



PRESIDENCY UNIVERSITY

Presidency University Act, 2013 of the Karnataka Act No. 41 of 2013 | Established under Section 2(f) of UGC Act, 1956

Approved by AICTE, New Delhi

POLICY GOVERNING CURRICULUM DESIGN, DEVELOPMENT, DEPLOYMENT AND DISCERNMENT

(Made in accordance with **Section 35 (ii)** of the Presidency University Act)

November 2022
[Version 2.0]

[As Approved at the 21st Meeting of BOM held on November 11, 2022 and ratified by the BOG at its 21st Meeting, held on November 16, 2022]


REGISTRAR


[Left Blank intentionally]

Sanne
REGISTRAR Registrar
PRESIDENCY UNIVERSITY
BANGALORE
Page 2 of 15

Contents

| | |
|--|----|
| PREAMBLE | 4 |
| SHORT TITLE AND APPLICATION | 4 |
| 1.0 DEFINITIONS: | 5 |
| 2.0 STATUTORY BODIES OF THE PRESIDENCY UNIVERSITY RESPONSIBLE FOR CURRICULUM DESIGN AND DEVELOPMENT..... | 7 |
| 3.0 MAJOR ASPECTS OF CURRICULUM DESIGN | 9 |
| 4.0 CURRICULUM DEVELOPMENT PROCESS..... | 11 |
| 5.0 PROGRAM STRUCTURE AND COURSE CURRICULUM DEVELOPMENT: | 12 |
| 6.0 CURRICULUM APPROVAL PROCESS | 12 |
| 7.0 DEPLOYMENT..... | 13 |
| 8.0 DISCERNMENT | 13 |
| 9.0 COURSE REVISION..... | 14 |
| 10.0 FOLLOW THROUGH POLICIES AND GUIDELINES FOR SUPPORTING THIS REGULATION | 14 |
| 11.0 AMENDMENTS..... | 15 |

PREAMBLE

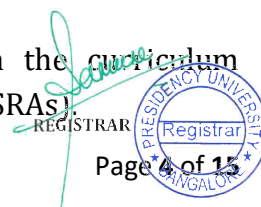
- i. Presidency University (PU) is a premier higher educational institution in South India providing quality educational programs in diverse fields such as Engineering; Liberal Arts; Law; Business Studies, Education; Design and Art, and Journalism and Mass Communication. With such a plethora of programs across disciplines, a well drafted process of curriculum Design, Development, Deployment, and Discernment needs to be in place. This needs regulation purports to document this process as a policy, in order to have proper adherence to this policy by all Faculty/Departments/Schools of the University.
- ii. The curriculum of each program is designed to provide quality education, diversity and flexibility for holistic development of students. The curricular design aims at ensuring knowledge dissemination using variety of pedagogical tools and all learners should have inclusive and equitable access. Curriculum design should also be cognizant of the emerging local, regional, national and global needs and trends.
- iii. The need of today is that the curriculum design should reflect the concept of 'Choice Based Credit System' (CBCS) in semester mode to allow students to have a choice of cross-disciplinary and inter-disciplinary courses to suit their learning needs as well as equip them with critical skill sets needed for work place.
- iv. The detailed course curriculum preparation is a multilevel process and involves the teaching faculty at its core. The teachers become aware of the boundaries of instructional delivery and learning outcomes.
- v. Following the precepts of outcome-based learning (OBL) methodology, the academic quality is achieved through proper attainment levels between program outcomes and course outcomes.
- vi. These Regulations, are prepared with the aim to provide the process framework for Curriculum Design, Development, Deployment and Discernment, 2023.

SHORT TITLE AND APPLICATION

- i. This Policy shall be called the "Presidency University Policy Governing Curriculum Design, Development, Deployment and Discernment".
- ii. This shall come into effect from the date of approval by the Academic Council and ratified by the Board of Management.

EXTENT AND APPLICABILITY

- i. These Policy shall apply to the curriculum of the academic programs and courses of the University, offered through its Faculty/Departments/Schools.
- ii. While designing the curriculum, the University may adopt/ align the curriculum framework as provided by the relevant statutory regulatory agencies (SRAs).



PURPOSE AND SCOPE

- i. The purpose of this policy is to outline the process framework which forms the basis of the Design and Development of the University's curricula and to identify the curriculum types adopted by the University. This enables a robust institutional framework for designing the curriculum for each program, to review and assess the quality of the curriculum.
- ii. This policy applies to all programs, courses, and other study components offered by the University, excluding higher degrees by research. The scope of this policy includes the curriculum design, curriculum planning, curriculum delivery, academic flexibility, curriculum enrichment, feedback and revision. All these processes are described based on the concept of Outcome Based Education (OBE).

1.0 DEFINITIONS:

In these rules, unless there is anything repugnant in the subject or context:

- i. **'Academic Council'** means the Academic Council of the University.
- ii. **'Board of Studies'** mean the Board of Studies of a School or Department under a particular school.
- iii. **'Branch'** means a specific program of study offered by a Department of the School the University.
- iv. **'Competent Authority'** refers to an officer or authority competent to exercise powers under the Act, Statutes, Ordinances or Rules of the University.
- v. **'Course'** means a Course unit of sub-subject (theory or practical) of a Program of Study designed to be delivered in a semester. Each course carries specified number of credits as assigned. A student is expected to take and pass courses as per CBCS guidelines to successfully complete a program and become eligible to receive the degree. Each course is designed as a Core course, Elective, Choice Based Elective, Value added or Enrichment course.
- vi. **'Course Objectives'** mean the clear and concise statements of a course that describe what students are expected to learn from that course.
- vii. **'Course Outcomes'** mean the desired learning attainments of students undergoing a course. The outcomes will delineate how a student can plan for the next course or program or career option.
- viii. **'Continuous Internal Assessment'** includes mid-term/weekly/fortnightly class tests, assignment, problem-solving, group discussion, quiz, project work, seminar etc. to monitor the progress of a student throughout a Semester, with weightage for different components as may be fixed at the institutional level;

- ix. **'Credits'** mean the credits attached to a course of study in terms of study hours put in by a student. It also denotes the quantification of knowledge acquisition of a student through accumulation of credits. One credit course means one hour of Lecture (L) or Tutorial (T) or two hours of Practical (P) a week over a semester.
- x. **'Cumulative Grade Point Average'** (CGPA) means the summation of performance of a student in all semesters of a program.
- xi. **'Curriculum'** means the curriculum prescribed by the University for each course of a program of study.
- xii. **'Department'** means a unit of a School of the University for delivery of academic programs.
- xiii. **'Grade'** means the letter grade awarded by the University to indicate the performance of a student in a course of study as per the scheme of evaluation of the University.
- xiv. **'MOOCs'** mean Massive Open Online Courses available on SWYAM Platform of MHRD/or any world-class MOOCs platform which a students can opt up to a specific number or percentage of credits to fulfil requirement of a program enrolled, subject to the approval by competent authorities of the University.
- xv. **'Non-Teaching Credit Courses'** mean courses which are not formally taught in a classroom such as Summer Training, Field work, Project work, etc. but are assigned credits.
- xvi. **'Program'** means an academic program of study leading to conferment of a "Degree", unless the context has different meaning laid down for the specific purpose.
- xvii. **'Program Objectives'** mean the objectives/concise statements of a program that describe what students are expected to achieve after completion of a program of study; and how the program objectives are aligned with individual, institutional and national goals and objectives.
- xviii. **'Program-Specific Objectives'** mean the expected outcomes from a program of study to enable students to plan their career options.
- xix. **'ERP'** means any suitable Enterprise Resource Planning (ERP) software used by the University to manage the academic/administrative activities of the institution.
- xx. **'Revision'** refers to revision of a program or a course of study by way of change of nomenclature or course contents or specified level of change.
- xxi. **'Syllabus'** means the detailed description of topics for academic delivery of a course of a program of study prescribed by the University. A typical syllabus consists of several units divided suitably in terms of lectures, tutorials, practical class hours; and includes course objectives, course outcomes, method of evaluation, text and reference books.

- xxii. **'School'** means a unit as maintained by the University as its constituent. A School may have several Departments imparting instructions in a particular domain.
- xxiii. **'University'** means the Presidency University (henceforth referred to as PU or the University), a statutory University established through an Act of the State Legislature of Karnataka, with headquarters at Bangalore.

Definitions specified in the Act, the Statutes, and the Regulations of the university shall apply unless and otherwise the context requires an alternate definition.

2.0 STATUTORY BODIES OF THE PRESIDENCY UNIVERSITY RESPONSIBLE FOR CURRICULUM DESIGN AND DEVELOPMENT.

2.1 THE ACADEMIC COUNCIL

As per the Presidency University Act and the Statutes, the Academic Council shall be the principal academic body of the University to:

- i. Institute degrees, diplomas, certificates and distinctions that may be awarded by the University.
- ii. To control and regulate the maintenance of standard of instructions, education and research carried on or imparted in the University.
- iii. Advise the Board of Management on all academic matters including matters relating to examination conducted by the University.
- iv. Advise the Board of Management regarding the recognition of diplomas and degrees of other Universities and institutions and regarding their equivalence with the diplomas and degrees of the University.
- v. Advise the Board of Management regarding the qualifications required to be possessed by persons imparting instructions in particular subjects for various degrees and diplomas of the University.
- vi. Report on any matter referred or entrusted to it by the Governing Body and Board of Management, and:
- vii. Perform all such duties in relation to academic matters and to do all such acts as may be necessary for carrying out the provisions of Act, the Statutes and the Regulations properly.
- viii. The Academic Council shall exercise the following powers with respect to Curriculum Design, Development and Review:
 - a) To establish curriculum framework to ensure quality and conformance with national as well as international standards.
 - b) To structure curriculum design, development and review process that brings into place the best practices of instructional design, pedagogical methods,

integrating best in class syllabi benchmarked against several sources to assist learners in achieving their Programme Objectives.

- c) To guide the Board of Examination to evolve relevant schemes of evaluation before the commencement of the programme.
- d) The establishment of inter-institutional arrangements with national and international institutions of higher learning in order to exchange and share best academic practices.
- e) To guide the subordinate academic bodies, viz., Board of Studies (BoS) and Program Development Committee (PDC).

2.2 BOARD OF STUDIES

2.2.1 Each School may have a duly constituted “**Board of Studies**” (BoS) chaired by the Dean/Associate Dean/HOD/Program Head and with members from the school as well as from outside (from industry & academia).

2.2.2 A Board of Studies may be constituted for a School as a whole, as may be decided by the concerned Head of the School. The functions of the Board of Studies shall be as follows:

- i. The Board shall examine and approve the curriculum developed for various programs under the school and in case of revision is required it would suggest to relevant department academic committee to carry out the same,
- ii. Propose names of the examiners- internal and external,
- iii. Evaluate the rigor of teaching and research in the constituent department(s),
- iv. Any other matter that may be referred to it by Authorities/ Officers of the University.

2.2.3 The Board of Studies shall comprise of:

- i. Dean/ Associate Dean/ HOD/ Program Head.
- ii. Three (3) teachers each from the category of Professors, Associate Professors and Assistant Professors from each of the constituent department(s); persons designing a particular course must be invited as special invitee.
- iii. Provided that if the number of teachers in a department are less than nine (9), the Vice Chancellor shall be authorized to nominate all the teachers of the department to the Board of Studies.
- iv. One/Two academicians of eminence from outside PU nominated by the Vice-Chancellor.
- v. One/Two Experts in the discipline of School with at least 15 years of experience in Industry/ Research Organizations / NGOs, etc. nominated by the Vice-Chancellor.

All the decisions of the Board of Studies shall be reviewed before being sent to the next higher Authority

2.3 DEPARTMENTAL ACADEMIC COMMITTEES

2.3.1 There shall be an Academic Committee in each department of the constituent school of the University to assist the Head of the Department in discharging his/her academic duties and responsibilities.

2.3.2 The Departmental Academic Committee (DAC) shall consist of:

i. The Head of the Department, who shall be the Chairman,

ii. All the Professors, Associate Professors of the department.

iii. In case a department has no Professors/ Associate Professors, three seniors most Assistant Professors shall be the members of the Departmental Academic Committee.

2.3.3 The Committee shall meet at least twice in a semester. The minutes of its meetings shall be submitted to the Head of School.

2.3.4 One of the important roles of DAC is to design and develop the curriculum for all the courses of each program operated & delivered by the Department. After the curriculum is developed, it would be sent to the concerned Board of Studies for its Approval.

3.0 MAJOR ASPECTS OF CURRICULUM DESIGN

3.1 Curriculum Design Philosophy

- i. The design of curriculum embodies a philosophy of learning and teaching, articulates a clear set of learning outcomes and describes how the planned learning processes and environment will support the student to achieve those learning outcomes. Programs are organized as an intentional arrangement of courses and study components, which may incorporate the required, sequenced and optional elements. Curriculum design is planned by the scholarship of learning and teaching; discipline knowledge and practice; University goals and values; and learner needs. The University supports a collaborative approach to the development of curriculum. Collaboration and consultation with internal and external stakeholders are a key process to ensure the quality of the curriculum. The design of the curriculum is influenced by specific priority areas and initiatives identified by the University in the strategic plan.
- ii. The University's curriculum must essentially meet the standards and requirements of accreditation or approval as prescribed/recommended by the Statutory Regulatory Bodies.

3.2 General Principles for Curriculum Design

- i. The curriculum at the University is based on four principles. The curriculum is designed to be:
 - a Learning-Centered
 - b Standards Based
 - c Constructively-Aligned
 - d Career-and Future-Focused.
- ii. These principles guide the development and revision of the University's curricula as approved by the Statutory Bodies of the University.
- iii. These principles form the basis for the Outcome Based Education.
 - a Definition of Program Outcomes
 - b Definition of Course Outcomes
 - c Mapping of Program Outcomes with Course Outcomes
 - d Computation of Learning Outcome Attainment Metrics
- iv. The curriculum is learning-centered when the learning outcomes, learning activities, including assessment, resources, pedagogy and faculty members are focused on supporting and enabling learning for all students. This involves several elements; therefore, the curriculum is designed to:
 - a. support learners' engagement;
 - b. be flexible enough to accommodate the needs of individual students without compromising on academic standards;
 - c. take advantage of blended learning approaches and technology; and
 - d. encourage active and collaborative learning.

3.3 Curriculum is Standards-Based

- i. Curriculum embeds and ensures academic standards. It is designed to comply with the recommendations/prescriptions of the Regulatory Bodies.
- ii. Curriculum meets the established discipline-specific learning and teaching academic standards and threshold learning outcomes where these are available.
- iii. Curriculum meets the academic requirement of professional and national/international accrediting bodies where these are available.
- iv. Curriculum complies with the University policies and procedures relating to teaching and learning, curriculum structural requirements and student related priorities.
- v. Academic standards are achieved by regular benchmarking internally and externally with similar curriculum where appropriate.

3.4 Curriculum is Constructively-Aligned

- i. Constructive alignment is the systematic alignment of teaching-learning activities and assessment with the intended learning outcomes for the program, study component or course.
- ii. A constructively-aligned curriculum focuses on developing students' knowledge, skills and application of skills by increasing the level of challenge, complexity and independence, over time.

3.5 Curriculum is Career- and Future-Focused

- i. The curriculum enables the student to both develop knowledge, skills and qualities needed for engaging with the complexity and diversity of a rapidly changing world, making a positive contribution to the community.
- ii. The curriculum explicitly provides the student with the ability to apply knowledge and skills that enhance his/her employability either through meeting employer needs or self-employment after graduation.
- iii. The curriculum provides the student not only the initial skills and knowledge for entry to professions/industry but also to position him/her for future career progression.
- iv. The curriculum incorporates required disciplinary knowledge and the practical skills of the relevant profession and employers. This is informed by regular engagement through advisory groups, consultation and curriculum partnerships.
- v. The curriculum includes experiential learning activities that contain either workplace practice, or a simulation of such practice or a combination of both that provide students with knowledge and skills as a preparation for employment.

4.0 CURRICULUM DEVELOPMENT PROCESS

- i. Curriculum development begins with an understanding of the desired Program Outcomes (articulate as graduate attributes) as defined by the various curriculum framing documents (and outlined in the Guidelines for Outcome Based Learning of the University).
- ii. For professionally-accredited programs it is appropriate to begin with framing the document provided by the accrediting/regulatory body and then to consider and incorporate the other frameworks. Where the program is not subject to professional accreditation, the University's graduate attributes/program outcomes is an appropriate starting point.
- iii. Planning backwards from the program outcomes, the suite of aligned Course Outcomes for study components and courses are defined. This leads to a process of selecting or designing and sequencing courses, assessment and learning activities that will support student achievement of the Course and Program Outcomes.

- iv. All programs, study components and courses have to meet structural requirements that address the recommendations/standards given by the Regulatory Bodies and the Academic Regulation of the University.

5.0 PROGRAM STRUCTURE AND COURSE CURRICULUM DEVELOPMENT:

- 5.1 The program structure, curriculum, and scheme of evaluation of all the programs offered by the University should have approvals from the Departmental Academic Committee, Board of Studies and the Academic Council (AC) before commencement of the program.
- 5.2 While approving the design of the curriculum, the Academic Council shall ensure that:
 - i. The curriculum is socially-relevant, broad-based, challenging, inquisitive, theory supported by practical / experiential learning/ case studies and support research initiatives.
 - ii. The teacher has ample scope to innovate in classroom teaching-learning with additional information and incorporate latest developments in the field.
 - iii. The courses at postgraduate level will seamlessly lead to research in the subject.
 - iv. Wherever possible, it should augment students' employability skills.
 - v. The evaluation focuses on attainment of outcomes rather than rote learning.

6.0 CURRICULUM APPROVAL PROCESS

- 6.1 The Curricula of all academic courses/programs of the University across all Schools, shall be deliberated by the Departmental Academic Committees (DAC) and proposed to the concerned Board of Studies (BoS).
- 6.2 The BoS shall deliberate on curriculum of a particular program prepared and proposed by the Departmental Academic Committee and shall examine and approve the contents of the courses after ensuring that the curriculum:
 - i. Is in tune with the semester-pattern and defines core, elective and optional courses to be taught, as well as summer training / industry internships, projects/dissertation-based courses, etc.
 - ii. Includes 'enrichment courses' and 'value added (skill) courses' for holistic development of students and to make them better citizens of India.
 - iii. Promotes experiential learning by way of assignments, field/Project work, mandatory internships, etc. at client location under joint supervision of faculty and professionals to ensure real-life exposure and industry-readiness.
 - iv. Incorporates academic flexibility through Choice Based Credit System (CBCS).
 - v. Is aligned with the 'Outcome Based Education' concept and methodology to assess learning outcomes.

- vi. Has a well-defined scheme of examination and evaluation as one of the essential components.
- 6.3 The recommendations of the Board of Studies shall be examined and deliberated upon by the Academic Council, which then shall approve the curriculum with or without amendments.
- 6.4 The University shall then notify the introduction of the program and post the details on the University website.
- 6.5 Once approved by the Academic Council, no changes shall be permitted in the courses, scheduling and objectives. However, the course teacher shall have the liberty to innovate in course delivery.

7.0 DEPLOYMENT

Curriculum deployment refers to the process of putting the designed curriculum into action and making it available for students to engage with and learn from. This involves:

- **Faculty Training on Curriculum:** Adequate training to understand its objectives, content, teaching methodologies, and assessment strategies. This ensures that educators are well-prepared to deliver the curriculum effectively.
- **Resource Allocation:** Allocating resources such as classroom facilities, teaching materials, technology, and any additional support services needed to implement the curriculum successfully.
- **Communication and Orientation:** Students and other stakeholders need to be informed about the changes in the curriculum. Orientation sessions shall be organized to familiarize students with the Structure, Learning Outcomes, and Expectations.
- **Monitoring and Evaluation:** Continuous monitoring and evaluation to identify any challenges or areas for improvement.

8.0 DISCERNMENT

Curriculum discernment involves the ongoing assessment, analysis, and evaluation of the curriculum's effectiveness in achieving its intended outcomes.

Learning Outcomes Assessment: The University shall continuously assess and measure student Learning Outcomes to determine if they align with the intended goals of the curriculum. This shall be done through assignments, examinations, projects, and other assessment methods.

Feedback Collection: PU shall take feedback from students, faculty, and other stakeholders to understand their perspectives on the curriculum's strengths and weaknesses. Feedback shall be collected through surveys, focus groups, or individual interviews.

Data Analysis: PU shall analyze the data collected during the discernment process to identify trends, patterns, and areas that require attention or improvement.

Curriculum Review and Revision: Based on the discernment findings, the University shall revise and improve the curriculum by way of updating content, teaching methodology, or re-evaluating Learning Objectives.

Stakeholder Involvement: PU shall engage stakeholders, including industry professionals, alumni, and employers, to gain insights into the curriculum's relevance and alignment with the changing needs of the workforce.

Continuous Improvement: Curriculum discernment is an iterative process that feeds into continuous improvement. As new insights emerge and educational needs evolve, the curriculum should adapt to stay current and effective.

9.0 COURSE REVISION

The curriculum of any course shall be reviewed from time to time based on multiple stakeholder feedback responses. The curriculum revision process shall follow similar process as prescribed for curriculum development for the new programs. The Department Academic Committee shall make an action-to-be-taken report based on the multiple stakeholders' feedback. After approval of DAC, the revised program shall go through the ratification process through Board of Studies and the Academic Council.

10.0 FOLLOW THROUGH POLICIES AND GUIDELINES FOR SUPPORTING THIS REGULATION

To support the Regulation on the Curriculum Design, Development and Review, the following set of policy and guidelines shall be formulated.

- i. **Policy for Choice Based Credit System:** Consequent to notification of this Regulation, the University shall develop a Policy on Choice Based Credit System.
- ii. **Policy for Non-Taught Credit Courses:** Consequent to notification of this Regulation, the University shall follow the policy for Non-Taught Credit Courses
- iii. **Policy for Curriculum Enrichment and Value-Added Courses:** Consequent to notification of this Regulation, the University shall develop a policy for Curriculum Enrichment and Value Added-Courses.
- iv. **Guidelines for Outcome Based Learning:** Consequent to notification of this Regulation, the University shall develop Guidelines for Outcome Based Learning (OBL)
- v. **Guidelines for Academic Audit:** Consequent to notification of this Regulation, the University shall develop Guidelines for Academic Audit, at regular intervals.

11.0 AMENDMENTS

This Policy will be reviewed periodically to rectify anomalies, (if any), and to incorporate feedback received from the stakeholders, through impact analysis and deliberations of the Focus Group, constituted by the Vice Chancellor.


REGISTRAR REGISTRAR
PRESIDENCY UNIVERSITY
BANGALUR