

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

The curricula developed and adopted has relevance to the local, national, regional and global developmental needs, with well-defined and informed learning objectives and outcomes at programme and course level. DEI policy focuses on achieving excellence with relevance to contemporary needs.

The mission statement clearly addresses the need of the modern society for the development of '*Complete Quality Person*' through value-based education. Such development can provide a fuller response to all the challenges, with the following objectives:

- *Academic Excellence*
- *Moral and Spiritual Values*
- *Social Sensibilities*

Focus on Quality: The innovative, comprehensive and flexible curricula is designed to effectively meet the societal needs and is economy oriented, which incorporates the following important aspects of total quality management:

- i. Initiative*
- ii. Creativity*
- iii. Innovation*
- iv. Excellence*

To achieve its mission objective and contemporary needs, DEI has formulated a twenty-year strategic Vision-2031 Plan that provides a detailed road map for development. DEI has implemented a unique curriculum that is based on the principle of thinking globally and acting locally.

Relevance to Local and Regional Needs

DEI offers a variety of programs that focus on local expertise and needs of Agra and Uttar Pradesh, which include, B.Tech. in Leather Technology, B.Voc. programmes in Agriculture, Renewable Energy, Dairy Technology, Textiles, Water, Sanitation and Waste Management, Tourism and Hospitality Management, and core courses on Agricultural Operations, Rural Development and Environment Education. The variety of programs offered with provision for lateral and vertical progression in the curriculum helps students to learn at their own pace.

Contribution to National Development

DEI has made significant contribution towards national development by imparting value-based quality education for the country's multicultural society, with special emphasis on the underprivileged. Compulsory core courses are offered on Cultural Education and Comparative Study of Religion to develop pride in national ethos and a spirit of tolerance.

Curricula has been developed to make pioneering contributions to the following national missions:

- *Digital India (Education through ICT)*
- *Make in India*
- *Swatch Bharat Abhiyan*
- *Unnat Bharat Abhiyan*
- *Women Empowerment*
- *Skilling India*
- *Solar Energy Mission*

Fostering Global Competencies among Students

The MoUs and research links established with prestigious international universities enable close interaction in the form of mutual visits, joint courses, joint supervision of research, organization of events and collaborative research. Such initiatives foster global competencies among students.

The curriculum is designed to enable students to be successful in national and international examinations. Students are encouraged to undertake co-operative internships during their courses in reputed institutions and organizations in India and abroad.

Strong emphasis is laid on inter- and multi-disciplinary research in priority areas of national and global needs, such as, quantum and nano systems, renewable energy and consciousness studies.

Curriculum Review and Updation

Curriculum is reviewed annually through Departmental and Faculty Board of Studies and Academic Council. Major review of curriculum is through Curriculum Development Workshops. The review of programmes and courses is undertaken according to prescribed norms of Statutory Regulatory Authorities, feedback from all stakeholders, analysis of current market trends and industrial requirements while also maintaining national and international standards.

Several salient indicators can be observed from the curriculum design and development approach exhibited by Dayalbagh Educational Institute, as listed below:

- a) The Institute's approach to curriculum design is rooted in its DEI Education Policy (1975) which itself was ahead of its time. Accordingly, the institute follows a systems thinking, Sigma Six Q-V (quality and values) and outcomes based approach in designing all of its courses.
- b) A set of overall TQM and interpretive structural models acts as the guiding philosophy for the institute's courses.
- c) The institute emphasizes the concept of better worldliness (as different from un-worldliness or materialism) in its quest for ultimate reality as an ultimate objective of education.
- d) Distinguishing features of the curriculum are its emphasis on core courses, work experience based courses, ancillary courses and walk-in social service camps. These include innovative features like cultural education, social service, co-curricular activities, general knowledge, games, rural development, agriculture operations, etc.
- e) The inherent components of curriculum like seminar and group discussion, co-op, internships, experiential and participative learning; peer group learning, problem solving methodologies, skill sector, opportunities to learn from industry experts and

international exchange leads to development of critical thinking, problem-solving abilities, diversity in thought process and gives real life experiences to students.

- f) It can be appreciated that the above would result in developing complete person covering all aspects like physical, emotional, moral, intellectual and spiritual.
- g) The curriculum design is function of time and need. This makes the curriculum dynamic, innovative, updated, creative and gives a leading edge nationally and internationally. The multiple-entry multiple-exit model is being increasingly followed by the institute and has become a hallmark of its course design. Similarly, technology interventions and flexibility to take 20% online courses are included as a parameter at the curriculum design stage itself.
- h) The inter-disciplinarity, multi-disciplinarity and trans-disciplinarity alongwith the benefit of having experiential labs-on-land are exemplary features of the curriculum design.
- i) We could gather several instances of the local, community, regional, need-based and global solutions. In the curriculum, the notable examples include efforts in Textile and Apparel Design, Food Processing, Dairy, Agriculture, and Footwear Technology. It is praiseworthy that such efforts are in perfect sync with several national missions such as Green India, Skill India, Startup India, by providing solutions to local and regional problems. The institute follows an inclusive approach to curriculum design. Curriculum permits lateral entries to students.
- j) The Institute seems to have taken lead in the nation through some of its innovative programmes. These include training of teachers for AI-based education, 19 skill based B.Voc. courses, ICT-based neuro-cognitive language labs, 430 social service camp stations for underprivileged, women and students without any means. The other universities in the country may be encouraged to emulate such efforts.
- k) It is pertinent that the above-mentioned aspects of the curriculum design would ideally culminate into attainment of Six S (Super consciousness; Super intelligence; Superhuman; Super connectivity; Sensitivity, Values & Quality; Sigma 6 Q-V) framework as desirable outcomes of the educational model.

Links

DEI Education Policy

<https://www.dei.ac.in/dei/files/NAAC%20Self%20Qualitative%20Assessment/DEI%20Education%20Policy-1975%201.1.1.pdf>

Programme Outcomes and Course Outcomes are available at each Department Webpage

Faculty of Arts: <https://www.dei.ac.in/dei/arts>

Faculty of Commerce: <https://www.dei.ac.in/dei/commerce>

Faculty of Education: <https://www.dei.ac.in/dei/education>

Faculty of Engineering: <https://www.dei.ac.in/dei/engineering/>

Faculty of Science: <https://www.dei.ac.in/dei/science>

Faculty of Social Sciences: <https://www.dei.ac.in/dei/socialscience>

Board of Studies Meeting Minutes:

Syllabus Revision:

https://www.dei.ac.in/dei/index.php?option=com_content&view=article&id=857&catid=2

New Courses Introduced:

https://www.dei.ac.in/dei/index.php?option=com_content&view=article&id=857&catid=2

Programs with Choice Based Credit System:

https://www.dei.ac.in/dei/index.php?option=com_content&view=article&id=857&catid=2

Academic Council Minutes:

https://www.dei.ac.in/dei/index.php?option=com_content&view=article&id=870&catid=2

SAR Report (Sample – Engineering)

<https://www.dei.ac.in/dei/files/NBA/SAR%20Electrical%20Engineering.pdf>

<https://www.dei.ac.in/dei/files/NBA/SAR%20Mechanical%20Engineering.pdf>

https://www.dei.ac.in/dei/index.php?option=com_content&view=article&id=863&catid=2

Prospectus (BVoc Programs Page 20 & Page 82):

[https://www.dei.ac.in/dei/admission/files/admission2019/Prospectus%20-2019-20%20\(FINAL\).pdf](https://www.dei.ac.in/dei/admission/files/admission2019/Prospectus%20-2019-20%20(FINAL).pdf)

Sample UGC Approvals of DEI B.Voc. Programmes

UGC: https://www.ugc.ac.in/pdfnews/0977259_NSQF-Final-List.pdf

Participation and Recognition in National Missions

<https://www.dei.ac.in/dei/files/NAAC/DVV/3.6.2%20Awards%20for%20Extention%2010%20merged.pdf>

UPSDM

https://www.dei.ac.in/dei/index.php?option=com_content&view=article&id=813&catid=157&Itemid=395

Earn while you Learn and UPSDM Letters

- <https://www.dei.ac.in/dei/files/NAAC%20Self%20Qualitative%20Assessment/Earn%20while%20You%20Learn%20and%20UPSDM%20letters%201.1.1/Advertisement-MHRD-August-2011.pdf>
- <https://www.dei.ac.in/dei/files/NAAC%20Self%20Qualitative%20Assessment/Earn%20while%20You%20Learn%20and%20UPSDM%20letters%201.1.1/Appointment%20Letter-Bobby%20Tyagi.pdf>
- <https://www.dei.ac.in/dei/files/NAAC%20Self%20Qualitative%20Assessment/Earn%20while%20You%20Learn%20and%20UPSDM%20letters%201.1.1/Appointment%20Letter.pdf>
- <https://www.dei.ac.in/dei/files/NAAC%20Self%20Qualitative%20Assessment/Earn%20while%20You%20Learn%20and%20UPSDM%20letters%201.1.1/Auto%201.jpg>
- <https://www.dei.ac.in/dei/files/NAAC%20Self%20Qualitative%20Assessment/Earn%20while%20You%20Learn%20and%20UPSDM%20letters%201.1.1/Auto%202.jpg>
- <https://www.dei.ac.in/dei/files/NAAC%20Self%20Qualitative%20Assessment/Earn%20while%20You%20Learn%20and%20UPSDM%20letters%201.1.1/DSC01868.JPG>
- <https://www.dei.ac.in/dei/files/NAAC%20Self%20Qualitative%20Assessment/Earn%20while%20You%20Learn%20and%20UPSDM%20letters%201.1.1/Garment%202.JPG>
- <https://www.dei.ac.in/dei/files/NAAC%20Self%20Qualitative%20Assessment/Earn%20while%20You%20Learn%20and%20UPSDM%20letters%201.1.1/Garment%201.JPG>
- <https://www.dei.ac.in/dei/files/NAAC%20Self%20Qualitative%20Assessment/Earn%20while%20You%20Learn%20and%20UPSDM%20letters%201.1.1/MHRD-Project%20Positions-Interview-22-12-2014.pdf>
- <https://www.dei.ac.in/dei/files/NAAC%20Self%20Qualitative%20Assessment/Earn%20while%20You%20Learn%20and%20UPSDM%20letters%201.1.1/RAC%201.JPG>

Courses having focus on employability

<https://www.dei.ac.in/dei/files/NAAC/DVV/1.1.3%20Courses%20on%20Employability.pdf>

DDKU (Sample)

https://www.ugc.ac.in/pdfnews/0977259_NSQF-Final-List.pdf

Digital Initiatives

<https://www.dei.ac.in/dei/files/NAAC%20Self%20Qualitative%20Assessment/Digital%20Initiatives%204.3.1%206.2.1.pdf>

Swayam, e-PG-Pathshala, NMEICT:

<https://www.dei.ac.in/dei/files/NAAC/4.2.7%20eContent%20developed%20at%20DEI%20by%20teachers.pdf>

National Social Service

<https://www.dei.ac.in/dei/nss/>

<https://www.dei.ac.in/dei/nss/files/NSS.pdf>