for MBA-I year students.
- Structured approach of effective curriculum delivery.
- Introduction of role of subject coordinators.



**2022-2023**

**Holistic Evaluation of curriculum Transactions and Stakeholder Engagement for its Evolution**

- Introduction of CO-PO mapping for course outcomes (COs).
- Implementation of problem statements for each course.
- Development of CO-PO matrix and subject rubric.
- Involvement of concurrent evaluation methods.
- Implementation of course exit surveys and program exit surveys.
- Use of Competency mapping to identify student skill gaps.
- Establishment of the Academic Monitoring Committee for feedback analysis.
- Targeted initiatives based on stakeholders suggestions.
- Diversification of curriculum transaction methods.

## **2018-2019:**

### **INITIAL STAGES OF SYSTEMATIC PLANNING**

#### **Systematic Initiation of Curriculum Planning:**

- The academic year started with a structured initiation of curriculum planning.
- This marked the beginning of a more organized and thoughtful approach to designing the educational framework.

#### **Limited Specializations Offerings:**

- During this period, the available specializations were limited, indicating a potential scope for expansion in the subsequent years.

#### **Limited Emphasis on Outcome-Based Education:**

- The education system placed limited emphasis on outcome-based education, suggesting a focus on traditional teaching methods without a strong emphasis on measurable learning outcomes.

## **2019-2020:**

### **TRANSITION TO ONLINE LEARNING AND SYLLABUS REVITALIZATION**

#### **Shift to Online Classes During the Pandemic:**

- In response to the global pandemic, the institution transitioned to online classes, demonstrating adaptability to external challenges.

### **Introduction of a New Syllabus with Diversified Major and Minor Specializations:**

- A new and diversified syllabus was introduced, offering students a broader range of major and minor specializations, reflecting a commitment to providing more choices and flexibility in students' academic paths.

### **Innovative Teaching Methods Introduced:**

- The academic year witnessed the introduction of innovative teaching methods, signaling a departure from traditional approaches and a commitment to providing a more engaging and dynamic learning experience.

### **Adaptation to the New Learning Environment:**

- The institution demonstrated adaptability by successfully transitioning to the new learning environment, incorporating technology and innovative methods to ensure a seamless learning experience for students.

### **Limited Emphasis on Outcome-Based Education:**

- The education system placed limited emphasis on outcome-based education, suggesting a focus on traditional teaching methods without a strong emphasis on measurable learning outcomes.

## **2020-2021:**

### **DIGITAL TRANSFORMATION**

#### **Ongoing Efforts in Digital Transformation:**

- The institution continued its journey towards digital transformation, leveraging technology to enhance various aspects of curriculum delivery and administration.

### **Integration of Technology for Effective Curriculum Delivery:**

- Efforts were made to integrate technology into the curriculum delivery process, emphasizing the use of digital tools to enhance the overall learning experience.

### **2021-2022:**

#### **COMPETENCY MAPPING AND STRUCTURED APPROACH**

##### **Introduction of Competency Mapping for MBA-I Year Students:**

- A strategic move was made to introduce competency mapping for first-year MBA students, allowing them to align their specialization choices with their individual skill sets.

##### **Structured Approach with Academic Calendars:**

- The academic calendars were revamped to provide a more structured and organized approach to the academic year, ensuring better planning and coordination.

##### **Introduction of Role of Subject Coordinators:**

- Subject coordinators played an enhanced role, suggesting a more hands-on and coordinated approach in managing and improving the curriculum.

### **2022-2023:**

#### **HOLISTIC EVALUATION AND STAKEHOLDER ENGAGEMENT**

##### **Introduction of CO-PO Mapping for Course Outcomes (COs):**

- A comprehensive approach to understanding course outcomes was introduced through CO-PO mapping, ensuring alignment with program outcomes.

### **Implementation of Problem Statements for Each Course:**

- The introduction of problem statements for each course indicated a focus on critical thinking and problem-solving skills.

### **Development of CO-PO Matrix and Subject Rubric:**

- A systematic matrix and rubric were developed, enhancing the evaluation process and providing a standardized framework for assessing course outcomes.

### **Involvement of Concurrent Evaluation Methods:**

- Concurrent evaluation methods were introduced, allowing for ongoing assessment and feedback throughout the academic semester.

### **Implementation of Course Exit Surveys and Program Exit Surveys:**

- Surveys were implemented at both the course and program levels to gather valuable feedback on course and program outcomes.

### **Use of Competency Mapping to Identify Student Skill Gaps:**

- Competency mapping was utilized to identify gaps in student skills, providing valuable insights for targeted improvement initiatives.

### **Establishment of the Academic Monitoring Committee:**

- The introduction of the committee demonstrated a commitment to ongoing feedback analysis and improvement.

### **Targeted Initiatives Based on Stakeholder Suggestions:**

- Stakeholder suggestions given through feedback collected were actively considered, leading to targeted initiatives for continuous improvement.

### **Diversification of Curriculum Transaction Methods:**

- The curriculum transaction methods were diversified like Teacher-Centered Learning Techniques, Learner-Centered Learning Techniques, Experiential-Learning Techniques & Participative-Learning Techniques. showcasing a commitment to exploring and adopting various effective teaching and learning approaches.

### **CONCLUSION:**

In conclusion, the meticulously outlined stepwise evolution of curriculum transactions at SKN Sinhgad School of Business Management from 2018 to 2023 underscores the institution's unwavering commitment to academic excellence. This transformative journey reflects not only a progressive mindset but also a proactive stance in response to dynamic educational landscapes.

The institution's adaptability during the 2019-2020 transition to online learning, coupled with the strategic revitalization of the syllabus, illustrates a forward-thinking approach to address unprecedented challenges. The subsequent years witness a deliberate push towards digital transformation, embracing innovative teaching methods an indication of a dedication to leveraging technology for enhanced educational delivery.

The pivotal year 2021-2022 marks a significant milestone with the introduction of competency mapping, a structured academic calendar, and an introduction of role of subject coordinators. These initiatives underscore a nuanced understanding of students' needs and a commitment to providing a well-rounded educational experience.

The apex of this transformative journey in 2022-2023 encapsulates a holistic evaluation framework, engaging stakeholders through CO-PO mapping, problem statements, and surveys.

The establishment of the Academic Monitoring Committee further attests to the institution's emphasis on continuous improvement, as it actively analyzes feedback from students, teachers, parents, alumni, and employers as well as take the targeted initiatives on the basis of course exit survey and program exit survey.

In essence, SKN Sinhgad School of Business Management's commitment to meeting the evolving needs of its academic community is evident throughout this comprehensive timeline. The culmination of targeted initiatives, diversification of curriculum transaction methods, and a keen responsiveness to stakeholder suggestions positions the institution as a pioneer in delivering a dynamic and adaptive educational experience. This narrative underscores not just the evolution of curriculum transactions but also the institution's enduring dedication to fostering an enriching learning environment that prepares students for the challenges of the future.