Central University of Punjab

पंजाब केन्द्रीय विश्वविद्यालय/ਪੰਜਾਬ ਕੇਂਦਰੀ ਯੂਨੀਵਰਸਿਟੀ

A Central University established by an Act of Parliament

Policy for Curriculum Design and Development

PREAMBLE

The curriculum of any educational institution plays a significant role in the process of building a knowledge-rich nation. The curriculum needs to be imaginative, flexible, and inclusive for enabling creative combinations of various disciplines and creating possibilities for life-long imaginative learning. As envisioned in the policy document of NEP-2020, "the curriculum must include basic arts, crafts, humanities, games, sports and fitness, languages, literature, culture, and values, in addition to science and mathematics, to develop the capabilities of learners, and make education all rounded, useful, and satisfying to the learner". This will enable the learners to think critically and solve problems, be creative, innovative, adaptive, and absorptive of new knowledge in novel and changing fields. This type of curriculum would foster a holistic, integrated, inquiry-driven, discovery-oriented, and learner-centred education that will not only prepare the students for gainful, fulfilling employment, but at the same time build character, ethics, rationality, compassion and empathy. The curriculum shall enable the students to compete and establish themselves locally, nationally, regionally, and globally. The curriculum shall reflect these aspects in the graduate attributes, course outcomes, content selection and organization, pedagogical strategies, evaluation criteria and learning resources.

Objectives

- To develop a curriculum having relevance to the local, national, regional and global needs.
- To prepare the curriculum focusing on Graduate Attributes, and Course Outcomes (COs) with a view to reflect the vision of the university through curriculum into action.
- To integrate cross-cutting issues relevant to gender, environment and sustainable human values and professional ethics into the curriculum.
- To enable learners to be self-reliant by developing entrepreneurial skills.

Curriculum Design

In designing the curriculum, it shall be ensured that the curriculum is relevant, appropriate and workable. The curriculum is to be conceptualized keeping in view the current needs of higher education together with psychological, philosophical, sociological needs of the learners and learning environment. It shall focus on the goals, objectives, subject matter, learning experiences and evaluation in consultation with stakeholders.

The following steps are to be followed for designing the curriculum:

i. Need Assessment

This is the first step in designing a curriculum. While assessing the need to design and develop a curriculum, following parameters shall be adhered to:

a. University Vision and Mission

The design of the curriculum shall be mapped with university vision and mission in a way that content of the curriculum reflects achieving excellence in teaching-learning and research. It shall aim at achieving local, national, regional and global needs in tune with the requirements of academics, industry, and society.

b. Needs of the Learner

The curriculum of various academic programmes of the university shall be developed considering the evolving needs of the learners in tune with the advancements in concerned areas of discipline, disruptive technologies, design thinking, changing needs of the society at local/national/regional/global levels and policies of regulatory bodies like UGC, BCI, PCI, NCTE, AICTE, etc.

ii. Interaction with stakeholders

The university curriculum developers shall interact with the following groups for need assessment prior to the development of the curriculum:

- Faculty
- Students
- Alumni
- Industry Experts
- Academic Experts (external & internal)
- Policy Makers
- Other Stakeholders

iii. Curriculum design and development

Curriculum development includes curriculum planning, content development, administrative approval, implementation, and assessment.

a. Planning

For effective planning of the curriculum, each teaching department of the university shall have a Curriculum Development Committee (CDC) which shall be constituted as follows:

· Head of the Department as Chairperson
· All Teachers of the Department as Members
· One topper student of the concerned programmes as a member
· One research scholar (topper of the course work) of the concerned programme as a member
· Representative from alumni as a member

b. Content Development

The development of the contents of the curriculum includes the following aspects:

· Graduate Attributes
· Credit Distribution
· Course Structure
· Course Outcomes (COs)
· Selection of contents for each course
· Distribution of learning Hours
· Teaching strategies
· Criteria of Evaluation
· Suggested readings

Besides, pre-requisite courses, if any, shall be mentioned.

Recommendations by Board of Studies

The developed/ revised curriculum shall be discussed and recommended by Board of Studies (BoS) duly constituted as per Ordinance of the University.

Recommendations by School Board

The curriculum recommended by BoS shall be discussed and recommended in the School Board duly constituted as per Ordinance of the University.

Approval by Academic Council

The curriculum recommended by the School Board shall be placed before the Academic Council of the university for its approval, and ratification in the Executive Council.

Implementation of Curriculum

For effective and efficient implementation of the curriculum of a programme, all the required infrastructure, human resources, books, journals, laboratory facilities, other resources and tools shall be made available. The Heads of the Departments (HoDs) and the concerned faculty teaching different courses shall be responsible for implementation of the curriculum prescribed.

Stakeholders'Feedback, Periodic Assessment & Iprovement

The curriculum needs to be assessed regularly for bringing necessary improvements in it keeping in pace with the changing dynamics of the concerned discipline and the society as a whole. For regular improvement/revision of the curriculum, the process defined above shall be followed.

The feedback of stakeholders in Curriculum Assessment and Improvement is crucial. At the end of each semester, feedback shall be collected from all the stakeholders like students, teachers, parents, alumni, and industry experts about different aspects of the curriculum including its learning outcomes, content relevance and potential for development of expected skills. The report of the analyses of feedback shall be placed before the Curriculum Development Committee, Board of Studies, and School Board for bringing necessary changes and improvements in the curriculum.

Mapping of Graduate Attributes

The Curriculum development committee shall assess the graduate attributes of their programmes through exit interviews and quantitative measures

Assessment of Course Learning Outcome

The analysis of the course learning outcomes shall be conducted by the concerned faculty through the achievement scores of the learners and this analysis be placed in CDC/BoS/SB for further improvement in the course, if any.

Timeline

The process of curriculum development shall start after the end of the first/third semester every year or as per the IQAC calendar and must be completed by end of the May every year.