

**CURRICULUM AND CREDIT
FRAMEWORK FOR EMPLOYABILITY
ENHANCEMENT CERTIFICATE
COURSES AND POST GRADUATE
DIPLOMA PROGRAMS**



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A curriculum framework provides guiding principles, structure and elements of development of curricula by which syllabi and teaching-learning and assessment methods can be developed by relevant departments/Board of Studies.

This curriculum framework focuses on:

1. **Certificate courses**, having short duration, enable students to improve their knowledge, skills and competencies in the domain of employment enhancement, value addition, life and social skills, facilitate students in showcasing their knowledge and abilities to a prospective employer and help them become eligible for more scholarships, or simply provide them with something to display on their coffee table. Value Addition Courses for Co-curricular and community engagement activities i.e. Sports/NCC/NSS/YRC/University Outreach Program etc., may be offered as per the policy of the University.
2. **Post Graduate Diploma programs** are aimed to address the emerging areas of knowledge having innovative and interdisciplinary nature which may subsequently be developed into full-fledged master degree programs in accordance with NEP – 2020 guidelines.

Benefits of Certificate course/Diploma program

1. Knowledge and Skills

Certification courses impart specialised knowledge and skill set required to successfully complete a job.

2. Professional Competency

When a learner successfully completes a course/program pertaining to his field of work, they become more efficient at their work. Therefore, more people trust them with more complex work, enhancing their professional competency.

3. Value addition and competitive edge

These courses increase the chances of promotion or rise at current organisation while opening up new job opportunities. This makes it a win-win option for all graduates as well as working professionals to upskill themselves. These courses give a student competitive advantage over others as it facilitates learning of new things and advance the learners professional growth.

1.0. Definition of keywords

Course:

Course refers to a paper having specified credits mentioning its learning objectives and learning outcomes. A course may be designed comprising credits for lectures/tutorials/laboratory work/field work/outreach activities/project work/internship/ vocational training etc. or combination thereof.

Credit:

Credit is the weightage given to each course of the study. It is the numerical value assigned to a course according to the contact hours required to teach the prescribed syllabi of the program.

As per prescribed UGC standards: 1 credit = 15 hours of lectures

Mechanism for Computation of Work-load:

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The following mechanism shall be adopted for computation of work-load:

- (a) 1 Credit = 1 Theory period of one hour duration/week/semester;
- (b) 1 Credit: 1 Tutorial period of one hour duration/week/semester;
- (c) 1 Credit: 1 Practical period of two hours duration/week/semester;
- (d) 1 Credit: Internship of 30 hours per semester.

The marks distribution according to the credit hours is 25 marks per credit.

Discipline Specific Course (DSC):

Discipline specific course is the discipline or subject of main focus in which the diploma will be awarded.

Skill Enhancement Course (SEC):

Skill Enhancement Course aims to promote skills pertaining to a particular field of study, impart practical skills, hands-on training, soft skills, etc., in order to enhance the student's employability.

Value Added Course (VAC):

Value Added Course aims to add the knowledge of the learner beyond academic disciplines.

Internship:

Internship is a course to develop a professional ability through an appropriate learning. The duration of Internship is of 120 hours for 4 credits during summer vacation.

Semester/Academic Year

A semester comprises of atleast 15 weeks of study within 90 working days (excluding the time spent for the conduct of final examination of each semester) and an academic year is divided into two semesters.

Academic Bank of Credit (ABC)

Academic Bank of credit is an academic service mechanism to facilitate students to become its academic account holders, thereby paving the way for seamless student's mobility between or within degree-granting Higher Educational Institutions through a formal system of credit recognition, credit accumulation, credit transfers and credit redemption to promote distributed and flexible teaching-learning. ABC will digitally store the academic credits earned by students from HEIs registered with ABC for awarding degrees / diplomas / certificates taking into account credits earned by the students.

Credit Point

It is the product of the grade point and the number of credits for a course.

Grade Point

It is a numerical weight allotted to each letter grade on a 10-point scale.

Letter Grade

It is an index of the performance of students in a said course. Grades are denoted by letters O, A+, A, B+, B, C, P and F.

Semester Grade Point Average (SGPA)

The SGPA is the ratio of total credit points secured by a student in various courses registered in a semester and the total course credits taken during that semester. It shall be expressed up to two decimal places.

Cumulative Grade Point Average (CGPA)

The CGPA is the ratio of total credit points secured by a student in various courses in all semesters and the sum of the total credits of all courses in all the semesters. It is expressed up to two decimal places.

2.0. Components of course/program of study

The following types of courses/activities may be used to build program of study. Each of them will require specific number of hours of teaching/guidance/practicum/laboratory/studio/workshop activities, field-based learning/projects and internships/community engagement and service.

Lecture courses: Courses involving lectures relating to a field or discipline by an expert or qualified personnel in a field of learning, work/vocation, or professional practice.

Tutorial courses: Courses involving problem-solving and discussions relating to a field or discipline under the guidance of qualified personnel in a field of learning, work/vocation, or professional practice.

Practicum or Laboratory work: A course requiring students to participate in a project or practical or lab activity that applies previously learned/studied principles/theory related to the chosen field of learning, work/vocation, or professional practice under the supervision of an expert or qualified individual in the field of learning, work/vocation or professional practice.

Seminar: A course requiring students to participate in structured discussion/conversation or debate focused on assigned tasks/readings, current or historical events, or shared experiences guided or led by an expert or qualified personnel in a field of learning, work/vocation, or professional practice.

Internship: A course requiring students to participate in a professional activity or work experience, or cooperative education activity with an entity external to the education institution, normally under the supervision of an expert of the given external entity. A key aspect of the internship is induction into actual work situations. Internships involve working with local industry, government or private organizations, business organizations, artists, crafts persons, and similar entities to provide opportunities for students to actively engage in on-site experiential learning.

Studio activities: Studio activities involve the engagement of students in creative or artistic activities. Every student is engaged in performing a creative activity to obtain a specific outcome. Studio-based activities involve visual- or aesthetic focused experiential work.

Field practice/projects: Courses requiring students to participate in field-based learning/projects generally under the supervision of an expert of the given external entity.

**CURRICULUM AND CREDIT FRAMEWORK FOR EMPLOYABILITY ENHANCEMENT
CERTIFICATE COURSES AND POST GRADUATE DIPLOMA PROGRAMS**

Community engagement and service: Courses requiring students to participate in field-based learning/projects generally under the supervision of an expert of the given external entity. The curricular component of ‘community engagement and service’ will involve activities that would expose students to the socio-economic issues in society so that the theoretical learnings can be supplemented by actual life experiences to generate solutions to real-life problems.

3.0 Course/Program Structure

3.1 Employability Enhancement Certificate Courses

These certificate courses shall be of short duration ranging from 2 to 4 credits. Below is an example of distribution of 4 credits in Lecture/Tutorial/Practical:

L (Lectures)	T (Tutorials)	P (Practical)	Internal Marks	External Marks
4	0	0	30 (Theory)	70 (Theory)
3	1	0	30 (Theory)	70 (Theory)
2	2	0	30 (Theory)	70 (Theory)
3	0	1	25 (Theory) 5 (Practical)	50 (Theory) 20 (Practical)
2	0	2	15 (Theory) 15 (Practical)	35 (Theory) 35 (Practical)
1	0	3	5 (Theory) 25 (Practical)	20 (Theory) 50 (Practical)
0	0	4	30 (Practical)	70 (Practical)

3.2 Structure of PG Diploma Program

Semester	Discipline-Specific Courses (DSC)	Skill Enhancement Courses (SEC) / Internship	Value-Added Courses (VAC)	Total Credits
I	DSC 1 @ 4 credits	SEC1 @4 credits	VAC1 @2 credits	22
	DSC 2 @ 4 credits			
	DSC 3 @ 4 credits			
	DSC 4 @ 4 credits			
II	DSC 5 @ 4 credits	Internship @4 credits	VAC2 @2 credits	22
	DSC 6 @ 4 credits			
	DSC 7 @ 4 credits			
	DSC8 @ 4 credits			
				44

3.3 Issuance of Certificate

Students who are declared to have qualified all the course work as prescribed for concerned Certificate/Diploma program will be awarded relevant certificate.

3.4 Maximum Duration to complete Certificate Course/Diploma Program

Duration of Certificate Course/Diploma Program + Two years.

4.0. Course Curriculum, Syllabus and Pedagogical Practices

The course curriculum and syllabus of every Certificate Course and Diploma Program shall be developed by the concerned Board of Studies (BOS) and be implemented after obtaining approval of the Academic Council. The course content and structure of Discipline Specific Courses (DSC) may vary from discipline to discipline depending upon the learning requirement of the program. However, the total credit to be earned for award of diploma shall be 44 credits. The concerned BOS may decide the mode of delivery of course i.e. offline/online/blended.

Pedagogical Practices

Effective learning requires an appropriate curriculum, an apt pedagogy, continuous formative assessment and adequate student support. The intention is to contextualize curriculum through meaningful pedagogical practices, which determine learning experiences directly influencing learning outcomes. Active, cooperative, collaborative and experiential learning pedagogies are some of the examples. The use of technology in creating a learning environment that connects learners with content, peers and instructors all through the learning process, respecting learners' pace is the need of the hour.

- a) Classroom processes must encourage rigorous thinking, reading and writing, debate, discussion, peer learning and self-learning.
- b) The emphasis is on critical thinking and challenge to current subject orthodoxy and develops innovative solutions. Curricular content must be presented in ways that invite questions, not as a body of ready knowledge to be assimilated or reproduced. Faculty should be facilitators of questioning and not authorities on expertise.
- c) Classroom pedagogy should focus on the 'how' of things, i.e. applying theory and ideas. All courses, including social sciences and humanities, should design projects and practicums to enable students to get relevant hands-on experiences.
- d) Learning must be situated in the Indian context to ensure no sense of alienation from their context, country and culture.
- e) Classroom processes must address issues of inclusion and diversity since students are likely to be from diverse cultural, linguistic, socio-economic and intellectual backgrounds.

- f) Cooperative and peer-supported activities must be part of empowering students to take charge of their own learning.
- g) Faculty will have the freedom to identify and use the pedagogical approach best suited to a particular course and student.
- h) Pedagogies like PBL (Problem/Project Based Learning) and Service Learning be brought into practice as part of the curriculum. Experiential learning in an internship with a specified number of credits is to be made mandatory.
- i) UGC suggests implementing Blended Mode (BL) as a new mode of teaching-learning in higher education. BL is not a mere mix of online and face-to-face mode, but it refers to an well-planned combination of meaningful a activities in both modes. The blend demands consideration of several factors, mainly focusing on learning outcomes and the learner- centered instructional environment.

5.0. Learning assessment

A variety of assessment methods that are appropriate to a given discipline/subject area and a program of study will be used to assess progress towards the course/program learning outcomes. Priority will be accorded to formative and summative assessment. Evaluation will be based on continuous assessment, in which sessional and the terminal examinations will contribute to the final grade. Sessionals will consist of class tests, mid-semester examination(s), homework assignments, class presentations etc., as determined by the concerned Board of Studies.