

GUIDELINES FOR WRITING COURSE PLAN - DESCRIPTION OF EACH ITEM

A course plan should have all the following items and should be prepared by faculty members offering the course. It should be a *realistic and implementable* to attain the course learning outcomes.

Course Title: This is the title of the course in a programme

Course Code This is the code of the course in a programme

No. of Credits The credits assigned to the course

Department: The department to which the faculty-member belongs.

Programme :

The name of the programme (with branch/specialization) to which the course is a part.

Pre-requisites: Course Codes and the names of the courses a student should have successfully completed before enrolling for this course. Students are expected to provide evidence that they have completed the course.

Co-requisites: Course Code and names of the courses a student must also register if he/she wishes to enroll on this course. This is often required because the courses complement each other.

Course Co-ordinator: The course coordinator is the teacher who is responsible for the course and may also be a course teacher. He/she is usually involved in the design of the course including the learning outcomes, learning activities and the assessment, in consultation with the course teachers. He/she overlooks and monitors the course activities such as the assessments, organization of grades and lesson schedule of individual faculty members.

Course Teacher/Tutor This is the teacher or tutor who is directly involved in teaching or tutoring the course. He/She will often liaise closely with the course-coordinator on different aspects of the course.

Learning Hours: This is the number of hours that the course has been allocated in the timetable. Learning hours are hours that are used for the learning activities and assessment of the course such as lecture, tutorial, laboratory, online and private study hours. In the template, please indicate how the learning hours are allocated. e.g. Lecture (5hr), Tutorial (10hr), Private Study hours (5hr) laboratory practice (3 hrs).

Course Type. In the template, please indicate if the course is GIR, PC, PE, Minors, ELR.

Student Quota This is the maximum number of students who may enroll in the course and it is based on Department policy.

Session in Academic Year: The course may be offered at different times during the academic year and that may be indicated in the template.

Course Description This provides a description of the course – what the course is about. Consider the target audience and provide a description of the activities in which students will be engaged. In addition to the description of the course, you should also explain why the course is included in the program of study and why it is offered at this time in a student’s program of study. A description of any prior knowledge or co-requisites required for this course should also be explained here.

Course Objectives The course objectives should explain what the course is designed to achieve. Objectives should be aligned with the Course Description, Programme Learning Outcomes, Course Learning Outcomes, Teaching and Learning activities and Assessment. Expectations for student learning should be clearly communicated.

Course Content The major topics of the course should be provided here.

Course Learning Outcomes (CLOs) Learning outcome is a statement or a set of statements that specify what the learners will know and able to do at the end of the course. Learning Outcomes should be written from the perspective of the student and should clearly communicate what is expected of students at the level they are at and what they should achieve by undertaking the course.

In the course outline, the learning outcomes, the learning activities and the assessment tasks must be shown to be properly aligned. Thus the intended learning outcomes (*what do we want the learners to know?*) must be supported by the correct use of learning activities (*how will the learners learn?*) and the assessment tasks including the languages employed (*how will we know the learners have learnt?*). It is vitally important when you design your course that these three components are carefully considered and written to enhance better student learning. It is also recommended that you should design the course so that all (or at least most of the) learning outcomes can be assessed. It is recommended that three to five learning outcomes are sufficient for each course. In the template, please also indicate which course learning outcomes (CLOs) are aligned with which programme learning outcomes (PLOs). In some cases, there may be more than one programme learning outcome aligning with each course learning outcomes. It is sufficient to indicate only the number of the programme learning outcomes in the template.

Course Teaching and Learning Activities Teaching and learning activities are the teaching and learning methods which the teachers use to achieve each of the Learning Outcomes. From this, the students will know exactly why they are being asked to engage in certain teaching and learning activities in their courses. Course teaching and learning activities for each course can be very diverse. This section should include various methods of presentation of content such as lectures, flipped classes, tutorials, workshops/laboratories, field visits, mini-projects, group tasks etc. This section will also feature, how student-learning will be supported to achieve the desired learning outcomes. In the template, please indicate how each teaching and learning activity is aligned with the specified course learning outcomes. It is sufficient to indicate only the number of the course learning outcomes in the template.

Course Assessment Methods Assessment is an on-going evaluation process aimed at understanding and improving student learning by measuring the learning outcomes the students may have achieved.

Students will have a clear idea of why they are being assessed in the way they are. Students should be helped to understand what they need to do to get higher grades in their courses. In this section, list and describe each assessment component (such as quiz, simulation, laboratory exercise, mini-project, group task assessment, seminar, summative assessments etc.) in the course including the weightage(%), the rationale and format. In the template, please also indicate how each assessment component is aligned with the specified course learning outcomes (indicate only the number of the course learning outcomes in the template). The class-committee and the HoD may restrict the minimum and maximum number of assessments in a course, depending on the learning outcomes (for e.g. a minimum of 4 and maximum of 7 may be specified for a course).

Every course should have provision for conducting **reassessments** for students who had missed the regular assessments due to genuine reasons. Further, such reassessments should also be open to students who had performed poorly in the regular assessments. The course teacher should also have a mechanism to conduct additional assessment for those students who had scored below the passing threshold, before sending the final grades to the Academic office. The maximum grade suggested for such students is 'E' grade.

Guidelines on grading Policy on grading should be same as specified in the B.Tech. Regulations of NITT. The passing minimum shall be class mean by two or maximum by three, whichever is lower.

Essential Learning material List the books required and other suggested readings or textbooks including publisher, edition, websites, videos and other necessary information

Means/Processes for Student Feedback on Course The questionnaire is one of the ways NITT courses and teaching are evaluated. NITT places significant importance on student learning and on the continuous enhancement of teaching and learning outcomes. Students are asked to complete this evaluation of their learning experiences at the conclusion of each course in which they enroll. Questionnaire items relate to the overall evaluation of the course as well as an evaluation of teaching. In addition, individual teachers may seek other student feedback mechanism in the duration of their course such as through student forums or class discussion feedback. In this section, please indicate the means or processes for students to provide feedback on your course.

Course Policy and attendance requirement In this section, course and programme policies should be provided. Details of realistic attendance requirement should be specified. Allowance in attendance requirement should be given for genuine ill-health, co-curricular and extra-curricular activities. Other information such as the Regulations on academic misconduct, code of conduct in examination halls and laboratories, guidelines on health and safety, and plagiarism should all be included here.

Additional Course Information Any other information relevant for the course may be included.

ADDITIONAL GUIDELINES (for the batches of 2015 and onwards):

1. The transcript and the final degree certificate will not mention any class whatsoever since relative grading is followed for the courses
2. Details of the flow of courses for a particular programme should be made available to the students at the beginning of the programme(I Year). The feasible year (I to IV year of study) and session of study for each core course should also be given.

Course flow: X \longrightarrow Y \longrightarrow Z

Where X, Y, Z are courses

The following table should be prepared before the commencement of the programme

Sl. No.	Core Code	Course	Name of the core course	Year of Study	Session/s
1	MA 102		Mathematics I	I	July/January

3. Head of the Department should arrange to enter the list of courses(with all the details viz code, credits, prerequisites etc.) offered in a session in the MIS along with the names of the faculty members offering the course, at the end of the previous session itself. The course plans of the courses offered should also be obtained from the faculty members and arranged to be displayed in the website.
4. The work load for each faculty should be decided at the beginning of the academic year. In general on an average a minimum of 500 student- credit-hours should have been logged by each faculty member in one academic year (all three sessions put together). However, Departments can arrive at the optimal work load/faculty/academic year.

Student-credit-hours =

$$\sum_1^n (\text{Number of students enrolled for a course}) \times (\text{credits for the course})$$

Where 'n' is the number of courses handled by the faculty

5. The existing slot system for the time table will be followed for coordination in the use of lecture halls.

6. At the end of the previous session, HoDs will form the class committees and assign class committee chairperson for a group of courses offered by the Department for the next session. The class committee and the HoD shall approve the course plans. The approved course plan will also be uploaded in the intranet. A copy of the course plan will be sent to the Academic office. HoD and CC may prepare a consolidated list of assessments, the time of the assessment and the duration and the weightage for all the courses in the particular session.
7. HoD and CC may look into the schedule of assessments and frame common timings for the assessments(mid semester or end semester etc.) if necessary. HoD may appoint an assessment coordinator for the class for monitoring and arrangements of halls for the assessments. Course teachers may liaise with the assessment coordinator for the conduction of assessments.
8. HoD and CC should continuously monitor the results of the assessments to review the student performance.
9. As long as pre-requisites are satisfied, a student can register for any course offered in a given session.
10. Flexible timing is followed. Faculty handling classes/assessments during weekends and after 6.00 p.m. during the week days due to unavoidable reasons, shall inform the HoD concerned and avail appropriate compensation during regular working hours.
11. The courses to be offered during the summer term in general will be decided by the HoD concerned, based on specific requests from students who need to REDO a course. HoDs may also consider offering an elective course taught by an external expert during the summer term.
12. The course codes for the new curriculum for B.Tech. Programmes shall be as follows:

Description of course codes for B.Tech. programme:

Sl. No.	Type of the course	Course code and range
1	General Institute requirements	xx-IR10 to 99
2	Programme core	xx-PC10 to 99
3	Programme Elective	xx-PE10 to 99
4	Essential Laboratory Requirement	xx-LR10 to 99
5	Open Electives	xx-OE10 to 99
6	Minors	xx-MR10 to 99
7	Honours	xx-HO10 to 99

where xx denotes the Department offering the course

Sl. No.	Department	Code xx
1.	Architecture	AR
2.	Chemical	CL
3.	Civil Engineering	CE
4.	Computer Applications	CA
5.	Computer Science and Engineering	CS
6.	Chemistry	CH
7.	Electronics and Communication Engineering	EC
8.	Electrical and Electronics Engineering	EE
9.	Energy and Environmental Engineering	EN
10.	Humanities	HM
11.	Instrumentation and control	IC
12.	Mathematics	MA
13.	Mechanical Engineering	ME
14.	Metallurgical and Materials Engineering	MT
15.	Production Engineering	PR
16.	Physics	PH
17.	Management Studies (DoMS)	MB
18.	Office of Dean, Student Welfare (NSS/NSC/NSO)	SW