

Criterion 1-Curricular Aspects

Key Indicator - 1.1 Curriculum Design and Development

1.1.1. Curricula developed and implemented have relevance to the local, national, regional and global developmental needs which is reflected in Programme outcomes (POs), Programme Specific outcomes (PSOs) and Course Outcomes (COs) of the Programmes offered by the Institution

The Department has adopted the systematic procedure for development, revision and implementation of curriculum of the various existing courses in the department. The Primary objective of the department is to prepare students to excel in higher studies and/or to succeed in their profession. The learning's and outcomes of these courses shall be beneficial in redreassal of local, national and global developmental issues. However, the skills learnt through training programs, field visit, practical, research and exposure visit to the industries, NGOs, corporate Houses and village based MSMEs etc., enhances the professional capabilities as well as orientation of the students at large. The curriculum is designed carefully by addressing the recent Policies/Programmes/Schemes, theoretical approaches, technological changes and the opportunities existing in regional and global level with all necessary fundamentals.

Factors for Curriculum Design

The Curriculum is designed to ensure that the students have the required domain knowledge, skills and attitude. The factors considered for design of curriculum are: (i) Syllabus of various reputed Indian and International Universities (ii) The Program Specific Outcomes of professional bodies, (iii) Suggestions by stakeholders, experts and alumni, (iv) Syllabi of various competitive exams like civil services, HPPSC and NIRD etc,

Implementation of Outcome Based Education (OBE) in the Curriculum:

- The initial phase for ensuring academic quality is the design of the curriculum, in particular, the type of courses, the number of electives, and the curricular structure, with complete details of the course title and course contents as per the regulations.
- The next phase, the Course Outcomes (COs) for the course is mapped with the Program Outcomes (POs) and the Program Specific Outcomes (PSOs) of the program.
- An effective implementation of this Outcomes Based Education (OBE) ensures that our students have all the 12 POS (Program Outcomes) prepared by department faculty, and hence can compete on at national as well as global platform. The program has 3 specific Programme

Specific outcomes (PSOs). The course modules are divided into two parts i.e. **Part-I-Theory based Exams-Total Marks=60 (each paper)**, **Part-II-Internal Assessment-Total Marks= 40 (each paper)**, (*Attendance-10; Presentation (PPT)-10; Class test-10 and Assignments/Case Study/Discussion/Debate-10*). The Field visits/and Gram Sabha/Panchayat visits are mandatory in the First Semester which contains 50 marks including submission of report. In the Third semester, internship in industrial/NGOs/Farms/MSMEs etc. are mandatory and this constitute 50 marks including submission of the report. The Project Work/Dissertation is made mandatory at the end of Fourth Semester comprising of 100 marks including Viva Voce/Report/Review of literature, research methodology/result & discussion and findings as well as references/footnotes/bibliography. The evaluation of the same is done by external experts in the relevant field.

- The department keenly observes the attainments of PEO, PO and PSO for the respective programs which intern relates to Vision and Mission of the institution and Department as well.

Process for Curriculum Design

- The initial version of the curriculum is prepared by having the above design criteria, through discussions with stakeholders. The proposed curriculum is then discussed in the Curriculum development workshop and is put forth to BOS (Board of Studies) where the experts from industry, academia and Alumni in addition to senior faculty members from various departments of the university. The curriculum is then placed for approval in the Academic Council (AC) of the University. Thus, curriculum is finally approved from above mentioned statutory bodies and implemented in the department.
- In the last five years, the syllabus of MBA (Rural Development) was revised in 2018 after the introduction of course in 2013. Since the course is related to rural development, the revision of the curriculum focuses mainly on introducing new technologies, theoretical approaches, programmes/schemes/policies, recent global changes and with multiple facets for improving the soft skills, general aptitude and technical aptitude.
- The up-gradation of knowledge of the students in diversified fields through field visit, the internships and Industrial/NGOs exposure, are made mandatory. In addition to the curriculum, student's skills are upgraded by conducting various value added courses and become industry ready and young professional from time to time.

1. Program Outcomes (POs)

MBA-Rural Development	
PO ¹	Rural Development Knowledge: To impart knowledge on various concepts of Rural Development and Rural Society, Economics of rural Development, accounting, costing, entrepreneurship, Principles of Management, Concepts & procedures, methods and techniques used in Rural Development and Management.
PO ²	Problem Analysis: Identify, formulate, review research literature, and analyse complex rural development problems and reaching substantiated conclusions using approaches and principles of rural development, rural economy, polity and society, rural management and rural finance.
PO ³	Development of Solution: innovate or development of solutions to the complex or diverse rural developmental problems and develop a process or strategies that meet the specified needs of rural people with appropriate consideration for the improvement in the livelihood, living standard, health, education, infrastructure, and the socio-economic, political cultural and environmental consideration.
PO ⁴	Training: To equip and train Post Graduate students to accept the challenges of Rural Development by providing opportunities for study and analysis of advanced Rural Development and management methods and processes
PO ⁵	Professional Development: To develop independent reasonable thinking and facilitate personality and professional development.
PO ⁶	Skill Development: To equip the students for seeking suitable careers in Rural Development, Management and entrepreneurship.
PO ⁷	Conduct Research on Complex Rural Development problems: To introduce methods of research such as Quantitative and Qualitative research, surveying, data collection and analysis and use of SPSS in data analysis. Use research-based knowledge and research methods including design of experiments, analysis and interpretation of data, and synthesis of the information to provide valid conclusions.
PO ⁸	Communication: To impart communication and interpretative skills among the students through seminar, training, presentation (Power Point Presentation), Group Discussion, Debates, Field visits etc. so that they are able to comprehend and write effective reports and design documentation, make effective presentations, and give and receive clear instructions.
PO ⁹	Project management and Finance: Demonstrate knowledge and understanding of the approaches of Rural Development and management principles and apply these to one's own work, as a member and leader in a team, to manage projects and in multidisciplinary environment.
PO ¹⁰	Individual and Team Work: Function effectively as an individual citizen, and as a member or leader in diverse teams, and in multidisciplinary settings.
PO ¹¹	Ethics: Apply ethical principles and commitment towards professional ethics and accountability as well as responsibility and norms of the rural development practices in the rural areas.
PO ¹²	Environment and Sustainability: Understand the impact of professional developmental solutions in societal and environmental contexts, and demonstrate the knowledge of, and need for sustainable development of rural areas.

2. Program Specific Outcomes (PSOs)

	MBA-Rural Development
PSO¹	The students who undergo this programme are able to understand the challenges, problems & issues prevailing in rural areas, critically analyse policies and programmes of government and to develop appropriate practical skills suitable for industrial needs as well as NGOs, MSME, NRLM, Khadi Gramo Udyog, Agro based Industries, Watershed Development Projects, CBOs and Skill Development Corporation etc.
PSO²	The rural development programme makes students to understand the socio- economic conditions of rural culture, tradition, rural society, rural economy and rural markets as well as rural practices and to familiarize with current and recent scientific and technological development in the areas of rural development and rural management.
PSO³	Students will gain adequate knowledge and skills, so that they are ready to work at each exit point of the program. There are ample opportunities to the Master degree holder to get employment in the Department of Rural Development & Panchayati Raj at State and Central levels, Public Sector Organisations, Corporate Houses, private as well Non-Government Organisations (NGOs). Professionals of this field can apply in the government sector for the job of Village Development Officer (VDO) and Young Professional (YPs). The Post-Graduates can participate and succeed in competitive examinations like UGC-JRF/NET, Civil Services of Central and State governments etc. and can also pursue higher research degrees i.e. PhD in Rural Development, and Rural Management.

3. Course Outcomes (COs)

MBA-Rural Development		
Class	Course	Course Outcome
MBA-RD-I	Principles of Management	<p>CO1-Understand the concepts related to Business.</p> <p>CO2-Demonstrate the roles, skills and functions of management.</p> <p>CO3-Analyze effective application of PPM knowledge to diagnose and solve organizational problems and develop optimal managerial decisions.</p> <p>CO4-Understand the complexities associated with management of human resources in the organizations and integrate the learning in handling these complexities.</p>
	Economics of Rural Development	<p>CO-1-To gain knowledge on Rural Economy of India; Rural Demography; Agriculture; Rural Industrialization; Rural Occupations and Rural Poverty and unemployment</p> <p>CO-2-To acquire skills regarding the theories, concepts of rural economics; applying the concept of the dynamics of rural economies in order to understand the economics in general; acquainting the structure of rural economies– farming, industrialization and possible interactions; aware about the problems and prospects of the rural economy of India and knowledge on rural poverty estimates and its causes as well as consequences</p> <p>CO-3-To develop competency on familiarizing practical ways to carry out field survey relating to rural economics; ability to apply the theoretical knowledge on the basic concepts, theories relating to rural economics and develop critical and creative thinking about the rural economies</p>
	Rural Development and Rural Society	<p>CO-1-Define Rural Society and demonstrate nature, subject-matter and importance of studying rural Sociology.</p> <p>CO-2-To examine the impact of social institutions and its change.</p> <p>CO-3-To describe the impact of economic development and impact of globalization on rural society</p> <p>CO-4-Understand the changes that are taking place in rural society with reference to agrarian reforms and rural development programmes.</p>
	Accounting for Management	<p>CO-1-Explain the application of management accounting and the various tools used</p> <p>CO-2-Make inter-firm and inter-period comparison, of financial statements</p> <p>CO-3-Analyse the financial statement using various ratios</p> <p>CO-4-Prepare Fund Flow Statement and Cash Flow Statement</p> <p>CO-5-Prepare different budgets for the business</p>
	Basic Communication and Presentation Skills	<p>CO-1-The objective of the Course is to acquaint the students with the knowledge of the Communication written as well as oral required in day-to-day functioning.</p> <p>CO-2-Use of various facets of communication skills, such as, Reading, Writing, Listening and speaking skills.</p> <p>CO-3- To identify, formulate and solve the real life problems with positive attitude.</p> <p>CO-4-To inculcate the habit of learning and developing the communication and soft skills by practice.</p> <p>CO-5-Overcome the problems i.e. mental blocks and shyness, he/she faces in oral and written communication.</p> <p>CO-6-Acquire knowledge of and methods for using technical communication such as reports, proposals and business</p>

		<p>letters, etc.</p> <p>CO-7-Give Presentations in different sessions and make self-appraisal.</p>
	Basic Statistics	<p>CO-1-To develop the students ability to deal with numerical and quantitative issues in business</p> <p>CO-2-To enable the use of statistical, graphical and algebraic techniques wherever relevant.</p> <p>CO-3-To have a proper understanding of Statistical applications in rural development and rural management.</p>
	Village Study Programme/ Field Work- Phase-I	<p>CO-1-Will be familiar with conducting a literature review for a study</p> <p>CO-2-Understand the steps in the overall process</p> <p>CO-3-The ways of organizing the material found</p> <p>CO-4-Able to design a research problem</p> <p>CO-5-Able to distinguish between a population and a sample</p> <p>CO-6-Familiarizing with the steps involved in identifying and selecting a good instrument to use in a study</p> <p>CO-7-Able to prepare Final Study Report of Field visits.</p>
MBA-RD-II	Financial Management	<p>CO-1-Explain the concept of fundamental financial concepts, especially time value of money.</p> <p>CO-2-Apply capital budgeting projects using traditional methods.</p> <p>CO-3-To make the students understand the concepts of Financial Accounting.</p> <p>CO-4-Integrate the concept and apply the financial concepts to calculate ratios and do the capital budgeting</p> <p>CO-5-The objective of the course is to enable students to understand the basic accounting principles and techniques and help them in analyzing the financial statements.</p>
	Development Administration & Panchayati Raj Institutions	<p>CO-1-To Understand, Decentralization and Panchayat, 73rd Amendment Act, Structure and function of Panchayat raj Institution and Gram Sabha in Schedule Area</p> <p>CO-2-To gain knowledge about Financing of Panchayati Raj Institution and Organisational and Functional perspectives of Panchayat</p> <p>CO-3-To analyse the Structure and Function of Panchayati Raj Institutions, Evaluation of working of Panchayati Raj Institutions and analyse Peoples Representatives role in Rural Development</p> <p>CO-4-To understand concept and Evolution Development Administration; and difference between Traditional Administration and Development Administration; Early Approaches and Contemporary Approaches of Development Administration;</p> <p>CO-5-To understand importance and Scope of Development Administration, concept and Importance and Role of Bureaucracy and Administrative Structure and Organizations for Rural Development in India</p>
	Rural Development And Poverty Alleviation	<p>CO-1-To understand the inequality of personal income distribution and trends of per capital private consumption.</p> <p>CO-2-Able to understand the international comparisons of poverty and inequality of income five years plans expenditure.</p> <p>CO-3-To study the causes of poverty in relation to government policies and poverty alleviation strategies over the period of time.</p> <p>CO-4-To excel in rural development and poverty alleviation or mitigation through social innovation.</p>
	Rural Marketing Management	<p>CO-1-To be able to define the rural market systems and functions</p> <p>CO-2-ToUnderstand the social-economic traits of rural producers distributions channels</p> <p>CO-3-To Explain the Rural Marketing system and Policies</p> <p>CO-4-To Acquaint knowledge sets on rural markets chains</p>

	Human Resource Management	<p>CO-1-To be able demonstrate an understanding of key terms, theories/concepts and practices within the field of HRM</p> <p>CO-2-Demonstrate competence in development and problem-solving in the area of HR Management</p> <p>CO-3-Provide innovative solutions to problems in the fields of HRM</p> <p>CO-4-Be able to identify and appreciate the significance of the ethical issues in HR</p>
	Agri-Business Management	<p>CO-1-To impart practical based knowledge on agriculture and allied sectors</p> <p>CO-2-To Understand the fundamentals of management with reference to agri-business</p> <p>CO-3-To provide hand hold exposure on agriculture & allied sectors like; Dairy, Apiculture, Fishery, Poultry science etc. and to disseminate different rural technologies through various extension activities</p> <p>CO-4-To identify and overcome the problems encountered in day-to-day life in agriculture and social sector</p> <p>CO-5-To Enable to gain knowledge on agricultural marketing, challenges and prospects for improving agricultural marketing system</p>
MBA-RD-III	Project Management	<p>CO-1-Assumes responsibility as a professional practitioner of project management, applying its principles and practices while maintaining high standards of practice, making ethical judgments and decisions in a respectful, and sustaining professional standing through a commitment to life-long learning</p> <p>CO-2-Demonstrates effective use of written, verbal , and non-verbal communication, uses industry terminology, writes a variety of Project Management documents and plans, applies processes required to manage the communications of a project, and uses technology appropriate to the task</p> <p>CO-3-To Manage projects effectively including the management of scope, time, costs, and quality, ensuring satisfying the needs for which the project was undertaken</p>
	Dynamics of Development	<p>CO-1-To provide an in-depth knowledge of economic growth and development with primary focus on the growth model and its applicability in India.</p> <p>CO-2-Assess contemporary concerns and issues related to practice of development and demonstrate in-depth knowledge about competing contemporary discourse on development</p> <p>CO-3-Evaluate sustainability issues and solutions using a holistic approach that focuses on connections between complex human and natural systems.</p> <p>CO-4-Apply theoretical frameworks to real world sustainability issues and develop an informed ethical perspective on issues of sustainability.</p>
	Rural Banking And Micro Finance	<p>CO-1-To be able to describe different aspects related with Micro finance Services and Products</p> <p>CO-2-To demonstrate clarity about Institutional Mechanism for Micro-finance Services</p> <p>CO-3-To Explain Legal and regulatory Framework for Micro finance services</p> <p>CO-4-To expose the students with the functioning of rural credit institutions in India along with the prospects and problems of financial inclusion including priority sector.</p>
	Psychological Perspectives on Development	<p>CO-1-To develop an insight on how psychological theories impact sustainable human development</p> <p>CO-2-To Identify the major issues, tasks and milestones of human development, such as physical, cognitive, social and emotional development.</p> <p>CO-3-Understand the psychological barriers to development</p> <p>CO-4-Understand how human behavior is influencing the process of development across the globe</p>
	Rural Livelihoods	<p>CO-1-Able to Recognize different factors responsible for Poverty in India and specify methods to reduce poverty in</p>

		<p>given situation</p> <p>CO-2-Able to Explain various dimensions about different poverty Alleviation Programmes</p> <p>CO-3-Analyse Grassroots level scenario of Rural livelihoods and specify suitable method to implement livelihoods based intervention</p> <p>CO-4-To help students in understanding the dimensions of poverty alleviation and livelihoods promotion as well as guide them to fulfill their professional obligations in near future.</p> <p>CO-5-To Review critically the importance of rural livelihoods in national and international development processes and outline the characteristics which define peasant livelihoods and discuss their relevance to rural livelihood analysis</p>
	Rural Industrialization and Entrepreneurship Development	<p>CO-1-To know the concept of Rural Industrialization, Gandhian approach and Appropriate Technology for Rural Industrial Development.</p> <p>CO-2-To be able to understand traditional and modern industries, and Industrial policies and programmes</p> <p>CO-3-To know about the Growth Centre Approach for Rural Industries, Industrial Estates and Rural Industrial Promotion.</p> <p>CO-4-To develop understanding about Entrepreneurship in Rural Context and to develop entrepreneurial skills in the rural youth and to explore and identify rural potential for a business idea and to developing skills to convert the idea into a commercial viable business concept.</p>
	Village study Programme/Rural Internship Programme-Phase-II	<p>CO-1-Assess the socio-economic-political dynamics that exist in a village</p> <p>CO-2- Recognize the importance of the need to learn from the villagers in evolving people based solutions to local problems</p> <p>CO-3-Evaluate the spatial and temporal changes that have occurred in the village in terms of quality of life as a result of Governmental and non-Governmental interventions or due to the sheer efflux of time</p> <p>CO-4-Understand and analyse the problems faced by the rural people especially the marginalized sections such as Scheduled Castes, Scheduled Tribes, physically challenged, old, poor, landless and women, etc.</p> <p>CO-5-Define the types of research and identification of research problems and acquaint with the sampling techniques, the data collection methods for both from primary and secondary sources and analysing the data and reporting writing techniques</p> <p>CO-6-Demonstrate the different statistical techniques for rural development and marketing research</p>
MBA-RD-IV	Climate Change & Disaster Management in Mountain Areas	<p>CO-1-Understanding of comprehensive emergency management and related plans</p> <p>CO-2- Understanding of the factors that give rise to disaster vulnerabilities (e.g. natural, physical, social, economic, policies, and governance).</p> <p>CO-3-Understanding of the factors that give rise to differential vulnerabilities and levels of community resilience</p> <p>CO-4-To understand the impact of agro-climatic conditions on agriculture, horticulture and over all rural development sectors.</p>
	Information & Communication Technology And Rural Development	<p>CO-1-Define the concept of communication, processes and types of communications</p> <p>CO-2-Explain the role of communication and channels of communications in rural development</p> <p>CO-3-Identify the use of Information Communication and Technology in rural development</p>
	Organizational Behaviour	<p>CO-1-Realise that individuals are different and the various factors that shape personality</p> <p>CO-2-Understand the characteristics of perceiver and perceived that influence perception</p>

		<p>CO-3-Identify and overcome perceptual errors</p> <p>CO-4-Identifying various motivators through the knowledge of theories of motivation</p> <p>CO-5-Understand how various elements help in shape organisational culture and development</p>
	Natural Resource Management	<p>CO-1- Define the Ecology and Ecosystem and its impacts</p> <p>CO-2-Elucidate the soil types and necessities of soil conservation</p> <p>CO-3- Explain the water resources and its judicious use of both surface and ground water</p> <p>CO-4-Understand the environmental resources namely forests, both conventional and nonconventional energy resources including environmental awareness.</p>
Elective Course-405 -(Elective-Anyone out of three options)	Rural Farm Management	<p>CO-1-To acquire knowledge about the importance of agriculture; Understand the contribution of agriculture to income and employment in India and know the sources of Agriculture Finance in India</p> <p>CO-2-Analyse the impact of agriculture subsidies in India and to study about theories of agriculture and recent trends in agriculture growth in India since independence.</p> <p>CO-3-To enhance Skills whether how to analyse the state-wise production and productivity of food grains; promote skilling of manpower in various sectors of agriculture; Enables farmers to increase productivity and income by establishing market linkages and buy– back arrangements.</p> <p>CO-4-To develop competency on knowledge in the thrust areas in Indian agriculture and explain its problems; to analyse the farm size and productivity and explain the land consolidation; how to enroll beneficiaries pan India base including for job roles such as Dairy Farmer, Organic Grower, Floriculturist, Gardener and Pulses Cultivator etc.</p>
	Management for Social Empowerment	<p>CO-1-To acquire knowledge on status of social empowerment in rural areas; development initiatives for rural women; rural women and empowerment and work participation of rural women</p> <p>CO-2-To develop competency on demonstrate critical and analytic thinking skill on women issues; application of theoretical knowledge of government policies and their implications for the women’s rights and ability to examine the concept of empowerment of women in practical field</p> <p>CO-3-To understand the women entrepreneurship and dynamics of women work participation</p> <p>CO-4-To encourage the learners get knowledge on government programmes and schemes on women and child development</p>
	Small Scale Industries	<p>CO-1-Understand the importance of entrepreneurs in growth and development of the economy.</p> <p>CO-2-Analyze the importance of small-scale industries in growth and development of the country and innovate a business plan that articulate and apply financial, operational, organizational and sales knowledge.</p> <p>CO-3-Delivering skills of industry development to a significant number of people who live in rural areas in a cost efficient way.</p> <p>CO-4-To develop competency on how to boost employment in rural areas in both agricultural and non-agricultural sectors; the current skills challenges facing people living in rural areas; works in promoting and sustaining skills development in rural areas and how to contribute significantly to employment and economic growth of rural areas.</p>
Elective Course-406-(Elective-	Global Economic Environment	<p>CO-1- Identify the main features of the international business environment and its main institutions</p> <p>CO-2-Analyse the political, social, economic, technological and other configurations that support cross-border trade</p> <p>CO-3-Apply an understanding of the nature of the multinational firm as an institutional structure for the conduct of cross-border trade and investment</p> <p>CO-4-Identify the basic difference between inter-regional and international trade, understand how international trade has</p>

		<p>helped countries to acquire goods at cheaper cost and explain it through the various international trade theories.</p> <p>CO-5-Explain how restrictions to international trade would limit a nation in the services and goods produced within its territories and at the same time explain that a rise in international trade is essential for the growth of globalization.</p>
	Corporate Social Responsibility	<p>CO-1-Understand the key characteristics of Corporate Social Responsibility (CSR) in the context of present-day management</p> <p>CO-2-Apprise regarding business decision-making which is informed by ethical values and respect for people communities and the environment</p> <p>CO-3-Become aware of creating a strategic plan that enables an organization to reach out to its internal and external stakeholders with consistent messages</p> <p>CO-4-Understand critical issues of Corporate Social Responsibility (CSR) in a cross-cultural setting</p> <p>CO-5- To be able to present how CSR is related to business ethics and codes of ethics and to exemplify the practical implementation of different components of CSR</p>
	Rural Tourism And Rural Tourism Entrepreneurship	<p>CO-1-Understand the concept of rural tourism and its relevance in economic development.</p> <p>CO-2-Know about the various rural tourism projects and schemes in India.</p> <p>CO-3- Understand the key advantages and benefits of rural tourism.</p> <p>CO-4-Know about the various success stories of Rural tourism in India</p> <p>Co-5- To aware about the Concept, Nature, Importance, Limitation about Rural Tourism, Agro and Environmental Tourism</p>
	Dissertation/Project Work-407	<p>CO-1-The students will learn to conduct an independent research work and will be able to prepare a Dissertation.</p> <p>CO-2-Students are free to select any topic for project work related to Rural Development. This will help in acquiring better understanding and conceptual clarity in the socio - economic problems prevailing in rural areas and finding out the potentials as the solution to the problems.</p>

Mapping of Program Specific Outcomes (PSOs) with Program Outcomes (POs)

A broad relation between the program Specific Outcomes and the outcomes is given in the following table:

Program Specific Outcome (PSOs)	Program Outcomes (POs)											
	PO ¹	PO ²	PO ³	PO ⁴	PO ⁵	PO ⁶	PO ⁷	PO ⁸	PO ⁹	PO ¹⁰	PO ¹¹	PO ¹²
	Rural Development Knowledge	Problem Analysis	Development of Solution	Training	Professional Development	Skill Development	Conduct Research on Complex Rural Development Problems	Communication	Project management and Finance	Individual and Team Work	Ethics	Environment and Sustainability
PSO1	3	3	3	1	3	3	3	2	3	2	3	3
PSO2	3	3	3	3	3	3	3	2	2	1	3	3
PSO3	3	2	3	3	3	3	1	3	3	3	3	2

Contribution: 1: Reasonable 2: Significant 3: Strong

File uploaded

Additional Information:

Academic Activities by the Department of Interdisciplinary Studies: <https://hpuniv.ac.in/university-detail/himalayan-studies/event-reports>

DIS-IIHS Bulletin for detailed activities during the academic sessions : <https://hpuniv.ac.in/university-detail/himalayan-studies/dis-iihs-bulletins>

1.1.2. Percentage of Programmes where syllabus revision was carried out during the last five years

Response: 50

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

Response: 4 (3Degree Programs, One PG Diploma)

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

Response: 4

File Description (uploaded)

Minutes of Relevant BOS Meetings:

[https://hpuniv.ac.in/hpuniv/upload/uploadfiles/files/Proceeding%20of%20the%20meeting%20of%20the%20BoS%20of%20School%20of%20Development%20Studies%20\(Rural%20Development\)%20DIS-4-7-2019.pdf](https://hpuniv.ac.in/hpuniv/upload/uploadfiles/files/Proceeding%20of%20the%20meeting%20of%20the%20BoS%20of%20School%20of%20Development%20Studies%20(Rural%20Development)%20DIS-4-7-2019.pdf) **(BoS-School of Development Studies-Rural Development)**

<https://hpuniv.ac.in/hpuniv/upload/uploadfiles/files/Proceeding%20of%20the%20Meeting%20of%20the%20BoS%20of%20School%20of%20Environment%20Science%20-DIS%203-7-2019.pdf> **(BoS-School of Environmental Sciences)**

Details of Program Syllabus Revision in last 5 Years

<https://hpuniv.ac.in/upload/syllabus/5e5f6aea1542fFINAL%20SYLLABUS%20OF%20MBA%20RD%202019-21%20Ranta.pdf>

1.1.3. Average percentage of courses having focus on employability/entrepreneurship/ skill development offered by the institution during the last five years

Response: 100

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

Academic Year	2019-20	2018-19	2017-18	2016-17	2015-16
No. of courses	4	4	4	4	4

List of courses having focus on Employability/Entrepreneurship/Skill Development
Programme Name: MBA (Rural Development)

S. No.	Course Code	Program Name	Name of the Course	Employability	Entrepreneurship	Skill Development
1.	MBA (RD)-101	MBA(RD)	PRINCIPLES OF MANAGEMENT	✓	✓	✓
2.	MBA (RD)-102	MBA(RD)	ECONOMICS OF RURAL DEVELOPMENT	✓	✓	✓
3.	MBA (RD)-103	MBA(RD)	RURAL DEVELOPMENT AND RURAL SOCIETY	✓	✓	✓
4.	MBA (RD)-104	MBA(RD)	ACCOUNTING FOR MANAGEMENT	✓	✓	✓
5.	MBA (RD)-105	MBA(RD)	BASIC COMMUNICATION AND PRESENTATION SKILLS	✓	✓	✓
6.	MBA (RD)-106	MBA(RD)	BASIC STATISTICS	✓	✓	✓
7.	MBA (RD)-107	MBA(RD)	VILLAGE STUDY PROGRAMME/ FIELD WORK - PHASE-I	✓	✓	✓
8.	MBA (RD)-201	MBA(RD)	FINANCIAL MANAGEMENT	✓	✓	✓
9.	MBA (RD)-202	MBA(RD)	DEVELOPMENT ADMINISTRATION & PANCHAYATI RAJ INSTITUTIONS	✓		✓
10.	MBA (RD)-203	MBA(RD)	RURAL DEVELOPMENT AND POVERTY ALLEVIATION	✓		✓
11.	MBA (RD)-204	MBA(RD)	INTRODUCTION TO RURAL MARKETING	✓	✓	✓
12.	MBA (RD)-205	MBA(RD)	INTRODUCTION TO HUMAN RESOURCE MANAGEMENT	✓	✓	

13.	MBA (RD)-206	MBA(RD)	INTRODUCTION TO AGRI-BUSINESS MANAGEMENT	✓	✓	✓
14.	MBA (RD)-301	MBA(RD)	PROJECT MANAGEMENT	✓	✓	✓
15.	MBA (RD)-302	MBA(RD)	DYNAMICS OF DEVELOPMENT	✓		✓
16.	MBA (RD)-303	MBA(RD)	MICRO FINANCE	✓	✓	✓
17.	MBA (RD)-304	MBA(RD)	PSYCHOLOGICAL PERSPECTIVES ON DEVELOPMENT	✓	✓	✓
18.	MBA (RD)-305	MBA(RD)	RURAL LIVELIHOODS	✓		✓
19.	MBA (RD)-306	MBA(RD)	RURAL INDUSTRIALIZATION AND ENTREPRENEURSHIP DEVELOPMENT	✓	✓	✓
20.	MBA (RD)-307	MBA(RD)	VILLAGE STUDY PROGRAMME/ RURAL INTERNSHIP PROGRAMME - PHASE-II	✓	✓	✓
21.	MBA (RD)-401	MBA(RD)	CLIMATE CHANGE& DISASTER MANAGEMENT IN MOUNTAIN AREAS	✓		✓
22.	MBA (RD)-402	MBA(RD)	INFORMATION & COMMUNICATION TECHNOLOGY AND RURAL DEVELOPMENT	✓	✓	✓
23.	MBA (RD)-403	MBA(RD)	ORGANIZATIONAL BEHAVIOUR	✓		✓
24.	MBA (RD)-404	MBA(RD)	NATURAL RESOURCE MANAGEMENT	✓		✓
25.	MBA (RD) 405	MBA(RD)	RURAL FARM MANAGEMENT	✓	✓	✓

		MBA(RD)	MANAGEMENT FOR SOCIAL EMPOWERMENT	✓	✓	
		MBA(RD)	SMALL SCALE INDUSTRIES (Elective any one from the above option)	✓	✓	✓
26.	MBA (RD) 406	MBA(RD)	GLOBAL ECONOMIC ENVIRONMENT	✓		
		MBA(RD)	CORPORATE SOCIAL RESPONSIBILITY	✓	✓	
		MBA(RD)	RURAL TOURISM (Elective any one from the above option)	✓	✓	
27.	MBA (RD) 407	MBA(RD)	Project Work (including Dissertation)	✓		✓

File Description (uploaded)

Program/Curriculum/syllabus of the courses <https://hpuniv.ac.in/university-detail/himalayan-studies/syllabus>

MoU's with relevant organizations for these courses, if any (MoU with NITTTR, Chandigarh and Department of Rural Development Government of Himachal Pradesh)

<https://hpuniv.ac.in/hpuniv/upload/uploadfiles/files/MoU%20with%20NITTTR%20%26%20RDD.pdf>

Additional Information:

Academic Activities by the Department of Interdisciplinary Studies: <https://hpuniv.ac.in/university-detail/himalayan-studies/event-reports>

DIS-IIHS Bulletin for detailed activities during the academic sessions : <https://hpuniv.ac.in/university-detail/himalayan-studies/dis-iihs-bulletins>

Key Indicator - 1.2 Academic Flexibility

1.2.1. Percentage of new courses introduced of the total number of courses across all programs offered during the last five years

Response: 0

1.2.1.1 How many new courses are introduced within the last five years?

Response: 0

1.2.1.2 Number of courses offered by the department across all programs during the last five years

Response: 0

1.2.2. **Percentage of Programmes in which Choice Based Credit System (CBCS)/elective course system has been implemented (Data for the latest completed academic year)**

Response: nil

1.2.2.1 **Number of programs in which CBCS/ Elective course system implemented.**

Response: nil

File Description

Any additional information

Additional Information:

- Academic Activities by the Department of Interdisciplinary Studies: <https://hpuniv.ac.in/university-detail/himalayan-studies/event-reports>
- DIS-IIHS Bulletin for detailed activities during the academic sessions : <https://hpuniv.ac.in/university-detail/himalayan-studies/dis-iihs-bulletins>

Key Indicator-1.3 Curriculum Enrichment

1.3.1. Institution integrates cross-cutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability into the Curriculum.

In order to integrate and promote the cross cutting issues relevant to gender, environment and sustainability, human values and professional ethics, the department has formulated different types of courses and included them in the curriculum, so as to enhance professional competencies and inculcate gender, social and human values and environment sensitivity etc., thereby leading to the holistic development of students.

1. Gender Sensitivity

Gender is a social construct that impacts attitudes, roles, responsibilities and behavior patterns of boys and girls, men and women in all societies. A 'gender-inclusive' curriculum is one which has been consciously designed to recognise and acknowledge the evidence that males and females are likely to bring different cultural baggage to their learning experience. Curriculum theorists have long established the position that curriculum refers to much more than the delineation of subject content or even including prescriptions about the method of teaching.

Gender sensitivity and gender sensitization is accomplished through amalgamation of theory and practice. Gender related different Courses/modules are introduced in MBA Rural Development Program i.e. Specific course, MBA (RD)-405 Management for Social Empowerment (OPT-2) is focused on women empowerment in which Problem & issues of women empowerment: Socio cultural, gender bias, form and nature of women exploitation; Women property rights, women's representation in decision making, women reservation bill, women and human right etc. have been included. The Moduled-5-Gender in Development: Course MBA (RD)-203 Rural Development & Poverty Alleviation, includes status of women in rural society (economic, political, health and educational status); Development planning and women; Status and role of women in rural development programmes in India; Health and family welfare programmes, Stree Swabhiman initiative, RCH programmes in India. Further, Module 5 Women Empowerment & Micro Finance for Women Entrepreneurs in Rural Areas under Course-MBA (RD)-303 Rural Banking and Micro Finance focuses on Empowerment-meaning and significance; Importance of

Women Empowerment; Role of Mahila Mandals and PRIs/ Gram Sabha in Women Empowerment; Experience of GRAMEEN, SEWA and role of Rashtriya Mahila Kosh.

There are many platforms for hands-on experiences related to gender sensitivity which enable students to interface with real life situations such as field work, internship program, community outreach program, and gender sensitization activities through psychodrama techniques. The events such as Role-Play and Elocution Competitions were organized on Women Empowerment and also organized workshop on “Women’s Day” collaboration with HP State Resource Centre & HGVS, Shimla.

2. Human Values and Professional Ethics

In view of Social development activities like environment awareness camps, campus cleanliness drive, workshops on social issues, public health, gender issues etc. All the activities are monitored by faculty in-charge in the department. As an integral part of student engagement in social activities during their programme of study, department also mandates all the students to enroll as volunteers in inter-class debates on day-to-day issues of Government policies/Programmes/Schemes related to rural areas. It aims at inculcating values, ethics and socially responsible qualities. Students organize street plays, awareness campaigns, debates etc. Human values activities by students are being conducted since inception. At the same time, different courses/Modules are introduced in the curriculum i.e. Module 4, Value, Attitude & Job Satisfaction: Course-MBA (RD)-403 Organization Behaviour in which the Values; Types of values; Rokeach values survey (RVS), Value, loyalty and ethical behavior. Attitude: Components of attitude; Types of attitude; Attitude and consistency; Cognitive dissonance theory. Job satisfaction: Factors determining job satisfaction; Effect of Job satisfaction on performance & Organizational commitment etc. have been included in the curriculum so that the students may be well acquainted with theories and approaches of human values. Further, special course, MBA (RD)-205 Human Resource Management, is part of the curriculum which is focused on human values and resource management. The Module 4, Business Ethics: in Course-MBA (RD)-306 Rural Industrialization and Entrepreneurship Development, is focused on professional or business ethics which includes CSR and philanthropy in social entrepreneurship ethical issues and dilemma, corporate governance, value based organisation.

3. Environment studies

In order to sensitize students about the environment and sustainability issues, a number of activities such as seminars, workshops, guest lectures, industry visits and field excursions were organized for students of all programmes. These includes Environment Day, Earth Day, Water Day, Himalayan Day, Swachh Bharat Day, National Mental Health Day, Drug Abuse Day, Tree Plantations, Teacher's Day, etc., are celebrated every year, where students actively participate in these activities. Moreover, there is special course on MBA (RD)-406 Global Economic Environments-(OPT-1) which is focused on Analysis of Global Environment–Political, Economic, Social & Cultural, Legal, Technological, Natural Environments, Country Risk Analysis. Further, the curricular includes; Trading Environment of International Trade and Case Studies on Global Environment Analysis. The second course entitled, MBA (RD)-404-Natural Resource Management, explores the linkages between natural environment and natural resources management and its effect on sustainable rural development. There are different Modules in different courses which addresses the environmental concerns i.e. i) MBA (RD)-401-Climate Change & Disaster Management in Mountain Areas Module-1, is focused on mountain environment, mountain landform systems, Mountain eco-system, Mountain bio-diversity, Mountain people and cultures; ii) Module 2, Environmental Issues- Watershed concept, Watershed characteristics, watershed delineation & Codification, principles of Watershed Management, problems and prospects for mountain environments; Impact of Tourism (Environmental, Social and cultural, Economic).

File Description: To check the related activities click below link of DIS-IIHS Newsletter/Bulletins

<https://hpuniv.ac.in/university-detail/himalayan-studies/dis-iihs-bulletins>

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

Response: 26

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

2019-20	2018-19	2017-18	2016-17	2015-16
12	4	4	4	4

File Description: To check the related activities click below link of DIS-IIHS Newsletter/Bulletins and activities

<https://hpuniv.ac.in/university-detail/himalayan-studies/dis-iihs-bulletins>

<https://hpuniv.ac.in/university-detail/himalayan-studies/event-reports>

1.3.3. Average Percentage of students enrolled in the courses under 1.3.2 as above

Response: 100

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

Year	2019-20	2018-19	2017-18	2016-17	2015-16
Number	21	35	33	25	26

Number of students undertaking Masters Dissertation/field Projects/Internship in the MBA-RD (Rural Development), 2015-2020.						
Academic Session	Name of the Course	Name of the Student	Class Roll. No.	Gender	Year of enrolled	Year of completed Masters Dissertation/Field Project /Internship
2015-16	MBA Rural Development	Mohammad Rafi	1501	MALE	2015	2017
2015-16	MBA Rural Development	Prashant Thakur	1502	MALE	2015	2017
2015-16	MBA Rural Development	Bhavna Rana	1503	MALE	2015	2017
2015-16	MBA Rural Development	Ramna Kumari	1504	Female	2015	2017
2015-16	MBA Rural Development	Yogesh Kumar	1505	Male	2015	2017
2015-16	MBA Rural Development	Nagender Nikhil	1506	Male	2015	2017
2015-16	MBA Rural Development	Vikram Mehan	1507	Male	2015	2017
2015-16	MBA Rural Development	Rishu Malta	1508	Male	2015	2017
2015-16	MBA Rural Development	Manisha Verma	1509	Female	2015	2017
2015-16	MBA Rural	Sachin Bijlwan	1510	Male	2015	2017

	Development					
2015-16	MBA Rural Development	Priya	1511	Female	2015	2017
2015-16	MBA Rural Development	Harish Bansal	1512	Male	2015	2017
2015-16	MBA Rural Development	Krian Verma	1513	Male	2015	2017
2015-16	MBA Rural Development	Deepa Negi	1514	Female	2015	2017
2015-16	MBA Rural Development	Amit Kumar	1515	Male	2015	2017
2015-16	MBA Rural Development	Ayush Sharma	1516	Male	2015	2017
2015-16	MBA Rural Development	Dhwaj Shekhar	1517	Male	2015	2017
2015-16	MBA Rural Development	Manoj Kumar	1518	Male	2015	2017
2015-16	MBA Rural Development	Gaurav Gupta	1519	Male	2015	2017
2015-16	MBA Rural Development	Parul	1520	Female	2015	2017
2015-16	MBA Rural Development	Santosh Kumar	1521	Male	2015	2017
2015-16	MBA Rural Development	Harish Chauhan	1522	Male	2015	2017
2015-16	MBA Rural Development	Kanwar Bhavinder Singh	1523	Male	2015	2017
2015-16	MBA Rural Development	Ujjawal Mahajan	1524	Male	2015	2017
2015-16	MBA Rural Development	Nisha Devi	1525	Female	2015	2017
2015-16	MBA Rural Development	Preeti Verma	1526	Female	2015	2017
2016-17	MBA Rural Development	Aakanksha Kashyap	1601	Female	2016	2018

2016-17	MBA Rural Development	Aman Seregta	1602	Male	2016	2018
2016-17	MBA Rural Development	Amandeep Singh	1603	Male	2016	2018
2016-17	MBA Rural Development	Ankita Thakur	1604	Female	2016	2018
2016-17	MBA Rural Development	Ankush	1605	Male	2016	2018
2016-17	MBA Rural Development	Aparana	1606	Female	2016	2018
2016-17	MBA Rural Development	Balwant Thakur	1607	Male	2016	2018
2016-17	MBA Rural Development	Diksha Thakur	1608	Female	2016	2018
2016-17	MBA Rural Development	Dinesh	1609	Male	2016	2018
2016-17	MBA Rural Development	Hema	1610	Female	2016	2018
2016-17	MBA Rural Development	Ishita Sood	1611	Female	2016	2018
2016-17	MBA Rural Development	Khem Chand	1612	Male	2016	2018
2016-17	MBA Rural Development	Pankal Kumar	1613	Male	2016	2018
2016-17	MBA Rural Development	Pankaj Sehgal	1614	Male	2016	2018
2016-17	MBA Rural Development	Pragya Thakur	1615	Female	2016	2018
2016-17	MBA Rural Development	Rajat Shandil	1616	Male	2016	2018
2016-17	MBA Rural Development	Roohi Gupta	1617	Female	2016	2018
2016-17	MBA Rural Development	Sahil Thakur	1618	Male	2016	2018
2016-17	MBA Rural	Sandeep Kumar	1619	Male	2016	2018

	Development					
2016-17	MBA Rural Development	Saurav Jhingta	1620	Male	2016	2018
2016-17	MBA Rural Development	Shruti	1621	Female	2016	2018
2016-17	MBA Rural Development	Siddhant Deshta	1622	Male	2016	2018
2016-17	MBA Rural Development	Tenzin Negi	1623	Male	2016	2018
2016-17	MBA Rural Development	Vandana Thakur	1624	Female	2016	2018
2016-17	MBA Rural Development	Vishal Thakur	1625	Male	2016	2018
2017-18	MBA(RD)	Abha Mehta	1701	Female	2017	2019
2017-18	MBA(RD)	Abhishek Minhas	1702	Male	2017	2019
2017-18	MBA(RD)	Anil kumar	1703	Male	2017	2019
2017-18	MBA(RD)	Anuja kulla	1704	Female	2017	2019
2017-18	MBA(RD)	Babita Bhardwaj	1705	Female	2017	2019
2017-18	MBA(RD)	Chandresh Kumar	1706	Male	2017	2019
2017-18	MBA(RD)	Dharmender Sharma	1707	Male	2017	2019
2017-18	MBA(RD)	Divya Chhajta	1708	Female	2017	2019
2017-18	MBA(RD)	Gaurav Sharma	1709	Male	2017	2019
2017-18	MBA(RD)	Gaurav Sharma	1710	Male	2017	2019
2017-18	MBA(RD)	Gourav Sharma	1711	Male	2017	2019
2017-18	MBA(RD)	Gouri Shree	1712	Female	2017	2019
2017-18	MBA(RD)	Hemant Kumar	1713	Male	2017	2019
2017-18	MBA(RD)	Himanshu Saurav	1714	Male	2017	2019
2017-18	MBA(RD)	KM. Vinita	1715	Female	2017	2019
2017-18	MBA(RD)	Mahender Singh	1716	Male	2017	2019

2017-18	MBA(RD)	Manisha Sharma	1717	Female	2017	2019
2017-18	MBA(RD)	Mansi Thakur	1718	Female	2017	2019
2017-18	MBA(RD)	Mega Bhardwaj	1719	Female	2017	2019
2017-18	MBA(RD)	Neha Chauhan	1720	Female	2017	2019
2017-18	MBA(RD)	Nishu Thakur	1721	Female	2017	2019
2017-18	MBA(RD)	Pankaj Thakur	1722	Male	2017	2019
2017-18	MBA(RD)	Rahul Chauhan	1723	Male	2017	2019
2017-18	MBA(RD)	Rajani khoond	1724	Female	2017	2019
2017-18	MBA(RD)	Sapna Thakur	1725	Female	2017	2019
2017-18	MBA(RD)	Sheetal	1726	Female	2017	2019
2017-18	MBA(RD)	Sonia Sahni	1727	Female	2017	2019
2017-18	MBA(RD)	Swati Gautam	1728	Female	2017	2019
2017-18	MBA(RD)	Tejaswani Sharma	1729	Female	2017	2019
2017-18	MBA(RD)	Tushar Pahwa	1730	Male	2017	2019
2017-18	MBA(RD)	Vaibhav Nayyar	1731	Male	2017	2019
2017-18	MBA(RD)	Vinay Kumar	1732	Male	2017	2019
2017-18	MBA(RD)	Yogesh Kumar	1733	Male	2017	2019
2018-19	MBA(RD)	Abhinesh	1801	Male	2018	2020
2018-19	MBA(RD)	Ajay Kumar	1802	Male	2018	2020
2018-19	MBA(RD)	Akshita Pathania	1803	Female	2018	2020
2018-19	MBA(RD)	Amandeep	1804	Male	2018	2020
2018-19	MBA(RD)	Anmol	1805	Male	2018	2020
2018-19	MBA(RD)	Anshika Gupta	1806	Female	2018	2020
2018-19	MBA(RD)	Ashish Kumar	1807	Male	2018	2020
2018-19	MBA(RD)	Atul Sharma	1808	Male	2018	2020
2018-19	MBA(RD)	Babita	1809	Female	2018	2020
2018-19	MBA(RD)	Baljinder Thakur	1810	Male	2018	2020

2018-19	MBA(RD)	Chetan Aukta	1811	Male	2018	2020
2018-19	MBA(RD)	Hema Kumari	1812	Female	2018	2020
2018-19	MBA(RD)	Indu Bala	1813	Female	2018	2020
2018-19	MBA(RD)	Kewal Krishan	1814	Male	2018	2020
2018-19	MBA(RD)	Kusum Kumari	1815	Female	2018	2020
2018-19	MBA(RD)	Lavish Patial	1816	Male	2018	2020
2018-19	MBA(RD)	Mangesh Chauhan	1817	Male	2018	2020
2018-19	MBA(RD)	Munish Kumar	1818	Male	2018	2020
2018-19	MBA(RD)	Nancy Kapoor	1819	Female	2018	2020
2018-19	MBA(RD)	Niketani	1820	Male	2018	2020
2018-19	MBA(RD)	Nikita Kabir	1821	Male	2018	2020
2018-19	MBA(RD)	Pankaj Kumar	1822	Male	2018	2020
2018-19	MBA(RD)	Parul Chandel	1823	Female	2018	2020
2018-19	MBA(RD)	Prableen Kaur	1824	Female	2018	2020
2018-19	MBA(RD)	Puneet Bhauta	1825	Male	2018	2020
2018-19	MBA(RD)	Ritesh sain	1826	Male	2018	2020
2018-19	MBA(RD)	Romit Verma	1827	Male	2018	2020
2018-19	MBA(RD)	Samriti Chauhan	1828	Female	2018	2020
2018-19	MBA(RD)	Sharmila Devi	1829	Female	2018	2020
2018-19	MBA(RD)	Shubham chaudhary	1830	Male	2018	2020
2018-19	MBA(RD)	Sourabh Negi	1831	Male	2018	2020
2018-19	MBA(RD)	Udit Sharma	1832	Male	2018	2020
2018-19	MBA(RD)	Ujjawal Sewal	1833	Male	2018	2020
2018-19	MBA(RD)	Vaibhav Sharma	1834	Male	2018	2020
2018-19	MBA(RD)	Vikas Thakur	1835	Male	2018	2020
2019-20	MBA(RD)	Abhay Negi	1901	Female	2019	Result awaited

2019-20	MBA(RD)	Akanksha Sharma	1902	Female	2019	Result awaited
2019-20	MBA(RD)	Akshay	1903	Male	2019	Result awaited
2019-20	MBA(RD)	Akshay Kumar	1904	Male	2019	Result awaited
2019-20	MBA(RD)	Diksha Kumari	1905	Female	2019	Result awaited
2019-20	MBA(RD)	Divyanshu	1906	Male	2019	Result awaited
2019-20	MBA(RD)	Garima Thakur	1907	Female	2019	Result awaited
2019-20	MBA(RD)	Lokesh Negi	1908	Male	2019	Result awaited
2019-20	MBA(RD)	Manish Mehta	1909	Male	2019	Result awaited
2019-20	MBA(RD)	Abhay Negi	1901	Male	2019	Result awaited
2019-20	MBA(RD)	Rahul Chauhan	1911	Male	2019	Result awaited
2019-20	MBA(RD)	Riya	1912	Female	2019	Result awaited
2019-20	MBA(RD)	Sachin Rajta	1913	Male	2019	Result awaited
2019-20	MBA(RD)	Sachin Sharma	1914	Male	2019	Result awaited
2019-20	MBA(RD)	Sajan Choudhary	1915	Male	2019	Result awaited
2019-20	MBA(RD)	Sankalp Awasthi	1916	Female	2019	Result awaited
2019-20	MBA(RD)	Sheetal Thakur	1917	Female	2019	Result awaited
2019-20	MBA(RD)	Shiksha	1918	Female	2019	Result awaited
2019-20	MBA(RD)	Shivani	1919	Female	2019	Result awaited

2019-20	MBA(RD)	Sonam Chhukit	1920	Female	2019	Result awaited
2019-20	MBA(RD)	Urmil Kashyap	1921	Female	2019	Result awaited
2019-20	MBA(RD)	Riya Bhasin	1922	Female	2019	Result awaited
2019-20	MBA(RD)	Puran Chand	1923	Male	2019	Result awaited

1.3.4. Percentage of students undertaking field projects/ internships / student projects (Data for the latest completed academic year)

Response: 100

1.3.4.1 Number of students undertaking field projects or internships -2015-20

Response: 140 (All the enrolled students)

Year	2019-20	2018-19	2017-18	2016-17	2015-16
Number	22	35	33	25	26

File Description (Upload)

List of programs and number of students undertaking Field Projects/Internship

List of students:

<https://hpuniv.ac.in/hpuniv/upload/uploadfiles/files/List%20of%20students%20enrolled%20in%20the%20Department%20of%20Interdisciplinary%20Studies%20from%202015-2021.pdf>

List of activities:

<https://hpuniv.ac.in/university-detail/himalayan-studies/dis-iihs-bulletins>

<https://hpuniv.ac.in/university-detail/himalayan-studies/event-reports>

Key Indicator – 1.4 Feedback Systems

Google form response questionnaire sent to the teachers and students as per format.