



YEARLY STATUS REPORT - 2020-2021

ISO Certificate, Extension activities benefiting neighboring villages through health care facilities, Hole in the wall , Business and entrepreneurship advice, Efforts for a clean and green campus as a

Part A

Data of the Institution

1.Name of the Institution	DAYALBAGH EDUCATIONAL INSTITUTE
• Name of the Head of the institution	PROF. PREM KUMAR KALRA
• Designation	DIRECTOR
• Does the institution function from its own campus?	Yes
• Phone no./Alternate phone no.	05622801545
• Mobile no	9336907431
• Registered e-mail	Director@dei.ac.in
• Alternate e-mail address	registrar@dei.ac.in
• City/Town	Agra
• State/UT	Uttar Pradesh
• Pin Code	282005
2.Institutional status	
• University	Deemed
• Type of Institution	Co-education
• Location	Semi-Urban
• Name of the IQAC Co-ordinator/Director	Dr. Amit Gautam

• Phone no./Alternate phone no	05622801545
• Mobile	9410085801
• IQAC e-mail address	iqac@dei.ac.in
• Alternate Email address	iqac@dei.ac.in
3.Website address (Web link of the AQAR (Previous Academic Year)	https://www.dei.ac.in/dei/index.php?option=com_content&view=category&layout=blog&id=51&Itemid=326
4.Whether Academic Calendar prepared during the year?	Yes
• if yes, whether it is uploaded in the Institutional website Web link:	

5.Accreditation Details

Cycle	Grade	CGPA	Year of Accreditation	Validity from	Validity to
Cycle 1	B++	83.9	2006	02/02/2006	01/02/2011
Cycle 2	A	3.14	2013	25/10/2013	24/10/2018
Cycle 3	A+	3.4	2019	09/08/2019	08/08/2024

6.Date of Establishment of IQAC 01/01/1995

7.Provide the list of Special Status conferred by Central/ State Government-UGC/CSIR/DST/DBT/ICMR/TEQIP/World Bank/CPE of UGC etc.

Institution/ Department/Faculty	Scheme	Funding agency	Year of award with duration	Amount
Physics	SAP	UGC	2018-2023	12400000
Botany	SAP	UGC	2018-2023	2673584
Music	SAP	UGC	2018-2023	2364143
Chemistry	FIST	DST	2018-2023	12700000
Faculty of Engineering	TEQIP III	MHRD/ World bank	2017-2021	100000000
Civil engineering	MODROBS	AICTE	2020-2022	647058
Mechanical engineering	MODROBS	AICTE	2019-2021	1434000
Faculty of education	PMMMNMTT - SoE	MHRD	2019-till date	15000000
Textile Department	HTTP - Bamboo craft	Ministry of Textile	2019-2021	998580

Textile Department	HTTP - Banjar/jute embriodert craft	Ministry of Textile	2019-2021	998580
Textile Department	HTTP - Chickenkari Embriodery craft	Ministry of Textile	2019-2021	998580
Textile Department	HTTP - Crochet craft	Ministry of Textile	2019-2021	998580
Textile Department	HTTP - Gond Art Craft	Ministry of Textile	2019-2021	998580
Textile Department	HTTP - Kalamkari Craft	Ministry of Textile	2019-2021	998580
Textile Department	HTTP - Madhubani Craft	Ministry of Textile	2019-2021	998580
Textile Department	HTTP - Mrattika Craft	Ministry of Textile	2019-2021	998580
Textile Department	HTTP - Pipli Craft	Ministry of Textile	2019-2021	998580
Textile Department	HTTP - Quilting Craft	Ministry of Textile	2019-2021	998580
Electrical engineering	SAP DRS I	UGC	2019-2024	70270
Chemistry	MRP Chemistry	UGC	2019-2020	310608

8. Whether composition of IQAC as per latest NAAC guidelines	Yes
<ul style="list-style-type: none"> Upload latest notification of formation of IQAC 	View File
9.No. of IQAC meetings held during the year	3
<ul style="list-style-type: none"> The minutes of IQAC meeting and compliance to the decisions have been uploaded on the institutional website. (Please upload, minutes of meetings and action taken report) 	Yes
<ul style="list-style-type: none"> (Please upload, minutes of meetings and action taken report) 	No File Uploaded
10. Whether IQAC received funding from any of the funding agency to support its activities during the year?	No

• If yes, mention the amount	
11. Significant contributions made by IQAC during the current year (maximum five bullets)	
ISO Certificate	
Extension activities benefiting neighboring villages through health care facilities	
Hole in the wall	
Business and entrepreneurship advice	
Efforts for a clean and green campus as a model for other smart campuses	
12. Plan of action chalked out by the IQAC in the beginning of the Academic year towards Quality Enhancement and the outcome achieved by the end of the Academic year	
Plan of Action	Achievements/Outcomes
To organize One Day Online Workshop for "Enhancing Research Communication Skills	The IQAC had organized the National the Teaching and Administrator Students and other stake holders of Dayalbagh Educational Institute. Various senior functionaries of other also attended the program. The renowned and distinguished speakers shared their knowledge and experience on Enhancing Research Communication Skills. Total Participates were 1850
To create awareness regarding quality enhancement practices among all the teaching faculty of University	The IQAC had organized events during the present academic year awareness regarding quality enhancement in day to day academic, administrative and examination areas to Teaching and Nonteaching staff, and other stake holders
Review of Performance Based Appraisal System (PBAS) metrics	To meet the current requirements of HEI
Encourage participation of Faculty in Faculty Development programmes	Various faculty members participated Faculty Development programmes
Feedback from Stakeholders	Feedback From Stakeholders conducted by the IQAC
ISO 21001:2018 Certification Process	ISO 21001 Certification Process Started by the IQAC
Internal academic audit of the departments	Ensures transparency and verification/checking of smooth functioning of the department
Encouraging the teaching staff for Orientation and Refresher Programmes and others Academic progress related activities	Teaching staff participated in Refresher Course conducted by various universities.
Encouraging the teaching staff for PBAS Under the Career Advancement Scheme	Teaching Staff are Encouraging applying for PBAS Under the Career Advancement Scheme
Consolidation of various Formats of forms for IQAC and Meeting within IQAC	AQAR Performa NAAC (SSR) preforms NIRF Ranking Proforma Atal Ranking Proforma
Compilation of data for AISHE, NIRF Rankings	Participated in several national rankings and received commendable positions.
Celebrations of National Events/Days/Festivals	Nil

13. Whether the AQAR was placed before statutory body?	Yes
<ul style="list-style-type: none"> Name of the statutory body 	
Name	Date of meeting(s)
Board of Management	27/08/2022
14. Whether NAAC/or any other accredited body(s) visited IQAC or interacted with it to Assess the functioning?	No
15. Whether institutional data submitted to AISHE	
Year	Date of Submission
2020-2021`	31/03/2022
16. Multidisciplinary / interdisciplinary	
<p>DEI's innovative and comprehensive education is focused on niche emerging multidisciplinary areas in both teaching and research that are of vital importance for the development of India and the world at large.</p> <p>DEI has Core Courses for all UG students, including Rural Development, Agriculture Operations, Social Service, Games & Sports, Cultural Education, Co-curricular Activities, Disaster Management, Environmental Studies, Comparative Study of Religion, Scientific Methodology, General Knowledge and Current Affairs. There are interdisciplinary courses across all programmes and work-based Training Courses allied to major subjects. There are courses with a specific emphasis on Consciousness Studies and Entrepreneurial Studies.</p> <p>DEI provides students with multidisciplinary programmes such as the BA/B.Sc. in Cognitive Science and various specializations, along with a flexible curriculum that includes Choice Based Credit system (CBCS), interdisciplinary/multidisciplinary/transdisciplinary electives, modular, certificate, diploma and degree programmes, with provision for dual degrees, horizontal and vertical progression, lateral entries and multiple entries/exits.</p> <p>DEI has advanced research centres that carry out multidisciplinary teaching and research activities. The Centre for Consciousness Studies carries out research on various aspects of Consciousness that range from theological, psychological, cognitive and physical perspectives, with emphasis on the scientific study of consciousness.</p> <p>The multidisciplinary Quantum and Nano Computing Virtual Centre organizes various international events that include, Conferences, Seminars, Training schools and research activities in partnership with IIT Kanpur, IIT Delhi and IIT Madras, besides several international collaborators that include, Univ. of Waterloo, Canada and Univ. of Maryland, College Park, USA.</p> <p>The Information-Communication-Neuro-Cognitive-) Technologies Assisted Language Lab, (I-C-NC-) Tall: for teaching and learning and interdisciplinary research in the realms of consciousness, literature and languages.</p>	
17. Academic bank of credits (ABC):	
<p>A committee was constituted for the establishment and operation of the Academic Bank of Credits in DEI and implementation of the UGC Regulations with the following terms of reference:</p> <ol style="list-style-type: none"> To analyze the aforesaid UGC Regulations suggesting modus operandi for mandatory implementation of these regulations. 	

2. To suggest the modus-operandi to allow the students of other HEIs for undertaking the stand-alone courses.
1. To suggest the change of existing EDRP System so as to enable the student to transfer their credits in the Academic Bank of Credits.
2. To suggest the upgradation of existing infrastructural for effective and hassle-free implementation of above regulations.

The Committee held meetings to take the following steps for effective implementation:

1. Registration of the HEI Institution, Students Registration, Provision of course credit by an outside HEI student, and Provision of the HEI student taking course credit from an outside institution.
2. Appoint the Administrative Officer (Computers) to look after the DEI registration on the ABC portal.
3. Formation of Committees at the Department/Faculty level for students' registration.
4. Formulating modalities for external students from a recognized HEI to take a DEI course. Offering a pool of courses on the portal by each department/faculty taking advantage of online technology already available in many DEI courses.
5. Formation of a Departmental Advisory Committee to advise DEI students on content and credit equivalence for taking outside courses (like other HEIs, NPTEL, Swayam, etc.).
6. Preference to be given to the parent Institute of the student in case of conflict of exam dates by two HEI's.
7. To keep the focus on credit earning with 100% internal evaluation.
8. Modalities for storing student data on the ABC portal - whether by NAD or by the HEI itself.

18.Skill development:

Based on the principle of 'Learning by Doing', a large proportion of courses in each programme have a high practical component to provide hands-on experience to the students. There are compulsory Work-Based Training in all UG Programmes and One Semester of Immersive Co-operative Industrial Internship in professional courses.

DEI also runs Vocational and Skill courses, ICT and other Value-added courses: Soft Skills, TALLY, Resume Writing and Interview Skills. There is a component of Seminar and Group Discussion in each course.

DEI has created the first 'Skillpedia' in regional languages called Massive Open Online Courseware Skilling and Entrepreneurship Network for India (MOOSKENE-BHARAT) which offers free online learning in multiple languages through ICT-based instruction across the country. The innovative venture will help to extend the benefits of the DEI's innovative and flexible educational model that integrates regular education from the school to the university level with skilling, vocational and technical education, with emphasis on entrepreneurship, to all sections of society.

DEI and neighbouring communities and Biometric Identification of infants (in collaboration with Michigan State University, USA).

The Ministry of Textiles has empanelled DEI as Govt. Training Partner with UPSDM for Skilling SC/ST. DEI is collaborating on DST Mission Innovation Smart Grid Project, with IIT Roorkee & Univ. of Tromso and is a partner in EU-DST ERA-Net Smart Energy Systems & Mission Innovation on Energy Storage Solutions, 2020.

Innovative measures taken in education include the creation of Virtual Labs (MHRD, NMEICT) to expand the access to laboratory experimentation in remote areas and Frugal Science Experiments such as Foldscope (a paper folding real microscope @ \$1) developed by Manu Prakash a young researcher from Stanford, has been widely used by children of DEI schools to explore the hidden secrets of their surroundings.

DEI is currently running 21 Bachelor in Vocation (B.Voc.) in both science and non-science groups. B.Voc. courses being run by DEI include Agriculture Technology, Accounting and Taxation, Agriculture Technology, AI Robotics, Automobile, Banking and Finance, Apparel Design, Dairy Technology, Digital Manufacturing, Food Processing & Preservation, Green House Technology, Commercial Art, Pottery and Ceramics Design, Renewable Energy, Telematics, Textile Designing, Tourism and Hospitality Management, Water, Sanitation and Waste Management, Internet of Things, Telecommunication, Bamboo and Wood Technology and Recycled Craft Design.

B.Voc. course in DEI has a special emphasis on retailing and Earn-While-You-Learn and multiple start-ups have been founded by students graduating from these courses.

19.Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course)

DEI integrates the Indian Knowledge System (teaching in Indian languages and culture. It has separate Departments of Hindi and Sanskrit.

The curriculum has the following compulsory core courses in all UG programs specially focused to promote Indian Culture and values:

1. Cultural Education (to take pride in national ethos so that one may not lose one's moorings).
2. Rural Development: (to foster a fuller understanding of the Indian rural life with a view to appreciate properly the polity and economy of our country and social forces at work).
3. Agricultural Operations (to inculcate a spirit of working with one's own hands and develop an understanding of the contribution of Indian rural life)
4. Social Service: (to engender the spirit of brotherhood of man and to facilitate the establishment of casteless and classless society).
5. Comparative Study of Religion: (to create a spirit of tolerance and awaken the spirit of Brotherhood of Man and Fatherhood of God).
6. Co-curricular Activities (for all-round development of personality based on Indian Culture)
7. Environmental Studies (for environmental consciousness and its impact on everyday life)

DEI's School of Art and Culture trains students in various aspects of Indian Culture that include, Music, Dance, and Drama.

In DEI's School of Languages, students can opt to learn more than one language of their choice from among Telugu, Tamil, Bengali, Urdu, Oriya, and Punjabi. The Department of Music and Music Centre teach Indian music to neighborhood children.

Students observe simple dress-code and recite a non-denominational prayer in various Indian languages daily in the morning assembly.

The Institute has also expanded its open and distance learning programmes, especially in value-based subjects to enable greater understanding and tolerance of different cultures, based on the ideal of Fatherhood of God and Brotherhood of Man, while inculcating the willingness to serve mankind and to work with one's own hands.

The Institute also offers programs through technology interventions and in hybrid mode to several

international centers in North America, Europe, Australia, and the middle east in Indian music, Indian culture, various skill development courses (e.g. textile design and printing, apparel design, etc.), besides certification and postgraduate diploma programs in theology and consciousness studies.

It offers courses on "Indian Culture" and "Comparative Study of Religion" for keeping students moored to a value and tolerance-based system of which Indians are proud. Such courses are especially relevant for children of N.R.I.'s born

and brought up abroad who have no exposure to Indian Culture and are far removed from Indian values and religious traditions. DEI offers a much sought after Post Graduate Diploma in Theology in the Department of Sanskrit and Culture, which is also offered at remote learning Centers in India and abroad.

The Information-Communication-Neuro-Cognitive-) Technologies Assisted Language Lab, (I-C-NC-) Tall: for teaching and learning and interdisciplinary research in the realms of consciousness, literature, and languages.

The learner-centered modes of teaching-learning are used that make learning self-paced and self-regulated:

- *Vidyaprasar (www.vidyaprasar.dei.ac.in), an on-line collaborative learning, live webcast and*

content management system with state-of-the-art interactive learning resources. MOOCS developed by DEI and under e-PG-Pathshala and SWAYAM.

- *e-DEI-de program of DEI for certification through online modular courses for open and distance learners.*

The Department of Drawing and Painting and the Department of Music carry out various teaching and research activities to promote Indian art and culture.

Several festivals and events are organized annually to promote Indian culture. DEI staff and students daily perform self-less service in DEI Agricultural farms and practice Yoga at the Dayalbagh Yoga Centre. International Yoga Day is also celebrated enthusiastically on June 21 every year.

Following the Government Policy to encourage the integration of Indian Knowledge Systems and a pluralistic approach in health care, DEI has established the Faculty of Integrated Alternative Medicine (AYUSH), and launched the Bachelor of Homeopathy Medicine and Surgery (BHMS) program, along with a Homeopathy Medical College and Hospital. The integrated healthcare system at DEI has provided low-cost highly efficient specialized services throughout the pandemic, including isolation facilities along with testing. This was driven from the roots of selfless service and social sensibility.

20.Focus on Outcome based education (OBE):Focus on Outcome based education (OBE):

DEI is committed to providing outcome-based, industry-focused education and nurturing an inclusive environment to serve the diverse needs of students, faculty, and staff. DEI enforces continuous quality enhancement and is accredited and recognized by various academic and professional bodies. It has established strong linkages with Industry and academia for collaborative teaching and research.

The courses offered by DEI have been designed/re-aligned based on LOCF. All students are apprised of LOCF on admission and at the beginning of each course by instructors. The variety of elements for continuous assessment and feedback mechanisms in DEI enable effective direct and indirect monitoring and measurement of outcomes and appropriately identify and address gaps.

The curriculum is regularly reviewed through Curriculum Workshops and by external experts based on feedback from stakeholders, analysis of current market trends, industrial requirements, and national and international standards, in the Departmental and Faculty Board of Studies Meetings. Further, it is also reviewed by the Academic and Administrative Audit Committee (AAAC), IQAC, and the Advisory Committee on Education. The programs are approved by statutory regulatory authorities UGC, AICTE, NBA, NCTE, and CoA.

21.Distance education/online education:

DEI aims to provide affordable quality education to the "last, the least, the lowest and the lost". This systems model of DEI Education System is based on Total Quality Management that rests on the six pillars of Education namely, School, Technical, Skill, University, ICT enabled online, and Entrepreneurial Education. DEI has pioneered Vocational Education in the country, by

demonstrating a model integrated system of education. It has also led the blended mode of ICT-enabled Online Education with the following features:

- *Co-operative Industrial Internship with online courses.*
- *Supervised Online learning at 479 ± 1 Centres spread across the country.*
- *Apprenticeship and Training - Extended to Tribal areas (Teaching apprenticeships, Tablet -Online Teaching, etc.).*
- *Online teaching by B.Ed. interns to adopt under-resourced schools.*
- *Student Centred Online Teaching-Learning System (SCOTLS) for B.Ed. and M.Ed. Internship at remote locations (incorporating ICT Tablet-based teaching in collaboration with Microsoft, India.)*

DEI has created the first 'Skillpedia' in regional languages called Massive Open Online Courseware Skilling and Entrepreneurship Network for India (MOOCSKENE-BHARAT) which offers free online learning in multiple languages through ICT-based instruction across the country. The innovative venture will help to extend the benefits of the DEI's innovative and flexible educational model that integrates regular education from the school to the university level with skilling, vocational and technical education, with emphasis on entrepreneurship, to all sections of society.

The learner-centered modes of teaching-learning are used that make learning self-paced and self-regulated:

- *Vidyaprasar (www.vidyaprasar.dei.ac.in), an on-line collaborative learning, live webcast and*

content management system with state-of-the-art interactive learning resources. MOOCS developed by DEI and under e-PG-Pathshala and SWAYAM.

- *e-DEI-de program of DEI for certification through online modular courses for open and distance learners.*
- *MOOCS, especially for online vocational courses. DEI has created the first skillpedia in regional languages named, Massive Online Courseware Skilling and Entrepreneurship Network for India (MOOCSKENE-Bharat). The network offers free online learning in multiple languages across the country.*

More flexibility in the curriculum has been provided with students permitted to earn credit up to 20% of their credit requirement through online offerings such as SWAYAM and NPTEL. There is a facility for Online Viva-Voce Examination through video-conferencing in India and abroad.

The Open and Distance Learning programme of DEI was launched in the year 2004, to extend the benefits of its high quality innovative, and value-based education to all sections of society, especially the weaker sections and women residing in remote, backward and tribal areas. Aimed towards their empowerment and economic development, a number of employment-oriented vocational programmes are offered with very nominal fees. It involves a unique mix of traditional instruction and e-education:

- *Counseling sessions held at Information Centres*
- *Videos live and web-based lessons*
- *In Semi-synchronous mode, recorded video lectures*
- *In Synchronous or Live mode, lectures broadcast live, in video conferencing mode from D.E.I. through EDUSAT/Polycom over the Internet*

Various modular, certificate, diploma, UG and PG degree and PG Diploma programs are offered to students at 479±1 study centres spread all over the country and abroad.

In spite of the recent coronavirus pandemic, DEI has maintained its academic calendar with zero disruption, while maintaining strict preventive measures for staff and students. Strict adherence to regular teaching and continuous evaluation of theory and practical courses has been ensured through its state-of-the-art ICT Infrastructure and initiatives such as *Vidyaprasar* - the DEI Open Course Portal and *eDEI* www.edeiwww.education, e-(online) video conferenced mode - for

online supervised virtual mode content delivery, with online consulting, and discussion forums through audio and video conferencing.

Extended Profile	
1. Programme	
1.1 Number of programmes offered during the year:	148
File Description	Documents
Data Template	No File Uploaded
1.2 Number of departments offering academic programmes	23
2. Student	
2.1 Number of students during the year	9505
File Description	Documents
Data Template	No File Uploaded
2.2 Number of outgoing / final year students during the year:	3102
File Description	Documents
Data Template	No File Uploaded
2.3 Number of students appeared in the University examination during the year	9505
File Description	Documents
Data Template	No File Uploaded
2.4 Number of revaluation applications during the year	12
3. Academic	
3.1 Number of courses in all Programmes during the year	3164
File Description	Documents
Data Template	No File Uploaded
3.2 Number of full time teachers during the year	311
File Description	Documents
Data Template	No File Uploaded
3.3 Number of sanctioned posts during the year	328

File Description	Documents
Data Template	No File Uploaded
4.Institution	
4.1 Number of eligible applications received for admissions to all the Programmes during the year	29479
File Description	Documents
Data Template	No File Uploaded
4.2 Number of seats earmarked for reserved category as per GOI/ State Govt. rule during the year	1742
File Description	Documents
Data Template	No File Uploaded
4.3 Total number of classrooms and seminar halls	115
4.4 Total number of computers in the campus for academic purpose	2538
4.5 Total expenditure excluding salary during the year (INR in lakhs)	1543

Part B

CURRICULAR ASPECTS

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 University

The curricula developed and implemented has relevance to local, national, regional and global developmental needs, with well-defined and informed learning objectives and outcomes at programme and course levels. DEI aims to achieve excellence with relevance to contemporary needs. The innovative, comprehensive, flexible and unique curriculum is based on the principle of thinking globally and acting locally. It 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, besides core courses on Agricultural Operations, Rural Development, Environment Education and Comparative Study of Religion. Curricula has also been developed to make pioneering contributions in various national missions.

The MoUs and research links established with prestigious international universities facilitate mutual visits, joint courses, internships, joint supervision of research, and multi-disciplinary research in priority areas such as, quantum and nano systems, renewable energy and consciousness studies.

File Description	Documents
Upload relevant supporting document	View File

1.1.2 - Number of Programmes where syllabus revision was carried out during the year

53

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	No File Uploaded

1.1.3 - Total number of courses having focus on employability/ entrepreneurship/ skill development offered by the University during the year

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

3165

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	No File Uploaded

1.2 - Academic Flexibility

1.2.1 - Number of new courses introduced of the total number of courses across all programs offered during the year

89

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	No File Uploaded

1.2.2 - Number of Programmes in which Choice Based Credit System (CBCS)/elective course system has been implemented during the year

148

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	No File Uploaded

1.3 - Curriculum Enrichment

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

DEI curriculum effectively integrates cross-cutting issues relevant to gender, environment and sustainability, human values and professional ethics and leads to a strong value-based holistic development of students.

Students are sensitized and encouraged to work towards gender equity from a cross-cultural perspective, which include, Free counselling through a Counselling Cell, Gender sensitization camps, compulsory core courses along with the wide range of community outreach programmes.

The Institute also has a Model Code of Ethics, nine compulsory core courses in all UG programmes specially focused on the development of human values and professional ethics, compulsory course on Professional Ethics and Values in M.Tech., Value Education in B.Ed. and Professional Ethics as part of School Management.

DEI has integrated environment and sustainability by introducing UG/PG programs in Water, Sanitation and Waste Management, Renewable Energy, Dairy Technology, Agriculture and Environmental and Green Technology, compulsory core course on Environment studies in all UG programmes and organization of various environment awareness events. DEI accords great importance to research in inter-disciplinary areas focused on renewable energy, environmental pollution, agriculture, education and healthcare.

File Description	Documents
Upload relevant supporting document	View File
1.3.2 - Number of value-added courses for imparting transferable and life skills offered during the year	
39	
File Description	Documents
Upload the data template	View File
Upload relevant supporting document	No File Uploaded
1.3.3 - Total number of students enrolled in the courses under 1.3.2 above	
1.3.3.1 - Number of students enrolled in value-added courses imparting transferable and life skills offered during the year	
5699	
File Description	Documents
Upload the data template	View File
Upload relevant supporting document	No File Uploaded
1.3.4 - Number of students undertaking field projects / research projects / internships during the year	
1932	
File Description	Documents
Upload the data template	View File
Upload relevant supporting document	No File Uploaded
1.4 - Feedback System	
1.4.1 - Structured feedback for design and review of syllabus - semester wise / is received from Students Teachers Employers Alumni	• All 4 of the above
File Description	Documents
Upload relevant supporting document	No File Uploaded
1.4.2 - Feedback processes of the institution may be classified as follows	• Feedback collected, analysed and action taken and feedback available on website
File Description	Documents
Upload relevant supporting document	No File Uploaded
TEACHING-LEARNING AND EVALUATION	
2.1 - Student Enrollment and Profile	
2.1.1 - Demand Ratio	
2.1.1.1 - Number of seats available during the year	
3485	
File Description	Documents
Upload the data template	View File
Upload relevant supporting document	No File Uploaded
2.1.2 - Total number of seats filled against reserved categories (SC, ST, OBC, Divyangjan, etc.) as per applicable reservation policy during the year (Excluding Supernumerary Seats)	

2.1.2.1 - Number of actual students admitted from the reserved categories during the year

1742

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	No File Uploaded

2.2 - Catering to Student Diversity

2.2.1 - The institution assesses the learning levels of the students and organises special Programmes for advanced learners and slow learners

The institution assesses the learning levels of the students through its comprehensive continuous assessment comprising various components along with teacher-student interactions, class committees and proctorial meetings. A number of opportunities for advanced learners to augment to learning include the following:

1. Under-Graduate Research Awards (UGRA)
2. Research contributions in their major project at the PG level
3. Participation in summer research fellowship programmes
4. Participation in competitions and Annual Students' Systems Conference (Paritantra) and Technical Colloquia.
5. Provision for bright students to undertake advance credit courses and lateral entry to higher degree programs.
6. Collaborative work in National and International Institutes with MoU.
7. Financial support for participation in National and International Conferences.
8. Financial support for boarding and lodging and travel assistance to students on visits abroad for higher studies or for conferences.
9. Earn while you learn provision for UG, PG and research students
10. Guidance to slow learners in their class and in junior classes.

Special measures taken to support relatively slow learners, are :

- Organizing extra classes
- Remedial and tutorial classes and assignments
- Assistance from classmates and senior students
- Providing tutorial
- Providing resource material
- Develop soft skills for language proficiency
- Develop social skills

File Description	Documents
Upload relevant supporting document	View File
Link For Additional Information	Nil

2.2.2 - Student - Full time teacher ratio during the year

Number of Students	Number of Teachers
12757	311

File Description	Documents
Upload relevant supporting document	View File

2.3 - Teaching- Learning Process

2.3.1 - Student centric methods, such as experiential learning, participative learning and problem-solving methodologies are used for enhancing learning experiences

Teaching-Learning follows a student-centric process employing experiential, participative, problem solving and constructivist methodologies, through teaching methodology, experience-based courses, different modes of learner-

centered teaching, a wide range of co-scholastic components and specialized centres of learning.

Courses in each programme have a practical component to provide hands on learning experience to the students.

Learner-Centred modes of teaching-learning are used that make learning self-paced and self-regulated that include, Vidyaprasar an on-line collaborative learning, e-DEI-de program for certification through on-line modular courses for ODL, ten virtual and remote triggered laboratories, MOOCS, and a variety of elective courses.

A wide range of compulsory co-scholastic learning components cater to varied learner interests and potentialities that include co-curricular activities, games and sports, yoga, community outreach, field and industrial visits, creative and problem-solving contests and field and industry experience. A Business Advisory clinic provides free consultancy to business firms and industries facing difficulties. More than 6,000 cases have been taken up and resolved satisfactorily.

Besides, there are also advanced centres of learning :Quantum and Nano Systems and the Consciousness Studies Virtual Centers, The INFORMATION-cOMMUNICATION-nEURO-cOGNITIVE- Technologies Assisted Language Lab, Quantum Jugaad Centre and Entrepreneurship and Virtual Incubation Centre.

File Description	Documents
Upload relevant supporting document	View File

2.3.2 - Teachers use ICT enabled tools including online resources for effective teaching and learning processes during the year

In DEI, ICT is infused in all aspects of Education through the following initiatives:

1. Vidyaprasar: The DEI Open Course Portal, an on-line collaborative learning, live web cast and content management system.
2. e-DEI-de (e-DEI distance education): A non-profit modular on-line mentored programme offering a variety of Certificate Courses in diverse subject areas, to provide, opportunities for working professionals, skill-set enhancement and live training.
3. Student Centred Online Teaching-Learning System (SCOTLS): Simultaneous online interactive teaching in diverse locations, as part of B.Ed/M.Ed. internship programmes.
4. SWAYAM@DEI: Courses developed by DEI for Swayam and e-pathshala.
5. Digitization of courses for online teaching.
6. Eleven Virtual Remote-Triggered Laboratories
7. Multidisciplinary Quantum and Nano Computing Virtual Centre
8. Educational Resource Planning (EDRP) Software for Admission, Course Registration at remote locations, examination and result processing, optical mark recognition (OMR) evaluation, online exams and project planning.
9. Library Automation and e-journal services.
10. Information-Communication-Neuro-Cognitive-) Technologies Assisted Language Lab, (I-C-NC-) Tall: for teaching and learning and interdisciplinary research in the realms of consciousness, literature and languages.
11. Variety of e-educational tools such as Moodle, Google Classroom, Zoom, Microsoft Teams.

12. ICT equipment used include, computers, tablets, pentab, smartboards, smart screens, multimedia tools, LCD and video projectors.

File Description	Documents
Upload relevant supporting document	No File Uploaded

2.3.3 - Ratio of students to mentor for academic and other related issues during the year

2.3.3.1 - Number of mentors

311

File Description	Documents
Upload relevant supporting document	View File

2.4 - Teacher Profile and Quality

2.4.1 - Total Number of full time teachers against sanctioned posts during the year

311

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	No File Uploaded

2.4.2 - Total Number of full time teachers with Ph.D./D.M/M.Ch./D.N.B Superspeciality/D.Sc./D'Lit. during the year

206

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	No File Uploaded

2.4.3 - Total teaching experience of full time teachers in the same institution during the year

2.4.3.1 - Total experience of full-time teachers

3925

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	No File Uploaded

2.4.4 - Total number of full time teachers who received awards, recognition, fellowships at State, National, International level from Government/Govt. recognised bodies during the year

13

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	No File Uploaded

2.5 - Evaluation Process and Reforms

2.5.1 - Number of days from the date of last semester-end/ year- end examination till the declaration of results during the year

27

2.5.1.1 - Number of days from the date of last semester-end/ year- end examination till the declaration of results year wise during the year

27

File Description	Documents
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Upload the data template	View File
Upload relevant supporting document	No File Uploaded
2.5.2 - Total number of student complaints/grievances about evaluation against total number appeared in the examinations during the year	
12	
File Description	Documents
Upload relevant supporting document	No File Uploaded
2.5.3 - IT integration and reforms in the examination procedures and processes (continuous internal assessment and end-semester assessment) have brought in considerable improvement in examination management system of the institution	
<p>DEI has a well-established and efficient semester-based continuous evaluation system with different types of assessments spread throughout the session. The processes related to the conduct of examinations, declaration of results and award of degrees and diplomas are controlled and monitored by the Central Examination Department of the Institute together with the Faculty and College Examination Cells.</p> <p>The following reforms have been undertaken in the last five years that have improved the efficiency and transparency:</p> <ol style="list-style-type: none"> 1. Automation of Examination System: A Course Management Software System has been developed completely in-house with all necessary features. 2. OMR Based Evaluation System has also been developed inhouse with various features. 3. Centralized conduct of Internal and End-Semester Examinations 4. Daily Home Assignments 5. Weekly Class Assignments 6. Centralized Grading of Common Courses 7. Online Courses: More flexibility in the curriculum has been provided with students permitted to credit 20% of their course requirements through online offerings such as SWAYAM and NPTEL. 8. Remedial Examination every Semester instead of annually, to provide students opportunity to credit modular courses for better time utilization. 9. Online Viva-Voce Examination through video-conferencing in India and abroad. 	
File Description	Documents
Upload relevant supporting document	View File
2.5.4 - Status of automation of Examination division along with approved Examination Manual	A. 100% automation of entire division & implementation of Examination Management System (EMS)
File Description	Documents
Upload the data template	View File
Upload relevant supporting document	No File Uploaded
2.6 - Student Performance and Learning Outcomes	
2.6.1 - The institution has stated learning outcomes (generic and programme specific)/graduate attributes which are integrated into the assessment process and widely publicized through the website and other documents	
<p>Program outcomes, program specific outcomes and course outcomes for all programs offered by the Institute are clearly stated, displayed on the DEI website and also communicated to teachers and students. Various programmes are conceptualized, designed and introduced considering the broad objectives and learning outcomes to be achieved. Learning outcomes also define the method and practice of teaching as well resources in terms of faculty competence,</p>	

laboratory techniques, use of ICT, mode of evaluation and number of contact hours.

All students are apprised of the objectives and expected outcomes on admission during the compulsory Orientation programmes and at the beginning of each course by instructors. Students are provided with the detailed syllabus and course outcomes in each course. Faculty and students can also readily access programme specific outcomes and course outcomes listed on the DEI website.

The variety of elements for continuous assessment and feedback mechanisms in DEI enable effective direct and indirect monitoring and measurement of outcomes and appropriately identify and address gaps. The learning outcomes are also reviewed regularly by external examiners and external experts in the Departmental and Faculty Board of Studies Meetings, Academic and Administrative Audit Committee (AAAC), IQAC and the Advisory Committee on Education.

File Description	Documents
Upload relevant supporting document	View File

2.6.2 - Attainment of Programme outcomes, Programme specific outcomes and course outcomes are evaluated by the institution during the year

DEI evaluates the program outcomes, program-specific outcomes and course outcomes through an elaborate process that involves multiple levels. It has put in place a wide range of continuous internal assessment components that include, Daily Home Assignments, Class Assignments, Seminars and Group Discussions, Additional Assignments, Quizzes, Class Tests, Projects, Internships and Viva-voce examinations to not only enable effective assessment of learning outcome of students, but to also identify gaps and take effective measures to ensure timely fulfilment of the desired objectives. The combination of continuous internal assessment is supplemented with external end-semester assessment to facilitate an unbiased evaluation of learning outcomes. Each Department analyses the programme specific learning outcomes through its various proctors, programme and IQAC co-ordinators, moderation committees, class committees and Board of Studies. The programme outcomes are analysed by the Faculty Board of Studies and Academic Council Meetings, gaps are identified and action plans proposed to improve the attainment of the desired learning outcomes and provide necessary inputs for preparing future strategic vision plan of the Institute.

File Description	Documents
Upload relevant supporting document	View File

2.6.3 - Number of students passed during the year

2.6.3.1 - Total number of final year students who passed the university examination during the year

3568

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	No File Uploaded

2.7 - Student Satisfaction Survey

2.7.1 - Student Satisfaction Survey (SSS) on overall institutional performance (Institution may design its own questionnaire) (results and details need to be provided as a web link)

https://www.dei.ac.in/dei/index.php?option=com_content&view=category&layout=blog&id=51&Itemid=326

RESEARCH, INNOVATIONS AND EXTENSION

3.1 - Promotion of Research and Facilities

3.1.1 - The institution Research facilities are frequently updated and there is well defined policy for promotion of research which is uploaded on the institutional website and implemented

Excellent research infrastructure has been created, both through extramural sources that include, MHRD, UGC, DST, AICTE and DBT, and also through intramural funding. Seed funding is provided to pursue specific research programs. Central facilities and advanced Research Centres and Laboratories have been established that are accessible to all. It is ensured that they are optimally utilized.

DEI invites renowned experts from various domains from India and abroad to facilitate networking and establish collaborations for undertaking multi-disciplinary and inter-disciplinary research. Regular annual events are organized such as, the International School on Quantum & Nano Computing System and Applications (QANSAS) and the one-day Integrated East-West Forum on Perspectives on Consciousness, as part of the prestigious International Conference on Science of Consciousness, organized by the University of Arizona, USA. Emeritus and adjunct professors from academia and industry have been appointed. External co-supervisors are appointed from universities with MoU with DEI for PhD students. It has signed MoUs with prestigious academic institutions and research organizations such as, University of Maryland, College Park, USA, Michigan State University, USA, University of Waterloo, Canada, TIFR, IIT Delhi and ICGEB, New Delhi.

En

File Description	Documents
Upload relevant supporting document	No File Uploaded

3.1.2 - The institution provides seed money to its teachers for research (amount INR in Lakhs)

32

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	No File Uploaded

3.1.3 - Number of teachers receiving national/ international fellowship/financial support by various agencies for advanced studies/ research during the year

6

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	No File Uploaded

3.1.4 - Number of JRFs, SRFs, Post-Doctoral Fellows, Research Associates and other research fellows enrolled in the institution during the year

178

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	No File Uploaded

3.1.5 - Institution has the following facilities to support research
 Central Instrumentation Centre
 Animal House/Green House Museum Media laboratory/Studios Business Lab
 Research/Statistical Databases Moot court Theatre
 Art Gallery

A. Any 4 or more of the above

File Description	Documents
Upload relevant supporting document	No File Uploaded

3.1.6 - Number of departments with UGC-SAP, CAS, DST-FIST, DBT, ICSSR and other recognitions by national and international agencies during the year

4

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	No File Uploaded

3.2 - Resource Mobilization for Research

3.2.1 - Extramural funding for Research (Grants sponsored by the non-government sources such as industry, corporate houses, international bodies for research projects) endowments, Chairs in the University during the year (INR in Lakhs)

374

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	No File Uploaded

3.2.2 - Grants for research projects sponsored by the government agencies during the year (INR in Lakhs)

1930

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	No File Uploaded

3.2.3 - Number of research projects per teacher funded by government and non-government agencies during the year

125

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	No File Uploaded

3.3 - Innovation Ecosystem

3.3.1 - Institution has created an eco-system for innovations including Incubation centre and other initiatives for creation and transfer of knowledge

DEI has created an ecosystem for research and innovation by recruiting and developing desirable human resource, taking initiative for creation and dissemination of knowledge and establishing state of the art infrastructure:

Excellent research infrastructure has been created, both through extramural sources and also through intramural funding. Seed funding is provided to pursue specific research programs. Central facilities and advanced research centres and laboratories have been established and MoUs signed with prestigious international and national institutions and research organizations.

Entrepreneurship and Virtual Incubation Centre has been established to facilitate innovative, flexible and economical solutions to problems. A Jugaad Innovation Centre has also been established to display and sale of products made by students to earn while they learn on campus.

Industry-Institute Partnership Cell facilitates interaction with industries and corporate establishments for the following activities :

- A large number of job-oriented courses are offered in cooperation with AADEIs for students and unemployed graduates.
- Management Development Programs are organized for industry professionals.
- A liaison between the Institute and industry is established for consultancy.

- Summer training of students to familiarize them to practical industrial problems.

One semester compulsory co-op internships in professional programs and hackathons to enable students to work on real-word problems.

File Description	Documents
Upload relevant supporting document	View File

3.3.2 - Number of workshops/seminars conducted on Research Methodology, Intellectual Property Rights (IPR), Entrepreneurship and Skill Development during the year

51

3.3.2.1 - Total number of workshops/seminars conducted on Research methodology, Intellectual Property Rights (IPR), entrepreneurship, skill development year wise during the year

51

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	No File Uploaded

3.3.3 - Number of awards / recognitions received for research/innovations by the institution/teachers/research scholars/students during the year

3.3.3.1 - Total number of awards / recognitions received for research/innovations won by institution/teachers/research scholars/students year wise during the year

22

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	No File Uploaded

3.4 - Research Publications and Awards

3.4.1 - The institution ensures implementation of its stated Code of Ethics for research

3.4.1.1 - The institution has a stated Code of Ethics for research and the implementation of which is ensured through the following

1. Inclusion of research ethics in the research methodology course work
2. Presence of institutional Ethics committees (Animal, chemical, bio-ethics etc)
3. Plagiarism check
4. Research Advisory Committee

A. All of the above

File Description	Documents
Upload relevant supporting document	View File

3.4.2 - The institution provides incentives to teachers who receive state, national and international recognitions/awards Commendation and monetary incentive at a University function Commendation and medal at a University function Certificate of honor Announcement in the Newsletter / website

C. Any 2 of the above

File Description	Documents
Upload the data template	View File

Upload relevant supporting document	No File Uploaded
3.4.3 - Number of Patents published/awarded during the year	
3.4.3.1 - Total number of Patents published/awarded year wise during the year	
17	
File Description	Documents
Upload the data template	View File
Upload relevant supporting document	No File Uploaded
3.4.4 - Number of Ph.D's awarded per teacher during the year	
3.4.4.1 - How many Ph.D's are awarded during the year	
88	
File Description	Documents
Upload the data template	View File
Upload relevant supporting document	No File Uploaded
3.4.5 - Number of research papers per teacher in the Journals notified on UGC website during the year	
208	
File Description	Documents
Upload the data template	View File
Upload relevant supporting document	No File Uploaded
3.4.6 - Number of books and chapters in edited volumes published per teacher during the year	
3.4.6.1 - Total number of books and chapters in edited volumes / books published, and papers in national/international conference-proceedings during the year	
120	
File Description	Documents
Upload the data template	View File
Upload relevant supporting document	No File Uploaded
3.4.7 - E-content is developed by teachers For e-PG-Pathshala For CEC (Under Graduate) For SWAYAM For other MOOCs platform For NPTEL/NMEICT/any other Government Initiatives For Institutional LMS	A. Any 5 or all of the above
File Description	Documents
Upload the data template	View File
Upload relevant supporting document	No File Uploaded
3.4.8 - Bibliometrics of the publications during the year based on average Citation Index in Scopus/ Web of Science/PubMed	
Scopus	Web of Science
186	31
File Description	Documents
Any additional information	No File Uploaded
Bibliometrics of the publications during the year	View File

3.4.9 - Bibliometrics of the publications during the year based on Scopus/ Web of Science - h-Index of the University

Scopus	Web of Science
186	31

File Description	Documents
Bibliometrics of publications based on Scopus/ Web of Science - h-index of the Institution	No File Uploaded
Any additional information	View File

3.5 - Consultancy

3.5.1 - Institution has a policy on consultancy including revenue sharing between the institution and the individual and encourages its faculty to undertake consultancy

Yes.

File Description	Documents
Upload relevant supporting document	View File

3.5.2 - Revenue generated from consultancy and corporate training during the year (INR in Lakhs)

3.5.2.1 - Total amount generated from consultancy and corporate training during the year (INR in lakhs)

16.19

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	No File Uploaded

3.6 - Extension Activities

3.6.1 - Extension activities in the neighbourhood community in terms of impact and sensitising students to social issues and holistic development during the year

DEI is well known for its extension activities and commitment to social development. Villages around the campus and in rural, backward and tribal regions outside Agra have been adopted. DEI actively promotes university-neighbourhood network and student engagement that contributes towards holistic and sustained development of the community, students and staff through a wide range of activities that include, NSS, vocational training, multi-speciality medical camps, free guidance in agricultural operations, surveillance, business advisory clinic, and counselling, tutorial assistance, energy audit, environmental awareness, training in Indian classical music, providing Life-long Learning and Continuing Education to rural women and • Production and export of surplus solar power on the DEI Smart Grid.

Impact & Sensitization:

Extension and outreach activities have a strong impact on the mind set of students:

- Compassion and understanding for the needy and the under-privileged.
- Becoming health conscious and promoting cleanliness.
- Developing social sensibilities and concern for environmental issues.

Learning outcomes of the activity:

- Awareness and knowledge of societal issues and problems and high motivation for providing solutions.
- Develop the spirit of Brotherhood of Man and Fatherhood of God.
- Develop skill and aptitude for problem solving.
- Development of social, communication, management, leadership, and analytical skills.

File Description	Documents
Upload relevant supporting document	View File
3.6.2 - Number of awards received by the Institution, its teachers and students from Government /Government recognised bodies in recognition of the extension activities carried out during the year	
3.6.2.1 - Total number of awards and recognition received for extension activities from Government / Government recognised bodies during the year	
3	
File Description	Documents
Upload the data template	View File
Upload relevant supporting document	No File Uploaded
3.6.3 - Number of extension and outreach programs conducted by the institution including those through NSS/NCC/Red cross/YRC during the year(including Government initiated programs such as Swachh Bharat, Aids Awareness, Gender Issue, etc. and those organised in collaboration with industry, community and NGOs)	
21	
File Description	Documents
Upload the data template	View File
Upload relevant supporting document	No File Uploaded
3.6.4 - Total number of students participating in extension activities listed at 3.6.3 above during the year	
21856	
File Description	Documents
Upload the data template	View File
Upload relevant supporting document	No File Uploaded
3.7 - Collaboration	
3.7.1 - Number of collaborative activities with other institutions/ research establishment/industry for research and academic development of faculty and students during the year	
3.7.1.1 - Total number of Collaborative activities with other institutions/ research establishment/industry for research and academic development of faculty and students during the year	
38	
File Description	Documents
Upload the data template	View File
Upload relevant supporting document	No File Uploaded
3.7.2 - Number of functional MoUs with institutions/ industries in India and abroad for internship, on-the-job training, project work, student / faculty exchange and collaborative research during the year	
40	
File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File
INFRASTRUCTURE AND LEARNING RESOURCES	
4.1 - Physical Facilities	

4.1.1 - The institution has adequate facilities for teaching - learning. viz., classrooms, laboratories, computing equipment, etc.

DEI is equipped with modern facilities and learning resources to achieve academic excellence according to its vision and strategic objectives.

Learning Resources include resources and infrastructure required for library, laboratories, computer centre, class room teaching, events, meetings and conferences.

Support facilities include hostels, non-resident students' centres, canteens, convocation hall, seminar halls, International seminar hall complex, committee rooms, dairy, agricultural farms, biodiversity park, sports grounds, creche and solar power generators.

The Libraries at DEI comprise a Central Library, libraries in Engineering, Commerce and Education Faculties and Departmental Libraries.

DEI has established a Research and Technology Park with state-of-the-art computing and research facilities, namely, Quantum and Nano Systems Centre, Centre for Consciousness Studies, Quantum-Jugaad Centre and Centre for Core Courses. Several advanced laboratories in thrust areas of research that include, 1. virtual and remote triggered labs., INFORMATIONcOMMUNICATION-nEURO- cOGNITIVE Technologies Assisted Language Lab. (i-c-n-c-TALL), 5G and IoT lab., 3D printing lab., dairy technology lab., textile design and printing lab., footwear technology lab., Ayush labs., biomedical lab., labs on land, have been established in various Departments.

Some of the recent initiatives taken are Upgradation of IT infrastructure and (LMS)., multimedia lab, music recording studio, and instrumentation lab. with XRD.

File Description	Documents
Upload relevant supporting document	View File

4.1.2 - The institution has adequate facilities for cultural activities, yoga, games (indoor, outdoor) and sports. (gymnasium, yoga centre, auditorium, etc.)

DEI has adequate facilities for sports, games and cultural activities. The total area of sports and games fields is 18.92 acres. DEI has three large playgrounds with provision for multiple games, such as, athletics, cricket, football, hockey, volleyball, basketball and kho-kho. another field caters to lawn tennis courts. Indoor and outdoor badminton courts and state-of-the-art gymnasium, indoor and outdoor yoga centre and open air auditorium are available.

All faculties have well-equipped assembly halls for organizing annual functions and cultural events.

Major cultural events are organized at the majestic DEI Convocation Hall and also at the International Seminar Hall Complex. The Music Studio, Drawing and Painting Studio and the Mutimedia lab. facilitate cultural activities.

Facilities for outdoor and indoor sports and games that include badminton, volleyball, basketball, carrom, table tennis and chess, gymnasium and cultural activities also exist in the Girls and Boys Hostels.

National Independence Day and Republic Day are celebrated in the Institute by unfurling the national flag followed by a guard of honor of the Chief Guest by NCC students, an impressive march past of students of all faculties on the beats of the students' band and organization of athletic events.

File Description	Documents
Upload relevant supporting document	View File

4.1.3 - Availability of general campus facilities and overall ambience

DEI has the following general campus facilities:

1. Lecture hall complex
2. Central Library
3. Computer center
4. Health facilities
5. Convocation Hall
6. Seminar Halls - 5
7. Biodiversity parks
8. Canteens
9. Boys Hostels- 2
10. Girls Hostels -2
11. International seminar hall complex
12. sports grounds
13. USIC and works department
14. Dairy
15. Agricultural farms
16. Departmental Libraries - 5
17. Quantum and nano systems centre
18. Centre of conciousness
19. quantum-jugaad centre
20. centre for core courses
21. Music recordng studio
22. Instrumentation lab
23. cOMMUNICATION-nEURO-cOGNITIVE Technologies assisted Language lab (i-c-n-c-TALL)
24. 5G LAB
25. IOT LAB
26. 3D Printing lab
27. textile design and printer lab
28. footwear technology lab
29. Ayush labs
30. Central office

File Description	Documents
Upload relevant supporting document	View File

4.1.4 - Total expenditure excluding salary for infrastructure augmentation during the year (INR in Lakhs)

1543.28

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	No File Uploaded

4.2 - Library as a Learning Resource

4.2.1 - Library is automated using Integrated Library Management System (ILMS) and has digitisation facility

The Libraries at DEI are integrated knowledge resource centres comprising, a Central Library in an area of 765 sq. m., with nearly 2 lakh books, periodicals, references, national and international journals and CDROMs, in addition to libraries in Engineering and Education Faculties and other Departmental Libraries. It is automated using Integrated Library Management System (ILMS) computerized with Newgenlib Open Source Integrated Software. It has access to more than 5000 e-journals under the e-shodhsindhu program of INFLIBNET. Under this service online access to full text and databases from 17 reputed publishers through E-Shodhsindhu viz ASPP (AICTE funded), ACS, AIP, AR, EPW, ISID (Database), IP, JGate Plus (JCCC), Nature, Oxford, Project Muse, RSC, Springer, Taylor and Francis, Web of Science and Wiley. The library has also purchased International Dissertations Abstracts Named "ProQuest Dissertations & Theses A&I" and ProwessIQ (Prowess for Interactive Querying).

All e-resources are accessible locally within the campus as well as remotely.

The library is also equipped with the latest e-journals by the UGC-INFONET Digital Library Consortium, accessible through campus-wide LAN.

It also provides access to Internet, DELNET and CD/DVD based electronic resources. It has excellent ICT infrastructure with adequate bandwidth for fast and seamless access to Internet.

File Description	Documents
Upload relevant supporting document	View File

4.2.2 - Institution has subscription for e-Library resources Library has regular subscription for the following: e - journals e-books e-ShodhSindhu Shodhganga Databases

A. Any 4 or all of the above

File Description	Documents
Upload relevant supporting document	View File

4.2.3 - Annual expenditure for purchase of books/ e-books and subscription to journals/e-journals during the year (INR in Lakhs)

44.82

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	No File Uploaded

4.2.4 - Number of usage of library by teachers and students per day (foot falls and login data for online access)

595

File Description	Documents
Upload relevant supporting document	View File

4.3 - IT Infrastructure

4.3.1 - Number of classrooms and seminar halls with ICT - enabled facilities such as LCD, smart board, Wi-Fi/LAN, audio video recording facilities during the year

39

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	No File Uploaded

4.3.2 - Institution has an IT policy, makes appropriate budgetary provision and updates its IT facilities including Wi-Fi facility

DEI continuously strives to provide state-of-the-art technologies and update its ICT facilities to ensure efficient functioning. Extensive infrastructure has been setup that includes, IP based Surveillance System, IP based Telephony, Remote Laboratories, and Cadence Design Software.

In 2017, WIFI facility was installed with latest Cisco wireless controller 5520 and 30 Cisco Aironet 2802 series Wireless Access Points. The entire campus is wi-fi. Additional 16 Mbps MPLS VPN Connectivity has been taken from BSNL for DEI Dayalbagh and ICT Centers at Amritsar, Murar, Timarni and MTVPuram and 8 Mbps Connectivity to IC Derhgaon. More than 500 desktops have been added to create new laboratories and to replace legacy systems. These systems range from Intel i5 to i7 based systems. Significant investment has been made to upgrade classrooms to e-classrooms/smart classrooms with the purchase of the following equipment: Microsoft MS Dreamspark, Site License for Microsoft Office 365, and SPSS package. Tenders for purchase of Cisco ASA Firepower 2140 Firewall and Cisco Core Switch N9K-C9508 to upgrade the networking infrastructure in the

Central Computer Center, GPON Network with accessories, BIOVIA Discovery Studio Teaching Suite, Mathematica, Robotmaster Education Bundle, Virtual Classroom solution, Multitouch Interactive Displays and Video Walls have been uploaded.

File Description	Documents
Upload relevant supporting document	View File

4.3.3 - Student - Computer ratio during the year

Number of students	Number of Computers available to students for academic purposes
8845	2284

4.3.4 - Available bandwidth of internet connection in the Institution (Leased line)

- ≥ 1 GBPS

File Description	Documents
Upload relevant supporting document	No File Uploaded

4.3.5 - Institution has the following Facilities for e-content development Media centre Audio visual centre Lecture Capturing System(LCS) Mixing equipment's and softwares for editing

- A. All of the above

File Description	Documents
Upload relevant supporting document	No File Uploaded
Upload the data template	View File

4.4 - Maintenance of Campus Infrastructure

4.4.1 - Total expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component during the year

849.15

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	No File Uploaded

4.4.2 - There are established systems and procedures for maintaining and utilizing physical, academic and support facilities - laboratory, library, sports complex, computers, classrooms etc.

DEI has a dedicated Works Department that is responsible for carrying out the maintenance of buildings, class rooms, laboratories, hostels, cafeterias, sports facilities, utilities, STP/ETP, lawns etc. A maintenance committee is constituted that oversees the maintenance and upkeep of the physical infrastructure, facilities, green areas etc.

The Works department has qualified and skilled manpower for civil work, electric work, plumbing, carpentry work and horticulture.

Power management activities are undertaken to ensure uninterrupted power supply and maintenance of electrical assets. The maintenance of equipment such as, Generator Sets, General Lighting, Power Distribution System, Solar Panels, water pumping plants, sewage etc., is performed according to their preventive maintenance schedules and guidelines of the equipment supplier.

Further, a fleet of buses, jeeps and cars are maintained by the Automobile Workshop.

The Saran Ashram Hospital serves as the DEI Health Centre, which is maintained by the Medical Relief Society of Dayalbagh, a charitable society.

DEI ensures regular maintenance of major laboratory equipment through Annual Maintenance Contracts (AMC).

Equipment providers and technical staff maintain campus surveillance system, teaching aids such as LCD projectors, PA systems, laptops, desktops, printers, wi-fi and fire-fighting equipment deployed in various offices, buildings, classrooms, laboratories and hostels.

File Description	Documents
Upload relevant supporting document	View File

STUDENT SUPPORT AND PROGRESSION

5.1 - Student Support

5.1.1 - Total number of students benefited by scholarships and free ships provided by the institution, Government and non-government agencies (NGOs) during the year (other than the students receiving scholarships under the government schemes for reserved categories)

1616

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	No File Uploaded

5.1.2 - Total number of students benefited by career counselling and guidance for competitive examinations offered by the Institution during the year

455

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	No File Uploaded

5.1.3 - Following Capacity development and skills enhancement initiatives are taken by the institution
Soft skills
Language and communication skills
Life skills (Yoga, physical fitness, health and hygiene)
Awareness of trends in technology

A. All of the above

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	No File Uploaded

5.1.4 - The Institution adopts the following for redressal of student grievances including sexual harassment and ragging cases
Implementation of guidelines of statutory/regulatory bodies
Organisation wide awareness and undertakings on policies with zero tolerance
Mechanisms for submission of online/offline students' grievances
Timely redressal of the grievances through appropriate committees

• All of the above

File Description	Documents
Upload relevant supporting document	View File

5.2 - Student Progression

5.2.1 - Number of students qualifying in state/ national/ international level examinations during the year (eg:NET/SLET/GATE/GMAT/CAT/ GRE/TOEFL/Civil Services/State government examinations)

5.2.1.1 - Number of students who qualified in state/ national/ international examinations (e.g.: IIT-JAM/NET/SET/JRF/ GATE /GMAT /CAT/ GRE/ TOEFL/Civil Services/State government examinations) during the year

105	
File Description	Documents
Upload the data template	View File
Upload relevant supporting document	No File Uploaded
5.2.2 - Total number of placement of outgoing students during the year	
379	
File Description	Documents
Upload the data template	View File
Upload relevant supporting document	No File Uploaded
5.2.3 - Number of recently graduated students who have progressed to higher education (previous graduating batch) during the year	
383	
File Description	Documents
Upload the data template	View File
Upload relevant supporting document	No File Uploaded
5.3 - Student Participation and Activities	
5.3.1 - Number of awards/medals won by students for outstanding performance in sports/cultural activities at inter -university/state/national/international events (award for a team event should be counted as one) during the year	
4	
File Description	Documents
Upload the data template	View File
Upload relevant supporting document	No File Uploaded
5.3.2 - Presence of Student Council and its activities for institutional development and student welfare	
<p>Students have active representation on academic and administrative bodies and committees of the Institute.</p> <p>All programmes have class committees for each course that comprise of student members representing meritorious as well as weak students, alongwith faculty members nominated by the Head of the Department, other than the course teacher. The Class Committees provide feedback on all aspects of the programme and respective course. Class Committee Meetings are held regularly, at least twice in each semester.</p> <p>Students have strong representations in all cultural and sports and games committees and help in organization and management of events.</p> <p>Students provide strong support in the administration and management of hostel affairs. Each hostel has a Captain, Vice-Captain, Mess Committee, Cultural Committee, Sports Committee and Cleanliness Committee. Students manage the entire functioning of the co-operative mess and organize extra-curricular events and competitions throughout the year.</p> <p>Students organize various activities, cultural, literary and sports competitions and celebrate national days and festivals besides NSS and social service activities.</p> <p>The above activities enhance their communication skills, management skills, leadership skills, team work, time-management, resource management skills and builds confidence in each student.</p>	

File Description	Documents
Upload relevant supporting document	View File

5.3.3 - Number of sports and cultural events / competitions organised by the institution during the year

33

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	No File Uploaded

5.4 - Alumni Engagement

5.4.1 - The Alumni Association/Chapters (registered and functional)contributes significantly to the development of the institution through financial and other support services during the year

The 'Alumni Association of Dayalbagh Educational Institutions (AADEIs)' closely works with DEI and provides dedicated support in all activities of DEI. It has contributed significantly through financial and non-financial means in establishing advanced facilities for teaching and research, seed funding, Chairs of Excellence, Under Graduate Research Awards (UGRA), Development of resource materials, short courses on personality and basic skills development, coaching for competitive examinations, organization of international conferences, training, internships and placement, conducting surveys to take feedback from all stakeholders and suggest improvements, deliver invited talks, guest lectures and seminars, providing counselling to students for employment, helping in organization and management of extensive outreach activities of the Institute, providing sponsorship and support for printing of magazines, conference proceedings, and brochures, offer services as mentors of ODL programmes in India and abroad and offering honorary services to teach, guide research and help in establishing ICT centres in India and abroad.

File Description	Documents
Upload relevant supporting document	View File

5.4.2 - Alumni contribution during the year (INR in Lakhs)

A. \geq 5Lakhs

File Description	Documents
Upload relevant supporting document	View File

GOVERNANCE, LEADERSHIP AND MANAGEMENT

6.1 - Institutional Vision and Leadership

6.1.1 - The institution has a clearly stated vision and mission which are reflected in its academic and administrative governance

The governance of the Institute is reflective of an effective leadership and is in tune with its vision and mission.

The mission objective of the institute is to evolve "a complete person", a well-rounded total quality person, through an innovative and comprehensive education system based on academic excellence, moral and spiritual values and social sensibilities.

The DEI Education Policy of 1975, developed as an interpretive structural model based on the systems approach, has been successfully implemented as an integrated system of value-based education.

Leadership is achieved through well-defined systems and organizational structure consistent with the bye-laws of the institute and its vision and mission in general.

DEI has various bodies for governance for development of policies, regulations and guidelines, their implementation and continuous improvement.

The Leadership ensures the compliance of academic and administrative processes and procedures as part of the Total Quality Management framework through regular systematic audits, checks and monitoring.

The leadership strives for perfection through introspection and continuous feedback, especially, by identifying organizational needs and striving to fulfil them, by reinforcing a culture of excellence through IQAC, by interacting with all its stakeholders and encouraging self-governance and team work to achieve the vision and mission of the Institute.

File Description	Documents
Upload relevant supporting document	View File

6.1.2 - The effective leadership is reflected in various institutional practices such as decentralization and participative management

DEI practices decentralization and participative management to achieve excellence by involving faculty, staff and students in all its activities at various levels. It has a well-designed organizational structure with different bodies and committees and well-defined processes to provide leadership and manage different functions and initiate timely action, in tune with its vision and mission.

Decentralization of academic and administrative activities with active participation of faculty members at different levels, ensures inclusivity and unity in thought and action.

For instance, the process of curriculum/programme review has been established in consultation with experienced subject matter experts in developing or implementing similar educational processes.

The steps in curriculum programme review process involve feedback through various channels, departmental review, in which the department analyses various reports, identifies areas of improvement annually and prepares need-based proposals for the approvals of the various statutory bodies at the departmental, faculty and institute level.

File Description	Documents
Upload relevant supporting document	View File

6.2 - Strategy Development and Deployment

6.2.1 - The institutional Strategic plan is effectively deployed

DEI has formulated a comprehensive and progressive two-decade strategic plan (VISION-2031), in tune with its Vision and Mission, to become a leading teaching-cum-research Institute through an exemplary system of education, after an exhaustive self-examination by all its stakeholders, including external experts from prestigious institutes in India and abroad.

DEI has been awarded the ISO 21001:2018 certification whose scope is provision for academic administration, management and administrative support services for conducting educational programmes with the award of credits and grades. Detailed quality manuals mapping processes with key performance indicators have been prepared and deployed.

In its quest for excellence and continuous efforts to achieve total quality management, DEI was accredited with A+ grade with a score of 3.4 out of 4 by NAAC in 2019. A desirable outcome of the strategic plan is the Infusion of ICT into all aspects of Education. DEI has successfully implemented this important aspect of the Strategic Plan through various initiatives.

It is a matter of great pride that many innovative aspects of the visionary DEI Education Policy have been included in the New Education Policy -2020 of the Govt. of India, which have been successfully implemented in DEI since its inception in 1981.

File Description	Documents
Upload relevant supporting document	View File

6.2.2 - The functioning of the institutional bodies is effective and efficient as visible from policies, administrative setup, appointment and service rules, procedures, etc.

DEI has a well-defined organizational structure to ensure efficient governance and management through effective decision making. The main bodies that have been constituted under its Memorandum of Association to formulate and execute policies and strategic plans based on its Vision and Mission and manage all activities of the Institute.

The Institute MoA and Bye-Laws provide policy framework and direction for the functioning of the Institute. The roles and responsibilities of various bodies are also clearly defined to ensure transparency and accountability to achieve its objectives.

In addition, each Faculty has a number of sub-committees and groups including students and staff members for carrying out various activities to ensure efficient functioning through decentralized management.

External expert members are part of all important bodies to provide an unbiased broader perspective, transparency and experience.

DEI follows all rules and regulations concerning service, career advancement, research promotion, staff welfare and grievance redressal as laid down by various statutory regulatory authorities, such as, MHRD, UGC, AICTE, CoA and NCTE.

DEI is an inclusive organization that accepts diversity and inclusion as a way of life. The healthy work culture, extensive involvement of its members in various activities and organizational setup ensures smooth functioning.

File Description	Documents
Upload relevant supporting document	View File

6.2.3 - Institution Implements e-governance in its areas of operations

6.2.3.1 - e-governance is implemented covering following areas of operation

1. Administration
2. Finance and Accounts
3. Student Admission and Support
4. Examination

A. All of the above

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

6.3 - Faculty Empowerment Strategies

6.3.1 - The institution has a performance appraisal system, promotional avenues and effective welfare measures for teaching and non-teaching staff

DEI strictly follows the UGC Regulations on Minimum Qualifications for Appointment of Teachers and other Academic Staff in Universities and Colleges and Measures for the Maintenance of Standards in Higher Education-2018" together with all amendments made therein from time to time, for its teaching and non-teaching staff.

The performance of each employee is assessed annually after completion of one year of service. The objective is not only to objectively evaluate the performance as per established norms, but also to identify potential aspects for

improvement that can eventually lead to further progress and growth of the employee.

All non-teaching staff are also assessed through annual confidential reports and annual performance appraisal.

The comprehensive Annual Confidential Report comprises of 32 parameters. Each one of them is graded on a seven-point scale, i.e., Excellent, Very Good, Good, Highly Satisfactory, Satisfactory, Average and Poor.

On satisfactory performance, all employees are granted promotions and financial upgradation under the ACP Scheme.

The Annual Confidential Report and the Performance Appraisal System has significantly helped in the evaluation of the performance of employees, in motivating them, analysing their strengths and weaknesses and ensuring better performance.

File Description	Documents
Upload relevant supporting document	View File

6.3.2 - Total number of teachers provided with financial support to attend conferences / workshops and towards membership fee of professional bodies during the year

21

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	No File Uploaded

6.3.3 - Number of professional development / administrative training Programmes organized by the institution for teaching and non-teaching staff during the year

3

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	No File Uploaded

6.3.4 - Total number of teachers undergoing online/ face-to-face Faculty Development Programmes (FDP)during the year(Professional Development Programmes, Orientation / Induction Programmes Refresher Course, Short Term Course)

201

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	No File Uploaded

6.4 - Financial Management and Resource Mobilization

6.4.1 - Institutional strategies for mobilisation of funds and the optimal utilisation of resources

DEI receives grants from U.P. Govt. and UGC. Apart from these, the resource mobilization is mainly through, Fee from students, interest on investments, interest on corpus, contribution from charitable societies, contributions from association of alumni of Dayalbagh educational institutions, overhead charges from projects, consultancy charges, contributions from DEI trust, endowments, sponsorships and registration fee, tender fee and sale of application forms.

Strict control is exercised on utilization of resources. Institute Budget forms the basis for it. Funds certification and allocation registers are the instruments of budgetary control. Monthly review of expenditure booked under various heads helps in identifying the pace of booking as well as budgetary gaps which help in preparing Revised Budget.

Financial control is exercised through various bodies/committees.

While Planning and Monitoring Board makes department wise allocation of funds for equipment, books and buildings etc., the Purchase Committees, Equipment Committees and Building Committees ensure proper utilization of allocated funds.

Provident Fund Committee looks after the investments, and Library Committee, Write-Off Committee, Repair Committee also help in optimal utilization of funds.

Above all, optimal utilization of limited resources of the institute is a result of commitment, dedication and selfless voluntary services of its officials, teaching and non-teaching staff.

File Description	Documents
Upload relevant supporting document	View File

6.4.2 - Funds / Grants received from government bodies during the year for development and maintenance of infrastructure (not covered under Criteria III and V) (INR in Lakhs)

0

File Description	Documents
Upload the data template	No File Uploaded
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6.4.3 - Funds / Grants received from non-government bodies, individuals, philanthropists during the year for development and maintenance of infrastructure (not covered under Criteria III and V)(INR in Lakhs)

374

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	No File Uploaded

6.4.4 - Institution conducts internal and external financial audits regularly

DEI regularly conducts internal and external financial audits. External Audit is conducted by the CAG through Auditor General (AG) Allahabad and Chartered Accountant of the Institute. Internal Audit is conducted by an Internal Auditor.

AG, Allahabad conducts statutory audit covering all financial and accounting activities of the Institute. This includes scrutiny of all receipts from fee, donations, grants, contributions, interest earned and returns on investments; and all payments to staff, vendors, contractors, students and other service providers.

All observations/objections of AG are communicated through their report. These objections are examined by separate committees of the institute consisting of Assistant Registrar (Accounts), Internal Auditor, concerned Head of the Department and any other member nominated by the Director. Draft report is submitted to Treasurer and Director, (if necessary) for finalizing compliance report of the Institute.

Chartered Accountant of the Institute conducts regular accounts audit and certifies its Annual Financial Statements and Utilization Certificates.

The Internal Auditor pre-audits major receipts and payments (above Rs. 50 thousand each) and concurrent/post audits all other receipts and payments. He also pre-checks salary fixations, pension and gratuity payments and final payments of GPF.

File Description	Documents
Upload relevant supporting document	View File

6.5 - Internal Quality Assurance System

6.5.1 - Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the quality assurance strategies and processes by constantly reviewing the teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals

DEI Internal Quality Assurance Cell (IQAC) carries out activities that encompass all aspects of the Institute's functioning.

It undertakes improvement in quality of teaching and research by regular inputs to all concerned based on feedback from students; provides inputs for best practices in administration for efficient resource utilization and better services to students and staff; and provides inputs for Academic and Administrative Audit and analysis of results for improvement in weak areas.

The Institute IQAC regularly meets every three months.

The Institute IQAC prepares, evaluates and recommends the following for approval by the relevant Institute and Govt. statutory authorities:

- Annual Quality Assurance Report (AQAR)
- Self-Study Reports of various accreditation bodies (ISO 9001, UGC 12b, NAAC, NIRF, NBA)
- Performance Based Appraisal System (PBAS) for Career Advancement Scheme (CAS)
- Stakeholder's feedback
- Process Performance & Conformity
- Action Taken Reports
- New Programmes as per National Missions and Govt. Policies The two examples of practices institutionalized as a result of IQAC initiatives are as follows:

The IQAC led efforts to the successful implementation of ICT and renewable energy, automation of admission, financial and examination processes, upgradation of Wifi and LAN facilities.

File Description	Documents
Upload relevant supporting document	View File

6.5.2 - Institution has adopted the following for Quality assurance Academic Administrative Audit (AAA) and follow up action taken Confernces, Seminars, Workshops on quality conducted Collaborative quality initiatives with other institution(s) Orientation programme on quality issues for teachers and studens Participation in NIRF Any other quality audit recognized by state, national or international agencies (ISO Certification, NBA)

A. Any 5 or all of the above

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

6.5.3 - Incremental improvements made for the preceding during the year with regard to quality (in case of first cycle) Post accreditation quality initiatives(second and subsequent cycles)

A number of post accreditation quality improvements have been taken that include, ISO 21001:2018 certification in 2021, annual participation in NIRF and National Missions that include,

- Swachh Bharat Mission
- Skill India Mission
- Renewable Energy
- Make in India

- Digital India
- Beti Bachao Beti Padhao Abhiyan
- Unnat Bharat Abhiyan

Entrepreneurship and Skill Based Education by introducing new B.Voc. programmes under the 'Deen Dayal Upadhyay KAUSHAL Kendras', M.Voc. Programmes, B.Tech. in Agricultural Technology, MBA programmes in Innovation, Waste Management and Agricultural Management, establishment of School of Education, creating various lateral and vertical pathways for progression, remedial examinations after every semester, MOUs with prestigious international and national institutes, strengthening of extension activities in the neighbourhood and in remote tribal areas, launching earn-while-you-learn and learn-while-you-earn-schemes, strengthening of the ODL programme, acquiring and cultivating land for organic farming, labs on land, biodiversity parks, botanical gardens, dairy products, green campus development, new research facilities, and generating awareness regarding Covid-19 in rural areas and taking active measures for its prevention.

File Description	Documents
Upload relevant supporting document	View File

INSTITUTIONAL VALUES AND BEST PRACTICES

7.1 - Institutional Values and Social Responsibilities

7.1.1 - Measures initiated by the Institution for the promotion of gender equity during the year

The best Practise of DEI for Gender Sensitization-

- Co -Education
- Women Education with more than 67% of women enrolment
- Adequate representation in administration
- Increasing enrolments in scientific and technology as course stream, which will break the stereotypical image of women
- Self-Defence and Health Care Training
- Surveillance
- Women Grievance Cell
- Earn while you Learn and Learn while you earn schemes
- DEI Quantum Jugaad Innovation- Activities in Jugaad, food processing, dairy, sculpture, and painting, stitching
- DEI Medical and Rural Assistant Camp
- DEI Souvenir Shops
- DEI Dairy and Agroecology
- Women Empowerment and Entrepreneurships - ATMA or Apparel and Toy Making Association provides women and youth an opportunity to make soft toys. ADyNAM or (Agricultural and Dairy Nano-processing of Multi Products), and AAM or the (Automation and Multi skilling garage) were other innovative experiments in this sphere. The concept of REZ to SEZ was formulated to provide global vantage access to rural entrepreneurial ventures.
- Nano-Enterprises leading to Self-Help groups

File Description	Documents
Upload relevant supporting document	View File
Annual gender sensitization action plan(s)	DEI educational Policy aims to ensure equity and inclusion in and through education. It is obvious that inclusion has been addressed in several ways and the numbers indicate that our model of education accommodates all asymmetries and biases by creating women empowerment in tribal and rural areas activities. In DEI equal opportunities are provided to all individuals irrespective of gender, race, caste, colour, creed, language, religion, political or another opinion, national or social origin, property, birth, or another status. Its unique work culture, healthy traditions, and ethos have led to the enrolment of 68% women students and 49% women staff. The education system at DEI

addresses the HeForShe impact 10*10*10 parameters of gender equality as per University Parity report 2018 emphasized two parameters for ensuring gender equality in universities • Adequate representation in administration • Increasing enrolments in scientific and technology as course stream, which will break the stereotypical image of women. The government has initiated several policies for promoting girls in education, such as Beti Bachao Beti Padhao; Sukanya Samridhhi Yojna; CBSE Udaan Scheme; Mahila E- Haat; STEP {Support to Training and Employment Program for women} and DEI has been constantly contributing towards this cause. The faculty members and students of the Human rights course, visit villages, gather women, children and develop their entrepreneur skills. They train them in making handicrafts, sewing work, etc. The institute believes in the idea of Atmanirbhar Bharat, hence promoting women's entrepreneurship which further aims to help them live with dignity and respect. While pursuing the national policies of gender equality in education, Dayalbagh Educational Institute is simultaneously fulfilling global norms and approaches towards a more inclusive and egalitarian society.

Specific facilities provided for women in terms of: a. Safety and security b. Counseling c. Common rooms d. Daycare Centre e. Any other relevant information

1. Safety and security
2. Counseling
3. Common rooms
4. Daycare Centre
5. Co -Education
6. Women Education with more than 67% of women enrolment
7. Adequate representation in administration
8. Increasing enrolments in scientific and technology as course stream, which will break the stereotypical image of women
9. Self-Defence and Health Care Training
10. Surveillance
11. Women Grievance Cell
12. Earn while you Learn and Learn while you earn schemes
13. DEI Quantum Jugaad Innovation- Activities in Jugaad, food processing, dairy, sculpture, and painting, stitching

7.1.2 - The Institution has facilities for alternate sources of energy and energy conservation Solar energy Biogas plant Wheeling to the Grid Sensor-based energy conservation Use of LED bulbs/ power-efficient equipment

A. Any 4 or All of the above

File Description

Documents

Upload relevant supporting document

[View File](#)

7.1.3 - Describe the facilities in the Institution for the management of the following types of degradable and non-degradable waste (within 200 words) Solid waste management Liquid waste management Biomedical waste management E-waste management Waste recycling system Hazardous chemicals and radioactive waste management

DEI generates minimal waste and efficiently manages waste disposal. Routine solid waste is collected daily and segregated into different types of bio and non-bio degradable waste.

The adverse effects of waste on health and environment have been reduced in collaboration with the Society for Preservation of Healthy Environment and Ecology and Heritage of Agra, a local NGO.

Efforts for Waste Management include Organic and Vermi-composting, recycling of paper and other materials and stopping use of non-biodegradable materials like plastic bags.

Liquid waste generated in the institute is treated in septic tanks and disposed into soak pits. The institute has implemented the Biodigester technology that remove the waste in water which is then used for gardening.

The institute exercises the buyback option for the purchase of new equipment for technology upgradation. Waste generated from old computer parts have also been used to construct artifacts to enhance the aesthetic appeal in the campus.

A B.Voc. programme on Water, Sanitation and Waste Management has been started to encourage innovations for effective waste management. Competitions are also organized to encourage waste management.

File Description	Documents
Upload relevant supporting document	View File

7.1.4 - Water conservation facilities available in the Institution: Rain water harvesting Bore well /Open well recharge Construction of tanks and bunds Waste water recycling Maintenance of water bodies and distribution system in the campus

A. Any 4 or all of the above

File Description	Documents
Upload relevant supporting document	View File

7.1.5 - Green campus initiatives include

7.1.5.1 - The institutional initiatives for greening the campus are as follows:

1. Restricted entry of automobiles
2. Use of bicycles/ Battery-powered vehicles
3. Pedestrian-friendly pathways
4. Ban on use of plastic
5. Landscaping

A. Any 4 or All of the above

File Description	Documents
Upload relevant supporting document	View File

7.1.6 - Quality audits on environment and energy are regularly undertaken by the institution

7.1.6.1 - The institution's initiatives to preserve and improve the environment and harness energy are confirmed through the following:

1. Green audit
2. Energy audit
3. Environment audit
4. Clean and green campus recognitions/awards
5. Beyond the campus environmental promotional activities

A. Any 4 or all of the above

File Description	Documents
Upload relevant supporting document	View File

7.1.7 - The Institution has a disabled-friendly and barrier-free environment Ramps/lifts for easy access to classrooms and centres. Disabled-friendly washrooms Signage including tactile path lights, display boards and signposts Assistive technology and facilities for persons with disabilities: accessible website, screen-reading software, mechanized equipment, etc. Provision for enquiry and information: Human assistance, reader, scribe, soft copies of reading materials, screen reading, etc.

A. Any 4 or all of the above

File Description	Documents
Upload relevant supporting document	View File

7.1.8 - Describe the Institutional efforts/initiatives in providing an inclusive environment i.e. tolerance and harmony towards cultural, regional, linguistic, communal, socio-economic and other diversities (within a maximum of 200 words)

Nil

File Description	Documents
Upload relevant supporting document	No File Uploaded

7.1.9 - Sensitization of students and employees of the institution to constitutional obligations: values, rights, duties and responsibilities of citizens:

Student diary, By-laws, institute website, Lectures, Assembly etc.

7.1.10 - The Institution has a prescribed code of conduct for students, teachers, administrators and other staff and conducts periodic programmes in this regard. The Code of Conduct is displayed on the website There is a committee to monitor adherence to the Code of Conduct Institution organizes professional ethics programmes for students, teachers, administrators and other staff Annual awareness programmes on Code of Conduct are organized

All of the above

File Description	Documents
Upload relevant supporting document	View File

7.1.11 - Institution celebrates / organizes national and international commemorative days, events and festivals

DEI celebrates national festivals and organizes various programmes to commemorate the birth and death anniversaries of great Indian personalities.

The various festivals that are celebrated in the Institute include Basant Panchmi, Holi, Diwali, Lohri, Pongal and Eid.

DEI enthusiastically celebrates national days that include, Independence Day and Republic Day. Students participate in a majestic March Past, present patriotic songs, sports and tree plantation in a grand function, in which a prominent public servant is invited as the Chief Guest.

The prominent days are enthusiastically celebrated with pledges, various activities and competitions related to the event every year include the following:

- International Yoga Day
- Sanskrit Day
- Founder's Day of Dayalbagh and DEI Technical College
- International Youth Day (12th August).
- Sadbhavana Day
- Teachers Day
- International Literacy Day
- Hindi Day
- Engineers Day
- International Ozone Day
- NSS Day
- Gandhi Jayanti
- World Mental Health Day
- Global Hand Washing Day
- National Unity Day
- National Integration Day
- World Toilet Day
- Diwali is specially celebrated as values and quality day
- Constitution Day
- World AIDS Day

- Founder's Day of Engineering Faculty
- Birthday of Swami Vivekananda
- Lohri
- National Voters Day
- Martyrs day
- Founder's Day as Open Day
- Matribhasha Diwas
- National Science Day
- International Women's Day

File Description	Documents
Upload relevant supporting document	View File

7.2 - Best Practices

7.2.1 - Describe one best practice successfully implemented by the Institution as per NAAC format provided in the Manual

Title: SOCIO-ECONOMIC DEVELOPMENT THROUGH OUTREACH

Objectives

The objective of the DEI Education Policy is to provide affordable quality education to the last the least, the lowest and the lost.

The Context

Education alone can upgrade the economic and social stature and sustained well-being of Scheduled Tribes.

The Practice

DEI provides training in vocational skills to mitigate economic hardship, particularly of unemployed youth in remote areas and tribal people in backward regions, and for women empowerment.

Evidence of Success A Case Study: Educating, Skilling & Empowering Rajaborari - A Remote Tribal Cluster in Madhya Pradesh

Social transformation and sustainable development by making tribals self-dependent through entrepreneurship, improved health, hygiene and livelihood through various initiatives:

- Installation of EDUSAT network
- Free bicycles to girl students
- Regular health check-ups. Free mid-day meals.
- Three Karkhanas established for tribals to start their own micro scale business:
- ATMA (Apparel and Toy Manufacturing Association)
- ADyNam (Agro and Dairy Nano processing of Multi-products)
- AAM (Automotive And Multi-skill) Karkhana
- Free dispensary, e-medicine.
- Mobile connectivity with BSNL.
- Networked Schools
- Distributed 5kW Solar Power Plant
- Electrical power to Timarni-Rajaborari 40 km WiFi link

Additional resources and active support of regulating agencies is required, by providing flexible policies, mechanisms and resources.

7.3 - Institutional Distinctiveness

7.3.1 - Highlight the performance of the institution in an area distinct to its priority and thrust (within a maximum of 200 words)

Best Practice

Title : Implementation of an Innovative, Comprehensive and Integrated Value-based Education System

The visionary DEI Educational Policy, formulated in 1975, and implemented in DEI since 1981 anticipated and implemented several features which later found consensus not only in the NEP-1986, but also NEP-2020 and has been widely appreciated.

The mission objective of the Institute is to evolve a well-rounded complete total quality person that is based on academic values, moral and spiritual values and social sensibilities.

The policy makes broad coverage at the undergraduate level by enhancing awareness through courses on humanities, social sciences, management and entrepreneurship, compulsory core courses, work-based training and social service. DEI's value-based experiential education learning environment stretches from the classroom to sports and agricultural fields, and co-op. industrial experience. It has acquired a multi-dimensional form by successfully providing education at all levels, integrating different forms of education, all modes of education to all sections of the society, flexible education system connecting modular, certificate, diploma, advanced diploma and degree programmes, reaching all sections of society, strong emphasis on women empowerment through education and entrepreneurship, and focus on knowledge creation in emerging thrust areas.

7.3.2 - Plan of action for the next academic year

DEI will continue to take the following initiatives: • To establish new multi-disciplinary program in Theology, Cognitive science, Neuroscience, AYUSH, etc. offered jointly by different departments. • To undertake, theoretical and experimental research in emerging niche areas of expertise, that include, neuro-aesthetics, Neuro-Linguistics, Neuro-Theology, Topological Graph theory, Quantum Computing, Internet of Everything and AI super intelligent machines with safety net, Psycho-Physics, Yoga and Meditation, Neuro phenomenology, Cognitive Neuroscience, Agro-ecology, sustainable healthcare habitat, Lacto-vegetarianism, Science of consciousness, renewable energy, entrepreneurship • To promote integration of knowledge through multidisciplinary program • To emphasis spiritual education, the highest form of education, to achieve the mission objective of evolving super conscious and super intelligent human beings, empowered to face and resolve global challenges.