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Symbiosis International (Deemed University)

SYMBIOSIS INTERNATIONAL (DEEMED UNIVERSITY)

Project information

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Contents:

I.   Introduction

Under the 21 Teach Skills Project as one of the deliverables all the Partner Countries Higher Education Institutions (PC HEIs) are required to develop four modules, which then have to be accredited by each of the PC HEI and delivered to in service and pre-service teachers. The accreditation procedure legalizes the programme and offers added value to this specialized course as it can be incorporated in an official degree program.

The four modules developed under the 21 Teach Skills project after contribution from all PC-HEIs are:

Module 1 (10ECTS): Teaching critical thinking and collaborative problem-solving skills

Module 2 (10ECTS): Education Technology skills (based on the Technological Pedagogical Content Knowledge)

Module 3 (10ECTS): Authentic learning tasks: practical implementation of the skills in the classroom

Module 4 (10ECTS): Optimizing Assessment for 21st century skills.

This accreditation report provides an insight into three crucial phases of the deliverables of the 21 Teach Skills Project:

Phase 1 - Development of the Modules

Phase 2 – Accreditation of the Modules

Phase 3 – Delivery of the Education Programme

This report provides details on the accreditation procedure adopted by the PC-HEIs.

II.   Phase 1 - Development of the Modules for the educational programme

Based on the needs analysis carried out by all the PC-HEIs, a report was prepared by University of Ioannina. The report summarised the existing situation in the participating countries related

to the degree that 21st century skills are included in their curricula. Partners of the project conduct an exhaustive needs analysis of the gaps, the specific needs as well as the applied best practices on teaching 21st century skills. More specifically, partners from Cambodia, India and China conducted an exhaustive needs analysis on the lack of 21st century skills and qualifications of teachers and educators in elementary and secondary schools as well as on the needs of the Asian academic staff on 21st century skills so as to identify which needs on innovative teaching methodologies, student assessment and ICT based skills are needed in the classroom.

Based on report on needs analysis deliberations were carried out by the Programme Country Partners and PC – HEIs during the first study visit in Greece where the outline of the modules was developed.

The curriculum was to be developed by the assigned PC-HEIs and the same was to be reviewed and revised with inputs from all partners. Subsequent to curriculum development the module contents inclusive of session plan, power points, embedded videos, handouts, activity sheet, assessments, MCQs, reading materials were to be developed by the assigned PC-HEIs. Each of these modules are of 10 ECTS. The curriculum and contents of the Module 1 "Teaching critical thinking and collaborative problem-solving skills" was developed by Partner No.4 Symbiosis International (Deemed University) [SIU], India. The curriculum and contents of the Module 2 "Education Technology skills (based on the Technological Pedagogical Content Knowledge)" was developed by Partner No. 6 Southwest University, China [SWU]. The curriculum and contents of the Module 3 "Authentic learning tasks: practical implementation of the skills in the classroom" was developed by Shenzhen Polytechnic, China [SZPT]. The curriculum and contents of the Module 4 "Optimizing Assessment for 21st century skills" was developed by Royal University of Phnom Penh (RUPP), Cambodia [RUPP].

III.   Phase 2 – Accreditation of the Modules

This part of the report provides in detail the process followed by the individual PC-HEIs for accreditation of the four modules in their respective institutions and to be implemented in their respective countries.

a) Partner No 4: Symbiosis International (Deemed University) [SIU], India- Annexure I

The procedure followed at SIU for accrediting an educational programme is explained below:

The first stage is the Program Review Committee (PRC) for PG/UG courses which takes place approximately in June / Nov every year. PRC consists of full-time faculty members of the institute who are specialization centre in-charges, 1 representative each from Alumni, Industry, expert academics, Head of the Institute and University representative. The PRC discusses and approves the courses that are proposed by the faculty members under the PG/UG programme at SLS, Pune (Annexure 1-A).

The second stage of the process of accreditation is formal approval through the Board of University Development (BUD). The role of the Board of University Development is to assess the feasibility of starting a new programme or Diploma, Certificate Programme or a centre at SIU. The members of the BUD consider the application made by an institution based on the feasibility of running the programme depending on the market demands, financial feasibility and sustainability.

The third stage involves approval from the Academic Department of the University which verifies the details and forwards the same to the Dean of the Faculty, SIU.

The fourth stage of accreditation is to submit the developed courses to the Sub-Committee of Board of Studies (Annexure 1-B) consisting of selected faculty members, external experts, academicians, University representative, Dean of the Faculty who discuss and provide inputs for syllabus enhancement on the basis of the following parameters:

- Alignment of Learning Objectives and Learning Outcomes

- Curriculum Progression

- International and Comparative component

The fifth stage of accreditation is Board of Studies (BoS) which reviews and approves the recommendations received from the PRC and the Sub-Committee (Annexure 1-C). The revised syllabus is uploaded on the University portal and goes to the next level for approval.

The sixth stage towards accreditation is the approval from the Academic Council (AC). The Academic Council is the principal academic body of the University comprising of the Vice Chancellor; Registrar; External Experts; Deans, Directors, Nominated Professors, Associate Professors and Assistant Professors- representing the various faculties and subject to the provisions of the Memorandum of Association and the Rules and Bye-Laws having control over and responsibility for the maintenance of standards of education, teaching and training, inter departmental co-ordination and research etc. The Academic Council reviews the programme structure and catalogue course codes.

The seventh stage is the Board of Management (BOM) where the primary role of the Board of Management is one of governance. The BOM provides direction and oversight for constituent

institutes and the University. The final approval for an educational programme and courses is granted by the Board Management.

The seven stages process is depicted through a chart diagram below
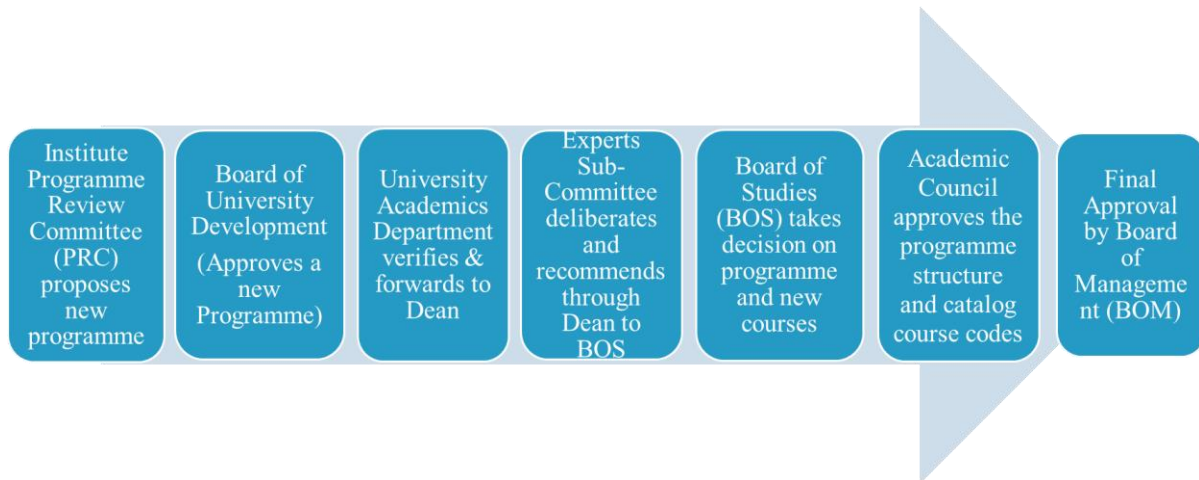
This entire process from first stage of PRC to the final approval from BOM takes about 8-10 months in the academic year.
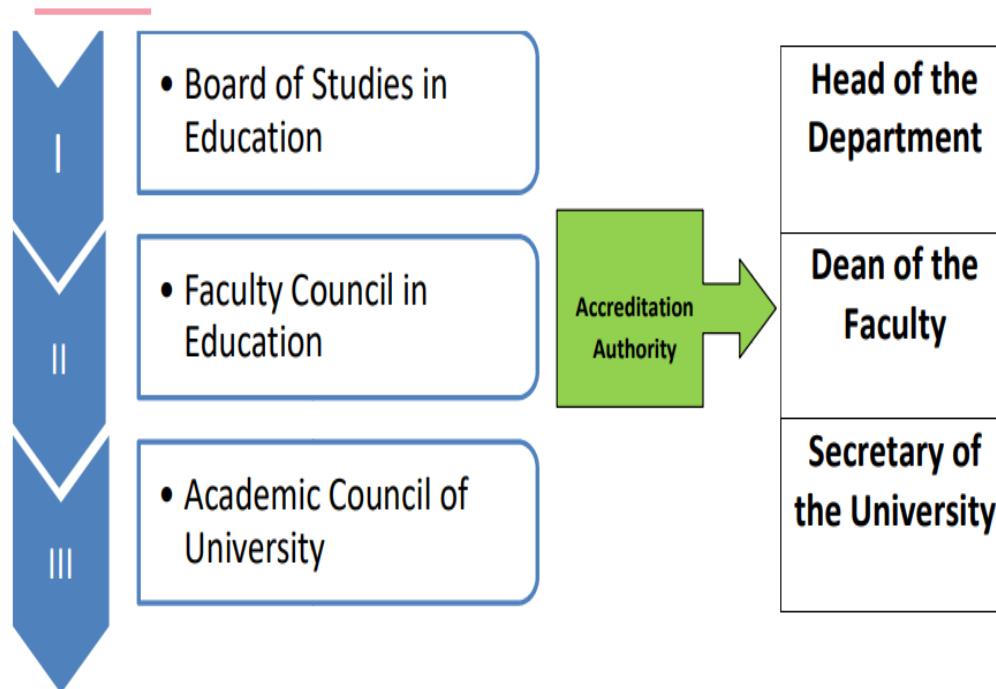
Update on the Accreditation Status

The Board of Management, which is the highest accrediting body of Symbiosis International (Deemed University) on 2nd January 2024 approved and resolved the 10 credit Certificate Programme on 21st Century Skills (Annexure 1-D). It has a sanctioned intake of 80 from the Academic Year 2023-24 under the Faculty of Law. The same will be subsequently cascaded to other 7 faculties of SIU and will be available in the course catalogue of SIU.

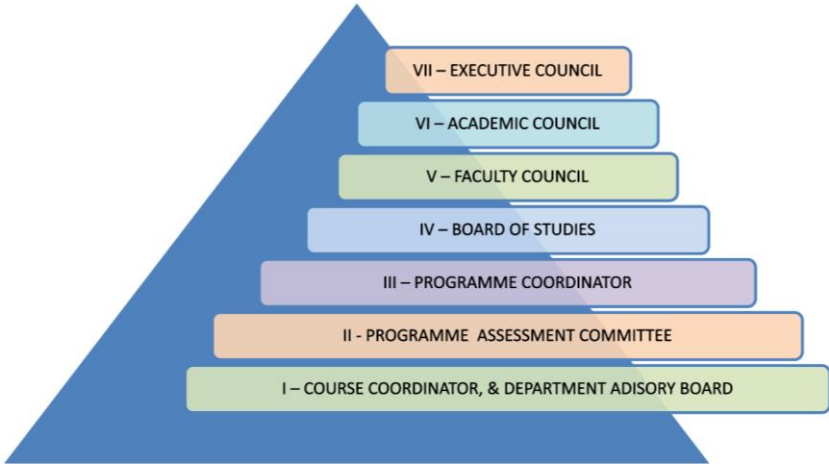## b) Partner No 5: BANASTHALI VIDYAPITH, India- Annexure II

Accreditation Procedure

The Accreditation Procedure for a course **in Banasthali Vidyapith** follows a certain process which includes Board of Studies, Faculty Council, Academic Council and Executive Council of Banasthali Vidyapith as in exercise of the powers conferred by **Section 3 of University Grants Commission Act 1956, (3 of 1956)** the Central Government, on the advice of the commission, hereby declare that Banasthali Vidyapith, P.O. Banasthali Vidyaith (Rajasthan) shall be deemed to be a University for the purpose of aforesaid Act.

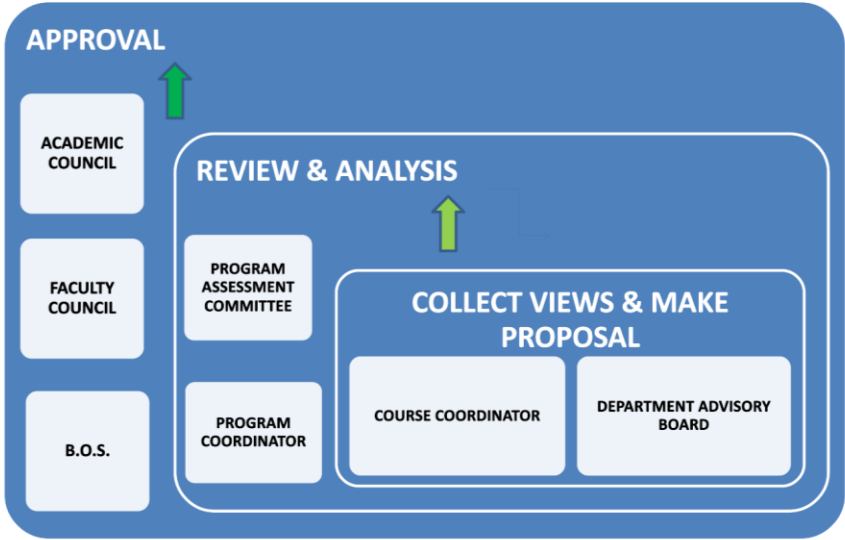| Process		Accreditation Authority	
I	• Board of Studies in Education		Head of the Department
II	• Faculty Council in Education	Accreditation Authority →	Dean of the Faculty
III	• Academic Council of University		Secretary of the University

Accreditation Procedure

Accreditation Procedure

c) Partner No 6: Southwest University, China- Annexure III

With the support of the Erasmus+ TS Project, the 4 modules including Critical Thinking Skills and Collaborative Problem-Solving Skills, Education technology skills, Authentic Learning Tasks and Assessment for 21st Century Skills were approved by Southwest University Chongqing, China.

The accreditation process for a course of master's degree program at Southwest University, Chongqing, China follows this review process in 4 different steps:

I.   Course Coordinator
II.   Academic Committee
III.   Departmental Level
IV.   Graduate School

d) Partner No 7: Shenzhen Polytechnic, China- Annexure IV

Curriculum Development and Accreditation Procedures at SZPT

Step 1：Establish the curriculum development group
Step 2：Data analysis data from stakeholders） to determine the objective of the curriculum, students' qualifications, and program learning outcomes
Step 3: Determine and identify the type of the course (for General Education, for Electives, OR for Specialized Education)
Step 4: Discuss in detail in course contents, course syllabus, course learning outcomes, guest speakers, and textbooks
Step 5: The curriculum development committee discusses and approves the proposed curriculum
Step 6: Submit the supported documents and curriculum to the University's Office of Educational Administration
Step 7: Approved and accredited

e) Partner No 8: Royal University of Phnom Penh (RUPP), Cambodia-Annexure V

Accreditation Process of the Royal University of Phnom Penh – based on the Internal Quality Assurance (IQA) manual of RUPP in 2020. The IQA will responsible to provide guideline to all departments, centers, faculties, and institutes in getting approval of courses accreditation for their responsible programs, also (IQA will support) to do assessment and provide accreditation of course for all courses of the program in RUPP. The detail processes are:

1. Departments, Centers, Faculties, and Institutes need to prepare all necessary documents of course (which is requested for accreditation) to IQA office;
2. For during 4 – 12 weeks, IQA will need to do assessment by follow the guideline of ACC (Accreditation Committee of Cambodia); IQA can request to Departments, Centers, Faculties, and Institutes for more information if there will be not enough information;
3. If documents of requested course (for accreditation) have been provided to IQA (align with ACC), thus IQA can provide accreditation certificate for the course.

f) Partner No 9: National University of Battambang, Cambodia- Annexure VI

Curriculum Development and Accreditation Procedures at NUBB, Cambodia

1. **Stage 1:** Establish the curriculum development sub-commission
2. **Stage 2:** Analize the international and national labor markets, international and national policies, and socio-economic status
3. **Stage 3:** Stakeholders' data collection: national and international authorities, enterprises, government, local and international civil society, and students
4. **Stage 4:** Data analysis to determine the objective of the curriculum, students' qualification, and program learning outcomes
5. **Stage 5:** Select courses that are response to learning outcomes and structures of curriculum that stipulated in stage 4
6. **Stage 6:** Study human resources, facility, finance, technology, and costing that support the whole courses running
7. **Stage 7:** Discuss in details in course contents, course syllabus, course learning outcomes, guest speakers, and textbooks
8. **Stage 8:** Curriculum development committee discusses and approve on the proposed curriculum
9. **Stage 9:** Submit the supported documents and curriculum to the Ministry of Education, Youth, and Sports in order to get ministry's approval and accreditation (license), under technical review by the Directorate General of Higher Education
10. **Stage 10:** Organize the dissemination forum to all national and international stakeholders and publics

Appendix 1: Article 6 of NUBB's Decision on Curriculum Development and accreditation procedures

ប្រការ៦ ...

នីតិវិធីនៃការអភិវឌ្ឍកម្មវិធីអប់រំថ្មី ដើម្បីឱ្យស្របតាមស្ដង់ដាតំបន់ ឬអន្តរជាតិមានដូចតទៅ៖

ដំណាក់កាលទី១៖ បង្កើតអនុគណៈកម្មការអភិវឌ្ឍកម្មវិធីអប់រំអន្តរជាតិលើជំនាញនោះ៖

ដំណាក់កាលទី២៖ វិភាគទីផ្សារពេលកម្មក្នុងតំបន់ឬអន្តរជាតិ គោលនយោបាយជាតិ តំបន់និង អន្តរជាតិ ស្ថានភាពសង្គមសេដ្ឋកិច្ចក្នុងតំបន់និងអន្តរជាតិ

ដំណាក់កាលទី៣៖ ប្រមូលទិន្នន័យពីអ្នកពាក់ព័ន្ធ រួមមាន អង្គភាពមានសមត្ថកិច្ចជាតិ តំបន់និង អន្តរជាតិ សហគ្រាស ស្ថាប័នរដ្ឋ អង្គការសង្គមស៊ីវិល ក្នុងស្រុក តំបន់ និង បរទេស និងនិស្សិតក្នុងស្រុកនិងបរទេស

ដំណាក់កាលទី៤៖ វិភាគទិន្នន័យ ដើម្បីកំណត់វត្ថុបំណងនៃកម្មវិធីអប់រំ លក្ខណៈសម្បត្តិនិស្សិត ពេលបញ្ចប់ការសិក្សា និងលទ្ធផលសិក្សាពីឯទុកកម្រិតកម្មវិធីអប់រំ

ដំណាក់កាលទី៥៖ ជ្រើសរើសមុខវិជ្ជាដែលឆ្លើយតបទៅនិងលទ្ធផលសិក្សារពីឯទុកនិងរចនាសម្ព័ន្ធ នៃកម្មវិធីអប់រំ ដែលបានកំណត់ក្នុងដំណាក់កាលទី៤

ដំណាក់កាលទី៦៖ សិក្សាអំពីធនធានមនុស្ស សម្ភារៈ ហិរញ្ញវត្ថុ បច្ចេកវិទ្យា ថវិដើម និងចំណេះច្បាប ខ្លួន ដែលតាំទ្រដំណើរការកម្មវិធីអប់រំមួយវិជ្ជ

ដំណាក់កាលទី៧៖ ពិភាក្សាលម្អិតលើខ្លឹមសារមុខវិជ្ជា គម្រោងល្បៀនមេរៀនលម្អិត លទ្ធផលសិក្សា ពីឯទុកកម្រិតមុខវិជ្ជា ម៉ោងឬវគ្គរៀនក្នុងនាញ និង ជ្រើសរើសសៀវភៅសិក្សា (សៀវភៅគោល១ និងឯកសារយោងយ៉ាងតិច៤ ជាភាសាអង់គ្លេស ក្នុងមួយ មុខវិជ្ជា)

ដំណាក់កាលទី៨៖ គណៈកម្មការអភិវឌ្ឍកម្មវិធីអប់រំប្រជុំពិនិត្យនិងយល់ព្រមលើសេចក្ដីព្រាងកម្មវិធី អប់រំដែលបានអភិវឌ្ឍថ្មី

ដំណាក់កាលទី៩៖ រៀបចំឯកសារតម្រូវនានា ដាក់ជូនក្រសួងអប់រំ យុវជន និងកីឡា ដើម្បីស្នើសុំ អនុម័ត្បណ្ណ

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ដំណាក់កាលទី១០៖ រៀបចំវេទិកាផ្សព្វផ្សាយជូនអ្នកពាក់ព័ន្ធ និងសាធារណៈជនជាតិ តំបន់ និង អន្តរជាតិ

IV.Phase 3 – Delivery of the Education Programme

As on record with the certificates of accreditation in place, each of the Asian PC HEIs has accredited the four modules into their university curriculums. The individual PC-HEIs will now be implementing the respective educational programme and making available the four modules to pre-service and in-service teachers in their respective countries.

Pre-service refers to students enrolled in a bachelor's program related to teaching, while in-service denotes active teachers and educators. Pre-service participants are required to complete all four modules, while in-service participants can choose to complete two to four modules. This course spans a duration of six months, with a minimum of 30 pre-service teachers per Higher Education Institution (HEI) – these are students required to undertake all four modules – and 30 in-service teachers who can select 2 to 4 modules. The courses for in-service teachers will be hosted on the platform as Massive Open Online Courses (MOOCs), with a minimum of 20 ECTS credits.

V. Summary Report of Accreditation:

Partners / Parameters	Accreditation of all Modules (Yes/ No) Specify which modules have been accredited or if a consolidated module has been accredited	Level of Accreditation – (UG/ PG/ Certificate/ Diploma/ Pre-service)	Accrediting Body (School, School Curriculum, University/ State/ National)	Process of Accreditation (Step-by-step)	Certificate of Accreditation of all Modules (Yes/ No)
SIU/ SCES/ Symbiosis Law School, Pune	Yes. All (4) modules accredited	Certificate Course, UG & PG	University (National & State in Process)	7 step process provided	Yes
Banasthali Vidhyapith, India	Yes. All (4) modules accredited	Certificate Course, UG & PG	University	7 step process provided	Yes
SWU, China	Yes. All (4) modules accredited	Certificate Course, UG & PG	University	4 step process provided	Yes
SZPT, China	Yes. All (4) modules accredited	Certificate Course, UG	University	7 step process provided	Yes

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RUPP, Cambodia	Yes. All (4) modules accredited	Certificate Course, UG	University	4 step process provided	Yes
NUBB, Cambodia	Yes. All (4) modules accredited	Certificate Course, Undergraduate Program	University (National & Institutional Process)	10 step process provided	Yes