

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curriculum Design and Development

1.1.1 Curricula developed /adopted have relevance to the local/ national / regional/global developmental needs with learning objectives including program outcomes, program specific outcomes and course outcomes of all the program offered by the University

Response:

Maharshi Dayanand University has well defined procedures to design new curricula and revise/amend the existing curricula. For this purpose, the apex body is the Academic Council well supported by bodies including Faculty concerned, Board of Studies (Under-Graduate and Post-Graduate) of the concerned subjects and the Departmental Committees.

Departmental Committees/Task Committees identify and assess/evaluate the local/national/regional/global needs in order to make the curricula of the programmes/courses relevant to such needs. This task is done by involving the experts from academia and industry; taking into account the feedback obtained from various stakeholders namely students, alumni, parents, employers and faculty members; inputs from the analysis of the annual Academic Audit conducted to ensure the continual assessment.

Responding to needs identified, University has introduced the Choice Based Credit System (CBCS) enabling greater academic flexibility and increased employability skills of the students in line with professional and personal aspirations. Courses relevant to Gender Sensitivity, Professional Ethics and Human Values are also integrated in relevant programmes for holistic development of students. University has also incorporated internship, projects, field work in the curriculum to ensure that the students are exposed to the developmental requirements of the country in general and local/regional requirements in particular.

University has developed outcome based curricula in all 159 programmes offered by it through 38 departments under 11 faculties. University has identified POs, PSOs, COs for all UG, PG, Diploma, PG Diploma, MPhil and PhD programmes.

Regarding the programme outcomes, suitable descriptions at departmental level and faculty level helped framing at course level further mapped onto programme specific outcomes subsequently to programme outcomes. The outcomes as stated have been incorporated in the prescribed curriculum and displayed on the university website to facilitate accessibility to various stakeholders including the teachers and students.

The entire effort has been made in line with the broad guidelines of the statutory bodies such as UGC, AICTE, PCI, BCI, NCTE, etc. The course outcomes designed to cover the prescribed syllabus and designated competencies are embedded in the assessment pattern based upon both internal and external examination system. The entire exercise is carried out with a focus on inter-disciplinary approach leading to critical and collective understanding of scientific, technological, societal and environmental issues in global context. The outcomes have been designed with a view to develop sensibilities towards nation-building, namely, social cohesion, peace and harmony, peaceful co-existence, responsibility and accountability, and ethical values.

1.1.2 Percentage of programs where syllabus revision was carried out during the last five years**Response:** 81.07

1.1.2.1 How many programs were revised out of total number of programs offered during the last five years

Response: 137

1.1.2.2 Number of all programs offered by the institution during the last five years

Response: 169

File Description	Document
Minutes of relevant Academic Council/BOS meeting	View Document
Details of program syllabus revision in last 5 years	View Document

1.1.3 Average percentage of courses having focus on Employability/ Entrepreneurship/ Skill development during the last five years**Response:** 96.91

1.1.3.1 Number of courses having focus on employability/ entrepreneurship/ skill development year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
3567	3493	3425	3208	3136

File Description	Document
Program/ Curriculum/ Syllabus of the courses	View Document
Minutes of the Boards of Studies/ Academic Council meetings with approvals for these courses	View Document
Average percentage of courses having focus on employability/ entrepreneurship	View Document

1.2 Academic Flexibility**1.2.1 Percentage of new Courses introduced out of the total number of courses across all Programs offered during last five years**

Response: 63.5	
1.2.1.1 How many new courses are introduced within the last five years	
Response: 2383	
1.2.1.2 Number of courses offered by the institution across all programs during the last five years	
Response: 3753	
File Description	Document
Minutes of relevant Academic Council/BOS meetings	View Document
Institutional data in prescribed format	View Document

1.2.2 Percentage of programs in which Choice Based Credit System (CBCS)/Elective course system has been implemented	
Response: 57.23	
1.2.2.1 Number of programs in which CBCS/ Elective course system implemented.	
Response: 91	
File Description	Document
Minutes of relevant Academic Council/BOS meetings	View Document
Institutional data in prescribed format	View Document

1.3 Curriculum Enrichment

<p>1.3.1 Institution integrates cross cutting issues relevant to Gender, Environment and Sustainability, Human Values and Professional Ethics into the Curriculum</p> <p>Response:</p> <p>The cross cutting issues relevant to gender, environment and sustainability, human values and professional ethics have been duly incorporated into the curricula of different types of courses in the University for the holistic development of students.</p> <p>Gender sensitization</p> <p>The courses on gender sensitization like Gender, School and Society and Literature and Gender offered by the University, aim to develop students' sensibility with regard to issues of gender in contemporary India, to provide a critical perspective on the socialization of men and women, to help them reflect critically on</p>

gender violence and to hone them for more egalitarian interactions between men and women. After successful completion of the course, students will develop a better understanding of important issues related to gender, get sensitized to basic dimensions of the biological, sociological, psychological and legal aspects of gender and attain a finer grasp of how to counter gender discrimination works in our society and how to counter it. Students also imbibe a sense of appreciation of woman in all walks of life.

Environment and Sustainability

The University through its courses like Environmental Chemistry, Environmental issues, Disaster Management, Climatology, Environmental Geography, Environment Law, Health Education and Environmental Studies, Sources of Energy and Environmental Studies integrates cross cutting issues related to environment and sustainability. The importance of saving our ecosystem is more critical today than ever. The University included a compulsory paper on Environmental Studies to make the citizens of tomorrow to realize their duties by giving them a complete understanding of our ecosystems, natural resources, bio diversity, biotic resources, pollution, its various causal factors and its management.

Human Values and Professional Ethics

The courses like Moral Education, Society & Culture of India, Media Laws & Ethics, Sociology of Human Rights and Duties, Globalization & Society, Sociology of Marginalized Communities and Biosafety & Ethics in Science etc. running in the University help to inculcate the human values and professional ethics in the students.

All these cross cutting issues facilitate the holistic development of students by ensuring a positive perspective towards life, career and happiness. Highlighting plausible implications in terms of cross cutting issues relevant to Gender, Environment and Sustainability, Human Values and Professional Ethics covered in various courses make the students to be completely ready to face the personal, societal and professional challenges.

File Description	Document
Upload the list and description of the courses which address the Gender, Environment and Sustainability, Human Values and Professional Ethics into the Curriculum	View Document
Any additional information	View Document

1.3.2 Number of value-added courses imparting transferable and life skills offered during the last five years

Response: 101

1.3.2.1 How many new value-added courses are added within the last 5 years

Response: 101

File Description	Document
List of value added courses	View Document
Brochure or any other document relating to value added courses	View Document

1.3.3 Average percentage of students enrolled in the courses under 1.3.2 above

Response: 20.9

1.3.3.1 Number of students enrolled in value-added courses imparting transferable and life skills offered year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
4701	3805	834	450	396

File Description	Document
Any additional information	View Document

1.3.4 Percentage of students undertaking field projects / internships

Response: 53.63

1.3.4.1 Number of students undertaking field projects or internships

Response: 5255

File Description	Document
List of programs and number of students undertaking field projects / internships	View Document

1.4 Feedback System

1.4.1 Structured feedback received from 1) Students, 2) Teachers, 3) Employers, 4) Alumni 5) Parents for design and review of syllabus Semester wise /year-wise

A. Any 4 of above

B. Any 3 of above

C. Any 2 of above

D. Any 1 of above

Response: A. Any 4 of above

File Description	Document
Action taken report of the University on feedback report as stated in the minutes of the Governing Council, Syndicate, Board of Management	View Document
URL for stakeholder feedback report	View Document

1.4.2 Feedback processes of the institution may be classified as follows:

A. Feedback collected, analysed and action taken and feedback available on website

B. Feedback collected, analysed and action has been taken

C. Feedback collected and analysed

D. Feedback collected

Response: A. Feedback collected, analysed and action taken and feedback available on website

File Description	Document
Any additional information	View Document
URL for feedback report	View Document