



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)

PROPOSED FRAMEWORK
CEE (CURRICULUM ENHANCEMENT & ENRICHMENT)
(in line with National Education Policy, UGC's Choice Based Credit System and
NAAC's Recommendation)

The proposed framework of CEE should be implemented from academic session 2021-22. The salient features of the framework are as follows: -

- I. All programmes across Sushant University to facilitate multiple exit options which will lead to appropriate certifications/diploma/degree/advanced degree/honours (specific to respective disciplines). Accordingly, it is mandatory to balance inclusion of skill based core courses during the foundation years (1st and 2nd) so that students are employable after the said certifications. The NEP document states that a certificate after completing 1 year in a discipline or field including vocational and professional areas, or a diploma after 2 years of study, or a Bachelor 's degree after a 3-year programme can be provided.
- II. The school should explore to start integrated Master's programme (in various discipline like MBA, MTech, MPlan etc) in line with educational policy.
- III. To provide holistic and multidisciplinary education, Transdisciplinary Learning (TDL) is reintroduced as Transdisciplinary Certificate Course (TDCC) of two credits each with LTP of 1-0-2. It is recommended that 4 TDCCs for UG and 2 TDCCs for PG to be spread across the entire programme. TDCC should not be included during first semester. School to fix the TDCCs in the programme structure in consultation with Dean Academic Affairs. At university this can be balanced in odd and even semesters. The details are provided in the table that follows.
- IV. To provide added value to the respective programmes of Sushant University, compulsory certificate course(s) from academic partner of SU (for example Harvard Business School). The details are provided in the table that follows.



FRAMEWORK

NATURE OF COURSE	PERCENTAGE (respective to total credits of the programme)	DETAILS	About (as per UGC CBCS guidelines)	EXAMPLE
CORE COURSES	60-70 %	To be spread in various semesters as per the requirements of the programme	Courses compulsorily to be studied for the programme	<ul style="list-style-type: none"> Hotel Management- F&B Service, Accommodation etc Engineering – Engg. Math, Programming etc
Discipline Specific Electives (DSE) Courses	10-15%	To be spread in the later semesters	Discipline related elective courses (School specific Courses)	<ul style="list-style-type: none"> Computer Science Engg. – Artificial Intelligence, Internet of Things etc Hotel Management – Revenue Management, F&B control, Project Management etc
<p><i>Generic Elective(GE) I</i></p> <p>TDL* to be renamed as TDCC (Trans-Disciplinary Certification Course) and certificate for each TDCC to be provided</p>	5-10 %	To include multidisciplinary/Indian Knowledge System	<p>TDCC – 4 courses in UG and 2 in PG of 2 credits (LTP 1-0-2) across the entire programme during academic semesters (not to be included during internship semester). Not to be included in 1st semester. To balance number of students in Even & Odd semester, it is recommended that SHS, VHTBS, SOB, SOL should offer these courses in Even Semester and rest of the schools in Odd Sem</p>	<ul style="list-style-type: none"> Basket of courses to be created at university level with each school providing minimum of four courses from their respective schools. TDCC coordinator of the University to manage the same. Each student will be provided certificate on successful completion of these courses by COE office. Brochure of TDCCs offered during semester to be prepared by university Coordinator. Student can be permitted to take any course from outside agency/platform (online or offline) e.g. - SWAYAM, NPTEL, edX, Coursera, MIT OCW etc. (minimum 20 lecture/contact hours). Validation and confirmation of registration should be done centrally by TDCC coordinator. The cost of such certification to be borne by the student. For grading, one faculty coordinator should assign marks based on the marks scored in course (if any) or assign marks based on presentation/viva/project etc given by the student

				<ul style="list-style-type: none"> • NEP recommendations – courses related to sciences, social sciences, liberal arts, literature, humanities, law, management. • Schools to ensure that at least one course out of four to be in the category of Indian Knowledge system. • NAAC, recommendations – universal human values, ethics, sustainability, constitutional values, gender issues and sports etc.
<p>Generic Elective (GE) II Certification course from external agencies (academic partner of SU)</p>	5-10 %	To bring added value to the programme	<p>Harvard Business School Online - 2 courses for 4 or 5 year programmes. 1 course for 2 or 3 year programme. (credits be calculated based on the number of hours of selected course (1 credit ~15 hours</p> <p>For SHS and LLM, certificate courses from Barclay etc. can be explored</p>	<ul style="list-style-type: none"> • The cost of such certification to be borne by the student (which has to be included as a part of programme fee). The courses to be included in the programme structure should be approved in the BoS. These courses can be from Harvard Business School Online, or any other external agencies/academic partner of Sushant University. • For grading, one faculty coordinator should assign marks based on the marks scored in course (if any) or assign marks based on presentation/viva/project etc given by the student. One contact hour to reflect in the timetable for these courses.
<p>**Internships/ Apprenticeship/ Dissertation/Projects/ Self-Study/ Online Courses</p>	15 - 30%	<p>Each programme structure should incubate one or more of the following –</p> <ol style="list-style-type: none"> 1. Projects 2. Dissertation/Thesis 3. Internships 4. Online courses/Self-Study/Term-Paper 	<p>Elective course designed to acquire special/advanced knowledge, such as supplement study/ support study to a project work/ report</p>	



Skill Enhancement Course (SEC)	5-10%	These courses provide value based .or additional skill based knowledge to support the main discipline 2 courses during second year (2 credits each)	School to define the courses, resource persons to be pitched in by speciality schools	<ul style="list-style-type: none"> Foreign Language, Economics, Accounting, First-Aid, Health & Nutrition, Social Media, Information Technology, Leadership, Entrepreneurship, Data Analytics, Design thinking, Marketing, Law, Sales etc
Ability Enhancement Compulsory Course (AECC)	Minimum 2 courses	Programme Structure has to have a minimum of 2 courses in order to develop student skills (during first year)	Based upon the content that leads to knowledge enhancement – Environment Science (Environment Science , English Communication ,Modern Indian Language)	<ul style="list-style-type: none"> University level standard courses to be designed by SET (Environment Science), CRC (English Communication/modern Indian Language communication)LTP (1-0-2) SHM, SHS, SoL, SoB to offer EVS during first semester and others to offer Communication during first semester. Vice versa in second semester
Service Learning/ Community Service	2 credits	Each programme structure should have one or more subjects which may be include of the following – Work for NGO Work for Unnat Bharat Abhiyan Work for Swach Bharat Abhiyan Develop projects for city/villages/university Community Services Awareness Drives Work for NSS/NCC/Red Cross/YRC	To be organized by school either at school level or university level or community level or city level depending upon the nature of the activity	<ul style="list-style-type: none"> Following records need to be maintained for the same Creative, attendance of students and faculty, geo-tagged pics, report etc (to be submitted to NAAC Office naacau@ansaluniversity.edu.in Internal Certificates should be issued to the students

***(About TDL and TDCC) –**

- For all the existing programme, TDL will run as usual
- TDCC will be applicable to the batches 2021 onwards
- All the schools to ensure courses floated in TDL and TDCC should be unique (same nomenclature to be avoided)



****Internships/Apprenticeship Guidelines for Internship embedded Degree Programmes as per UGC**

- 20 % of the total credit or minimum of 24 credits – To be assigned to internship
- Internship should be in the specific domain Areas
- At least 1 complete semester duration to be internship in degree programmes. (*The Internship could be scheduled either continuously or at intervals depending upon the requirement and practicality of the discipline*).
- Minimum requirement of 24 credits in UG Programme in any discipline specific Elective course will enable a student to pursue PG in that specific discipline.
- The Evaluation pattern of Internship to include assessment by both Industry & Academia.
- It is mandatory to successfully pass internship or cleared to enable a student to be eligible get a degree.
- Specific Learning outcome for the Internship programme to be developed & maintained domain wise.
- Prior MOU with the Commercial organization /office/Industry before sending the students of before introducing internship embedded program.
- University to have an apprenticeship / Internship cell to keep the record (necessary) of the Internship related Activities. (This department to regularly update the internship information on a dedicated portal maintained by UGC.



TEMPLATE OF PROGRAMME STRUCTURE BASED ON CBCS

PRE - REQUISITE FOR JOINING – Program Introduction Project (in corporate) for 1 month.

Each school to design the guidelines for this introduction project as per their respective disciplines. The student to give a project presentation of his key learnings during the orientation programme. The project intends to excite the students for the chosen discipline and introduce them to the industry first hand.

<u>S.NO</u>	<u>NATURE OF COURSES</u>	<u>Reflection in Programme Structure across the total programme</u>
1	Core Courses	60-70 %
2	Discipline Specific Electives (DSE) Courses	10-15%
3	<i>Generic Elective(GE) I</i> TDCC (Trans-Disciplinary Certification Course) (Not a part of 1 st Semester) To include multidisciplinary/Indian Knowledge System)	4 courses in UG and 2 in PG of 2 credits (LTP 1-0-2)
4	<i>Generic Elective (GE) II</i> Certification course from external agencies (academic partner of SU)	2 courses for 4/5 Years Programme & 1 course for 2/3 Years Programme
5	<i>Internships/Apprenticeship/Dissertation/Projects/Self-study/Online-courses</i>	20 % of the total credit of the programme or minimum of 24 credits
6	Skill Enhancement Course (SEC)	2 courses of 2 credit each during 2 nd year
7	Ability Enhancement Compulsory Course (AECC) (Environment Science , English Communication ,Modern Indian Language)	Minimum 2 courses of 2 credit each
8	Service Learning/ Community Service	1 course of 2 credits





CURRICULUM DEVELOPMENT PROCESS

At Sushant University curriculum planning and development is a methodical, team-based approach that guarantees academic programs are strong, pertinent to industry, and in line with the school's objective of promoting academic achievement and innovation. Below is a breakdown of the steps that make up this process:

Step 1 - Needs Analysis

Goal: Determine the requirements of all parties involved, including academics, industrial partners, students, and regulatory agencies.

Actions

- Survey students and alumni and do focus groups with them.
- Examine upcoming technologies, talent gaps, and industry trends & requirements
- Examine employer and industry advisory board comments.
- Examine the rules set forth by accrediting organizations such the NAAC, UGC, and AICTE.

Step 2 - Outlining Program Outcomes (POs) and Educational Objectives (PEOs) & Program Specific Outcomes (PSOs)

Goal: Specify the general objectives and particular skills that graduates should possess.

Actions

- Create PEOs that complement the goals and objectives of the institution.
- Establish Program Outcomes (POs) according to the graduate characteristics that accrediting organisations require.
- Incorporate Program-Specific Outcomes (PSOs) that address specializations.



Step 3 - The goal of the curriculum framework design is to create the program's structural framework.

Actions –

- Choose the length, number of semesters, and allocation of credits.
- Strike a balance between electives, practicals, projects, and core courses.
- Combine research, entrepreneurship, and interdisciplinary elements.

Step 4 - Design and Development of Courses

Goal: Develop thorough course curricula that cover the intended results.

Actions

- Determine the required core and elective courses for the program.
- Create learning objectives, content modules, and course objectives.
- Describe assessment techniques, such as projects, theory, and practicals.
- Use cutting-edge teaching-learning strategies like flipped classrooms, case studies, and simulations.

Step 5 - Validation and Consultation with Stakeholders

Actions - Ascertain that the curriculum satisfies the expectations of the stakeholders.

Important Tasks:

Plan workshops with alumni, academic colleagues, and business leaders.

Discuss the curriculum draft with external advisory boards and internal faculty committees.

Use input to improve and complete the curriculum.

Step 6 - Approval Process Goal: Get the curriculum officially approved.

Actions: Deliver the curriculum to the Board of Studies and Academic Council.

Make changes in response to these bodies' recommendations.

Obtain final clearance from the governing bodies of the university.



Step 7 - Create thorough lesson plans and with clearly defined lecture/learning outcomes

- Educate academic staff on cutting-edge teaching and evaluation techniques.
- Review the curriculum on a regular basis to take industry demands and technological changes into account.

The dynamic and iterative curriculum design and development process of Sushant University aims to achieve both academic excellence and industry preparedness. The school makes sure that its graduates are ready for the challenges of the future by consistently interacting with stakeholders and making adjustments to changing trends.

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