

### **1.1.1 Relevance of curricula planned, designed and developed/adopted**


#### **Curricula planned:**

- The University has in place a well-organized system of curriculum design and development in the form of Board of Studies (BOS) consisting of faculty members of the concerned department and the invited external experts.
- The Boards of Studies meet periodically and reviews, at length, the existing syllabi and designs, and develops the new curriculum based on the needs of the stakeholders.
- The designed curriculum of each department is then placed before the Academic Council for approval.
- Keeping in view the needs, aspirations and expectations of the modern generation and the society, there has been a consistent and systematic effort in designing the curriculum by the concerned Boards of Studies.
- The Indian tradition and culture reflect a sense of nature conservation. In addition, the feelings of gratitude to mother earth and sense of environmental conservation have always been a priority for the students and staff of the university. Therefore, the university has introduced course module on Environmental Studies at undergraduate level as per the directive of the Supreme Court of India and University Grants Commission, which primarily focuses on the issues of environment and sustainability.
- The university has a formal mechanism to obtain feedback from students.

#### **Curricula designed:**

- The University makes a periodic assessment of its curricula, taking into account the students' needs, teaching and research potential of the faculty, emerging trends in various knowledge regimes across the globe, curricular requirements of various teaching and examining bodies in India and above all the local needs. While designing the curricula across all disciplines, employability of students is emphasized without compromising the core values and ethos of the disciplines. At regular interval of 2 to 3 years, the syllabus of the university is revised for undergraduate, postgraduate and Ph.D. programmes in line with the UGC Curriculum Models, NET syllabuses, UPSC and other recruitment commissions.
- All the courses of UG & PG courses have undergone revision of up to 15-20%.
- The University has adopted many innovative measures in curriculum-designing and development, such as adoption of course-credit system, continuous evaluation through internal assessment, assignments, term end papers, dissertations, seminars, research review presentations, etc.
- All departments offer to their students' elective courses that are designed in keeping with the specialized competence of faculties, academic needs and imperatives of the department. Several programmes of inter-disciplinary nature are run by the P.G. departments of Life Sciences, Environmental Sciences, Information Technology, Computer Sciences, Mathematical Sciences, and Chemistry, etc.

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- The university has a community extremely active in research and innovation in research, teaching, and outcomes and it's spread through the extension activities. It has a clear policy for promoting research, publicly available on its website.
- The library has a rich collection of books that include textbooks as well as reference books that support faculty and students in their research and assignments, respectively. It also subscribes to the number of e-resources. The expenditure on books has gone up over the last five years, as the students and faculty numbers also go up. The library also allows remote access to its e-resources, improving it's off-campus access for students, staff, and faculty.
- The computer lab provides computing and internet access to students as well as printing support.

#### **Curricula developed/adopted:**

- Curricula planning designing and development are a very systematic process in Pandit Sunderlal Sharma (Open) University Chhattisgarh, Bilaspur.
- At the outset of the curricula planning before the launch of a programme, university teaching department conceives the initial idea of development of programme. The idea is conceived from the point of view of local, regional and global needs.
- It is thoroughly discussed in the department meetings and the same is put forward before the higher authority for administrative approval. After the approval of the authority, it is then further preceded for the preparation of Programme Project Report (PPR). This PPR is based on the feasibility study comprising field survey and discussion with various stakeholders. Thus, after preparation of PPR (with having all the elements as contained in Annexure IX of UGC ODL Regulations 2017) it is once again discussed at appropriate levels with other authorities of the University.
- Following the clearance of this initial stage, it is placed before the Board of Studies (BOS) for further approval. After the approval of PPR from the Board of Studies (with or without modification) it is then placed before the Academic Council of the University. After the final approval gained from the academic council (with or without modification) the same is implemented as programme for learning.
- Curriculum planning and development is particularly relevant to local, national, regional and global needs. For example, local aspects are always included in subjects such as Botany, Environmental Science, History and Geography. Similarly in other subjects, national, regional and local needs are taken care of them. The aim of all these courses is to equip the students with the necessary skills and to specialize in a subject or to make them socially and economically relevant through these courses to prepare for employment or self employment.
- The course contents are structured in such a way that each unit of the contents includes learning outcomes for the learners, all of which are divided into subunits. The SLM department is run by the university, whose primary function is to produce and distribute textbooks. The writing of self-study materials are done through the teachers of different subjects of the university and subject experts of other institutions.

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- These self-study materials are recommended by the Board of Studies of the concerned subject. After that, it is implemented in the university after approval from the Academic Council and the Executive Council. These SLMs are uploaded on the university website in the form of e-content, so that the learners can study the SLM online also.
- In addition to any subject for which the SLM has not been prepared by the university, such study materials are taken from other universities through MOU. After that, based on the number of learners admitted in the university, the study materials received from any other universities are used for the respective courses.

**Summary:** Thus, the curricula planned, designed and developed have close relevance to local, national, regional and global needs. The course contents do not aim only to provide information. Rather, the ultimate aim of the curricula and pedagogy is to equip learners with necessary skills to master a particular subject and to be able to either become self employed or to become an employer in the society. The University has a formal Students' feedback system to collect opinions of individual students as to the nature and relevance of the courses offered to them.

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