



**INSTITUTIONAL ASSESSMENT AND ACCREDITATION
(Effective from July 2017)**

Accreditation - (Cycle - 3)

**PEER TEAM REPORT ON
INSTITUTIONAL ACCREDITATION OF
DAYALBAGH EDUCATIONAL INSTITUTE
U-0507**

**AGRA
282005**

**NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL
An Autonomous Institution of the University Grants Commission
P.O. Box No. 1075, Nagarbhavi, Bengaluru - 560 072, INDIA**

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Section I: GENERAL INFORMATION

1.Name & Address of the institution:	DAYALBAGII EDUCATIONAL INSTITUTE AGRA Uttar pradesh 282005	
2.Year of Establishment	1981	
3.Current Academic Activities at the Institution(Numbers):		
Faculties/Schools:	6	
Departments/Centres:	24	
Programmes/Course offered:	125	
Permanent Faculty Members:	328	
Permanent Support Staff:	297	
Students:	7178	
4.Three major features in the institutional Context (Asperceived by the Peer Team):	1. UGC and UP State funded institution with strong beliefs in value based education with holistic development. 2. Strong and effective alumni base. 3. Faculty-Non teaching staff and students are committed.	
5.Dates of visit of the Peer Team (A detailed visit schedule may be included as Annexure):	Visit Date From : 29-07-2019 Visit Date To : 31-07-2019	
6.Composition of Peer Team which undertook the on site visit:		
	Name	Designation & Organisation Name
Chairperson	DR. PRAKASH C SARANGI	FormerVice Chancellor,RAVENSHAW UNIVERSITY
Member Co-ordinator:	DR. PRATOSH BANSAL	IQAC / CIQA coordinator
Member:	DR. STEPHEN A	Professor,UNIVERSITY OF MADRAS
Member:	DR. FAYAZ AHMAD NIKA	Professor,Central University of Kashmir
Member:	DR. ANUPAM MAHAJAN	Professor,UNIVERSITY OF DELHI
NAAC Co - ordinator:	DR. JAGANNATH PATIL	

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Section II: CRITERION WISE ANALYSIS

Observations (Strengths and/or Weaknesses) on each qualitative metrics of the key Indicator under the respective criterion (This will be a qualitative analysis of descriptive nature aimed at critical analysis presenting strength and weakness of HEI under each criteria)

Criterion 1 - Curricular Aspects (Key Indicator and Qualitative Metrics (QIM) in Criterion 1)

1.1	Curriculum Design and Development
1.1.1 QIM	Curricula developed /adopted have relevance to the local/ national / regional/global developmental needs with learning objectives including program outcomes, program specific outcomes and course outcomes of all the program offered by the University
1.2	Academic Flexibility
1.3	Curriculum Enrichment
1.3.1 QIM	Institution integrates cross cutting issues relevant to Gender, Environment and Sustainability, Human Values and Professional Ethics into the Curriculum
1.4	Feedback System

Qualitative analysis of Criterion 1

Institute follows a systems thinking and outcomes based approach in designing all of its courses.

Industry experts and international exchange for the development of critical thinking, problem-solving abilities and diversity in thought process are practiced.

In addition to electives, the multiple-entry multiple-exit model is being followed by the institute. Lateral pathways exist which enable a student to move from skilling to technical or skilling to conventional system or vice-versa. The students can take ancillary courses from other faculties at the undergraduate level. Curriculum design is done with the focus on inter-disciplinarity, multi-disciplinarity and trans-disciplinarity.

The Institute follows a student-centric approach to impart a values-based quality educational curriculum.

Relevance to Local and Regional Needs: DEI offers a variety of programs that focus on local expertise and needs of Agra and Uttar Pradesh, which include, B.Tech. in Leather Technology, B.Voc. programmes in Agriculture, Renewable Energy, Dairy Technology, Textiles, Water, Sanitation and Waste Management, Tourism and Hospitality Management, and core courses on Agricultural Operations, Rural Development and Environment Education. Emphasis is laid on inter- and multi-disciplinary research in priority areas of national and global needs, such as, renewable and sustainable energy, quantum and nano systems.

Curriculum Review and Updation: Curriculum is reviewed frequently through Departmental and Faculty Board of Studies and Academic Council.

DEI annually organizes seminars, conferences, guest lectures, exhibitions, street plays and literary activities that help in gender sensitization.

DEI offers vocational and skill development education by introducing UG/PG programmes in Water, Sanitation and Waste Management, Renewable Energy, Dairy Technology, Agriculture and Environmental and Green Technology. A compulsory core course on Environment studies is included in all UG programmes.

DEI's curriculum has the following compulsory core courses in all UG programmes specially focused on the

development of human values and professional ethics: Cultural Education, Scientific Methodology, General Knowledge and Current Affairs.

A compulsory course on Professional Ethics and Values is also offered in M.Tech. Engg. Systems, Value Education in B.Ed. and Professional Ethics as part of School Management.

Curriculum include emphasis on Seminars, Group discussion, Co-op internships, Environmental studies, Sustainability, Gender issues, Research methodology, Case Studies, Term papers, Projects, Experiences from 'Earn While You Learn', Online courses, Student Exchange Programmes, Experiential learning, Under Graduate Research, Practice of Sustainable economy etc. covering topics beyond traditional content. The co-op and rural internships of students, provisions exist to benefit the students by offering relevant online courses.

Approximately in every three year, all departments review the course syllabi and content through board of studies, faculty board, academic council meetings. There is also practice to update syllabus every year wherever required.

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Criterion2 - Teaching-learning and Evaluation (Key Indicator and Qualitative Metrics(QIM) in Criterion2)	
2.1	Student Enrollment and Profile
2.2	Catering to Student Diversity
2.2.1 QIM	The institution assesses the learning levels of the students, after admission and organises special programs for advanced learners and slow learners
2.3	Teaching- Learning Process
2.3.1 QIM	Student centric methods, such as experiential learning, participative learning and problem solving methodologies are used for enhancing learning experiences
2.4	Teacher Profile and Quality
2.5	Evaluation Process and Reforms
2.5.4 QIM	Positive impact of reforms on the examination procedures and processes including IT integration and continuous internal assessment on the examination management system
2.6	Student Performance and Learning Outcomes
2.6.1 QIM	Program outcomes, program specific outcomes and course outcomes for all programs offered by the Institution are stated and displayed on website and communicated to teachers and students
2.6.2 QIM	Attainment of program outcomes, program specific outcomes and course outcomes are evaluated by the institution
2.7	Student Satisfaction Survey

Qualitative analysis of Criterion 2

DEI conducts compulsory Orientation Programme after admission. DEI prescribes minimum and maximum credits that a student can take each semester. With minimum credits (catering to slow learners) a student can extend the course duration to double the prescribed duration.

Schemes for slow learners: System of peer group teaching, learning and assistance from classmates and senior students. Other measures include organizing extra classes, special tutorial sessions and remedial teaching. Extra reading material is provided to improve basic understanding of the subject.

Schemes for advanced learners: Opportunities exist for advanced learners in the form of undergraduate research awards, summer research fellowship programs and participation in collaborative courses and research projects through MoUs and exchange programs. The Institute has a system of providing pathways for vertical and horizontal progression by clearing requisite tests and meeting eligibility criteria. Assistance is provided to students for research visits abroad and to attend conferences.

Teaching-Learning in DEI follows a student-centric process employing experiential, participative, problem solving and constructivist methodologies to promote academic enrichment and values in students such as democratic practices, social equality, dignity of labour, team spirit and leadership.

The Institute has introduced a cooperative programme in engineering and management which requires students to undertake a 5-6-month on-the-job training in the industry before completing the final year. Summer Training, Summer Projects and Summer Internships are an integral part of most curriculum to promote experiential learning.

Tablet-based teaching and learning methodology used for B.Ed. and M.Ed. Interns.

A system of peer group teaching, learning and evaluation has been instituted where senior students take and evaluate courses such as laboratory courses.

Self-learning is also encouraged at DEI. Resources are made available in various forms such as Vidyaprasar (<http://vp.dei.ac.in/vp/>), an on-line collaborative learning, live web cast and content management system with state-of-the-art interactive learning resources. Access to courses under e-PG-Pathshala, SWAYAM and other MOOCs platforms are being provided.

DEI has a continuous evaluation system with different types of assessments including daily home assignment (DHA) spread throughout the duration of each semester. 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.

Centralized conduct of End-Semester Examinations (25%) has led to optimal utilization of physical as well as manpower resources, increased vigilance and smooth conduct of the examinations.

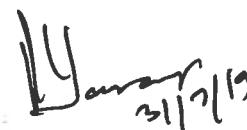
A Course Management Software System has been developed in-house with many notable features such as catering to all types of programs, registration of students, student tracking, compilation and declaration of results and generation of all reports.

Provision has been made for conduct of remedial examination/supplementary exam after every semester.

Program Education Objectives, Program Outcomes and Course Outcomes for all programs offered by the Institute are clearly stated, displayed on the DEI website and communicated to teachers and students. All students are apprised of the objectives and expected outcomes of their programme on admission during the compulsory Orientation programs. Students are also educated and provided with the detailed syllabus and course outcomes in each course and the assessment strategy for each course.

DEI's has its own Higher Education Policy which defines aims and objectives of the Institute. These aims and objectives are foundation for defining the Program Education Objectives (PEO) of every program conceptualized and designed in the institute. Program outcomes are derived from the Program Education Objectives.

DEI has mechanism for measuring attainment of program outcomes, program specific outcomes and course outcomes.


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Criterion3 - Research, Innovations and Extension (Key Indicator and Qualitative Metrics(QIM) in Criterion3)	
3.1	Promotion of Research and Facilities
3.2	Resource Mobilization for Research
3.3	Innovation Ecosystem
3.3.1 QIM	Institution has created an eco system for innovations including Incubation centre and other initiatives for creation and transfer of knowledge
3.4	Research Publications and Awards
3.5	Consultancy
3.6	Extension Activities
3.6.1 QIM	Extension activities in the neighbourhood community in terms of impact and sensitising students to social issues and holistic development during the last five years
3.7	Collaboration

Qualitative analysis of Criterion 3

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. Quantum & Nano Computing System and Applications (QANSAS) and a Centre for Consciousness Studies are in place.

The Institution has a well-built mechanism to promote skill education in different areas. Skill training is imparted to augment potential for start-ups through Kaushal Kendra and B.Voc./M.Voc. Programmes.

Skill development has remained a core area of focus for the institution right from very early days. However, with the launch of B.Voc and M.Voc programmes it has added one more dimension to skill education. The institution is promoting entrepreneurial culture through innovation in various skill sectors like handicrafts, screen printing, dress making, recycling of waste paper, automobile engineering, food production etc. The students of these courses are very much involved in developing prototypes to convert them in to commercial opportunities. In non-Bvoc courses, the students get a certificate after successfully completing the course for three years. Several alumni of these courses are serving in different sectors of economy.

Several students have developed entrepreneurial ventures after acquiring skill training in DEI and they are running successful ventures and exporting their products to different countries. The institution has received several projects for skill development from Ministry of Textile, Government of India and the same have been carried out very successfully.

The commitment of the institute for the social development & extension activities is commendable.

Every week the Institute NSS organizes Medical Clinic, Agriculture Clinic, Workshop to train ladies, and children for the benefit of nearby villages.

Villages around the campus and in rural, backward and tribal regions outside Agra have been adopted. DEI promotes university-neighborhood network and student engagement that contributes towards holistic and sustained development of the community, students and staff through various activities. Multi-specialty Medical camps are organised every alternate week in neighborhood villages and telemedicine facilities are provided to remote adopted villages. Hole-in-the-Wall: bi-monthly camps where children learn through

computer games. Guidance in Rural Work: improved farm-tools developed by students in their projects are also displayed in a rural technology park. Bio-fertilizers: Small scale vermi and plant fertilizers are produced for local farmers. Medicinal Plant Cultivation: Spirulina, medicinal plants and anti-stench liquids. Business Advisory Clinic: free daily consultancy to MSME businesses. Faculty, staff and students participate in Dayalbagh Agricultural Farm Activities daily. Life-long Learning and Continuing Education programme makes unemployed men and women capable of earning their livelihood. Free pre and post marriage counseling is provided in Dayalbagh Marriage Panchayat. Online teaching by B.Ed. interns is imparted to adopted under-resourced schools. B.Ed. and M.Ed. interns regularly teach in rural and tribal areas. DEI collaborates in the development of Harisal in Maharashtra as a digital village with Govt. of Maharashtra and Microsoft.

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Criterion4 - Infrastructure and Learning Resources (Key Indicator and Qualitative Metrics(QIM) in Criterion4)	
4.1	Physical Facilities
4.1.1 QIM	The institution has adequate facilities for teaching - learning. viz., classrooms, laboratories, computing equipment, etc
4.1.2 QIM	The institution has adequate facilities for sports, games (indoor, outdoor),gymnasium, yoga centre etc., and cultural activities
4.2	Library as a Learning Resource
4.2.1 QIM	Library is automated using Integrated Library Management System (ILMS)
4.2.2 QIM	Collection of rare books, manuscripts, special reports or any other knowledge resource for library enrichment
4.3	IT Infrastructure
4.3.1 QIM	Institution frequently updates its IT facilities including Wi-Fi
4.4	Maintenance of Campus Infrastructure
4.4.2 QIM	There are established systems and procedures for maintaining and utilizing physical, academic and support facilities - laboratory, library, sports complex, computers, classrooms etc.

Qualitative analysis of Criterion 4

DEI has a well developed campus of around 86 acres, with another 600 acres earmarked and notified in the Master Plan of Agra Development Authority for future expansion. It is equipped with facilities and learning resources.

Institute has learning Resources which includes library, laboratories, computer centre, class rooms and halls for the 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 and creche. Utilities include safe drinking water, restrooms and power generators.

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 gymnasium are available. Students are trained for participation in various competitions.

DEI has one central library and various departmental libraries in the faculties of Education, Commerce, Arts, Engineering and Technical College. It has a wide collection of textbooks, theses, magazines, journals, as well as access to e-content via Inlibnet.

OPAC (Online Public Access Catalogue) of all DEI libraries is available and operational with bar code. The entire campus has e-connectivity through the library website to Inlibnet and databases such as Prowess. Central library also offers a KIOSK system for self- check-out for books.

Library also has a digitization facility for thesis and dissertations and all these are regularly uploaded on shodhganga.

The central library has about 130 rarebooks and manuscripts, which can be referred to in the Library only.

DEI has good infrastructure for IT and WiFi. The fiber network and the surveillance network in the Institute is installed by students and teachers of the institute and is maintained by them. Approximately 560 computers are available for use by students across different faculties and locations. There are 4 central computing facilities. Both, boys and girls hostels also have central computing facility with internet connectivity.

DEI has facility for Edusat Teaching, Videoconferencing, Video Streaming, Generation of e-content, Video archiving facility, Web-support services, Data center facility and Technology tracking. DEI has infrastructure to provide live stream reception for 1000 clients, platform independent HD video conferencing through Polycom CMA software for 100 clients and simultaneous recording for 5 classrooms.

The Institution has a language lab where playful type of learning of different languages is imparted to the children whosoever are interested. Sanskrit, French and other such languages are being taught using computers in an enabling environment.

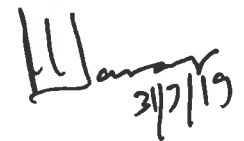
Institute has outsourced its housekeeping, security (with both male and female security personnel) and gardening. There is a central works department, which supervises general civil and electrical maintenance.

A maintenance committee is constituted that oversees the maintenance and upkeep of the physical infrastructure, facilities, green areas etc. Regular maintenance of major laboratory equipment is done through Annual Maintenance Contracts.

Different departments with a coordinator and team of students do maintenance of other facilities. The solar plants are maintained by Faculty of Engineering and maintenance is done by the students of Renewable Energy Programme.

Surveillance, Fiber Optic Network and Wifi Network and computing facility is supervised by the Department of Physics & Computer Science along with the Computer Center and Multimedia Laboratory.

The ICT section of the university is operating different centres across the country and helping in running several B. Voc programmes. While interacting with the students on line their satisfaction level was found upto to the mark.


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Criterion5 - Student Support and Progression (Key Indicator and Qualitative Metrics(QIM) in Criterion5)	
5.1	Student Support
5.1.5 QIM	The institution has an active international students cell to cater to the requirements of foreign students
5.2	Student Progression
5.3	Student Participation and Activities
5.3.2 QIM	Presence of an active Student Council & representation of students on academic & administrative bodies/committees of the institution
5.4	Alumni Engagement
5.4.1 QIM	The Alumni Association/Chapters (registered and functional) contributes significantly to the development of the institution through financial and non financial means during the last five years

Qualitative analysis of Criterion 5

The Institute has active MoUs with some of the foreign Universities, in both teaching and research, through Exchange programmes (Faculty and students) and research collaborations.

The requirements of foreign students is met by respective faculty co-ordinators of the MoUs.

Student exchange programs have been undertaken under the joint activities established with several international partners. The Institute encourages and facilitates international students to visit DEI and conduct collaborative research work.

Students have representation on academic and administrative bodies and committees of the Institute. 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.

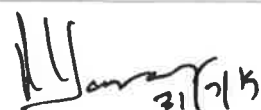
Students have representations in all cultural and sports and games committees and help in organization and management of events. Hostel Administration Students provide support in the administration and management of hostel affairs.

The 'Alumni Association of Dayalbagh Educational Institutions (AADEIs)' works with DEI and provides support in all activities of DEI. It has contributed significantly through financial and non-financial support for the installation of EDUSAT facilities at a number of Study Centers, establishment of ICT Centres at Delhi, Timarni and Bangalore and also upgradation of the Multimedia lab and e-class rooms at DEI. It has created a Chair of Excellence in Quantum Information and Consciousness and Under Graduate Research Awards (UGRA) to encourage undergraduate students to take up research projects.

Alumni have also contributed in development of course materials and providing coaching for NET, GATE and civil services examinations.

DEI Alumni Placement Assistance Cell (DEI-APAC) helps in placement, summer training and Co-op-Internship of students.

Alumni also help in financing visits of eminent scientists from USA, assistance to DEI faculty and students in USA for research and establishment of Distance Education Study Center at Colombo.


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Criterion6 - Governance, Leadership and Management (Key Indicator and Qualitative Metrics(QIM) in Criterion6)	
6.1	Institutional Vision and Leadership
6.1.1 QIM	The governance of the institution is reflective of an effective leadership in tune with the vision and mission of the University
6.1.2 QIM	The institution practices decentralization and participative management
6.2	Strategy Development and Deployment
6.2.1 QIM	Perspective/Strategic plan and Deployment documents are available in the institution
6.2.2 QIM	Organizational structure of the University including governing body, administrative setup, and functions of various bodies, service rules, procedures, recruitment, promotional policies as well as grievance redressal mechanism
6.2.4 QIM	Effectiveness of various bodies/cells/committees is evident through minutes of meetings and implementation of their resolutions
6.3	Faculty Empowerment Strategies
6.3.1 QIM	The institution has effective welfare measures for teaching and non-teaching staff
6.3.5 QIM	Institution has Performance Appraisal System for teaching and non-teaching staff
6.4	Financial Management and Resource Mobilization
6.4.1 QIM	Institution conducts internal and external financial audits regularly
6.4.3 QIM	Institutional strategies for mobilisation of funds and the optimal utilisation of resources
6.5	Internal Quality Assurance System
6.5.1 QIM	Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the quality assurance strategies and processes
6.5.2 QIM	The institution reviews its teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals through IQAC set up as per norms
6.5.5 QIM	Incremental improvements made during the preceding five years (<i>in case of first cycle</i>) Post accreditation quality initiatives (<i>second and subsequent cycles</i>)

Qualitative analysis of Criterion 6

The university has an apex advisory body, viz., Advisory Committee on Education for Dayalbagh Educational Institutions to give its direction.

The University has an elaborate governance structure consisting of several bodies that have clear cut roles and responsibilities.

The Institute follows the laid out procedures that are in tune with the Mission and Vision of the Institute. Faculty, staff and Management are committed and dedicated to work in the line of vision and mission of the institute.

The Institute has made substantial progress in the last five years and undertaken several quality initiatives like MoUs with reputed Institutions and starting new programmes.



The institution practices decentralization and participative management. DEI has a well-designed organizational structure with different bodies and committees. Well-defined processes exist to provide leadership and manage different functions and initiate timely action, in tune with its vision and mission. The various bodies of Institute like the Academic Council and the Governing Body are structured to be inclusive and provide adequate representation to all the stakeholders. All Heads are the members of the Academic Council and some faculty members are also members of the Governing Body.

Every Faculty member is a member of at least one Committee and is empowered to perform the role required in that Committee independently. Faculty members are members of various statutory bodies and committees of the Institute for decision making and managing its functioning. These include, the Primary Body, General Body, Governing Body, Planning and Monitoring Board, Academic Council, Faculty Boards and the Finance Committee.

The Institute's Vision is brought out very clearly in the form of a very detailed Vision book that is available to all the stakeholders. The deployment of the Vision is being overseen by the various bodies and their actions are also well documented.

The Institute MoA and Bye-Laws provide policy framework and direction for the functioning of the Institute. DEI has received ISO 9001:2015 Certification which indicates that the implementation of its strategic plan is in line with achieving comprehensive quality standards at all levels.

DEI has a well-defined organizational structure. Several bodies have been constituted under its Memorandum of Association to formulate and execute policies and strategic plan. These bodies are The Primary Body, The General Body, The Governing Body, The Holding Trustees, Planning & Monitoring Board, The Academic Council, The Faculty Boards, The Finance Committee, The Managing Council for Technical Educational Institutions and The Managing Council for General Educational Institutions.

The roles and responsibilities of various bodies are defined to ensure transparency and accountability to achieve its objectives.

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. The Service Rules are well documented and clear.

The Promotional policies are as stipulated by the regulatory bodies and are followed in letter and spirit. The PBAS and CAS are implemented for providing adequate promotional avenues to the Staff members.

The Institute's various Academic and Administrative Bodies and Committees meet regularly to plan, implement and review the respective tasks assigned to them.

The proceedings of the meetings and implementation of their resolutions are properly documented through minutes of these meetings, which are maintained at the respective offices of the Registrar, Treasurer, Controller of Examination, Deans, Heads of the Departments and Conveners.

The following welfare measures have been implemented by the Institute: Medical Allowance, Child Educational Allowance, Maternity benefits as per norms, Child Care Leave, Leave Travel Concession, Subsidized on campus medical facilities, DEI Employees' Welfare Fund, Opportunities for international exposure, as per norms, a crèche facility for the children of staff, Psychological counselling is available for the

staff.

DEI strictly follows the UGC Regulations on Minimum Qualifications for Appointment of Teachers and other Academic Staff in Universities and Colleges. The performance of each faculty member is assessed according to the Annual Self-Assessment for the Performance Based Appraisal System (PBAS) for Career Advancement and candidates found suitable are promoted regularly. For non-teaching staff, there is a comprehensive Annual Confidential Report comprising of 32 parameters.

Financial discipline is maintained and the Institute follows the procedures as laid out in the Finance rules of the Institute, PFMS and GFR and other relevant rules laid out by the regulatory authorities. Internal and external financial audits are being regularly conducted. There are several Chartered Accountants who are available for support and guidance on financial matters ensuring that the system follows the relevant financial best practices. It has a full-time Treasurer and Accounts Department since inception to ensure maintenance of annual accounts and audits. External Audit is conducted by the following: (a) CAG through Auditor General (AG) Allahabad. (b) Chartered Accountant of the Institute and Internal Audit is conducted by an Internal Auditor.

The Institute is substantially aided through State funds and UGC. The Institute generates funds through various sources apart from the regular grants received from the Government. These are mainly: 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 DE Trust, Endowments and Sponsorships and Registration fee.

The Institute IQAC prepares, evaluates and recommends the following for approval by the relevant Institute and Govt. statutory authorities: Annual Quality Assurance Report, 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 etc.

IQAC of DEI has played a pivotal role in the Institute obtaining ISO Certification 9001:2015. It has created a comprehensive document outlining the Vision of the Institute.

Feedback from students is taken individually by teachers for their respective courses, by Proctors, AAAC and directly through IQAC.

The teaching-learning processes are reviewed, and improvements implemented, based on the IQAC recommendations.

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Criterion7 - Institutional Values and Best Practices (Key Indicator and Qualitative Metrics(QIM) in Criterion7)	
7.1	Institutional Values and Social Responsibilities
7.1.2 QIM	Institution shows gender sensitivity in providing facilities such as a) Safety and Security b) Counselling c) Common Room
7.1.5 QIM	Waste Management steps including: • Solid waste management • Liquid waste management • E-waste management
7.1.6 QIM	Rain water harvesting structures and utilization in the campus
7.1.7 QIM	Green Practices • Students, staff using a) Bicycles b) Public Transport c) Pedestrian friendly roads • Plastic-free campus • Paperless office • Green landscaping with trees and plants
7.1.18 QIM	Institution organizes national festivals and birth / death anniversaries of the great Indian personalities
7.1.19 QIM	The institution maintains complete transparency in its financial, academic, administrative and auxiliary functions
7.2	Best Practices
7.2.1 QIM	Describe at least two institutional best practices (as per NAAC Format)
7.3	Institutional Distinctiveness
7.3.1 QIM	Describe/Explain the performance of the institution in one area distinctive to its vision, priority and thrust

Qualitative analysis of Criterion 7

Safety & Security: DEI organizes awareness campaigns on women safety and gender sensitivity through street plays (Nukkad Natak), rallies and camps by NSS and NCC student volunteers. Measures for safety includes - Well-trained and vigilant women security guards stationed across the campus, Security checkpoints at all campus entries and exits, Extensive surveillance network with 24x7 monitored control rooms, Rotational duty by all faculty members for discipline and security. Night Patrols by local community including students and teachers and Summer Patrols by students.

Counselling: There are formal and informal avenues for counselling male and female students and staff for academic and other issues/problems. Class and Proctorial Committees are available for counselling of both males and females' students. DEI conducts Gender sensitization camps in slums and rural areas of Agra district that include the following aspects: Women's rights, Human rights, Child rights, Gender justice, Gender equality and Gender sensitization.

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Common Rooms: In most of the Departments, common rooms have been allocated for men and women, which also facilitate meetings and discussions.

Minimalism, simple living and optimal utilization of resources are among the core values of the Institute and the neighbourhood community.

Wastes Management:

Separate garbage bins for segregation of wet and dry waste are placed. Wet waste and biomass used for vermi-composting and composting by students. Paper waste is recycled on campus.

Liquid waste is treated by septic tanks and by biodigester. STP water is utilized for irrigating lawns and greenery on campus.

Minimization of e-waste by regular repair and maintenance of computers, printers and other electronic devices is available on campus.

The Institute is running B.Voc. (Water, Sanitation & Solid Waste Management) and MBA (Waste Management and Social Entrepreneurship) programmes to create trained students in these areas.


Rainwater water harvesting structures installed on buildings on campus and neighbouring community. River bank filtration plant with the support of DST is also been installed to provide clean water of Yamuna River.

Green Practices: Petrol driven vehicles are not allowed within the university to make it noise and pollution free. University E rickshaws are available for transport. Paper waste is recycled. The university is facing challenges to create a plastic free campus. Entire campus is covered with lush greenery and the lawns are well maintained. Biodiversity parks are spread over the campus.

Institution organizes national festivals and birth/death anniversaries of the great Indian personalities. Institute also celebrates various festivals like Basant Panchmi, Holi, Diwali, Lohri, Pongal and Eid. Independence Day and Republic Day are celebrated. Other prominent days which are celebrated includes International Yoga Day, Sanskrit Day (Purnima day in the month of Shravan), Founder's Day of Dayalbagh and DEI Technical College (Birthday of Sir Sahabji Maharaj) (6th August), International Youth Day, 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 etc.

Proper procedures are followed according to Govt. norms. DEI strictly follows General Financial rules, 2017. All purchases made accordingly. Fee collections and staff and vendor payments are through online mode. Regular audits by internal auditor, Chartered Accountants, State Government (Through Local Fund Audit) and Central Govt. (through CAG via AG, U.P.) are carried out. The Institute is PFMS and EAT compliant. Purchasing is made through GEM, Tendering and Purchase and Equipment Committees.

The annual academic plan is prepared in advance, communicated and displayed by the respective bodies. The details of various activities are regularly reported to concerned bodies and committees and records and minutes of the meetings maintained. Admission process is completely transparent with online and newspaper notification. Selection of applicants is strictly on merit basis. All applicants are allowed to appear for the admission process. Selection of candidates strictly on merit.


31/7/19

Selection of staff is strictly on merit basis. Utmost transparency is maintained during the recruitment of the academic and non-academic staff with a proper notification on the university website.

RTI applications are received and processed promptly.

Following two main best practices observed: First, Excellence through Value-Based Education and Total Quality Management and second Socio-Economic Development through Outreach.

Excellence through Value-Based Education and Total Quality Management: This best practice has objectives of developing the physical, intellectual and spiritual dimensions of students, social sensibilities for contribution to national development and effectively apply the principles of total quality management in higher education.

DEI has designed curriculum to evolve a complete person, by focusing on intellectual physical and spiritual development of students along with inculcating social sensibilities and vocational skills. This is implemented through a comprehensive framework for inclusive, experiential and holistic education.

Socio-Economic Development through Outreach: DEI has made significant contributions to social transformation and sustainable development through its outreach programme.

DEI has wide variety of Vocational Training Certificate Courses such as Motor Vehicle Mechanic, Modern Office Management and Secretarial Practice and Textile Designing and Printing. Training is provided in vocational skills with the objective to mitigate economic hardship, particularly of unemployed youth in remote areas and tribal people in backward regions, and to further the cause of women's empowerment.

The vision, priority and thrust of the Institute is to provide education to evolve a well-rounded complete person and supported by academic values, moral and spiritual values and social sensibilities.

Yan
31/7/19

Section III: OVERALL ANALYSIS based on Institutional strengths, Weaknesses, Opportunities & Challenges (SWOC) (up to 500 words)

Overall Analysis

Strengths

- Exemplary, unique, Integrated and multi-dimensional value-based education system
- Service to Community
- Focus on skill development courses
- Inter-disciplinary and Multi-disciplinary Research and Learning
- Academic Flexibility with Upward or Lateral Progression
- National and International Collaborations in research & teaching
- Green Campus with good land size in the urban area
- Large connected alumni base
- Institution is making optimal use of its resources
- Minimal and “Jugaad” approach is producing effective nano start ups

Weaknesses (Scope for improvement)

- Enrolment of International students
- Maintenance cost of old buildings
- Automation in all processes of the system
- Funding from government sources

Opportunities

- To enrich value system in education beyond DEI
- Global Positioning by International Ranking Agencies
- Research and Teaching hand in hand with future technologies
- Strengthening of incubation cell by partnering with Industry and other similar minded institutions
- Leverage Government schemes and Industry interface to mobilize more resources

Challenges

- Ensuring value based education amidst diversity
- Providing and maintaining quality education at low cost
- Promote social entrepreneurship in furtherance to its objective of community service by continuous monitoring and upgradation
- To promote quality research with limited resources
- Sustaining and enhancing level of community service in future decades

W. J. J. J.
31/3/19

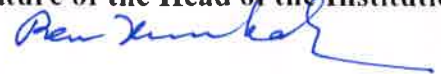
Section IV: Recommendations for Quality Enhancement of the Institution

(Please limit to **ten major ones** and use telegraphic language) (It is not necessary to indicate all the ten bullets)

- Enhancing further inputs by introducing papers on ethics in different subjects across various departments
- There is scope of further enhancing and expansion of bio-inspired system science and research program on system science
- Create interdisciplinary centre on art, heritage and culture
- Introduce a degree program in social work and computer engineering/IT and expand the course choices in psychology at PG level
- Explore possibility of enhancing Library services through innovative ICT solution under supervisory control
- Steps may be taken to further attract International students through collaborations.
- Further enhancing and fortifying efforts for making the campus plastic free and paperless
- Increasing and augmentation of accommodation facilities in hostels and toilet facilities for both boys and girls
- Enhancement of existing facilities for differently-abled persons
- Further promoting students startups in all disciplines

I have gone through the observations of the Peer Team as mentioned in this report

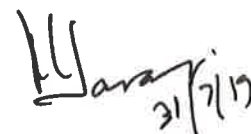
Signature of the Head of the Institution



Seal of the Institution



DIRECTOR
DAYALBAGH EDUCATIONAL INSTITUTE
(DEEMED UNIVERSITY)
DAYALBAGH, AGRA-282006



Sl.No	Name		Signature with date
1	PRAKASHI C SARANGI	Chairman	<i>P. Sarangi</i> 31/7/19
2	PRATOSH BANSAL	Member Co - ordinator	<i>P. Bansal</i> 31/7/19
3	STEPHEN A	Member	<i>S. A.</i> 31/7/19
4	FAYAZ AHMAD NIKA	Member	<i>F. Ahmad Nika</i> 31/7/19
5	STEPHEN A	Member	
6	ANUPAM MAHAJAN	Member	<i>Anupam</i> 31/7/19
7	DR. JAGANNATH PATIL	NAAC Co - ordinator	

*This is a computer generated report and signature is not mandatory.

Place *Dayalbagh, Agra*
Date *31/7/19*