



D Y PATIL EDUCATION SOCIETY DEEMED TO BE UNIVERSITY, KOLHAPUR

Reaccredited by NAAC with A++ Grade

POLICY ON TEACHING ENHANCEMENT AND CURRICULUM DEVELOPMENT

v1.0



D. Y. PATIL EDUCATION SOCIETY (DEEMED TO BE UNIVERSITY), KOLHAPUR

Policy on Teaching Enhancement and Curriculum Development

Effective Date: 25/05/2023

Approved By: University Council

Review Date: Not later than 3 years

Introduction

DYPES DU strives to deliver outstanding education for healthcare professionals. This policy outlines how we will improve teaching and update our curriculum to meet national health needs, global standards, local conditions, and regulatory requirements.

Objectives

1. Enhance teaching through continuous training.
 2. Keep curriculum relevant and skills-focused.
 3. Promote student-centred and interdisciplinary learning.
 4. Comply with NMC, INC, and other regulatory guidelines.
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Scope

This policy applies to all academic programs, faculty, and departments, including medical, nursing, interdisciplinary research, physiotherapy, engineering, management, pharmacy, and allied health sciences.

Policy Framework

Teaching Enhancement

- **Training:** Faculty must attend workshops on modern teaching methods, like assessment methods, teaching approaches, simulations and digital tools.
- **Technology:** Faculty are advised to use online platforms including the LMS (e.g., Moodle) and virtual labs, SWAYAM, NPTEL etc for training and teaching. Use of Simulation & Skill Laboratory, Cadaveric Bioskill Laboratory, and digital or AR/VR technology in imparting knowledge and skill training is mandatory. Regular tech training and updating in newer tools of AI is recommended

- Feedback: Faculty will observe peers' classes once per semester and share constructive feedback privately.
- Rewards: Best teachers receive awards; innovative teaching earns conference or research funding.

Curriculum Development

- Updates: Review curricula every three years with input from faculty, students, and health experts. Reviews can be mandated by regulatory requirements and must be done immediately. Need-based curricular revision can be done within the three year window if required.
- Skills-Based: Focus on technical skills, ethics, and teamwork, following competency-based education. Professionalism, leadership, decision making and analytical reasoning are additional skills to be imparted.
- Interdisciplinary: Include public health, ethics, and community projects; offer electives like health technology, research in basic sciences, community service.
- Industry-Relevant: Align with healthcare job needs and global standards; support internships, industry visits, industry projects, exchange programs. Organize interactions between industry persona and the students, with aim to enhance industry readiness and its

Implementation

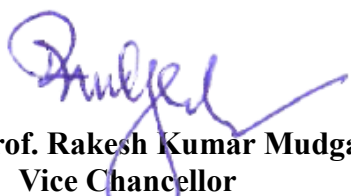
- Teaching Center: Establish a university center for training and resource sharing. Till the University Centre is established, the IQAC shall work in concert with the Medical Education Unit to share the training modules and plan additional modules based on need.
 - Curriculum Team: Curriculum committees and members of the Board of Studies shall plan, modify, implement and enhance existing curriculum.
 - Student Input: Collect feedback annually to improve teaching and curriculum.
 - Monitoring: Regular monitoring of delivery of curriculum, faculty attendance, student attendance and teaching quality will be conducted in each individual unit. Feedback from students will be translated through individual counselling, training sessions and mentoring of faculty.
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Review

This policy will be reviewed every three years or as needed, incorporating stakeholder feedback.

Registrar

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