



**K.R. MANGALAM UNIVERSITY**  
THE COMPLETE WORLD OF EDUCATION

## **REPORT**

**On**

**Faculty Development Program**

**On**

**“INTERDISCIPLINARY CURRICULUM DESIGN &  
DEVELOPMENT”**

**December 10-14, 2018**



**K.R. MANGALAM UNIVERSITY,  
GURGAON-SOHNA ROAD  
GURGAON**



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## **REPORT ON FACULTY DEVELOPMENT PROGRAMME**

**ON**

### **“INTERDISCIPLINARY CURRICULUM DESIGN & DEVELOPMENT”**

#### **1. Introduction**

Academic curriculum is a dynamic phenomenon that must be equipped for recognizing the changes in the environment and responding to the current national and global demands and challenges. Higher educational institutions around the world need to re-orient and reshape their programs and policies. It is envisaged that professionally qualified graduates with a sound knowledge of interdisciplinary studies will have more opportunities in higher academic institutions and employment sectors in the years to come. Consequent upon the need of reorientation and reshaping of academic programs, many institutions of higher learning have already started redesigning/reorientation of their curricula while many are perhaps in their planning phases. To bridge this gap and to understand the key components of interdisciplinary curriculum, from identifying common themes and concepts that bridge disciplines to fostering collaborative teamwork among educators from diverse backgrounds. This Faculty Development Program helped in understanding the major domains of interdisciplinary education and delved into the intricacies of assessing and evaluating student learning in this context.

#### **The objectives of the FDP were:**

- To provide faculty with a deep understanding of interdisciplinary education, its principles, and its significance in preparing students for complex real-world challenges.
- To equip faculty with the skills necessary to integrate concepts, themes, and content across multiple disciplines, fostering a cohesive interdisciplinary curriculum.
- To explore the effective use of technology and digital resources in supporting interdisciplinary curriculum development and delivery.
- To encourage collaboration among faculty from diverse academic backgrounds, promoting effective teamwork in curriculum development and delivery.



- To provide faculty with tools and methods for assessing the effectiveness of interdisciplinary curriculum in terms of student outcomes and program goals.

There were 35 participants including KRMU Faculty and research scholars.

The sessions of the FDP were planned to meet the desired objectives. Schedule of the FDP has been enclosed.

Date	Session	Time	Speaker	Topic
Day 1 (Dec 10, 2018)	Inaugural Session & Session-I	11:00 am – 1:00 pm	Prof. Anita Sharma, Pro Vice Chancellor, KRMU	Rationale for Interdisciplinary Learning
Day1(Dec 10, 2018)	Session-II	2:00 pm – 4:00 pm	Prof Aditya Malik, Vice Chancellor, KRMU	Identifying Common Themes and Concepts & Collaborative Teamwork
Day 2(Dec 11, 2018)	Session-III	11:00 am – 1:00 pm	Prof. Ashum Gupta, Dean Research, KRMU	Curriculum Mapping in Interdisciplinary Education
Day 2(Dec 11, 2018)	Session-IV	2:00 pm – 4:00 pm	Ms. Asha Sohal, Assistant Professor, KRMU	Integration of Technology
Day 3(Dec 12, 2018)	Session-V	11:00 am – 1:00 pm	Prof. Kiran Bala, Dean, School of Journalism and Mass Communication, KRMU	Inclusive Interdisciplinary Education
Day 3(Dec 12, 2018)	Session-VI	2:00 pm – 4:00 pm	Dr Ruchika Yadav, Associate Professor, KRMU	Challenges and Bottlenecks
Day 4(Dec 13, 2018)	Session-VII	11:00 am – 1:00 pm	Prof. Krishan Lal, Prof. C.V. Raman Chair, KRMU	Cross-Curricular Connections
Day 4(Dec 13, 2018)	Session-VIII	2:00 pm – 4:00 pm	Dr Diwakar Padalia, Assistant Professor, KRMU	Interdisciplinary Assessment of Learning Outcomes



Day 5(Dec 14, 2018)	Session-IX	11:00 am – 1:00 pm	Dr Manasvi Mashwari, Assistant Professor, KRMU	Cultural and Ethical Considerations
Day 5(Dec 14, 2018)	Session-X & Valedictory Session	2:00 pm – 4:00 pm	Mr. Vineet Dahiya, Assistant Professor, KRMU	Future Trends and Innovations in Interdisciplinary Curriculum design and development

## 2. Day-wise Report of the Sessions Conducted

### Day 1

#### • *Inaugural Session:*

Ms. Asha Sohal, Assistant Professor, School of Engineering and Technology gave a wonderful introduction to the FDP. The inaugural session started on December 10, 2018 at 10:00 am with an auspicious note by paying respect to the Goddess of Learning and Saraswati Vandana.

The dignitaries on the stage were Prof. Aditya Malik, Vice Chancellor, KRMU; Prof. Anita Sharma, Pro Vice Chancellor, KRMU; Prof. Ashuum Gupta, Dean Research, KRMU.

In his Inaugural Speeches Prof Aditya Malik, Vice Chancellor, K.R. Mangalam University encouraged and motivated the faculty to think, learn and modify curricula to promote interdisciplinarity which is need of the hour.

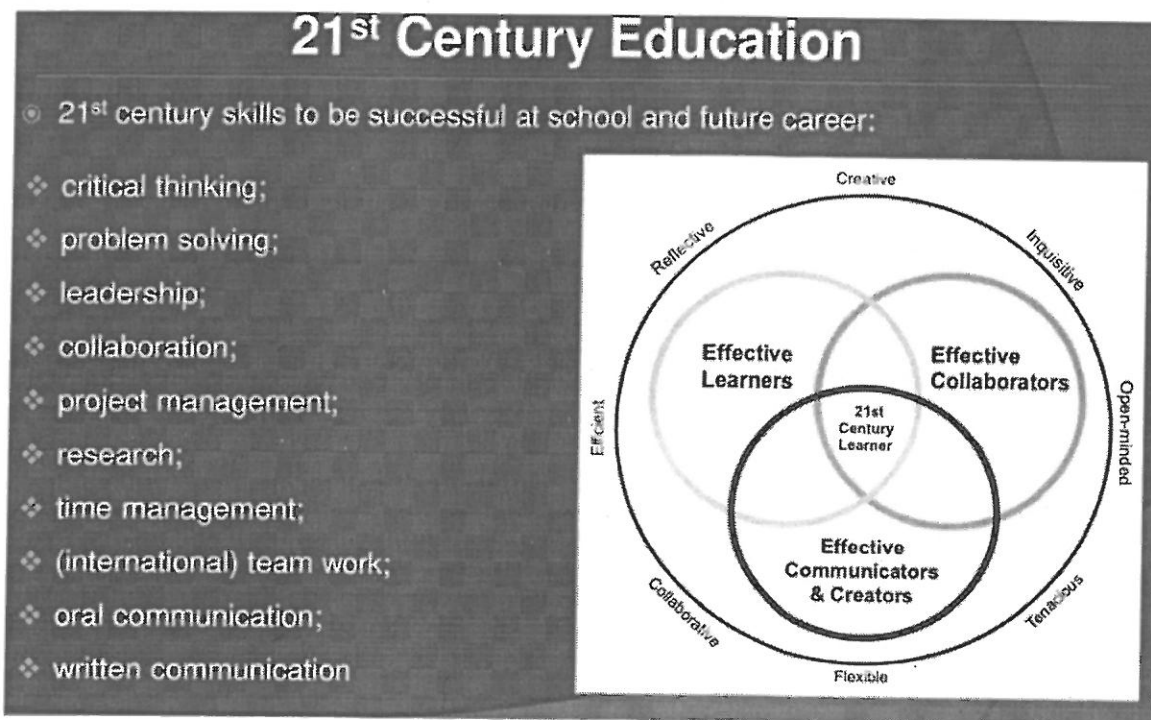


Photo 1: 21<sup>st</sup> Century Educational Skills

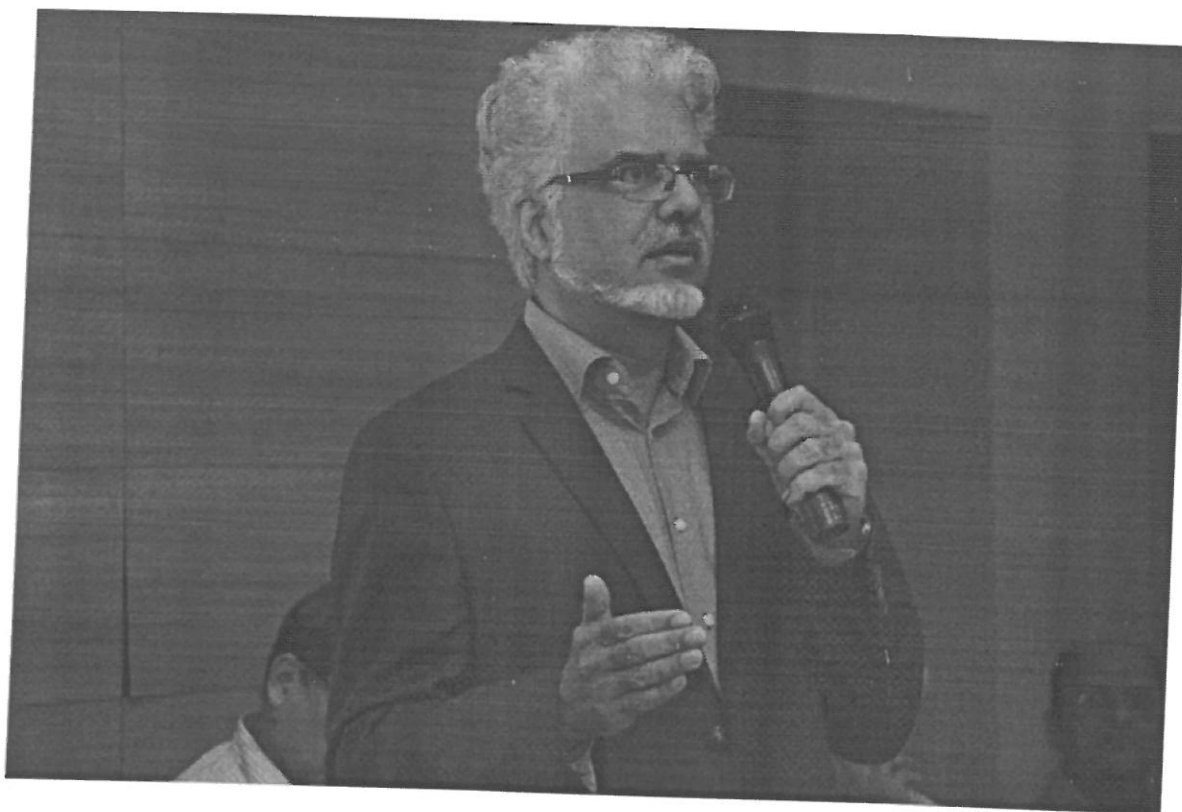


Photo 2: Prof. Aditya Malik addressing the audience.

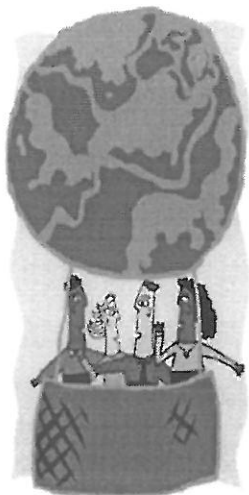
ii. Session 1 on **Rationale for Interdisciplinary Learning** (11:00 am – 1:00 pm)

The topic of the first session of Day 1 of the FDP was “**Rationale for Interdisciplinary Learning**”. The invited expert on the topic was Prof. Anita Sharma, Pro Vice Chancellor, K.R. Mangalam University. The session aimed to explore the significance of interdisciplinary learning in education and its implications for learners and educators. The session began with an explanation of interdisciplinary learning, emphasizing that it involves the integration of knowledge, methods, and approaches from different disciplines to solve complex problems and enhance understanding. The speaker highlighted that one of the primary rationales for interdisciplinary learning is the ability to enhance problem-solving skills. By drawing on diverse perspectives and approaches, students can develop a more holistic understanding of complex issues and find innovative solutions. The presenter emphasized that many real-world challenges do not neatly fit into the boundaries of a single discipline, and interdisciplinary approaches are essential to address these



multifaceted issues effectively. Following the presentation, an interactive discussion was held where participants shared their experiences and insights on interdisciplinary learning.

**Conclusion:** The expert session on the "Rationale for Interdisciplinary Learning" provided valuable insights into the importance of interdisciplinary learning in education. It emphasized the benefits of interdisciplinary approaches for problem-solving, creativity, and career opportunities while acknowledging the challenges of implementation.



It views learning and  
teaching in a holistic  
way and reflects the real  
world, which is  
interactive.  
--Shoemaker

Photo 2: Excerpts from Prof. Sharma Lecture

**iii. Session 2 on Identifying Common Themes and Concepts & Collaborative Teamwork (2:00 pm – 4:00 pm)**

The topic of the second session of the FDP was “**Identifying Common Themes and Concepts & Collaborative Teamwork**”. The invited expert on the topic was Prof. Aditya Malik, Vice Chancellor, KRMU. The session aimed to provide educators and curriculum developers with practical strategies for identifying shared themes and fostering collaborative teamwork when creating interdisciplinary curricula. He stressed upon a thoughtful approach to identify common themes and concepts that can serve as the foundation for integrated learning experiences. The steps discussed during the session were-

- **Define the Learning Goals:**
  - Begin by clearly defining the learning goals and objectives of the interdisciplinary curriculum.
- **Identify Relevant Disciplines:**





- Determine which disciplines or subject areas are relevant to the curriculum. For example, if you are designing a course on sustainability, you might draw from environmental science, economics, sociology, and ethics.
- **Conduct a Disciplinary Analysis:**
  - Explore the key concepts, principles, and methodologies of each relevant discipline.
- **Search for Overlapping Ideas:**
  - Look for overlapping or related ideas, concepts, or themes among the different disciplines.
- **Brainstorm Common Themes:**
  - Organize a brainstorming session with educators or experts from the relevant disciplines.

The speaker further stressed the significance of collaboration among educators from diverse fields. The expert discussed the value of interdisciplinary teams in curriculum development, bringing together experts from different domains to ensure a well-rounded curriculum.

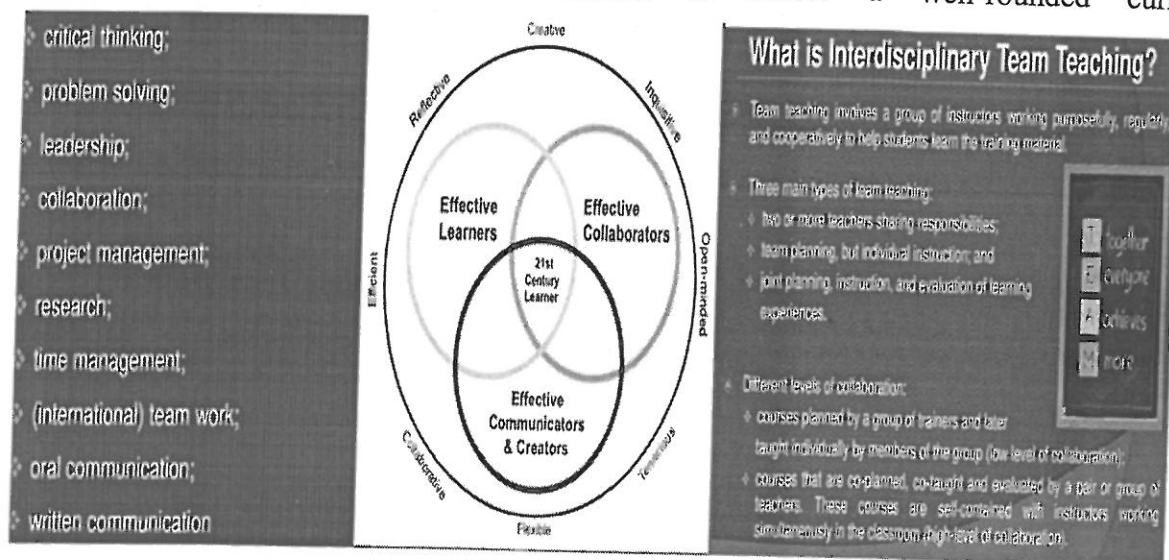


Photo 3: Prof. Malik deliberating on the topic

## Day 2

- Session on **Curriculum Mapping in Interdisciplinary Education (11:00am-01:00pm)**

The topic of the first session of day 2 of the FDP was “**Curriculum Mapping in Interdisciplinary Education**”. The invited expert on the topic was Prof. Ashuum Gupta, Dean Research, K.R.





Mangalam University. The Expert Session on Curriculum Mapping in Interdisciplinary Education was convened to explore the complexities and strategies associated with designing and implementing interdisciplinary curricula in educational institutions. The session aimed to bring together experts, educators, and curriculum developers to share insights, best practices, and challenges in creating effective interdisciplinary programs. The importance of curriculum mapping in aligning course content and learning outcomes was underscored. Insights were shared on effective curriculum mapping techniques for interdisciplinary programs. Key takeaways included the use of concept maps, backward design, and alignment with core competencies. The speaker gave examples from STEM education, liberal arts, and professional studies, showcasing diverse approaches to curriculum development.

**Conclusion:** The Expert Session on Curriculum Mapping in Interdisciplinary Education provided valuable insights and a platform for exchange among educators and experts. It emphasized the significance of curriculum mapping in designing cohesive and effective interdisciplinary programs.

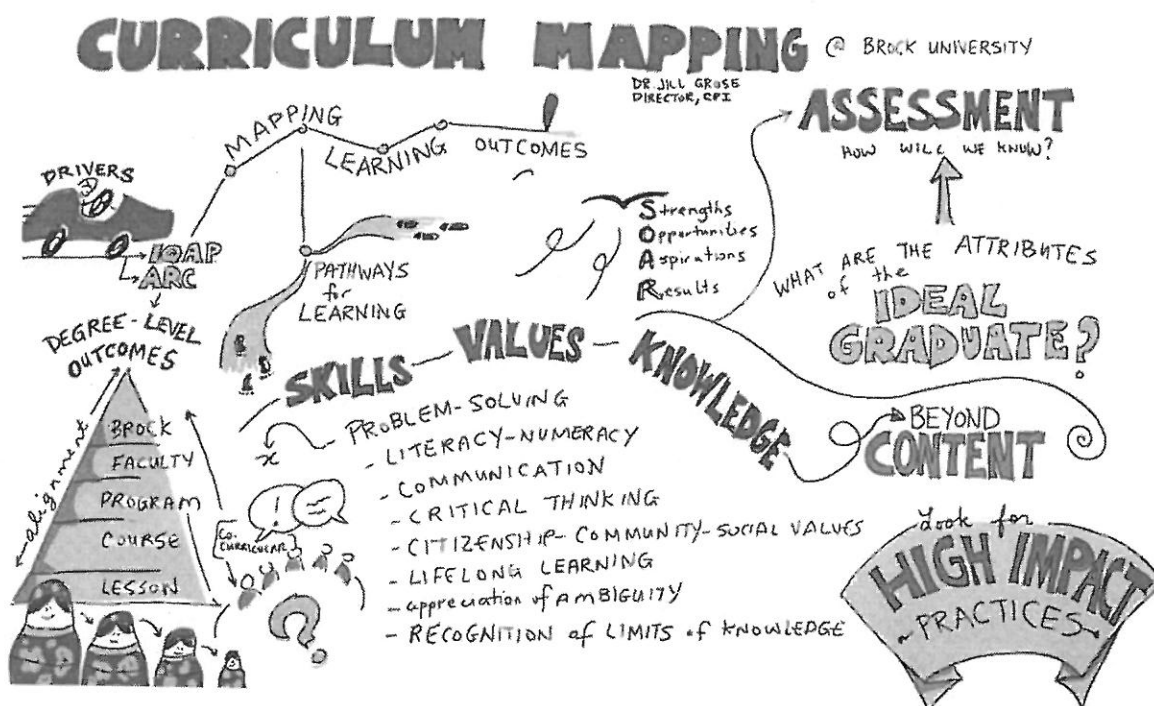


Photo 4: Curriculum Mapping Illustration

- Session on **Integration of Technology** (2:00 pm – 4:00 am)



The topic of the second session of day 2 of the FDP was **"Integration of Technology"**. Ms. **Asha Sohal, Assistant Professor** presented the topic. This session aimed to discuss the benefits, challenges, and best practices of infusing technology into curriculum design. She highlighted the need for educational institutions to adapt and harness technology to better engage students and prepare them for a technology-driven world. She discussed various digital tools and platforms that can enhance curriculum development. Various tools such as Learning Management Systems (LMS), virtual labs, and interactive multimedia resources. During the session, participants were encouraged to explore tools and techniques that can be applied in their teaching contexts.

**Conclusion:** The session underscored the importance of technology in enhancing pedagogical practices, increasing student engagement, and preparing learners for a digital future.

#### WHAT IS TECHNOLOGY ALL ABOUT?

- Technology is about creating instructional environments that can facilitate active engagement, meet the specific and varying learning needs of the students, facilitate collaborative problem solving, providing students with authentic learning environments.



#### WHAT IS TECHNOLOGY INTEGRATION?

- Technology Integration is the use of technology resources, computers, digital, cameras, CD-ROMs, software applications, the internet etc... in daily classroom practices, and in the management of a school.



Photo 6: Technology Integration with Curriculum

#### DAY 3

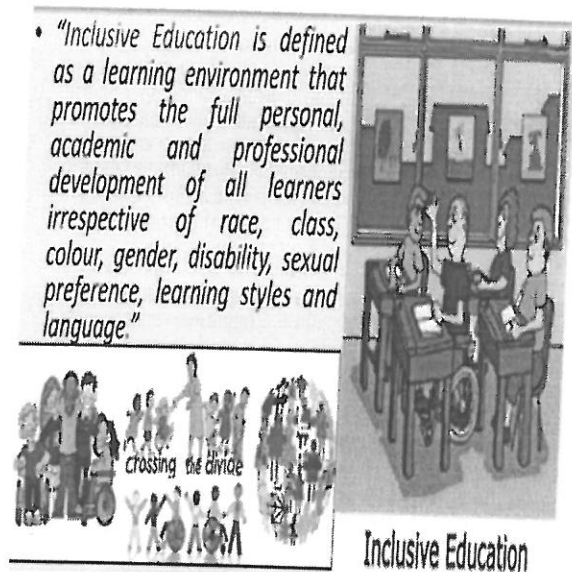
- Session on **Inclusive Interdisciplinary Education (11:00am- 01:00pm)**

The topic of the first session of day 3 of the FDP was **"Inclusive Interdisciplinary Education"**. The invited expert on the topic was Prof. Kiran Bala, Dean, School of Journalism and Mass Communication, KRMU. The session began with the importance of inclusive interdisciplinary education in preparing students for an increasingly diverse and interconnected world. The speaker emphasized that inclusivity is not only about access but also about fostering a sense of belonging and equity. The session discussed two major dimensions-



- Promoting Diversity and Inclusivity in Curriculum Design: discussed strategies for designing interdisciplinary curricula that are inclusive of different cultures, experiences, and identities.
- Faculty Development for Inclusive Interdisciplinary Education: focused on faculty development programs and initiatives aimed at equipping educators with the knowledge and skills to create inclusive learning environments.

**Conclusion:** The Session on Inclusive Interdisciplinary Education provided a valuable platform for educators and experts to exchange ideas and best practices. It underscored the importance of inclusive education as a means of fostering equitable learning opportunities for all students.



#### • Key Provisions for Inclusive Education

##### **Constitution of India :**

- **Article 45:** Free and compulsory education for all children up to 14 years, changed to ECCE up to 6 years age (86<sup>th</sup> amendment of Constitution)
- **Article 21 A:** Right to Education Act, 2009- Fundamental right of all children aged 6-14 to get equitable, free and quality education

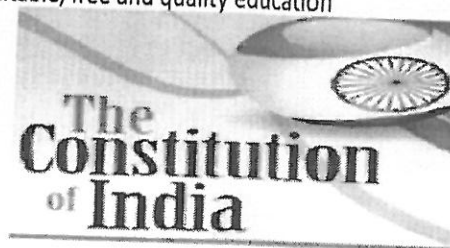


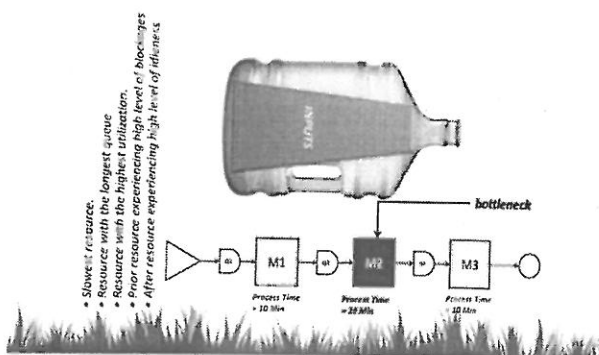
Photo: Defining Inclusive Education

#### • Session on **Challenges and Bottlenecks** (02:00pm – 04:00 pm)

The topic of the second session of day 3 of the FDP was “**Challenges and Bottlenecks**”. The invited expert on the topic was Dr . Ruchika Yadav, Associate Professor, KRMU. Interdisciplinary curriculum design and development are crucial for preparing students to address complex real-world problems and to foster innovative thinking. She highlighted the various challenges and bottlenecks faced while designing interdisciplinary curriculum such as-

- **Lack of Clarity in Goals and Objectives:** One significant challenge is the ambiguity in defining clear goals and learning outcomes for interdisciplinary programs.
- **Interdisciplinary Resistance:** Faculty members who are accustomed to traditional disciplinary silos may resist interdisciplinary approaches.
- **Resource Constraints:** Developing and maintaining interdisciplinary programs often requires additional resources, including specialized faculty training, technology, and funding for interdisciplinary research.
- **Assessment Complexity:** Assessing student learning in interdisciplinary programs can be challenging. Traditional assessment methods may not adequately capture the multifaceted skills and knowledge gained through interdisciplinary education.
- **Interdisciplinary Coordination:** Coordinating faculty members from different disciplines to work together on curriculum development can be logistically complex.
- **Curricular Integration:** Successfully integrating content from multiple disciplines into a coherent curriculum is a demanding task.

**Conclusion:** Interdisciplinary curriculum design and development offer numerous benefits but are accompanied by a range of challenges and bottlenecks. Overcoming these obstacles requires the dedication of faculty and institutions to create innovative, effective, and inclusive interdisciplinary programs. Addressing these challenges through collaboration, resource allocation, and continuous evaluation is essential to the success of interdisciplinary education.



### BARRIERS IN INCLUSIVE EDUCATION



Photo: Barriers for Inclusive Education





- Session on **Cross-Curricular Connections (11:00am – 01:00 pm)**

The session commenced with opening remarks by **Prof. Krishan Lal, Prof. C.V. Raman Chair**, KRMU, underscoring the pivotal role of cross-curricular connections in enriching the learning experiences of students. He emphasized that these connections enable students to bridge gaps between knowledge areas and develop a holistic understanding of complex issues. The session aimed to explore the significance of cross-curricular connections in fostering innovative and holistic learning experiences within interdisciplinary programs. He emphasized that these connections enable students to bridge gaps between knowledge areas and develop a holistic understanding of complex issues. He shared strategies and best practices for identifying opportunities to integrate content from various disciplines through the use of thematic approaches, project-based learning, and interdisciplinary assessment methods. He pointed out that students of Engineering and Sciences can come together to work on mini projects. Similarly, students of architecture and civil can work coherently for design of smart buildings. Participants engaged in interactive sessions where they actively explored methods for designing curricula that foster cross-curricular connections. It provided valuable insights and practical guidance to educators and curriculum developers. It also highlighted the importance of fostering cross-disciplinary thinking to better prepare students for the complex challenges of the future.

- Session on **Interdisciplinary Assessment of Learning Outcomes (02:00pm-04:00pm)**

The topic of the second session of day 4 of the FDP was “**Interdisciplinary Assessment of Learning Outcomes**”. The invited expert on the topic was **Dr Diwakar Padalia**, Assistant Professor, KRMU. The session aims to provide comprehensive and insightful exploration of assessment methods in the context of interdisciplinary education. The session stressed the importance of holistic assessment methods that encompass not only disciplinary knowledge but also interdisciplinary competencies such as critical thinking, problem-solving, and effective communication. A key focus was on aligning assessment methods with specific learning outcomes and program objectives. This alignment ensures that assessments effectively measure what students are expected to achieve in interdisciplinary programs.

**Conclusion:** The Session on Interdisciplinary Assessment of Learning Outcomes provided a platform for rich discussions, knowledge sharing, and the exchange of best practices. It highlighted





the importance of evolving assessment methods to suit the dynamic and integrative nature of interdisciplinary education.

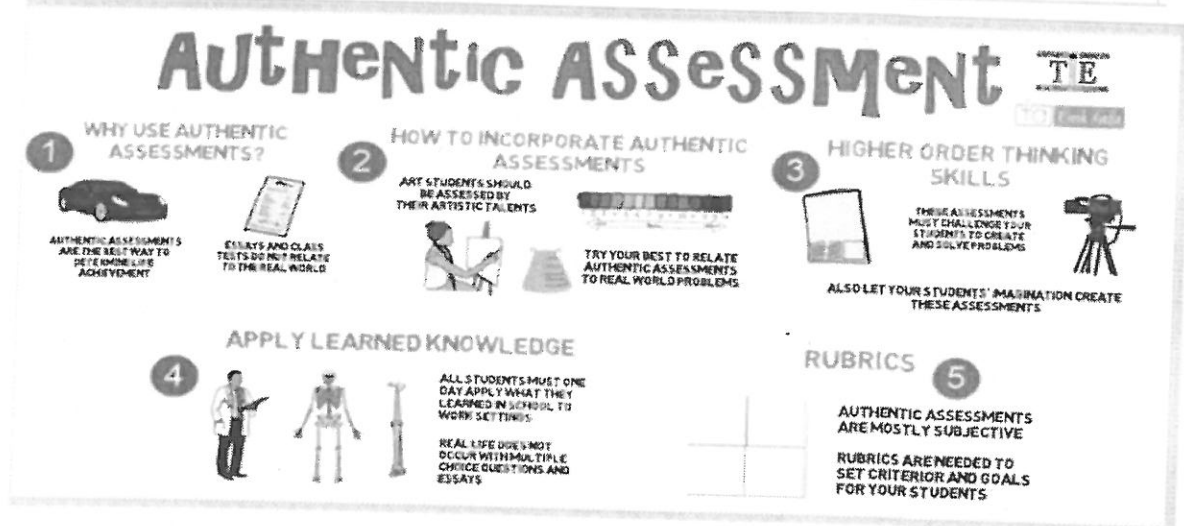
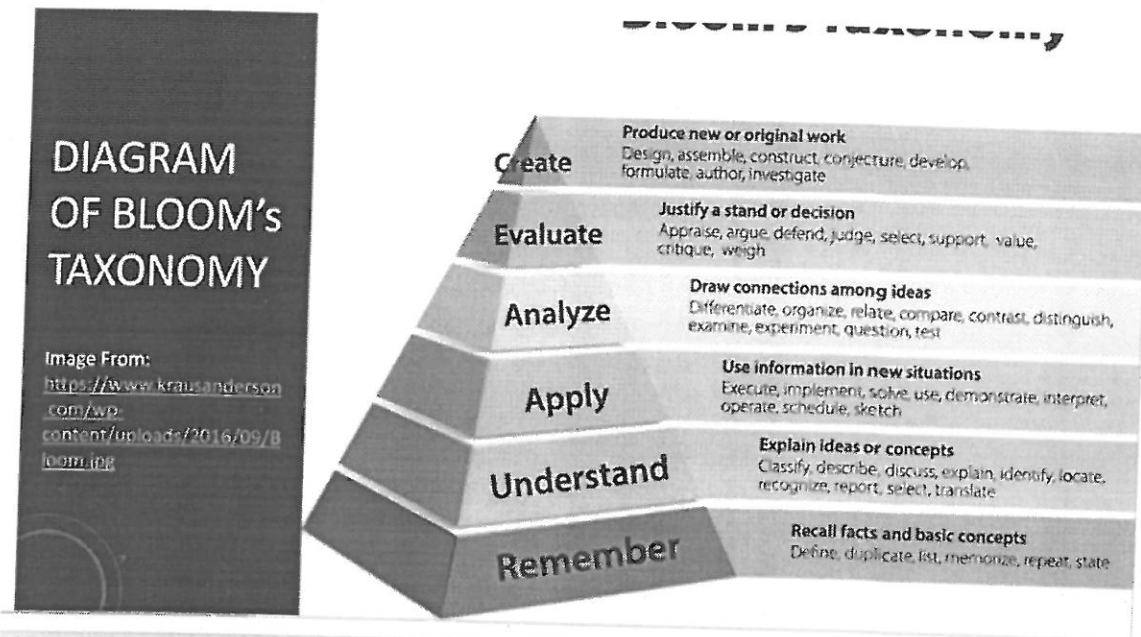


Photo: Explaining Assessment Methods through Blooms Taxonomy

## DAY 5

- Session on “Cultural and Ethical Considerations” (11:00am- 02:00pm)

The topic of the first session of day 5 of the FDP was “Cultural & Ethical Consideration”. The invited expert on the topic was **Dr Manasvi Maheshwari**, Assistant Professor, KRMU. The Expert Session on Cultural and Ethical Considerations in Interdisciplinary Curriculum Development was






convened to explore the crucial role of culture and ethics in shaping interdisciplinary education. The aim of this session was to discuss strategies for incorporating cultural and ethical considerations into curriculum development. The speaker stressed that a curriculum that is sensitive to cultural and ethical diversity fosters global citizenship and ethical leadership. She discussed that cultural and ethical considerations into interdisciplinary curricula can be infused with the use of case studies, global perspectives, and inclusive teaching practices. A few examples were also showcased on how students benefited from culturally diverse and ethically grounded learning experiences.

**Conclusion:** The session provided valuable insights and practical guidance to educators and curriculum developers for fostering cultural competence and ethical awareness to prepare students for a diverse and interconnected world.

**Ethics....**

- Ethics are a subset of values. The definition of values applies to things that are desired as well as what one ought to do, and can include such concepts as wealth, happiness, success, and fulfillment.
- Ethics define how a moral person should behave; values include other beliefs and attitudes that guide behavior.

**ETHICS**  
**Εθικες**



**GOT ETHICS ?**

**Elements of culture**

<b>Value</b>	• Criteria for judging right and wrong
<b>Norm</b>	• Rule of guideline that says how to behave in a particular situation
<b>Symbol</b>	• Gesture and different sign that express a particular meaning
<b>Language</b>	• Verbal and written symbols that can be used for communication with
<b>Knowledge</b>	• Body facts and practical skills that people accumulate over time

Photo: Explaining Ethics

- Session on “**Future Trends and Innovations in Curriculum Design and Development**” (02:pm – 04:00 pm)

The topic of the second session of day 5 of the FDP was “**Future Trends and Innovations in Curriculum Design and Development**”. The invited expert on the topic was Mr. Vineet Dahiya, Assistant Professor, KRMU. The session aimed to explore emerging trends and innovative approaches to curriculum development in the context of rapidly changing educational needs. He discussed the integration of virtual reality, artificial intelligence, and online learning platforms into curriculum development to enhance engagement and personalization. He also emphasized on shift towards student-centered learning and recognized the need to tailor curricula to individual student needs and preferences, promoting self-directed learning and critical thinking. With the growing



global emphasis on sustainability, the session highlighted the importance of incorporating environmental and sustainability education into curricula, preparing students to address pressing ecological issues.

## The 21st Century Teacher and Learner

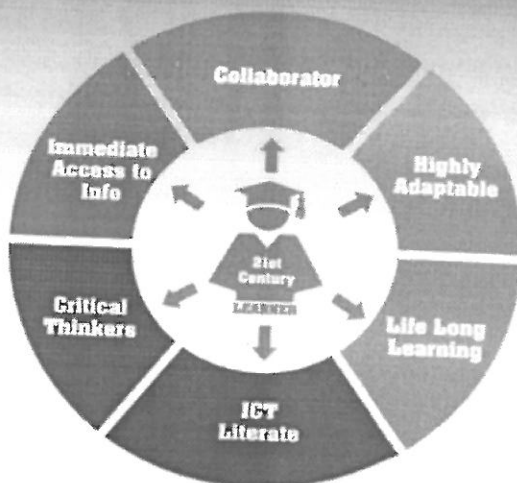


Photo: 21<sup>st</sup> Century Teacher

**Conclusion:** The session underpinned the need for continuous adaptation and innovation in curriculum design to meet the evolving needs of learners in a fast-changing world. Collaboration, technology integration, and student-centred approaches are key pillars in shaping the future of education.

- Participants share their experiences.
- Certificate Distribution
- Concluding remarks by Deans

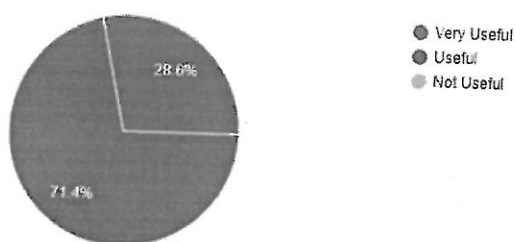
Report prepared by	Ms. Manasvi Maheswari
Report verified by Event Coordinator	Ms. Asha Sohal



### **FACULTY FEEDBACK:**

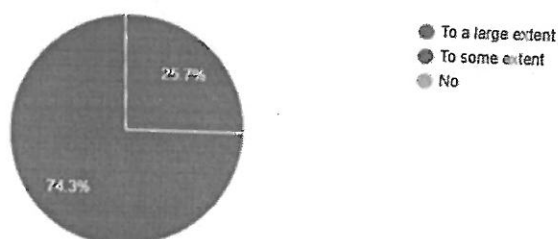
**Participants** - A total of **20 faculty** from SOET, SOMC, SOLS and SOAD, SBAS out of approx. 35 faculty participated in the survey conducted during the valedictory session.

- How useful was the FDP in preparing you for Online teaching in upcoming semester



*Unanimously all faculty members found this FDP to be either useful or very useful*

- Was the program successful in meeting its objectives?



*Most of the faculty believed this FDP was successful in meeting its objectives. Not even a single faculty has disagreed with it.*

- Which session did you find most interesting?
- How would you overall rate the FDP?

### **SUGGESTIONS:**

- S1:



• S2:

**ANNEXURE – II**

**LIST OF RESOURCE PERSONS and ORGANIZERS**

Sr. No.	Resource Person Name & Organizers	Organization	Contact Details (email, phone)	Session Day and Time	Topic
•	Prof. Anita Sharma,	Pro Vice Chancellor, KRMU	9810078267	Session-I	<b>Rationale for Interdisciplinary Learning</b>
•	Prof Aditya Malik,	Vice Chancellor, KRMU	9811227399	Session-II	<b>Identifying Common Themes and Concepts &amp; Collaborative Teamwork</b>
•	Prof. Ashum Gupta,	Dean Research, KRMU	9871370107	Session-III	<b>Curriculum Mapping in Interdisciplinary Education</b>
•	Ms. Asha Sohal,	Assistant Professor, KRMU	9971013700	Session-IV	<b>Integration of Technology</b>
•	Prof. Kiran Bala,	Dean, School of Journalism and Mass Communication, KRMU	9711909988	Session-V	<b>Inclusive Interdisciplinary Education</b>



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•	Dr Ruchika Yadav,	Associate Professor, KRMU	8527434261	Session-VI	Challenges and Bottlenecks
•	Prof. Krishan Lal,	Prof. C.V. Raman Chair, KRMU	9810002640	Session-VII	Cross-Curricular Connections
•	Dr Diwakar Padalia	Assistant Professor, KRMU	9050299779	Session-VIII	Interdisciplinary Assessment of Learning Outcomes
•	Dr Manasvi Mashwari	Assistant Professor, KRMU	9999311086	Session-IX	Cultural and Ethical Considerations
•	Mr. Vineet Dahiya	Assistant Professor, KRMU	9811911970	Session-X	Future Trends and Innovations in Interdisciplinary Curriculum design and development



ANNEXURE – III

REGISTRATION FORM FOR FDP

1	Name	
2	Designation	
3	Institution	
4	Educational Qualifications	
5	Subjects taught so far	
6	Experience <ul style="list-style-type: none"><li>• Teaching</li><li>• Research</li><li>• Industry</li></ul>	
7	Email	
8	Mobile Number	
9	Address for Correspondence	