1.2.1	*Percentage of new courses introduced out of the total number of courses across all programmes offered during the last five years*

Additional Information

Curriculum Development Process

ATMIYA University

Curriculum Development Process

Curriculum Development Process

Introduction

The curriculum development at Atmiya University is a dynamic process driven by local, regional, national, and global needs. It is crafted with comprehensive feedback from a diverse array of stakeholders, including peers, students, alumni, industrial professionals, and entrepreneurs. This inclusive approach ensures the curriculum remains relevant and effective in preparing students for the demands of the modern world. By integrating insights from these stakeholders, the university is able to align its educational offerings with the evolving requirements of various sectors. Additionally, the curriculum is informed by skill reports from renowned universities, ensuring it incorporates best practices and emerging trends in education. This emphasis on continuous improvement and stakeholder engagement ensures that Atmiya University produces graduates who are well-equipped with the skills and knowledge necessary to excel in their respective fields.

Atmiya University has a unique and well-structured approach to curriculum development, involving a comprehensive, multi-tiered process that ensures quality and relevance. This framework incorporates several levels of review and refinement, aligning the curriculum with the latest academic, industry, and regulatory standards while supporting AU's commitment to educational excellence.

1. Curriculum Restructuring Committee (CRC)

The CRC plays a foundational role by focusing on the conceptualization of new or revised curriculum elements. This committee is responsible for developing innovative ideas, defining learning outcomes, and identifying relevant content areas that align with AU's academic vision and contemporary educational needs. By setting the groundwork, the CRC

ensures that the curriculum framework is forward-thinking and tailored to meet evolving industry and educational requirements.

CRC (Conceptualization)	01
BoS (Framing)	02
SCAA (Verify)	03
AC (Recommendation)	04
BoM (Recommendation / Approve)	05
GB (Approve)	06

Curriculum Development Flow Chart

The Committee will commence its functions with immediate effect & shall meet at least 2 times in a Year or as and when required. The committee shall meet with the following objectives and other objectives as per the need.

Objectives:

- Align Curriculum with Emerging Trends: Revise programs to integrate multidisciplinary, skill-based, and future-ready education.
- Incorporate Universal Human Values: Infuse ethical and cultural dimensions to nurture socially responsible graduates.

- Enhance Employability and Entrepreneurship: Embed practical, industry-relevant skills and innovation-focused courses.
- Foster Holistic Development: Integrate intellectual, behavioral, and spiritual learning for well-rounded growth.
- Promote Indian Knowledge Systems: Blend traditional wisdom with modern educational practices.

2. Standing Committee on Academic Affairs (SCAA)

After the CRC's conceptualization, the SCAA undertakes a verification phase. This committee rigorously reviews the proposed curriculum to ensure completeness, coherence, and consistency with AU's academic policies. By verifying these elements, the SCAA ensures that the curriculum meets high academic standards and aligns with the university's mission and regulatory expectations.

Together, the CRC and SCAA form the core of AU's curriculum development process, making this structured approach a distinctive strength of the university.
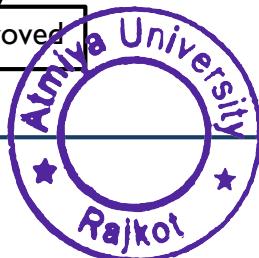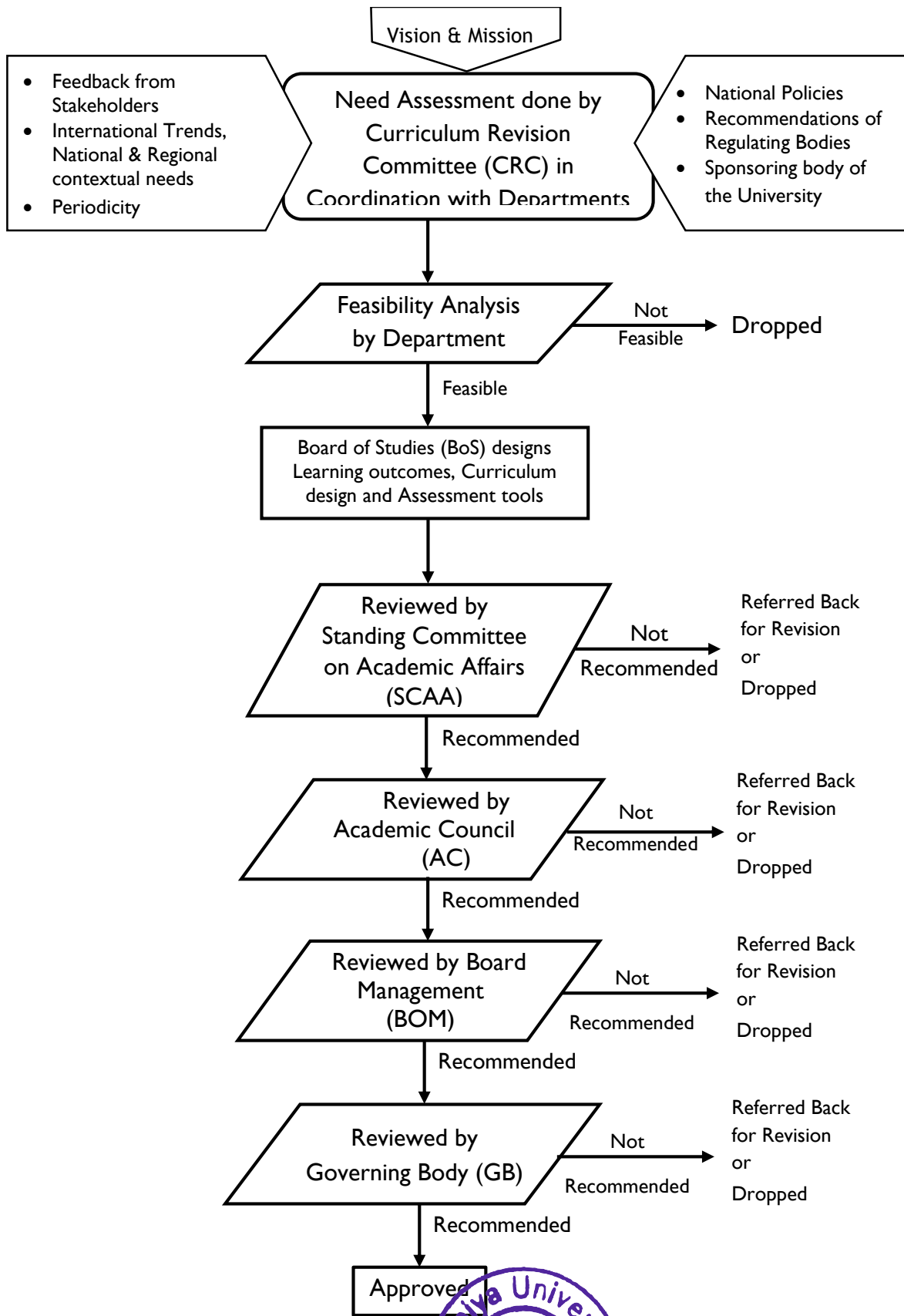
Procedure for Development / Revision of the Curriculum

The procedure for curriculum revision at Atmiya University is a structured and multi-step process designed to ensure thorough evaluation and alignment with the university's vision and mission. The process begins with a need assessment conducted by the Curriculum Revision Committee (CRC) in coordination with various departments. This assessment takes into account feedback from stakeholders, international trends, regional contextual needs, national policies, and recommendations of regulating bodies.

- Need Assessment: The CRC, in collaboration with departments, conducts a need assessment based on stakeholder feedback, international trends, regional needs, national policies, and recommendations of regulating bodies. This step is crucial in identifying gaps and areas for improvement in the current curriculum, ensuring it remains relevant and effective.

- Feasibility Analysis: The departments perform a feasibility analysis of the proposed changes. If deemed not feasible, the proposal is dropped.

- Design by Board of Studies (BoS): If feasible, the Board of Studies designs the learning outcomes, curriculum structure, and assessment tools. This step involves detailed planning to ensure that the new curriculum meets educational standards and enhances student learning experiences. The BoS also ensures that the curriculum incorporates innovative teaching methodologies and up-to-date content.

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                        ┌─────────────────┐
                        │ Vision & Mission │
                        └────────┬────────┘

┌──────────────────────┐  ┌──────────────────────┐  ┌──────────────────────┐
│ • Feedback from      │  │ Need Assessment done by│  │ • National Policies  │
│   Stakeholders       │  │ Curriculum Revision    │  │ • Recommendations of │
│ • International Trends,│ │ Committee (CRC) in     │  │   Regulating Bodies  │
│   National & Regional │  │ Coordination with      │  │ • Sponsoring body of │
│   contextual needs   │  │ Departments            │  │   the University     │
│ • Periodicity        │  └──────────────────────┘  └──────────────────────┘
└──────────────────────┘
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Feasibility Analysis by Department — Not Feasible → Dropped

Feasible

Board of Studies (BoS) designs Learning outcomes, Curriculum design and Assessment tools

Reviewed by Standing Committee on Academic Affairs (SCAA) — Not Recommended → Referred Back for Revision or Dropped

Recommended

Reviewed by Academic Council (AC) — Not Recommended → Referred Back for Revision or Dropped

Recommended

Reviewed by Board Management (BOM) — Not Recommended → Referred Back for Revision or Dropped

Recommended

Reviewed by Governing Body (GB) — Not Recommended → Referred Back for Revision or Dropped

Recommended

Approved

- Review by Standing Committee on Academic Affairs (SCAA): The designed curriculum is reviewed by the SCAA. If not recommended, it is referred to for revision or dropped.

- Review by Academic Council (AC): Upon recommendation by the SCAA, the curriculum is reviewed by the Academic Council. If not recommended, it is referred to for revision or dropped.

- Review by Board of Management (BOM): If recommended by the Academic Council, the curriculum is reviewed by the Board of Management. The BOM assesses the strategic alignment of the curriculum with the university's long-term goals and its potential impact on the institution's reputation. If not recommended, it is referred back for revision or dropped to ensure strategic coherence.

- Approval by Governing Body (GB): The final step in the process is the approval by the Governing Body. Once approved by the GB, the revised curriculum is implemented.

This comprehensive procedure ensures that the curriculum is rigorously evaluated and continuously improved to meet academic standards and the needs of all stakeholders. Each step involves careful consideration and collaboration to uphold the university's commitment to providing high-quality education.