

Chapter 4

Curriculum Design and Development in Higher Education: Frameworks, Innovations, and Future Directions for Quality Education (SDG 4)

Tarana Afrin Chandel

 <http://orcid.org/0000-0002-8605-6018>

Integral University, India

ABSTRACT

The curriculum is the core of quality education, guiding what students learn to prepare them for societal and global challenges. A well-designed curriculum and its development are essential for building a strong educational foundation. It not only frames the knowledge and skills to be imparted but also highlights the socio-economic condition of the country. Thus, the curriculum designed plays a vital role in shaping the professional and ethical capacities of learners. Curriculum frameworks must adapt to address evolving global challenges and promote sustainable learning. This chapter explores the theoretical concept of curriculum design and evaluates the trend of digital pedagogy, competency-based education, and outcome-based education. The study outlines a global and Indian strategy for higher education institutions, using the National Education Policy 2020 as a guide to help them become more relevant, adaptable, and excellent in their teaching and learning through integration of digital technologies and alignment with Sustainable Development Goal 4.

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1 INTRODUCTION

Education plays an important part in building human personality and societal growth. In this regards, knowledge based employment has made education very critical than previous. The methodology that the students use to learn and engage with the content is followed by high educational practitioners to gain more knowledge and develop creative approach towards social challenges. The basic concept of curriculum design at university level or higher education institute is based on the strategic framework of what and how students learn, and how their outcomes are assessed? The development of study program, teaching and learning resources, lesson plans, assessments are based on curriculum. Basically, curriculum is a Latin word, which mean the content or material that is to be taught to students (Adagale, 2015). Curriculum designing is a process that is used to design academic programs from primary to higher education. It is a guideline, how to connect each element to prepare the educational goals (Huck, 2025). Every book, projects, related to professional education is chosen to construct a coherent learning journey, aiming from today and where is expected for tomorrow. The process of feedback draws the insights from research, industry and students to assure that the programs are intellectually relevant and rigorous. The curriculum also helps to analyse the standards for the knowledge they acquired in the classrooms. Basically the curriculum refers as a structured learning in an academic session in schools, college and higher education. The curriculum has everything organised, such as lesson plan, study materials for the educators or tutors to follow and assess the learning outcomes that are set for the student's leaning outcomes. A curriculum not only for academic subjects, but it also takes into consideration about the skill and extracurricular activities so that students are enriched at the end for lifelong and skilled based learning and other socio-development programs. The framework set is educators as well as students. The educators design the structure and the students follow it to gain the objectives ensuring their holistic growth and developments. The framework should be systematically aligned with the overall developments of the students with the predefined standard set for them. Curriculum design at university level or higher education institute reflects a strategic framework for what and how students learn how their outcomes are assessed. In this regard globalization, digitization, sustainability imperatives; curriculum development has evolved beyond traditional content delivery to skills, attitudes, and values essential for lifelong learning.

The 21st-century university faces complex challenges, including technological change, employability gaps, and the urgent need for sustainable development competencies. A vital challenge for higher education is the integration of sustainability into curricula and the development of sustainable competencies in students (Nahia I.M., 2023). Higher Education Institutions (HEIs) play a significant role in serving

society through research, teaching, and leadership; furthermore, none of the SDGs are achievable without the contribution of academia (Nahia I.M., 2023). ES aims to empower future professionals with the systemic knowledge and actionable skills required to foster a sustainable and just society (Nahia I.M., 2023). To fulfill this mission, universities must broaden their existing education efforts and adopt pioneering approaches that deviate from traditional methods. These all-encompassing programs should build the necessary sustainability skills across all student levels (undergraduate, graduate, doctoral, and executive). Consequently, universities need to innovate with transformative teaching approaches that train students to analyse global challenges from multiple perspectives through action-based, collaborative, and stakeholder-involved methods—approaches that are not yet standard practice. Since the adoption of the SDGs in 2015, the significance of sustainable development education for all students has become increasingly recognized. Within today's convoluted global environment, universities hold immense, untapped capacity to foster global sustainability. Despite this, higher education still needs significant improvement to fully realize its capacity in attaining the 2030 goals. A critical area requiring immediate, faster implementation is the provision of sustainability-focused education. ES is vital for fostering an integrated understanding of core sustainability issues, along with the necessary capabilities and competencies. The role of HEI in upgrading the regional development towards SDG is using AI tools and shaping with great impact (Borsatto et al., 2024). Filho et al. (2021) stress the need for a framework to facilitate holistic SDG inclusion in academic curricula, complementing Valdez et al.'s (2024) investigation into how three Mexican HEIs incorporated the 17 SDGs into institutional strategies and their respective contributions to sustainable development.

1.1 Curriculum Designing in Higher education

Course planning in higher education is a strategic process of structuring learning experiences, focusing on aligning learning outcomes, content, and pedagogy with industry needs and 21st-century skills. Effective design integrates student-centric approaches, formative assessments, and technological tools to bridge the academic-industry gap. Key phases include need analysis, mapping learning outcomes, and continuous evaluation to ensure relevance.

1.1.1 Theoretical Foundations of Curriculum Design

According to Saylor, curriculum is a systematic process designed to offer a set of educational experiences, for individuals undergoing education [Lyall, 2025]. Education is shaped not only by textbooks but also by the playground, library,

laboratory, reading rooms, extracurricular activities, the overall educational setting and numerous other factors. Within the school context/ higher education, both the educator and the learner constitute essential components of the curriculum, as they form part of the learning environment. The curriculum represents a systematically organized body of subject matter, specifically designed to address the needs of students. Consequently, the modern concept of curriculum encompasses the experiences and activities that equip students with the knowledge and skills required to face with diverse real-life situations. The student should be offered subjects that are balanced and harmoniously integrated. These subjects should be carefully selected and organized to help Learners Bridge the gap between educational life and experiences beyond the classroom. The upgradation of democratic values such as equality, liberty, and fraternity is necessary for learners to develop into responsible democratic citizens. Therefore, the curriculum should also aim to cultivate a spirit of nationalism among students. It is observed that learners exhibit a wide range of interests, skills, and aptitudes. Student satisfaction is very important therefore, the curriculum should be designed to address both the general and specific needs of the learners. Basic motive of education is the development of character, which requires fostering in learners a strong commitment to desirable values. The development of educational frameworks is often centered on the accumulation of subject matter and cognitive content. Admittedly, this represents a core objective; however, it is not the only goal of the curriculum.

1.1.2 Evolution of Curriculum Design (From Traditional to Learner-centric approach)

Curriculum development is the systematic process of generating, arranging, and upgrading educational resources within an organized learning framework. This process necessitates developing a structured scheme for the curriculum, including teaching methodology and expected learning goals. Curriculum action plan is a recurrent and emerging field of pedagogical study, heavily influenced by socio-political, traditional, and technological shifts. The transformation from conventional instructor-led pattern based on established customs to contemporary student-centric and capability models frameworks illustrates a growing societal grasp of knowledge construction, cognitive engagement, and human development (Judijanto et al., 2025). Initially, the curriculum was primarily authoritarian, rigid, or normative focusing on the transfer of customary, conventional information. Historically, curricula were predominantly didactic, focusing on passing down fixed knowledge and ethical standards, frequently geared toward state-sponsored ideologies or theological beliefs (Kelly, 2009). The essential input of pioneers like Ralph Tyler and Hilda Taba established the basis for curriculum studies, emphasizing the necessity of learning goals, organized content

choices, and assessment procedures. The syllabus acts as the central pillar directing both educators and pupils by providing a structured framework that allows teachers to create cohesive instruction, meaningful educational experiences, and results aligned with established educational standards.

Conventional, face-to-face curricula fell short in digital settings, forcing a swift evolution in Indian online education through the demand for tailored virtual curricula. In traditional classrooms, the teacher serves as the primary authority figure, and learning follows a linear and structured approach. Focus is heavily on memorization, knowledge accumulation, and uniform testing.

In conventional classrooms, the teacher serves as the primary authority figure, and learning follows a linear and structured approach. Emphasis is placed on content acquisition, rote learning, and standardized forms of assessment. Characteristics of conventional pedagogy is given below

- Instructor-centered modes of teaching
- Limited student participation
- Strong reliance on lectures and prescribed textbooks
- Structured curricula with predetermined learning outcomes
- Homogeneous instructional approaches for diverse learners

From the early twentieth century onward, educational theorists such as John Dewey and Jean Piaget began to question traditional pedagogical practices. Their work built the bedrock for socio-constructivist approaches in which learning is understood as dynamic, interactive, and individual-driven key to the following transformations:

- Active learning facilitated through discussion, problem-solving, and project-based activities
- Greater emphasis on learners' experiences and prior knowledge
- Learning conceptualized as a process of inquiry and reflective practice
- Focus on the development of skills in addition to factual knowledge

The transition from conventional to transformative pedagogical approaches reflects a fundamental shift in conceptions of learning and the professional role of educators. Modern pedagogical standards prioritize learner-focused, accessible, tech-enhanced, and socially conscious teaching methods. Instructors who constantly evolve their teaching techniques to meet the changing demands of today's students achieve superior teaching efficacy and wider educational influence.

Modern pedagogical approaches prioritize student-focused, accessible, tech-enabled, and community-aware teaching strategies. Educators who perpetually modify their instructional techniques to cater to modern learners' changing needs

demonstrate enhanced teaching efficiency and wider academic impact. Effective educational reform requires both a respect for foundational historical principles and the adoption of progressive teaching methodologies across curriculum design, professional development, and classroom instruction.

1.3 Curriculum Aims, Goals, and Objectives

The syllabus's targets, purposes, and learning outcomes map out the designed path of the academic program. They clarify goals by outlining anticipated results, operational strategy, and core pedagogical beliefs. Methods for checking student progress, academic achievement audits, learning assessments, and learner evaluation procedures are outlined below.

- **Course Content:** The educational framework offers a methodical plan detailing learning objectives, competency levels, and key concepts for mastery. Education holds a core responsibility to deliver categorized knowledge to learners in a methodical way. Organized curriculum planning ensures fluid movement across educational stages and averts knowledge gaps.
- **Learning Activities:** Pedagogical techniques and classroom design, which form the heart of the curriculum, dictate the educational experiences of students. Such instructional methods convert learning goals into action, utilizing course material to achieve precise targets. Skilled implementation converts the written syllabus into impactful teaching.
- **Educational Assessment:** Evaluating academic curricula is an essential part of an effective teaching program. It assesses the quality, value, relevance, and impact of teaching strategies, learning materials, and academic outcomes. Assessment measures how well intended learning objectives have been met. Delivering a curriculum fails to produce results without precise learning targets and adequate support materials

2 CURRICULUM DEVELOPMENTS (CD) IN HIGHER EDUCATION

It is the method of mapping out, executing and analysing the course of study to assure efficient student learning, aligning it with standards and social relevance. At first glance, curriculum and curriculum development appear to be primary concerns for educators, administrators, and parents alike, as both hold significant utility for community development and prosperity. It identifies the gap and defines the purpose, including analysing stakeholder requirements and institutional goals. Planning the structure of study programs, learning and teaching resources, lesson

plans and evaluation, and even teacher education are all dependent on curriculum. It is concerned with both content and process. Course content is what students are expected to know or be able to do by the end of a lesson or course and process is a step-by-step progression of tasks. It must be organized in a logical and sequential manner to develop interest. It must promote critical thinking and provide opportunities to the students to develop the ability to make question judgmental. The process of CD in India lies between the two extremes of centralization and decentralization. From time to time, the national government formulates the National Policy on Education which includes broad guidelines regarding content and process of education at different stages (Adagale, 2015). Curriculum development involves a variety of activities namely the creation of planned curriculum, pedagogy, instructional material, delivery methods and evaluation for making the student learning process effective.

The global digitization has brought principal changes to the education sector. It has changed the roles and priorities of educators—previously the sole source of content knowledge—as well as those of students, who were once told to listen. Technology has enabled both teachers and students to search for new, more accessible, and reliable sources of knowledge. Innovative methods and models of learning, creativity and collaboration for both domestic and global are enabled through innovative technological advancement.

Curriculum is an active process of teaching- learning process. This is a dynamic programme that must evolve because the amount of knowledge across all fields is growing rapidly, along with the quality of instructional tools and methods. The curriculum is undergoing continuous re-engineering regarding learning outcomes, content, pedagogical practices, and assessment techniques. It needs to be structured, rolled out, modified, and redirected periodically. Consequently, several key principles must be considered when designing and implementing a curriculum for any group of learners

Vision and Mission: Without well-defined goals, curriculum development and implementation are impossible for any group; for instance, planning for a typically developing child requires establishing goals that provide knowledge and subject competency based on established norms. As a result, the curriculum focuses on subject mastery. The goal determines the direction in which curriculum is to be shaped. The following are the parameters kept in mind while making vision and mission.

Needs-driven: Because learners possess diverse needs and abilities, the curriculum must offer a broad spectrum of classroom experiences addressing personal, social, vocational, and recreational facets. It is a learner-centered approach that aligns educational programs with societal, industry, and student needs to bridge competency gaps.

Adequate level: The educational framework should suit the student's development, with curriculum content and feedback in conventional schools organized according

to their grade placement. Systematic curriculum development involves a four-step, recursive process: needs analysis, design, implementation, and evaluation. Quality assurance in university programming necessitates repetitive framework: identifying needs, planning, implementing, and reviewing.

State-of-the-art: In the current era, the field of education and special education is witnessing numerous transformations and innovations driven by empirical research and experimentation. The educational program must be regularly updated and aligned to integrate current subject matter, pedagogical approaches, resources, and assessment strategies. The educator must offer learner a modern learning space and current curriculum.

Innovative: Every student deserves the chance to foster creativity and innovation through their learning journey. The curriculum must inspire students to resolve complex problems, generate innovative concepts, and address the demands of contemporary life. Students should be prompted to try new things in the learning environment. This principle is equally applicable to students with intellectual disabilities, who display creative potential when provided with appropriate stimulation and guidance. The modern integration of Activity-Based Learning (ABL) into mainstream curricula offers avenues for boosting student creativity.

Interdisciplinary: At every stage, the curriculum should be holistic and interconnected, featuring a well-ordered progression of learning experiences. It should be directly tied to routines that support a learner's independence, regardless of their developmental level. Consequently, the curriculum must be practical and actionable for students.

Comprehensive: Curriculum serves as the comprehensive framework of learning opportunities—including co-curricular and social activities—that facilitates student development, rather than just a list of subject areas. Curriculum refers to the integrated roadmap of instruction and learning—including classroom and non-classroom activities—aimed at achieving holistic student development, rather than just listing subject matter. It must be designed broad enough to encompass a wide spectrum of co-curricular activities, including arts, crafts, music, yoga, exercise, excursions, performances, and cultural events. The same principle applies to programming for students with intellectual disabilities, who engage more effectively in concrete, engaging activities rather than abstract, challenging academic tasks.

2.1 Role of Regulatory Bodies in Higher Education

The primary authority ruling the Indian education are the Ministry of Education (previously MHRD) which holds responsibility for the entire education system for school education and higher-level technical as well as academic institutions (Shree Adhitya education, 2026). They frame policies, which are essential for HEIs to

maintain quality and continuity. The supervision of the education sector is vital, especially for emerging nations attempting to balance widespread access with rigorous quality standards and long-term societal sustainability. Policy guidelines create the base for educational institutions, fostering balanced access, effective administration of resources, and conformity to excellence standards (Ilawagbon, 2025). Educational policies establish the organizational framework for institutions, guaranteeing inclusive access, efficient resource allocation, and adherence to quality standards. They tackle fundamental issues, including corruption, inefficiency, and disparity, which are endemic to many educational systems, particularly within emerging nations, in addition to adhering to educational benchmarks. UGC is an authorized organization accountable for regulating higher education in India. It was first formed in 1945 to manage and supervise three Central Universities Aligarh, Banaras and Delhi. Its responsibility was extended in 1947 to cover all Indian universities. The University Grants Committee was inaugurated in 1945 to monitor the three central universities of Aligarh, Banaras, and Delhi, and its jurisdiction was expanded in 1947 to encompass all Indian universities (Wikipedia). A recommendation in August 1949 urged the reorganization of the UGC modelled on the British University Grants Committee. The University Grants Commission (UGC) was formally inaugurated on December 28, 1953, and later became a statutory body of the Government of India in 1956 following an Act of Parliament. The commission chaired by S. Radhakrishnan was appointed in the year 1948–49, to report on Indian University Education and suggest improvements and extensions that may be desirable to suit present and future requirements of the country (Wikipedia). Their focus was to modernize and reform higher education to meet the needs of a newly independent nation, focusing on scientific, technical, and democratic needs. Over time, its mandate has expanded to encompass certifying academic programs, ensuring minimum standards are met, and fostering innovation and research within the higher education sector (Wikipedia). The MoE is the apex body regulating and financing the development of higher education, ensuring policy implementation and standards (Shree Adhitya education, 2026). It is as follows;

2.1.1 Policy Making

Policymaking involves government bodies, ministries, regulatory bodies, and increasingly diverse actors that influence the higher education sector. Policies are increasingly shaped by the need for international competitiveness and the integration of technology and research. Educational planning must consider the social, political, and economic conditions of the society. The policies implemented by Indian government are as follows

- Design National Education policy (NEP 2020)
- Set frameworks for curriculum research and skill development
- Ensure inclusion, innovation and quality in education

2.1.1.1 National Education policy (NEP 2020)

: Education is essential for realizing complete human capability, fostering a fair and balanced community, and driving the progress of the nation. Ensuring comprehensive, high-quality education for all is crucial for India for sustained growth and international leadership regarding financial prosperity, egalitarianism, heritage protection, national solidarity and technological advancement. India's 2015 commitment to SDG4 strives to guarantee universal access to high-quality, fair education and long lasting development opportunities by 2030. Such an ambitious goal requires restructuring the education system to foster learning to achieve the 2030 Agenda for Sustainable Development targets. The National Education Policy prioritizes the cultivation of every student's innovative capabilities. (NEP, 2020). The strategy is based on the concept that education should enhance not only cognitive abilities—spanning from fundamental literacy and numeracy to high-level critical thinking—but also social, ethical, and emotional characteristics.

2.1.1.2 Vision of this Policy

NEP 2020 visualizes an education system embedded in Indian ethos that contributes directly to transforming India sustainably into an equitable and vibrant knowledge society, by providing high-quality education to all, and thereby making India a global knowledge superpower.

2.1.1.3 Holistic development of learners

The primary aim of reforming educational methods and content across all stages is to shift the system from memorization-based learning to conceptual understanding and self-reflective learning (NEP, 2020). The objective is to foster holistic development—bridging academic learning with emotional and social growth—to produce well-rounded individuals equipped with 21st-century competencies. To meet essential educational goals, both the content taught and the way it is delivered will be fundamentally revamped. From preschool to university, the educational process will embed essential values and practical skills across all disciplines (Borkar, 2023).

2.1.1.4 Reduce Curriculum Content to Improve Critical Thinking and Essential Learning

By focusing on core concepts and practical application, this curriculum streamlines content to foster analytical thinking, inquiry, and discovery-based learning.

The educational environment is characterized by collaborative, exploratory projects, ensuring that student questions guide the curriculum. Learning is made interactive and engaging, designed to deepen comprehension through active, joyful participation (Borkar, 2023).

2.1.1.5 Integrate Experimentation Learning

Immersive, interdisciplinary, and active learning will be implemented across all educational levels, featuring practical experiences, arts-integrated and sports-integrated education, and narrative-based pedagogy. Experiential learning—encompassing hands-on, arts-integrated, sports-integrated, and story-telling-based pedagogy—will be adopted across all academic levels (Borkar, 2023). Proficiency-based learning approaches will increasingly define classroom settings, aiming to close the achievement gap (Borkar, 2023). Art-integrated learning is an interdisciplinary pedagogical approach that utilizes diverse facets of arts and culture to anchor conceptual understanding across disciplines.

2.1.1.6 Choice-Based Credit System (CBCS)

Students will enjoy greater flexibility and a wider range of subject choices, including physical education, arts and crafts, and vocational training, enabling them to design their own educational paths and future plans. There will be no rigid separation between academic, vocational, curricular, extracurricular, arts, humanities, and sciences

2.1.1.7 Linguistic Diversity

Scientific evidence shows that foundational learning is most effective in a child's home language. Therefore, the curriculum should be taught in the child's native tongue until at least Grade 5, but ideally through Grade 8. Recognizing that young children (ages 2-8) learn languages quickly, the curriculum emphasizes early immersion in multiple languages, anchored by the mother tongue, to drive cognitive growth. The Three-Language Formula is maintained to honour constitutional obligations and regional needs while fostering unity. The policy is adaptable, ensuring flexibility for states rather than enforcing a specific language (NEP, 2020; Borkar, 2023).

Efforts will be made to produce top-tier bilingual learning materials, enabling students to communicate in science and math in both their native language and English. Additionally, regional languages—along with their rich literature—will be available as school options, including online options, to preserve their importance. In addition to strong English and Indian language programs, secondary students will have the opportunity to learn international languages such as Korean, Japanese, and Mandarin to increase their global awareness and personal opportunities. The

instruction of all languages will be enhanced through innovative and experiential methods—including gamification and mobile apps—by weaving in cultural components like film, theatre, literature, and music, alongside connecting learners with relevant subjects through personal experiences

2.1.1.8 21st Century Skills/Competencies

While fostering curricular choice, education must ensure students acquire essential skills—scientific reasoning, problem-solving, creativity, aesthetic appreciation, communication, and physical fitness—to thrive as productive, innovative citizens in a rapidly evolving world. Multiple state-led programs and frameworks are managing the profound transformation of the workforce caused by artificial intelligence. NEP 2020 identifies artificial intelligence as a key driver for financial prosperity, overcoming learning hurdles, empowering educators, and tailoring instruction to individual needs and stresses, the necessity of integrating AI education at every stage of the schooling system. Established in March 2024, the IndiaAI Mission seeks to position the nation as a worldwide authority in AI by promoting creative development among state bodies, businesses, and research centres. Government offers AI-courses for students and educators at the following platform.

DIKSHA Platform: Developed by the Ministry of Education, DIKSHA acts as a digital knowledge-sharing framework, utilizing AI to enhance accessibility through video search functionalities and audio aids for visually impaired learners. The app offers mobile accessibility on Google Play Store to users, including educators, students, and families (PIB, GoI, 2026). This application is packed with interactive educational content aligned with the mandated academic syllabus, notes (PIB, GoI, 2026).

SOAR Initiative: The Ministry of Skill Development and Entrepreneurship launched SOAR (Skilling for AI Readiness) to build AI awareness and skills for classes 6 –12 students and educators. Program

Includes three 15 -hour student modules and one 45 -hour “AI for Educators” teacher module.

This program equips educators with the skills to understand AI curriculum and pedagogy, apply AI tools effectively in teaching, ensure inclusivity for varied learners, design AI-based projects, and teach ethical AI practices.

SWAYAM Platform: The Ministry of Education’s SWAYAM portal offers over 110 free AI courses from top institutions like IITs and IISc, with 41.2 lakh students enrolled. This initiative aims to provide quality, accessible, and high-level digital skills training to learners across the country.

The objective of NEP 2020 is to cultivate ethical individuals while simultaneously transforming them into responsible members of the international community. A primary emphasis of the policy is on the foundational development and strengthening of

the country. Integrating skill-based training into the course of study allows learners to follow their passions and enhances their marketability to future employers. This initiative seeks to implement a technology-driven framework to modernize the Indian learning landscape. Software providers for educational management are now tasked with upholding the standards of NEP 2020 by supporting schools in reorganizing their academic content and instructional methods (MHRD, GoI, 2020)

2.2.2 Regulatory Bodies in Higher Education

India possesses an immense higher education system, largely managed by private entities holding 60% of colleges and hosting 64% of student enrolment (Shah, 2015). The Indian tertiary sector is structured in three layers, consisting of universities, colleges, and specific academic courses (Shah, 2015). This setup interacts directly with regulatory authorities, while accreditation bodies are essential in maintaining sector standards and quality. Higher learning institutions serve as the primary catalyst for developing a nation's intellectual capacity and economic competitiveness (edutiip, 2026). Statutory bodies under India's Ministry of Education define academic benchmarks, extend financial assistance, and oversee quality standards across tertiary and professional institutions. Types of Regulatory Bodies in Higher Education:

Apex Regulatory Bodies (General/Overall Control):

- The UGC is a statutory organization, founded via a 1956 Act of Parliament, charged with overseeing academic quality, facilitating higher education, and disbursing grants.
- Department of Higher Education (Ministry of Education): Oversees overall policy-making and governmental regulation.

Technical Education Bodies:

- All India Council for Technical Education (AICTE): Sets standards and approves courses in technical and management fields, functioning as a statutory body since 1987.

Professional Councils (Field-Specific Regulations): These bodies set standards for specific professional courses, such as:

- National Council for Teacher Education (NCTE): Oversees teacher training.
- Medical Council of India (MCI): Regulates medical education (now replaced by NMC).
- Bar Council of India (BCI): Regulates legal education.

- Pharmacy Council of India (PCI): Sets standards for pharmacy education.
- Council of Architecture (COA): Regulates architectural education.

Accreditation Bodies (Quality Assurance):

- National Assessment and Accreditation Council (NAAC): Assesses and accredits universities and colleges to maintain quality.
- National Board of Accreditation (NBA): Focuses specifically on the accreditation of technical and professional programs.

Research & Professional Specialized Councils:

- ICSSR (Social Science), CSIR (Science), ICHR (Historical Research): Promote and fund research in specialized fields.

State-Level Regulators:

- State Councils for Higher Education (SCHE): Coordinate and plan higher education within state jurisdictions.

UGC (University Grants Commission): UGC is a statutory body dedicated to coordinating, defining, and upholding academic standards within university education. It is key to developing higher education; therefore, understanding this body is very important. In 1944, the Sargent Report suggested creating the University Grants Commission (Yoshida, 2025). Consequently, in 1945, the Central Government established the University Grants Committee. At first, the committee operated in a purely advisory capacity, lacking financial authority (Yoshida, 2025). Subsequently, acting on the 1949 University Education Commission's advice, Parliament passed the UGC Act of 1956, granting it proper funding and authority. Besides distributing funds to qualified institutions, the UGC guides Central and State governments on initiatives essential for improving tertiary education (DHE MoR GoI, 2016). The commission operates from its New Delhi headquarters and through six regional branches in Bhopal, Pune, Bangalore, Kolkata, Guwahati, and Hyderabad (DHE MoR GoI, 2016; edutiip, 2026). The function of UGC in Higher education are as follows (edutiip, 2026);

- Regulation, establishment, and upholding of academic quality in tertiary institutions
- Upholds academic integrity, fairness, and progress in higher education institutions.

- Allocate funding to universities.
- Approves universities in India and maintains a database of accredited institutions.
- Issues regulations on minimum standards of education, appointment of teachers, PhD procedures, and open/distance learning.
- It nurtures academic research by awarding funding, fellowships, and scholarships to educators and students.
- It actively encourages partnerships between Indian and foreign universities to support collaborative research and exchange initiatives.
- To confirm eligibility for JRF and lectureship positions, the UGC conducts the NET exam.

AICTE (All India Council for Technical Education): Established in 1945 and granted statutory authority in 1987, the All-India Council for Technical Education (AICTE) is the premier national advisory body for regulating technical education (DHE MoR GoI, 2016; edutiip, 2026). It oversees, plans, maintains standards, and regulates technical education, encompassing fields like engineering, technology, management, pharmacy, and architecture (DHE MoR GoI, 2016; edutiip, 2026). AICTE's head office is based in New Delhi, operating seven regional offices in Kolkata, Chennai, Kanpur, Mumbai, Chandigarh, Bhopal, and Bangalore (DHE MoR GoI, 2016; edutiip, 2026). Eight primary bureaus function under the AICTE umbrella (edutiip, 2026), these are as follows;

- Research
- Institutional and Faculty Development Bureau
- Planning and Coordination Bureau
- Academic Bureau
- University Bureau
- Administration Bureau
- Approval Bureau
- Finance Bureau
- Governance Bureau

NAAC (National Assessment and Accreditation Council): Founded in September 1994, the National Assessment and Accreditation Council is an independent entity supported by the UGC (edutiip, 2026). Originating from the 1986 National Policy on Education's directives, this initiative heavily emphasized maintaining the caliber of Indian higher education (edutiip, 2026). NAAC represents a significant type of regulatory body in higher education. Indian Higher Educational Institutions (HEIs) undergo assessment and accreditation by the NAAC. To evaluate educational

quality and institutional effectiveness, NAAC reviews and grades institutions of higher learning—including universities, colleges, and recognized organizations, to determine their quality status. Functions of NAAC in Higher Education are

- Regular evaluations of the teaching-learning strategies
- Encourage learning through research and tried-and-true teaching methods.
- To encourage self-evaluation, accountability, autonomy and innovations in higher education.
- Making quality assurance a crucial component of higher education institutions' (HEIs') operations is its stated objective.
- Encourage the academic environment in order to improve the calibre of research and teaching-learning in institutions of higher learning.

NCTE (National Council for Teachers Education): Established in 1973, the National Council for Teacher Education formerly functioned as a consultative body (edutiip, 2026). NCTE is a crucial regulatory authority operating within higher education. As the foremost institution, the NCTE regulates all teacher education programs in India (edutiip, 2026). This legally established body regulates teacher training, defining standards and policy frameworks nationally (edutiip, 2026). NCTE's core purpose is to formulate norms for teacher training and to foster planned, uniform development of the education system across the country.

3 MODELS OF CURRICULUM DEVELOPMENT

Curriculum studies are a deeply rooted area of educational inquiry, and extensive literature exists on theoretical curricula, as well as how educational philosophies and theory intersect with the realities of classroom instruction. A CD model acts as a structured blueprint for designing, delivering, and evaluating educational programs, methodically outlining learning goals, subject matter, teaching strategies, and evaluation methods (Hurixdigital, 2026). These structured plans guide crucial pedagogical decisions by solving core questions about what to teach, how to deliver content, and how to measure success. By following a rigorous, orderly process, these frameworks ensure the consistency, precision, and quality of educational materials. These instructional frameworks are applied in various sectors, including schooling (K–12), universities, professional corporate training, and virtual learning environments. Some models prioritize results-focused planning and evaluation, while others emphasize instructor participation, student requirements, or continuous refinement. The best model is selected based on key factors like learner's profiles, content complexity and organizational objectives. Comprehending curriculum design approaches.

Instructional design frameworks facilitate the systematic development of tailored, high-impact training materials. These frameworks help professionals build adaptable educational content that prioritizes the student experience. Educational models facilitate the creation of personalized, effective, and flexible curriculum pathways.

Administrative model of curriculum: This model was adopted from the beginning of education. Administrators, having analyzed relevant information and set objectives, create or choose a structured pattern—a curriculum design—to outline learning experiences. As the most enduring and utilized approach, the Administrative Model centers on a top-down, expert-driven process for creating curriculum. The widely used Administrative Model is fundamentally a top-down, authority-driven process for crafting the curriculum. The major 5 types of curriculum design model are given below (Neendoor, 2026; Evelyn, 2023; Pressbook, 2026)

- Tyler’s Curriculum Model
- Hilda Taba’s Grassroots Model
- John Goodlad’s Curriculum Model
- Wheeler’s Curriculum Model
- Kerr’s Curriculum Model

3.1. Tyler’s Curriculum Model

This model was developed by American educator Ralph W. Tyler in 1949, known as the objective Model. This model is also referred as *Best for Outcome-Driven Learning*. It is a widely recognized curriculum model. This approach champions education as a tool for developing practical skills and meaningful understanding. It aligns with a pragmatic view, centring education on useful, life-relevant knowledge. This model is completely dependent upon planning. At the same time, it ensures coherence between goals, learning outcomes, and educational experiences. It is a systematic, four-step curriculum development model comprising the definition of objectives, selection of learning experiences, organization of content, and evaluation including the following steps

- i. Aiming to achieve educational aim, learning goal, pedagogical aim, instructional goal, academic goal and educational aspiration.
- ii. Instruction needed to satisfy the learning objective.
- iii. By the end of this module, the learning outcome for the student is to recognize.
- iv. Appraising educational opportunities.

This model’s effectiveness stems from its organized, streamlined framework, while offering sufficient adaptability. Its versatile design allows educators to readily

implement it across diverse educational levels and subjects. By prioritizing curricular evaluation, Tyler's model allows educators to analyse the effectiveness of their plans and implement necessary improvements. Tyler's framework has drawbacks; it downplays social learning and critical thinking, which may not adequately address the diverse needs of all students. Therefore, teachers can enhance this approach by incorporating more holistic, student-centered methodologies.

3.2 Hilda Taba's Grassroots Model

The interactive Model, or Taba's Model, prioritizes the deliberate organization of teaching methods. It is also referred as *Teacher-Led Curriculum Design*. Created by educational reformer Hilda Taba in 1962, this framework focuses on a flexible, learner-centered process for designing curriculum. This model is a teacher-driven, inductive framework designed to enhance curriculum flexibility and respond directly to student needs. This model utilizes a bottom-up methodology, placing educators at the centre of the curriculum design process. The framework comprises seven interconnected stages that make up the instructional and learning process. These are given below

- i. Identifying learning requirements
- ii. Establishing objectives/targets/goals
- iii. Collection of content
- iv. Content management, content curation, data governance
- v. Designing appropriate learning activities
- vi. Coordination of instructional activities
- vii. Formal measurement/ assessment

This framework fosters open-ended inquiry rather than focusing on binary right/wrong answers. A key advantage is that it enables profound conceptual exploration through analytical reasoning.

3.3. John Goodlad's Curriculum Model

John Goodlad, an educational expert and theorist from Canada, developed the framework known as Goodlad's Model. This unique curriculum approach is founded on the primary conviction that goals and values must be the fundamental catalysts for all school systems. While Goodlad treated values as primary data sources in curriculum development, he contrasted this with Tyler's approach of using them only as a screening device. Goodlad's curriculum model is built upon four primary data inputs: values, funded knowledge, conventional wisdom, and student needs

- Value orientations
- Research-based (scientific) knowledge
- Conventional wisdom
- Teaching prerequisites

Goodlad maintains that explicit values and goals ought to steer educational systems, employing them to direct content choices and instruction while Tyler utilizes values solely as a filter for evaluating objectives. A primary difference is that Goodlad's model integrates scientific knowledge stemming from research. The model's data sources depend upon explicitly stated value judgments. The model supports ongoing and thorough evaluation across all stages of the curriculum.

3.4 Wheeler's Curriculum Model

Wheeler's model utilizes a coherent, five-step cyclical process of curriculum development, guaranteeing that instructional design is constantly adapted and improved based on evaluation. This strategy utilizes a systematic, structured approach to planning and executing the curriculum, ensuring continuous refinement and adaptation. This framework supports teachers in designing and executing an engaging, practical, and highly functional curriculum. Wheeler's framework consists of five interrelated stages of curriculum planning, namely

- Establishment of goals and purposes
- Learning Opportunity Curation
- Content selection
- Systematic planning of educational experiences
- Curriculum Assessment and Review

Wheeler created his framework to rectify the limitations found in Tyler's approach to curriculum design. Because Tyler's model follows a straight, linear path, it fails to connect the key elements of curriculum construction. Consequently, Wheeler introduced this cyclical model. This approach emphasizes the holistic connection between different elements of the curriculum. This framework allows developers to start the design process from any phase. It emphasizes assessing the specific context of the school and its community. Nevertheless, this framework requires significant time and can be challenging to put into practice.

3.5 Kerr's Curriculum Model

Developed by British specialist John Kerr, this model mirrors Tyler and Wheeler, yet distinguishes itself by highlighting the interconnected nature of its components through direct and indirect data flow. John Kerr proposed four components for his curriculum development model (Jugessur, 2023).

- *Goals/Aims:* The intended outcomes of education, which Kerr categorized into cognitive, affective, and psychomotor domains
- *Content:* The subject matter, facts, and concepts that are to be taught, which should be organized, sequenced, and integrated.
- *Process/Method:* The activities and methods employed by the school to facilitate learning, influenced by pupil-teacher relationships and the learning environment.
- *Assessment/Review:* The continuous, systemic collection of information to determine curriculum efficiency and whether objectives have been met.

Kerr's Model recommends sorting objectives as cognitive, psychomotor, and effective. Furthermore, it emphasizes the necessity of structuring, uniting, sequencing, and reinforcing knowledge. This approach highlights student needs, interests, social conditions, and maturity, yet it lacks emphasis on teacher input.

3.6 Application of these Models in Real Classrooms

The Director of education institutes can utilize established models to enhance program quality through the following ways (Snehnath Neendoor, 2026)

Framework Development: Leverage these organized frameworks to guide the educational design process through all its stages. Implement structured methodologies to ensure thorough preparation and implementation.

Foster stakeholder collaboration: This educational structure motivated the involvement of teachers, students, alumni and parents in designing curriculum, fostering collaboration between content creators, enabling curriculum designers, educational publishers, and educators to provide a cohesive and high-impact learning journey.

Optimize learning outcomes: Educators can select premium, relevant materials to design innovative learning trajectories tailored to diverse student needs. Moreover, employing diverse teaching strategies and promoting critical reasoning fosters a captivating, interactive learning environment, productive classroom which fosters high academic achievement and nurtures a commitment to continuous education.

Skills Training/Development: Providing sector expertise and training to empower educators in mastering and implementing the curriculum. This ensures teachers have

the skills to deliver the curriculum effectively and align with modern pedagogical approaches

Integrate innovative technology: Train educators to synchronize assessment methods with institutional objectives, utilizing instructional design frameworks to select and adopt digital tools for curriculum integration.

4 APPROACHES TO CURRICULUM DESIGN AND DEVELOPMENT

Curriculum frameworks constitute the structured, orderly organization of instructional components within a course of study. It represents the educational journey, embodied in instructor lesson plans and active experiential learning. In building an educational blueprint, instructors curate course content, manage operational controls, and determine implementation timelines.

4.1 Purpose of Curriculum Design

Curricula that fail to bridge academic gaps significantly disrupt daily routines and academic progression. Beyond its core function, curriculum planning acts as a strategic blueprint for realizing further goals. Synchronizing middle school curriculum with lower and higher levels ensures seamless transitions and conceptual cohesion. Such alignment ensures learning targets are organized to build knowledge cumulatively over time. Educational plans that do not remediate learning disparities substantially disrupt students' lives or scholastic achievement. The three primary methodologies for designing curricula include subject-centered, learner-centered, and problem-centered approaches

4.1.1 Subject-centered Curriculum Design (SCCD): (focus on content)

Subject-centered curriculum design is organized (Prezi, 2015) and structured (Exceed, 2025) within a specific discipline or area of study rather than individual learners. For instance, such a curriculum may emphasize subjects like mathematics (Exceed, 2025) or biology (Prezi, 2015), outlining both the content to be covered and the methods through which it should be taught. The core curriculum represents a common form of subject-centered design that can be standardized across schools, states, and even at the national level. In this model, teachers are provided with a predetermined set of topics and instructional guidelines that specify what should be taught and how it should be delivered. A primary drawback of subject-centered

curriculum design is its neglect of the learner's individual needs and experiences. As a result, this can diminish student engagement and motivation, and at times, lead to academic underachievement.

4.1.2 Learner-centered Curriculum Design (LCCD): (focus on student needs)

Learner-centered education prioritizes the individual needs (Exceed, 2025), goals, and ambitions of pupils [Prezi, 2015]. This model aims to build student competence by offering diverse learning avenues, including active projects, visual aids, and interactive tasks. Versatility helps increase enthusiasm and foster ongoing dedication to the material. Nevertheless, this strategy poses significant difficulties. Implementing differentiated instruction is a time-intensive process that places a high demand on teachers to curate or develop materials tailored to diverse learning profiles. Instructors often face constraints in time, expertise to deploy these pedagogical approaches successfully. Furthermore, designing learner-centered curriculum requires a difficult balance between catering to student interests and achieving key learning outcomes (Prezi, 2015).

4.1.3 Problem-Centered Curriculum Design (PCCD): (focus on real-world application)

Likewise, learner-centered designs, problem-centered curriculum is also a form of student-centric education. This method instructs students in critical analysis and solution development by engaging with authentic, real-world challenges (Exceed, 2025). PCCD promotes creative thinking and educational relevance; however, it fails to consistently accommodate individual learning styles.

5 MICRO-CREDENTIALS: INNOVATION IN HIGHER EDUCATION

Surpassing conventional diplomas, modern certifications are necessary to differentiate oneself in the current cutthroat employment landscape. Micro-credentials are concise certifications, provide a direct alternative to university degrees, focusing specifically on industry-recognized competencies. These courses are offered in virtual, hybrid, remote, or in-person formats, and span proficiency levels from foundational to expert (Singh, 2024). Targeting a broad audience from students to the unemployed, this program aligns with the shift toward skills-based hiring, as employers increasingly favour demonstrated competence over formal education. It is structured as four-credit modules, one credit equates to one hour of instruction or

two hours of laboratory work, whereas conventional education credits are determined by contact hours, such as lectures or lab sessions (Kumar, 2024).

5.1 Vision Behind Micro-credentials

According to Prof. M. Jagadesh Kumar, UGC Chairman, these guidelines are essential for facilitating industry-aligned skill acquisition and enhancing academic progress (Jacob, 2025). He contends that India's young population boom offers significant capacity for international and economic dominance. Modernizing the university system is essential to align with evolving job markets and societal needs. These specialized, concise courses envisioned by the UGC seek to enhance employability and provide niche skill development.

5.2 Importance of Micro-credential

It is essential for higher education institutions to actively cultivate employability skills in students. A disparity exists between academic learning and the competencies needed for the workforce. Tackling the talent shortage, micro-credentials are transforming education by allowing students to fast-track the acquisition of industry-relevant skills. Owing to their adaptable and reachable format, these specialized credentials are quickly becoming a staple in higher learning (Bhargava, 2022).

5.3 Benefits of Micro-Credentials

Micro-credentials facilitate accessible, budget-friendly educational trajectories that particularly benefit post-traditional students and individuals with constrained access to traditional university settings. These certifications increase the worth of post-secondary education by facilitating the acquisition of focused competencies, leading to improved job prospects and immediate industry application. Additionally, these flexible certifications boost tailored education, enabling self-directed progression and personalized curriculum choices. These certifications prompt major employers to build local training hubs, strengthening national infrastructure and boosting the practical value of modern education. These certifications drive non-academic organizations to build local training centres, which strengthens the national education ecosystem and boosts the practical application of modern training programs

5.4 India's approach to Micro-Credential

The adoption of micro-credentials into higher education signifies transformation toward accessible, skill-driven, and flexible learning environments. Combining

academic knowledge with real-world application, these initiatives equip students to excel as future leaders and innovators in a rapidly evolving global landscape (Jacob, 2025). This innovative endeavour underscores the promise to make India's universities hubs of holistic, career-ready education, preparing students with distinct, market-ready skills. The approach for HEI in India (Singh, 2024; Forum IAS, 2024) is as follows:

- **Alignment with National Education Policy (NEP) 2020:** Aligning with the demand for micro-credentials, NEP 2020 pushes for skill-centric education, ensuring hands-on proficiency training from the school level up to university.
- **National Credit Framework (NCrF) Integration:** The NCrF incorporates micro-credentials by standardizing their credits and outcomes to match traditional academic qualifications. The NCrF, act as an overarching structure National School Education Qualification Framework (NSEQF), National Higher Education Qualification Framework (NHEQF), and National Skills Qualification Framework (NSQF) to facilitate credit integration, echoing micro-credential principles (Drishti IAS, 2026).
- **Academic Bank of Credits (ABC):** It is mandatory for learners to establish an Academic Bank of Credits (ABC) account to store credits earned from digital macro or micro-credentials. Students are required to register for an Academic Bank of Credit account using their Aadhaar card.
- **Study Webs of Active-Learning for Young Aspiring Minds (SWAYAM):** The Indian Ministry of Education initiated the SWAYAM program. By offering open-access online courses encompassing higher education, secondary schooling, and vocational training, it promotes the notion of micro-credentials. The SWAYAM website now hosts in excess of 4,400 online classes. The site is open to all at no cost, featuring curricula spanning from ninth grade to higher education
- **Market Demand and Employability:** As firms demand more skilled young workers, micro-credentials are increasingly valued as a supplement to traditional education that accelerates job readiness.

6 FUTURE DIRECTIONS IN HIGHER EDUCATION

Universities are moving away from traditional degrees, pivoting instead toward personalized, tech-enabled, and industry-aligned frameworks that prioritize lifelong learning, AI, and modular, competency-based credentials. Major shifts redefining the future of university education are as follows;

- AI-Powered Personalization
- Sustainability and Digitalization
- Employability and Career-Aligned Curricula
- Data-Driven Decision Making
- Boom Taxonomy

6.1 AI-Powered Personalization

AI-powered tools are transitioning away from repetitive chores toward developing customized learning routes, adjusting material complexity, and providing personal feedback to boost academic result. Technologies powered by AI—specifically Machine Learning, Natural Language Processing, and intelligent tutoring systems—customize learning by developing flexible educational pathways designed to meet the specific needs of each learner (Lai, 2025; Chandel, 2024). Machine learning aids in examining educational data to detect student behavioural trends, while natural language processing allows for natural communication in AI-based tutoring systems

6.2 Digitalization and Sustainability

Although digital technology is deeply embedded in university operations, its significant contribution to sustainability is overlooked, despite its alignment with 'smart university' research which emphasizes using digital tools for resource efficiency and data-driven decision-making (Hopping, 2025). The seamless integration of technology makes environmentally friendly practices a standard part of daily campus operations, all while preserving the main purpose of academic learning. Higher Education Institutions play a critical role in advancing the UN 2030 Agenda by fostering societal digitization and creating innovative, sustainable technological solutions (Trevisan et al., 2024).

6.3 Employability and Career-Aligned Curricula

Numerous strategies can narrow the divide between university curricula and workplace requirements, largely through leveraging corporate insights and evaluations to maintain updated syllabi, as emphasized by Bridgstock in 2009. Furthermore, Jackson in 2015 proposes that embedding hands-on vocational training—like work placements and traineeships—improves students' immersion in authentic workplace settings. Implementing a skill-focused framework acts as an effective method, concentrating on acquiring bespoke abilities required by organizations (Nondumiso Shabangu, 2024). This model provides improved pedagogical adaptability and accommodates diverse corporate requirements. Furthermore, encouraging partner-

ships between academia and the corporate sector facilitates information sharing and elevates academic standards

6.4 Data-Driven Decision Making

With higher education becoming increasingly competitive, universities are under growing pressure to justify the effectiveness of their staff, academic programs, and assets. The shifting landscape necessitates enhanced transparency, driving schools to address logistical challenges, forecast industry trends, and collaborate to encourage development and innovation (Mahajan, 2024). Relying on evidence is essential for universities to raise academic results, better manage resources, and remain leaders in the sector (Vyas, 2024). Through the use of sophisticated data collection and analysis, colleges can launch a new phase of fact-based decision-making, which is critical for securing a competitive edge (Gaftandzhieva et al., 2024).

6.5 Bloom's Taxonomy

Higher Education Institutions (HEIs) realize that while course (CLOs) and program learning outcomes (PLOs) appear well-structured on paper, demonstrating their alignment often reveals a significant gap between curricular theory and actual evidence during accreditation reviews. Bloom's Taxonomy is a hierarchical classification of pedagogical objectives and competencies, often referred to as learning outcomes, acting as a layered framework to foster critical thinking in educational settings

(Parker, 2025). Teachers frequently adopt this structure to build lesson plans that encourage critical thinking and create tests that measure a range of intellectual skills. It categorizes cognitive skills to direct the creation of educational goals and learning tasks. It encourages progressing from simple factual recall to complex analytical and innovative thought.

Mapping Course Learning Outcomes (CLOs) to Program Learning Outcomes (PLOs) is easy in theory, but generating the necessary documentation to prove this alignment for accreditation purposes remains a significant challenge (Team Creatrix, 2026). Throughout tertiary education, Bloom's taxonomy endures as the standard framework for structuring cognitive levels, defining learning objectives, and guiding assessment methods. To meet higher administrative demands, Bloom's Taxonomy must shift from a classroom tool to an AI-driven strategic framework, using systems that turn learning objectives into measurable, audit-ready evidence (Team Creatrix, 2026).

7 QUALITY EDUCATIONS SHAPING FUTURE LEADER

Boosting learning standards serves as a cornerstone for shaping versatile people and promoting effective leadership. Excellent schooling goes beyond academic knowledge to nurture critical analysis and communication skills required for future success. Exceptional learning builds a strong base for heightened professional success and individual progress. It advances logical thinking, creativity, and lifelong learning, providing people with the essential skills and values needed for productive economic and civic engagement.

7.1 Role of Quality Education in Leadership Development

Leadership qualities often get entrenched during schooling. They strengthen their skills in clear expression, attentive listening, and teamwork through group exercises and dialogue” (Coach Space, 2024). Such core experiences cultivate empathy and agility, which are the mainstays of strong leadership. Elite schooling acts as a vital tool, empowering students to pursue leadership positions while bolstering self-confidence (IFIM Institute, 2026; Chandel, 2024). Superior education imparts essential skills, fostering well-rounded individuals capable of analytical thinking, addressing intricate challenges, navigating choices wisely, and acting with accountability (Mayberry, 2023). Such specialized instruction is indispensable for equipping prospective leaders, providing equitable access to education that matches various industry demands (IFIM Institute, 2026). STEM instruction cultivates the next generation of innovators by instructing pupils in analytical reasoning, inventive troubleshooting, and imaginative techniques (Chandel, 2025). Science and technology education fosters essential leadership skills by combining academic principles with practical, hands-on application (Coach Space, 2024).

7.2 Higher Education: Bridging Knowledge with Strategy

As students advance in their education, gaining knowledge becomes essential. At universities and colleges, students face a wide variety of viewpoints and complicated concepts. This phase is vital in forming the viewpoints of future leaders and broadening their comprehension. Business, management, and communication programs provide students with insights into organizational behavior, negotiation skills, and strategic thinking. Leveraging these key leadership skills empowers us to facilitate fully immersive learning initiatives. Academic institutions offer a base structure for fostering core leadership abilities. Leadership skills are nurtured by many through self-guided learning, practical experience, and taking initiative in professional growth. For sustained effectiveness, leaders must pledge to continuous

education, broadening their proficiency through seminars, professional workshops, mentorship, and individual research (Coach Space, 2024). Adopting lifelong learning helps leaders develop a developmental perspective, which improves personal performance and empowers teams for excellence. Excellent training fosters superior moral principles, responsibility, and both practical and strategic capabilities. Universities and advisors hold a vital position in promoting these values via focused studies in moral philosophy and civic duty. Executives trained in ethics are more prepared to reconcile public responsibility, environmental viability, and financial gain. This empowers them to resolve conflicts honestly, promoting confidence among interested parties and the community. Moral conduct can be cultivated via education, mentorship, and diverse perspectives.

CONCLUSION

We conclude that the curriculum design and development is the foundation of quality education, contributing a structured framework that nurtures the professional standards and ethical conducts, essential for the students to deal with global challenges. In view of the changing education scenario, conventional teaching is being replaced by student-centred strategies that focuses on hands-on-training experience and distinctive competence. Educational goals are achieved through engaged pedagogy, structured within the framework of the Tyler and Taba curriculum development model. The Viksit Bharat Shiksha Adhishthan Act, 2025 is designed to implement NEP 2020 by replacing UGC and AICTE. These two regulatory bodies assure quality and tech-innovation in higher education institutes. Micro credentials certification requires AI personalization and sustainability education for filling the gap between theoretical education and employability requirement. Quality education is also the foundation for moulding future leaders with critical thinking, moral integrity and instructing them to handle challenges, preparing them for the 2030 Agenda, i.e. 2030 Sustainable Development Goals (SDG-4)

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