



Key Indicator – 1.1 Curriculum Design and Development
(50)

1.1.1 Curricula developed and implemented have relevance to the local, national, regional and global developmental needs, which is reflected in the Programme outcomes (POs), and Course Outcomes(COs) of the Programmes offered by the University
(20)

Criterion 1 – Curricular Aspects
(150)



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CURRICULA DEVELOPMENT PROCESS
(20)

SCHOOL OF ART AND ARCHITECTURE

PROCESS OF CURRICULUM DEVELOPMENT

Developing a curriculum for an architecture program is a comprehensive and iterative process that requires careful planning, collaboration, and adherence to academic and professional standards. The process begins with identifying the overarching goals of the program which are

- To nurture critical, creative and independent thinking professionals to work ethically in collaborative environments
- To prepare leaders in architectural practice, research in the built environment and allied fields
- To create the learning with both Indian (Traditional Knowledge system) and a global context/standards
- To create a rigorous intellectual environment for analysis and production of holistic/versatile solutions that are respectful of the existing heritage, context and are sustainable for communities

One of the key considerations in curriculum development was compliance with national accreditation standards, established by the Council of Architecture (CoA). It followed the guidelines laid out by the CoA interim report 2023 and the report of the New Education Policy 2020. These guidelines helped to define the core competencies and credit requirements necessary for professional licensure and practice. The curriculum also gathered inputs from a diverse group of stakeholders, including faculty, industry practitioners, alumni, and students. Faculty contributed their academic expertise and insights into pedagogical approaches, while practitioners ensured that the program aligns with industry trends and expectations. Alumni offered valuable feedback on how their education has translated into professional practice, and current students provided insights into their learning experiences and challenges.

The architecture program was typically structured around two studios – Design and Construction, which serve as the creative core of the curriculum, onto which the learnings from other subjects are reflected. The studios emphasize problem-solving, critical thinking, and innovative solutions through projects that increase in complexity, year by year over the course of the program. Complementing the studio work are courses technology, materials, structural systems, and building services, History, Art, sustainable approaches etc. which provide the technical foundation necessary for translating ideas into buildable solutions. History and theory courses encourage students to contextualize their designs within cultural, historical, and philosophical frameworks, while environmental studies focus on sustainability and climate-responsive design. Professional practice courses prepare students for the realities of the architectural profession, teaching skills such as project management, ethics, and business practices.

To keep pace with rapid advancements in the field, the curriculum incorporates modern tools and technologies, such as Building Information Modeling (BIM), computational design, and virtual reality. Interdisciplinary learning is also emphasized, with students often engaging in



projects that overlap with fields like urban planning, landscape architecture, and urban design. Elective courses placed in baskets broadly categorised into Allied Facets of Architecture, Architecture Technologies, Building Interiors, Communication and Representation, Sustainability in Architecture, Heritage & Philosophy, Infrastructure, Site Setting and Systems and Art and Architecture offer opportunities for students to explore specialized areas of interest. The program also integrates hands-on learning experiences through site visits, workshops, internships, and collaborative projects, ensuring that students gain practical exposure alongside theoretical knowledge.

Feedback mechanisms and periodic reviews are integral to maintaining the relevance and quality of the curriculum. These reviews draw on assessments of student performance, industry feedback, and emerging trends in architecture and construction. The curriculum is also tailored to address both global challenges and local contexts, preparing students to work in diverse environments while being sensitive to cultural and environmental nuances.

Overall, the curriculum development process for an architecture program is a dynamic and evolving effort, blending foundational education with innovative practices and real-world applications. This holistic approach equips students not only with the skills needed to succeed in the profession but also with the vision and responsibility to contribute meaningfully to society through thoughtful and sustainable design.



Curriculum Development Process Flowchart with Detailed Steps and Subsets for School of Design:-

1. Initial Stage: Foundation for Curriculum Development

- **Review,:**
 - Align curriculum objectives with UGC standards.
 - Ensure compliance with mandatory requirements (e.g., credit systems, outcomes-based education).
- **Industrial Requirements:**
 - Conduct market research on emerging trends and skills demanded by the industry.
 - Collect input from employers, industry leaders, and alumni.
- **Curriculum Development Committee of School:**
 - Form a dedicated curriculum committee with representatives from all departments.
 - Develop a preliminary framework for the program structure.

2. Feedback Collection and Analysis

- **Workshops and Stakeholder Engagement:**
 - Organize workshops for gathering feedback from:
 - Industry representatives: Identify gaps in existing curriculum.
 - Parents: Understand expectations regarding employability and student development.
 - Alumni and Students: Gain insights into curriculum effectiveness and areas for improvement.
- **Survey and Data Collection:**
 - Use questionnaires and online form to gather quantitative and qualitative data.
 - Benchmark against similar programs offered by other institutions.

3. Preliminary Deliberation

- **Dean and IQAC Head Discussion:**
 - Evaluate feedback from stakeholders.
 - Assess alignment of proposed curriculum with institutional goals and quality assurance standards.
 - Identify key focus areas and gaps to address in further revisions.

4. Collaborative Review and Refinement

- **Deans and Directors Council Discussion:**
 - Present findings and preliminary frameworks for discussion.
 - Refine program structure, course content, and learning outcomes.
 - Ensure interdisciplinary collaboration and integration of soft skills and core competencies.

5. Detailed Curriculum Drafting

- **Course Structuring:**
 - Define core, elective, and skill-based courses.
 - Design course objectives, outcomes, and assessment methodologies.
 - Incorporate internships, project-based learning, and research components.



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- **Alignment with Outcome-Based Education (OBE):**
 - Map courses to program outcomes (POs) and program-specific outcomes (PSOs).
 - Define graduate attributes and how they will be assessed.

6. Approval and Finalization Process

- **Board of Studies (BOS) Discussion:**
 - Submit the drafted curriculum to BOS for technical and academic scrutiny.
 - Incorporate suggestions on course content, pedagogy, and evaluation criteria.
- **Academic Council Approval:**
 - Present revised curriculum for final approval.
 - Ensure all mandatory institutional and statutory requirements are met.

7. Implementation and Monitoring

- **Curriculum Rollout:**
 - Train faculty on new courses and pedagogical methods.
 - Develop learning resources, such as textbooks, digital content, and lab manuals.
- **Continuous Feedback Mechanism:**
 - Regularly collect feedback from students, faculty, and employers post-implementation.
 - Make iterative improvements based on evaluations and changing requirements.
- **Periodic Curriculum Review:**
 - Establish a timeline for reviewing and updating the curriculum
 - Incorporate advancements in technology, research, and global trends.

Subsets Under Key Stages:

- **Stakeholder Engagement:** Parents, alumni, industry experts, academic peers.
- **Workshops:** Focus groups, skill-gap analysis, global benchmarking.
- **Drafting Process:** Subject matter experts, interdisciplinary teams, pedagogical specialists.
- **Monitoring:** Student feedback, placement reports, accreditation audits.

This flowchart provides a comprehensive structure to guide curriculum development, ensuring inclusivity, relevance, and alignment with institutional and industrial goals.



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Curriculum Development Process Flowchart



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