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

Additional Information

Evolution of Curriculum Framework at the University

ATMIYA University

Evolution of Curriculum Framework at the University
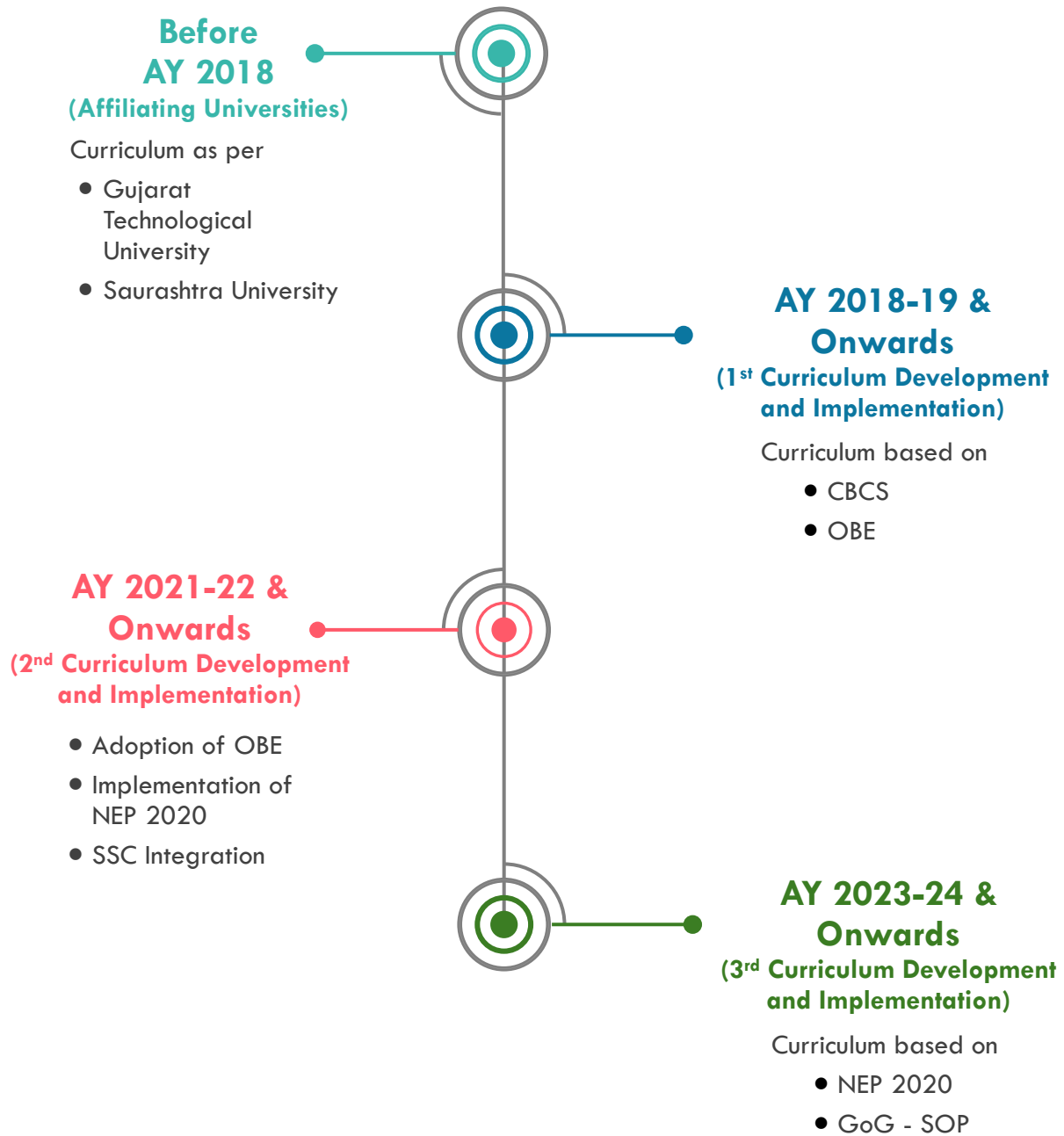
Evolution of Curriculum Framework

Introduction

In the rapidly evolving landscape of higher education, curriculum revision is essential to ensure that academic programs remain relevant, comprehensive, and aligned with industry and societal needs. The curriculum revision history of Atmiya University reflects a commitment to continuous improvement and alignment with evolving educational standards. Prior to the academic year (AY) 2018, AU's curriculum was designed according to the guidelines of Gujarat Technological University (GTU) and Saurashtra University. After attaining university status in AY 2018, AU framed a new curriculum for AY 2018-19 and onwards, based on the Choice Based Credit System (CBCS), which enhanced flexibility and provided students with greater choice in their learning pathways.

In AY 2021-22, AU embraced a transformative shift by adopting the Outcome-Based Education (OBE) model across all programs, a significant step aligned with the goals of the National Education Policy (NEP) 2020. This revision emphasized a holistic, multidisciplinary approach to education, focusing on outcome-driven learning to better prepare students for real-world challenges. The curriculum was further refined in AY 2023-24 to align with guidelines from the Government of Gujarat (GoG), incorporating the Four-Year Undergraduate Program (FYUGP) as recommended under NEP 2020, which prioritizes academic flexibility, skill development, and interdisciplinary learning. This timeline of curriculum updates underscores AU's dedication to evolving with educational paradigms, ensuring students receive an education that is both regionally relevant and globally competitive.

**Before
AY 2018**
(Affiliating Universities)

Curriculum as per

- Gujarat Technological University
- Saurashtra University

**AY 2018-19 &
Onwards**
**(1st Curriculum Development
and Implementation)**

Curriculum based on

- CBCS
- OBE

**AY 2021-22 &
Onwards**
**(2nd Curriculum Development
and Implementation)**

- Adoption of OBE
- Implementation of NEP 2020
- SSC Integration

**AY 2023-24 &
Onwards**
**(3rd Curriculum Development
and Implementation)**

Curriculum based on

- NEP 2020
- GoG - SOP

Evolution of Curriculum Framework

# Transformative Education Model at Atmiya University

Human living can be seen as encompassing the 4 levels viz. self, family, society and nature / existence. The fundamental human aspiration of eternal happiness is rooted in the pursuit of harmony at each of these levels:

- Harmony in Self – Resolution within self (स्वयं मे समाधान)

- Harmony in Family – Prosperity in Family (परिवार मे समृद्धि)

- Harmony in Society – Fearlessness in Society (समाज मे अभय)

- Harmony in Nature – Balance in Nature (प्रकृति/अस्तित्व मे संतुलन)

This can be achieved through understanding of inherent co-existence that exist in the existence.

Holistic Development

व्यवसाय

Capability for Livelihood   Knowledge | Skill | Aptitude

व्यवहार

Capability to Work & Live with others   Behavior | Attitude | Environment

चेतना विकास

Capability to Evolve as Human   Understanding Harmonious Living

At Atmiya University, we believe that education is a powerful tool to cultivate human aspirations, instil values that foster harmonious relationships, develop skills essential for human prosperity and mutual enrichment with nature. By nurturing a strong foundation in *Sanskar* (cultural values) and a profound understanding of the purpose of life (*Jeevan*), we aim to foster holistic development through education across three key
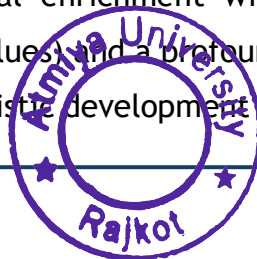
dimensions namely Livelihood (व्यवसाय), Living (व्यवहार) and Life (चेतना विकास). Through this holistic approach, we strive to empower individuals to lead meaningful and fulfilling lives, contributing positively to society and the planet.

Thus, Atmiya's Model of Transformative Education prioritizes behavioural change through education for life, aiming overall betterment of self, family, society and nature at large. Unlike conventional educational models that often prioritize cognitive development followed by psychomotor and affective domains, this model places affective development at its core.
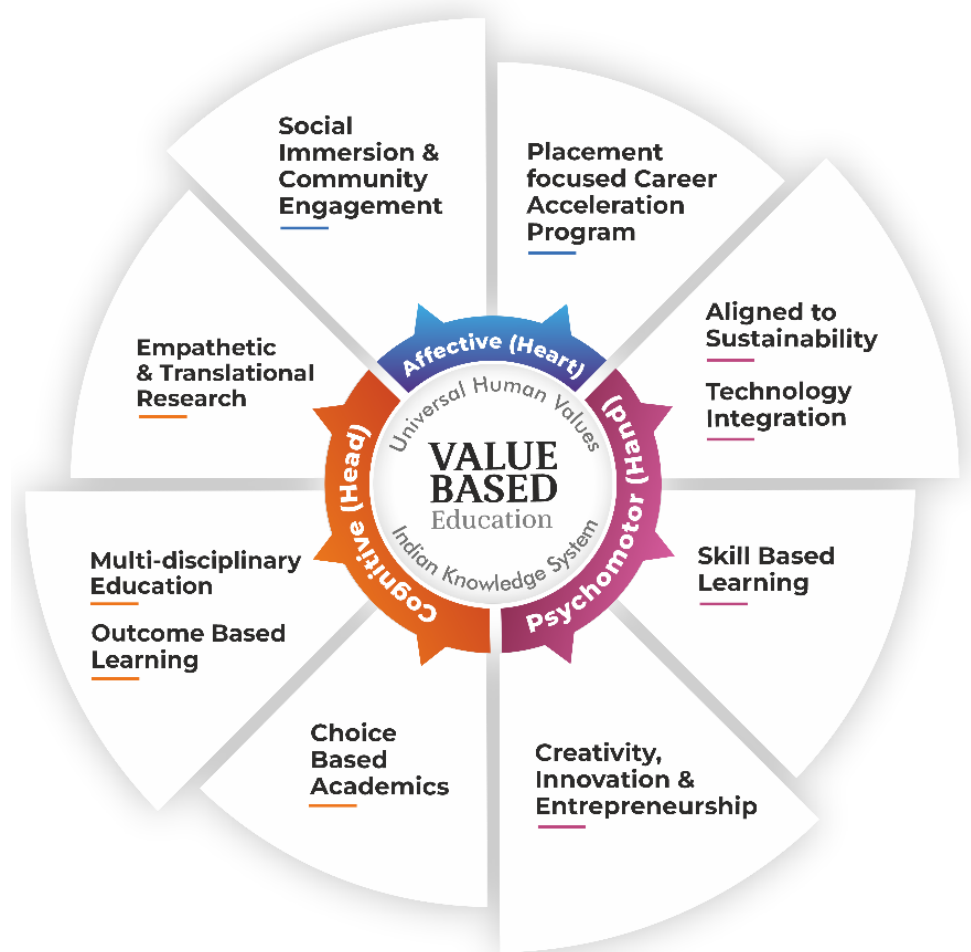
Curriculum Framework in-light of NEP 2020

Introduction

Considering implementing NEP 2020 at Atmiya University, the *New Curriculum Framework* embodies a transformative shift towards a holistic and student-centered education model. Aligned with NEP's vision, this framework emphasizes interdisciplinary learning, practical application, and skill development, moving away from traditional rote-based methods. It focuses on nurturing critical thinking, creativity, and ethical values, fostering a more robust learning environment. The curriculum prioritizes project-based learning, technology integration, and flexible academic pathways that empower students to tailor their educational experiences. Through this progressive framework, Atmiya University is equipping students not only with academic expertise but also with the essential life skills needed to navigate and contribute meaningfully to a rapidly evolving world.

In the academic year 2020-2021, Atmiya University embarked on a significant academic transformation by introducing a new curriculum framework inspired by the National Education Policy (NEP) 2020. This framework, crafted to fulfil the evolving educational and career aspirations of students, incorporates an Outcome-Based Education (OBE) model coupled with the Choice Based Credit System (CBCS), ensuring a flexible and student-centered approach across all diploma, undergraduate (UG), postgraduate (PG), and PG diploma programs. Under this framework, the curriculum for all UG programs underwent extensive revisions, aligning course objectives with contemporary industry demands and future skill requirements. While PG programs retained their foundational curriculum structure, they were refined to integrate OBE principles, fostering enhanced analytical, research, and problem-solving competencies in postgraduate learners.

For the first time, Atmiya University also developed a diploma curriculum aligned with the NEP's principles, embedding practical knowledge, industry-relevant skills, and a foundation in interdisciplinary studies. This systematic revamping emphasizes experiential learning, critical thinking, and holistic development. Through this innovative curriculum overhaul, Atmiya University is not only promoting academic rigor but also preparing students to adapt to a rapidly evolving global landscape, equipping them with the skills, adaptability, and ethical values necessary to succeed in diverse professional and societal roles.

Major Aspirations in New Curriculum Framework

The *New Curriculum Framework* aims to foster a holistic and adaptable educational experience by integrating Universal Human Values (UHV) and value education at its core. Prioritizing academic flexibility, it embraces Outcome-Based Learning and Choice-Based Academics, allowing students to tailor their paths. The framework promotes inter- and trans-disciplinary studies, skill-based learning, and community engagement to develop well-rounded, socially aware individuals. Creativity and innovation are actively encouraged, alongside a strong focus on research, entrepreneurship, and seamless technology integration. Encompassing both Indian and foreign languages, the curriculum also unites India's Knowledge Systems (IKS) with Contemporary Knowledge Systems (CKS), crafting a globally informed yet culturally rooted educational journey.

UHV & Value Education – At core

• Academic Flexibility • Outcome Based Learning • Choice Based Academics • Inter & Trans Disciplinary	• Skill Based Learning • Community Engagement • Promoting Creativity & Innovation • Research & Entrepreneurship	• Technology Integration • Indian & foreign languages • IKS embraced into CKS

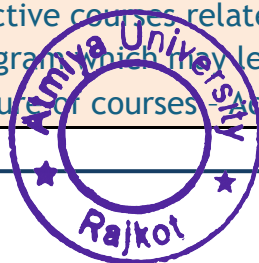# Main Components Proposed in New Curriculum Framework

Part	Types of Courses
I	Language Courses
II	Domain Courses
III	Ability Enhancement Course / Components

Main Components Proposed in New Curriculum Framework (UG Programs)

The *New Curriculum Framework* for undergraduate programs at Atmiya University is structured around three key components to provide a well-rounded educational experience. Language Courses are designed to strengthen communication skills and include options in both Indian and foreign languages, enhancing cultural understanding and global competence. Domain Courses form the core of each program, offering in-depth study in specific disciplines while encouraging interdisciplinary connections and practical applications. Additionally, Ability Enhancement Courses focus on skill-building through components such as digital literacy, critical thinking, problem-solving, and environmental awareness, equipping students with essential skills to thrive in diverse professional and societal contexts.

Part I - Language Courses		
1	English Language Courses	Language courses tailored as per need of program with emphasis on functional English

Part II – Domain Courses		
2	Core Courses - Core Theory - Core Practical (separate or built-in with theory course)	• Compulsory courses related to major domain of the program. • Nature of courses – Fundamental, Advanced and Applied • Extra-credit courses for earning Honors Degree • Also includes courses like Self-study course and Concept Recapitulation Test (CRT)
3	Core Elective Courses	• Elective courses related to the major domain of the program which may lead towards specialization • Nature of courses – Advanced and Applied

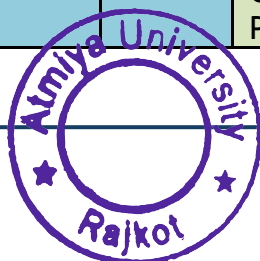| Part II – Domain Courses		
4	Core Enrichment Courses / Components	Course that encourages experiencing and applying the domain knowledge through design and exploration. This includes - • Concept to Practice, Internships, Minor project, Major Project, Skilling, Start-up, Study of Advanced courses
5	Interdisciplinary Course (IDC)	• Compulsory courses related to the program domain but interdisciplinary in nature.
6	Discipline Specific Elective (DSE) Courses	• Elective courses offered in clusters primarily at the level of Faculty.
7	Transdisciplinary Elective Courses	• Elective courses offered in clusters towards a particular channel of outcome primarily at the level of university.

PART III - Ability Enhancement Course / Components		
9	Ability Enhancement Compulsory Courses (AECC)	Compulsory courses on Environment, Sustainable Development Goals and Universal Human Values
10	Skill Enhancement Courses (SEC)	Courses focusing on developing primary, secondary and tertiary skills among students in terms of value-added courses, co-curricular courses, add-on courses, etc.

11	Finishing School	• Compulsory Courses
		  - Student Induction Program
		  - Orientation to Design Thinking
		  - Competency Building Courses
		  - Community Engagement
		 • Optional Courses for Advance Learners
		  - Indian & Foreign Languages
		  - Online course from selected MOOC platforms
		  - Advanced Design Thinking
		  - Extra-credit Courses

Mapping of AU's Curriculum Model (*w.e.f.* 2021) with the UGC Draft Recommendation on FYUGP

The curriculum model of Atmiya University, effective from 2021, aligns closely with the UGC Draft Recommendations on the Four-Year Undergraduate Programme (FYUGP). It incorporates a multidisciplinary and flexible approach, emphasizing holistic education, skill enhancement, and research aptitude. The model supports credit-based modular structures, integration of vocational courses, and provision for fast learners, ensuring adaptability and adherence to national higher education standards. This alignment reflects AU's commitment to fostering learner-centric education while meeting UGC guidelines for academic excellence. Here is the comparison between AU's curriculum model and the UGC FYUGP framework, highlighting their alignment and key features.

| Sr. No. | UGC - FYUGP | | | Atmiya University | |
| | Component | Credit | | Component | Credit |
		3-year UG	4-year UG		3-year UG
1	Major (Core)	60	80	Core Core Elective	66-80
2	Minor Stream	24	32	Interdisciplinary Course (IDC) Discipline Specific Elective (DSE)	18-24
3	Multidisciplinary	09	09	Trans-disciplinary Elective (TDE)	04-08
4	Ability Enhancement Courses (AEC)	08	08	English Career Acceleration Programme (CAP)	08-12

Sr. No.	UGC - FYUGP			Atmiya University	
	Component	Credit		Component	Credit
		3-year UG	4-year UG		3-year UG
5	Skill Enhancement Courses (SEC)	09	09	Value Added Course (VAC) Cocurricular Course (CoC) Concept to Practice Orientation to Design Thinking	04-08
6	Value Added Courses	06 - 08	06 - 08	Human Values for Holistic Living Environmental Conservation and Sustainable Development Introduction to SDG	05-07
7	Summer Internship	02 -04	02 - 04	Internship-1: Social Immersion Internship-2: Domain Specific	02-04
8	Research Project / Dissertation	---	12	Minor Project Project	10-14
	TOTAL	120	160	–	144