



Dr. D. Y. PATIL VIDYAPEETH, PIMPRI, PUNE

(Deemed to be University)

(Accredited (3rd Cycle) by NAAC with a CGPA of 3.64 on four point scale at 'A++' Grade)

(Declared as Category - I University by UGC Under Graded Autonomy Regulations, 2018)

(An ISO 9001:2015, ISO 14001:2015 Certified University)



Insructional Design Policy

Dr. Narendra M. Kadu
Registrar (Offg)

Ref. No. : DPU/241(j)(ii)/24
Date : 04/04/2024

NOTIFICATION

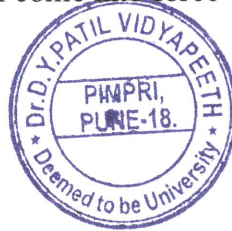
In pursuance of the resolutions passed by the **Academic Council** at its meeting held on **15th March, 2024** vide **Resolution No. AC-14(ii)-24** and the **Executive Council** at its meeting held on **22nd March 2024** vide **Resolution No. EC-14(ii) -24**.

It is hereby notified for information of all concerned that Dr. D. Y. Patil Vidyapeeth, Pimpri, Pune has published "**Instructional Design Policy**" for information to all the concerned.

The Personalized Learning Policy comprises of the following parts:

1. Introduction
2. Objective
3. Vision
4. Mission
5. Program Formulation
6. Instructional Design
7. Courseware Development
8. Implementation
9. Monitoring and Review
10. Conclusion

The **Instructional Design Policy Document** will serve as a detailed guideline and will be useful to all the concerned. This will come into force with immediate effect.



(Dr. Narendra M. Kadu)
Registrar

Copy to;

1. P.S. to Chancellor for the Kind information of Hon'ble Chancellor, Dr. D. Y. Patil Vidyapeeth Pune.
2. P.S. to Vice Chancellor for the Kind information of Hon'ble Vice Chancellor, Dr. D.Y. Patil Vidyapeeth, Pune.
3. P.S. to Pro Vice Chancellor for the Kind information of Hon'ble Pro Vice Chancellor, Dr. D.Y. Patil Vidyapeeth, Pune.
4. Director (IQAC), Dr. D.Y. Patil Vidyapeeth, Pune.
5. Director (Administration: Quality Assurance, Faculty Development & Research), Dr. D. Y. Patil Vidyapeeth, Pune
6. Director (Research), Dr. D.Y. Patil Vidyapeeth, Pune.
7. Controller of Examinations, Dr. D.Y. Patil Vidyapeeth, Pune.
8. Finance Officer, Dr. D.Y. Patil Vidyapeeth, Pune.
9. All the Heads of the Colleges / Institutes of DPU
10. Web master for uploading on DPU website.

Encl: As above

Instructional Design Policy

WHEREAS Dr. D. Y. Patil Vidyapeeth Pune (Deemed to be University) has been established as Deemed to be University under section 3 of UGC act 1956 vide Notification No F.9-39/2001-U.3 dated 11th January 2003 of Government of India.classified as Category I University by UGC and ranked 46th in University Category in India by NIRF 2023, MHRD and New Delhi.

AND WHEREAS, as per the provisions of University Grants Commission (Institution Deemed to be University) Regulations, 2019 sub clause 10.7 and sub-sub Clause No. 10.07.1 and 10.07.2 of the Regulations and also provisions of the Bye-Laws of Dr. D. Y. Patil Vidyapeeth Pune, Bye Law No 1.1.4 clause No. xiii provides that the Board of Management shall be the principal organ of management and the apex executive body of the institution deemed to be university, with powers to make rules and shall be the final decision making body in respect of every matter including academic, administrative, personnel, financial, development matters of Institution Deemed to be University.

AND WHEREAS, as per the provisions of University Grants Commission (Institution Deemed to be University) Regulations, 2023 in Clause Nos. 17 B (a) and also as per the provisions of the Byelaws of Dr. D. Y. Patil Vidyapeeth Pune, Bye Law No.1.2.4 which contains the powers of Academic Council to make recommendations to the Board of Management for matters of academic interest.

AND WHEREAS, as per the provisions of University Grants Commission (Institution Deemed to be University) Regulations, 20123 sub clause 13 (e) and also provisions of the Bye-Laws of Dr. D. Y. Patil Vidyapeeth Pune, Byelaw No 1.1.4 which provides that the Board of Management shall be the principal organ of management and the apex executive body of the institution deemed to be university, with powers to make rules and shall be the final decision making body in respect of every matter including academic, administrative, personnel, financial, development matters of institution deemed to be University.

AND WHEREAS, Dr. D. Y. Patil Vidyapeeth, Pune (Deemed to be University) ‘DPU’ has played a very vital role in structuring the educational future of many students. Therefore with the objective to offer high quality programmes with outstanding curricula and to ensure a rich and vibrant teaching – learning environment that enables students to graduate as competent and confident professionals.

AND WHEREAS to ensure continuous quality improvement of curricular processes with focus on attainment of learning outcomes at the Programme as well as Course level. Dr. D. Y. Patil Vidyapeeth, Pune (Deemed to be University) has decided to introduce Policy for instructional design through an effective instructional design process.

Introduction:

Dr. D.Y. Patil Vidyapeeth is committed to providing high-quality education through an effective instructional design process. Instructional design plays a crucial role in creating engaging learning experiences that enhance the acquisition of knowledge, skills, and attitudes among our students. By analyzing learning needs, designing appropriate instructional materials and activities, and evaluating the effectiveness of the learning experience, we aim to ensure a comprehensive and student-centered approach to education.

Objective:

The objective of this policy document on Instructional Design at Dr. D.Y. Patil Vidyapeeth is to establish guidelines and procedures for the systematic development of engaging and effective learning experiences. Through this process, we seek to:

1. Analyze the diverse learning needs of our students to tailor educational experiences accordingly.
2. Design instructional materials and activities that align with learning objectives and promote active engagement.
3. Evaluate the effectiveness of the instructional design to continuously improve and enhance the learning experience for our students.

By adhering to these objectives, we aim to foster a dynamic and innovative learning environment that empowers our students to succeed academically and professionally.

Vision:

The vision of Dr. D.Y. Patil Vidyapeeth's instructional design policy is to be a leader in providing innovative and student-centered learning experiences that empower individuals to excel in their academic and professional pursuits. We envision a dynamic educational environment where instructional design plays a pivotal role in fostering creativity, critical thinking, and lifelong learning among our students.

Mission:

Our mission is to implement a comprehensive instructional design policy that prioritizes the analysis of learning needs, the creation of engaging instructional materials and activities, and the continuous evaluation of the learning experience. Through this mission, we aim to ensure that every student at Dr. D.Y. Patil Vidyapeeth receives a high-quality education that equips them with the knowledge, skills, and attitudes necessary for success in a rapidly evolving world. We are committed to promoting excellence, inclusivity, and innovation in instructional design to enhance the overall learning outcomes and experiences of our students.

Instructional design process. Instructional design is the systematic process of creating effective and engaging learning experiences that facilitate the acquisition of knowledge, skills, and attitudes. It involves analyzing learning needs, designing instructional materials and activities, and evaluating the effectiveness of the learning experience.

It has a systematic process that involves analyzing learner profiles and training needs, organizing information according to established standards and creating learning plans and content to achieve specific goals. Traditional training methodology focuses on a predominantly one-way transfer of information. The theories of instructional design, however, focus on a result oriented learning approach in which the users are able to achieve specific goals in a given environment. It is primarily used to develop computer based and web-based content and to provide basic theoretical and practical skills needed to design, deliver and evaluate coursework.

Students explore the theories of Instructional Design through reading, viewing e-learning modules and practical applications. The program aims at acquisition of professional qualification in Instructional Design as well as self-enrichment and improvement of job-related skills. The program systematically explores learner profiles and training needs, organizes information according to established standards, and creates learning plans and content to achieve specific goals. Unlike traditional training methodologies that focus on a one-way transfer of information, the theories of Instructional Design embraced in this program emphasize a result-oriented learning approach, wherein users can achieve specific goals within a given environment.

For the programme development, a thorough process is followed right from the need assessment to the preparation of an e-learning material. The programme development process at Dr. D.Y.Patil Vidyapeeth goes through three stages, namely:

1. Program Formulation: Need assessment, defining target groups, course identification based on the level of the program to provide desired knowledge, competencies and skills, and adoption of a house style.

2. Instructional Design: Formulating structure, decision on appropriate media components: text, audio, video, multi modal, etc., finalizing unit-wise course outlines for all courses, deciding strategies for course delivery and designing online student assessments.

3. Courseware Development: Content development, content editing, format editing, development of graphics, illustrations, animations, etc., finalizing the e-content and uploading course ware on the LMS, and periodic assessment, thereby revising and updating the-material.

Dr. D.Y. Patil Vidyapeeth has adopted Outcome Based Education (OBE) for its programmes with the intent of establishing a virtuous cycle of academic quality improvement where outcomes are defined, curriculum is designed and delivered to meet the outcomes, performance on the outcomes is assessed, and lessons learnt from the outcome attainment analytics is used to improve curriculum design and delivery. A programme has been adopted as a 'unit' for outcome-based framework

implementation and has a unique set of outcomes defined at the programme level. As a part of OBE implementation, learning outcomes are appropriately defined at Programme (POs/PSOs) and Course Level (COs), and learning experiences are designed and delivered to facilitate attainment of the stated learning outcomes. Outcomes are assessed and attainment analytics are used to improve the academic quality.

Each constituent establishes these outcomes after an intensive stakeholder consultation involving faculty, domain experts, industry experts and alumni in cognizance of the latest technology/business needs, career prospects, academic requirements of higher education, and societal expectations. The draft POs, after wider consultation with experts, are finalized and duly vetted by the Programme Review Committee (PRC) of the constituent institute offering the programme in accordance with the framework prescribed by the University.

The detailed 'curriculum map' with degrees of mapping is prepared to ensure that the POs are adequately addressed and there are no POs that remain unmapped to courses and their outcomes. A comprehensive training programme is provided to all the faculty on the preparation of the outcome based on session plan. The faculty prepares their session plans by incorporating appropriate teaching methods, pedagogies and learning resources suitable to achieve the Course (Learning) Outcomes. All the session plans are aligned with the Course Outcomes, which in turn are mapped to the Programme Outcomes. These programme outcomes are displayed on the websites of the constituent institutes in addition to being communicated to students through online and offline modes.

The course outcomes are communicated to the students as part of the session plans and through the Learning Management System (LMS) regularly used by the institute and its students. Courses commence with the faculty explaining the course objectives and expected outcomes to students. The planned assessments, both formative and summative, are mapped to the course outcomes with appropriate degree of mapping (Strong/ Moderate/ Weak/ Nil). Faculty choose the components of their continuous and term-end assessments in line with the learning outcomes and the assessment rubrics are prepared to measure student performance effectively.

Implementation:

This policy will be implemented by establishing a dedicated instructional design team responsible for overseeing the development and implementation of instructional design strategies across all academic programs at Dr. D.Y. Patil Vidyapeeth. The team will work closely with faculty members to ensure that instructional design principles are integrated into the curriculum and teaching practices.

Monitoring and Review:

The instructional design process will be regularly monitored and reviewed to assess its effectiveness in meeting the educational goals and objectives of Dr. D.Y. Patil Vidyapeeth. Feedback from students, faculty, and other stakeholders will be solicited to continuously improve and refine the instructional design process.

Conclusion:

Dr. D.Y. Patil Vidyapeeth is committed to providing high-quality education through an effective instructional design process. By adhering to the guidelines outlined in this policy document, we aim to create engaging learning experiences that empower our students to succeed academically and professionally.

SD/-

(Dr. Narendra Kadu)
Registrar (Offg.)