

# **Annual Report**

**OF**

**CENTRE FOR INTERNAL QUALITY ASSURANCE  
(CIQA)**

**PROGRAMMES UNDER**

**ONLINE MODE**

**2022-2023**

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## Part – I: General Information

### 1.1 Date of notification of the Centre (attach a copy of the notification):

21.04.2023

(Annexure - 1.1)

### 1.2 Details of Director, CIQA

- Name : **Prof. Swami Prasad Saxena**
- Qualification: **M. Com., MA (Economics), MBA, Ph.D., PGDHRM**
- Appointment Letter and Joining Report: **(Annexure - 1.2)**

### 1.3 Details of CIQA Committee:

#### a. Composition as per Regulations

S. No.	Designation	Nomination as	Name and Qualification	Specialization	Date of Nomination in CIQA Committee
a.	Vice Chancellor (Director)	Chairperson (Head)	Prof. Prem Kumar Kalra, Ph.D	Neural Network	01.07.2022
	Coordinator, Distance Education	Member	Prof. V.B. Gupta, Ph.D	Distance Education	01.07.2022
b.	Three Senior teachers of HEI	Member 1	Prof. Shalini Nigam Coordinator, Ph.D	BBA Programme	01.07.2022
		Member 2	Prof. Gur Saran Professor, Ph.D	Mathematics & ICT	01.07.2022
		Member 3	Dr. M. Radha Krishna, Ph.D, Head	The Centre for Applied Rural technology (CART)	01.07.2022
c.	Head of three Departments or School of Studies from which programme is being offered in ODL and Online mode	Member	Prof. Pramod Kumar, Coordinator, Ph.D	B.Com Programme	01.07.2022
		Member	Prof. Sanjeev Swami, Ph.D ,Head	Management	01.07.2022
		Member	Prof. Agam Kulshreshtha, Ph.D	Sanskrit	01.07.2022
d.	Two External Experts of ODL and/or Online Education	Member	Prof. Y V. Subrahmanyam, Ph.D	Distance Education	01.07.2022
		Member	Prof. Pami Dua Ph.D, Director, Delhi School of Economic	Economics	01.07.2022
e.	Officials from department of HEI	Member Administration	Prof. Anand Mohan, Registrar, Ph.D,	Registrar of the Institute	01.07.2022

			Mr. Gur Sewak Singh, Assistant Registrar, B. Com	Examination	01.07.2022
			Mr. Rakesh Mehta Assistant Registrar, Electronic & Telecommunication	Distance Education	01.07.2022
	• Finance	Member 10 Finance	Mr. Vineet Kumar MBM, OSD	Accounts	01.07.2022
			Mr. Maharaj Saran, M.Com, Office Assistant	Accounts	01.07.2022
f.	Director, CIQA	Member Secretary	Prof. Swami Prasad Saxena, Ph.D,	CIQA	01.07.2022

**b. Whether members mentioned at 'b' to 'e' changed every 2 years? (Y/N)**

If No, reason thereof

Yes

**1.4 Number of meetings held and its approval:****a. No. of meetings held every year: 04****b. Meeting details:**

Meetings	Date-Month-Year	No. of External Expert Present	Minutes	Approval of Minutes
Meeting 1	06-07-2022	01	Yes	Yes
Meeting 2	06-12-2022	01	Yes	Yes
Meeting 3	09-02-2023	01	Yes	Yes
Meeting 4	05-05-2023	01	Yes	Yes

**1.5 Number of programmes started at Certificate level as per Regulation 24 of UGC (ODL Programmes and Online Programmes) Regulations, 2020:**

From &lt;Month, Year&gt; academic session:

Sr. No.	Name of the Department	Certificate Title	Duration (months)	No. of Credits	Admission Eligibility	Fee (Rs.)	Approval of statutory Authority (s) (DD-MM-YYYY) of HEI/Regulatory authority (if required)	Number of students admitted (Male/Female/Trans-gender)			
								M	F	TG	Total
1.	NIL										

**Note: Mention details separately for <Month, Year>academic session, as applicable, as above.**

### 1.6 Number of programmes started at Diploma level as per Regulation 24 of UGC(ODL Programmes and Online Programmes) Regulations, 2020:

From <Month, Year> academic session:

Sr. No.	Name of the Department	Diploma Title	Duration (months)	No. of Credits	Admission Eligibility	Fee (Rs.)	Approval of statutory Authority (s) (DD-MM-YYYY) of HEI/Regulatory authority(if required)	Number of students admitted (Male/Female/Trans-gender)			
								M	F	TG	Total
1.	NIL										

**Note: Mention details separately for <Month, Year>academic session, as applicable, as above.**

### 1.7 Number of programmes started at Post Graduate Diploma level as per Commission Order:

From <Month, Year>academic session: TO BE EXTRACTED FROM WEBPORTAL

FROM MONTH, YEAR Academic Session: TO BE EXTRACTED FROM WEBSITE										
Sr. No.	Post Graduate Diploma Title	Duration (years)	No. of Credits	Admission Eligibility	Fee (Rs.)	UGC Recognition Letter No. and date	Number of students admitted (Male/Female/Trans-gender)			
							M	F	TG	Total
1.	NIL									

**Note: Mention details separately for <Month, Year>academic session, as applicable, as above.**

### 1.8 Number of programmes started at Undergraduate Degree Programmes as per Commission Order:

From July, 2022 academic session: TO BE EXTRACTED FROM WEBPORTAL

Sr. No.	Under - Graduate Degree Title	Duration (years)	No. of Credits	Admission Eligibility	Fee (Rs.) Per Semester	UGC Recognition Letter No. and date	Number of students admitted (Male/Female/Trans-gender)			
							M	F	TG	Total
1.	B. Com (Hons)	3	171	XIIth pass	2,425/-	F.No.1-14/2020 (DEB -I)/16.08.21	33	65	0	<b>98</b>
2.	BBA	3	141	XIIth Pass	2,825/-	F.No.1-14/2020 (DEB -I)/16.08.21	70	66	0	<b>136</b>
3.	BA (Hons) Social Science	3	159	XIIth pass	2,425/-	F.No.1-14/2020 (DEB -I)/16.08.21	2	6	0	<b>8</b>

**Note: Mention details separately for July, 2022 academic session, as applicable, as above.**

### 1.9 Number of programmes started at Post-graduate Degree Programmes as per Commission Order:

From July, 2022 academic session: TO BE EXTRACTED FROM WEBPORTAL

Sr. No.	Post-graduate Degree Title	Duration (years)	No. of Credits	Admission Eligibility	Fee (Rs.) Per Semester	UGC Recognition Letter No. and date	Number of students admitted (Male/Female/Trans-gender)			
							M	F	TG	Total
1.	M.Com - International Business	2	92	Graduate with Honors or Graduate with atleast 55% marks or CGPA of 5.5/10 in Commerce or Business Management.	2,825/-	F.No.1-14/2020 (DEB -I)/16.08.21	9	30	0	39
2.	M.A. (Theology)	2	76	Graduate with Honors or Graduate with atleast 55% marks or CGPA of 5.5/10 in Commerce or Business Management.	2,825/-	F.No.1-14/2020 (DEB -I)/16.08.21	4	2	0	6

**Note: Mention details separately for July, 2022 academic session, as applicable, as above.**

## Part – II: Requirements as per Centre for Internal Quality Assurance (CIQA) Functioning

### 2.1 Action taken on the functions of CIQA:-

S. No.	Provisions in Regulations	Details of Action taken by CIQA and Outcome thereof	Upload Relevant Document
1.	Quality maintained in the services provided to the learners	<p>The support services to the learners originate from several sources which include the HQs (the departments of the deemed-to-be-University, the Online &amp; Distance Education Centre), Information-cum-Examination Centres, the Alumni Placement Assistance Cell (APAC), Advisory Committee on Education, etc.</p> <p>The Programme Coordinators located in the departments of the university set-up teams of subject experts to prepare study material based on the four-quadrant approach. As an illustration, we give the link to our official Newsletter DEI-DEP News of July 2021 – the account of ‘Creation of e-Content for BBA programme for the development of self-learning material, in which assistance from experts was received in the form of various activities. Similarly the other entities listed above make significant contribution.</p>	<p><b>Preparation of Quality Material</b></p> <p><a href="https://drive.google.com/drive/folders/1OJ9SenstzF7aG1IcKjQe-2IW30wh--cF?usp=sharing">https://drive.google.com/drive/folders/1OJ9SenstzF7aG1IcKjQe-2IW30wh--cF?usp=sharing</a></p> <p><b>Action Taken Report :</b></p> <p><b>12th July, 2022</b></p> <p><b>14th Dec, 2022</b></p> <p><b>12th May, 2023</b></p>
2.	Self-evaluative and reflective exercises undertaken for continual quality improvement in all the systems and processes of the Higher Educational Institution	<p>The Institute is moving towards Choice-based credit system which introduces considerable flexibility in the system. Continuous check on quality and improvement thereof is achieved by periodic presentations on the programmes in the Advisory Committee on Education (ACE) which is a think-tank for the HEI. Some of the presentations made during the academic year 2021-22 were as follows:</p> <p>Transition to Online mode of education, Review of progress in creating e-content, Proposed Admission process, Admission in UG/PG online programmes, A proposal to permit online students to do a certificate level vocational programme, Video conference monitoring of exams, Standard Operating Procedure for online programmes. ACE is a source of Innovation implementable ideas and very useful advice is often received which allows mid-course correction to be made.</p>	<p><b>(Annexure - 2.1.2)</b></p> <p><b>Academic Council &amp; Governing Body from Prospectus 2022-23</b></p>

S. No.	Provisions in Regulations	Details of Action taken by CIQA and Outcome thereof	Upload Relevant Document
		Similarly the two statutory bodies of the Institute provide very meaningful guidance in their regular meetings.	
3.	Contribution in the identification of the key areas in which Higher Educational Institution should maintain quality	DEI offers quality education at affordable cost and its mission objective is to produce a complete person. Value-based education is imparted through foundational Core courses. The availability of ICT equipment infrastructure in the centres, the updating of the faculty by informing them of the latest developments, major focus on preparation, review and development of SLM, evaluation exercises, assignments, discussion forums, interaction with learners in resolving their problems, etc. The Newsletter issued by the centre for Distance and Online Education contains articles on these issues.	<b>Value-based Education:</b> <a href="https://drive.google.com/drive/folders/1MWF6RL_y7Dbt3atyb7-Wzq9715mHelp2?usp=share_link">https://drive.google.com/drive/folders/1MWF6RL_y7Dbt3atyb7-Wzq9715mHelp2?usp=share_link</a>
4.	Mechanism devised to ensure that the quality of Online programmes matches with the quality of relevant programmes in conventional mode (For Dual Mode HEIs)	The Programme Coordinators for the online programmes are faculty members of the departments which have been conducting equivalent programmes in the conventional face-to-face mode for several years. So all improvements in programmes made in the deptt through their Board of Studies and / or through workshops organized in the deptt get included in the online programmes also. This ensures timely updating and the system has been appreciated by several educationists.	(Annexure - 2.1.4)
5.	Mechanisms devised for interaction with and obtaining feedback from all stakeholders namely, learners, teachers, staff, parents, society, employers, and Government for quality improvement.	We receive regular feedback from students both informally and formally and also from reviewers of study material in the four quadrant mode, from the Advisory Committee on Education, from Alumni Placement Assistance Cell (APAC) and also detailed in depth reaction in Academic Council meetings and in our interaction with general public. The Co-op system of internship followed by the Institute brings forth the industry reaction which is taken note of.	(Annexure - 2.1.5)
6.	Measures suggested to the authorities of Higher Educational Institution for qualitative improvement	Three online programmes viz. B.Com (Hons), BBA and M. Com had been running in the ODL mode in our distance education programme for several years and arising from presentations made by the Alumni Placement Assistance Cell (APAC) and also the results obtained from Survey conducted under the aegis of ACE by AADEIs (Alumni Association of Dayalbagh Educational Institutions), several issues came up which related to quality	<b>Development in Higher Education</b> <a href="https://drive.google.com/drive/folders/1XLCLp1eq6Y1003JQ5wxvaYRWX7lc?usp=sharing">https://drive.google.com/drive/folders/1XLCLp1eq6Y1003JQ5wxvaYRWX7lc?usp=sharing</a>



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		<p>improvement. The concerned departments took note of these and during their regular exercise, updating of the syllabus was done and these improvements were included in the ODL programmes also. The online programmes benefitted from these quality improvements.</p> <p>The transition from ODL to Online was very smooth and seamless because our ODL mode was based on blended education mode and was a mix of e-lessons and conventional lessons. We made considerable use of ICT in our ODL programmes and both during the Corona-19 pandemic and later when we switched over to online mode, we could make the transition quite smoothly. In fact our facilities, infrastructure and general understanding helped our Institute to a considerable extent in making this transition.</p> <p>We have been issuing a monthly Newsletter since January 2013 and have used this as a tool to bring to the attention of the students and faculty the new developments that are taking place in the field of higher education in distance education and in online education.</p> <p>For some online programmes we made some suggestions which, led to a process of review by eminent experts.</p>	<p><b>Status of Higher Education</b></p> <p><a href="https://drive.google.com/drive/folders/1t90pFYsdtJxTXXPOew817S0EVrTcI8Uh?usp=share_link">https://drive.google.com/drive/folders/1t90pFYsdtJxTXXPOew817S0EVrTcI8Uh?usp=share_link</a></p>
7.	Implementation of its recommendations through periodic reviews	<p>The recommendations which were implemented through periodic reviews are as follows:</p> <ol style="list-style-type: none"> <li>The foundational core courses should form an intrinsic part of the syllabus</li> <li>B.Com (Hons) and BBA online students should be encouraged to do a one-year certificate level vocational course on Office Assistant-cum-Computer Operator or Modern Office Management &amp; Secretarial Practices course as a work experience course, as these are helpful in both employability and entrepreneurship, and</li> <li>In the initial stage of the semester, the frequency of counseling session may be slightly more than the normal.</li> </ol>	<p>(Annexure – 2.1.7 (i))</p> <p>(Annexure – 2.1.7 (ii))</p>
8.	Workshops/seminars/symposium organized on quality related themes, ensure	The institute organises a fairly intensive orientation programme for students which includes description of online distance	<b>4<sup>th</sup> International Conference of Dayalbagh Science</b>

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	participation of all stakeholders, and disseminate the reports of such activities among all the stakeholders in Higher Educational Institution.	<p>programme. The institute also organises several seminars/lectures/conferences/webinars which are open to students. These include a lecture by a distinguished person (in the Distinguished Lecture Series), a conference on Dayalbagh Science of Consciousness organized for two to three days twice a year (January and June), seminars on entrepreneurship (which is an important area of study in DEI).</p> <p>In addition to these, the UG students have to do core courses on Cultural education, Comparative study of religion, Rural development, Agricultural operations, Environmental studies, etc. and do social service and Co-curricular activities. These inculcate several desirable values like temperance, etc. which are highly appreciated by the students.</p>	<p><b>of Consciousness (DSC-2022)</b></p> <p><a href="https://www.dei.ac.in/dei/edei/files/Arising%20from%20the%20Joint%20Panel%20Discussion%20of%20the%204th%20International%20Conference%20of%20Dayalbagh%20Science%20of%20Consciousness%20A.pdf">https://www.dei.ac.in/dei/edei/files/Arising%20from%20the%20Joint%20Panel%20Discussion%20of%20the%204th%20International%20Conference%20of%20Dayalbagh%20Science%20of%20Consciousness%20A.pdf</a></p>
9.	Developed and collated best practices in all areas leading to quality enhancement in services to the learners and disseminate the same all concerned in Higher Educational Institution	<p>The bedrock of high quality education in DEI rests on the DEI Education Policy formulated in 1975 by Revered Dr. M.B. Lal Sahab whose mission objective is to produce a Value-based education system. The values are inculcated in the student through foundational core courses which include cultural education, a comparative study of religion, rural development, agricultural operation, social work etc.</p> <p>Vocationalisation of education has been achieved with around 20 certificate level courses in different trades, 22 B.Voc. programmes and several M.Voc. programmes. Vocational training is an intrinsic part of education for everyone. It helps the students in working with their own hands and leads to respect for dirty hands.</p> <p>Among other best practices, the following are noteworthy: Societal development and welfare. The Distance Education Programme is almost entirely dedicated to welfare in which the fee is very low and educational programmes which are need-based and employment-oriented are available. Some of the important thrust areas of study are: agro-ecology-cum-precision farming, consciousness studies, Entrepreneurship and Theology (the emphasis is on better worldliness, innovation and minimalism).</p>	<p><b>DEI Education Policy</b></p> <p><a href="https://www.dei.ac.in/dei/edei/files/Chapter03%20(1).pdf">https://www.dei.ac.in/dei/edei/files/Chapter03%20(1).pdf</a></p> <p><b>Vocational Education &amp; Training:</b></p> <p><a href="https://drive.google.com/drive/folders/18-yMnkhZJI_0pJPAKO_N6Qh88xrO_fycq?usp=share_link">https://drive.google.com/drive/folders/18-yMnkhZJI_0pJPAKO_N6Qh88xrO_fycq?usp=share_link</a></p>

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		State-of-the-art ICT devices are extensively used. During the Corona-19 situation, the Institute did not lose any working day and followed the normal schedule observing the protocol prescribed for Covid-19. The detailed account of how normal activity went on as per schedule has been collated in a document. The several open spaces and bio-diversity parks helped in several ways.	<b>The Covid-19 Pandemic Challenge Combated:</b> <a href="https://www.dei.ac.in/dei/edei/files/ASSESSMENT%20OF%20THE%20BEST%20PRACTICES%20OF%20DAYALBAGH%20EDUCATIONAL%20INSTITUTE%20TO%20COMBAT%20%20A%20C%20A%20THE%20COVID-19%20CHALLENGE.pdf">https://www.dei.ac.in/dei/edei/files/ASSESSMENT%20OF%20THE%20BEST%20PRACTICES%20OF%20DAYALBAGH%20EDUCATIONAL%20INSTITUTE%20TO%20COMBAT%20%20A%20C%20A%20THE%20COVID-19%20CHALLENGE.pdf</a>
10.	Collected, collated and disseminated accurate, complete and reliable statistics about the quality of the programme(s).	A feedback exercise was done on the various aspects related to quality of the online programmes. Feedback from 31 mentors and 78 students was obtained. In all ten questions were answered and the overall rating was very satisfactory with score of 80% to 90% for most of the questions. The students were happy that they did not lose a single day.	<b>(Annexure -2.1.10)</b>
11.	Measures taken to ensure that Programme Project Report for each programme is according to the norms and guidelines prescribed by the Commission and wherever necessary by the appropriate regulatory authority having control over the programme	Individual Programme Project report (PPR) for each UG and PG degree level UGC-entitled programme offered by DEI was prepared by the Programme Coordinator as per UGC OL Regulations 2020. They were reviewed by the HQ team and approved by the Academic Council of the Institute. An exercise like this proves very meaningful as all the stakeholders become aware of what is expected and try to achieve that.	<b>(Annexure -2.1.11)</b>
12.	Mechanism to ensure the proper implementation of Programme Project Reports	Programme project reports are discussed within the department along with HOD, subsequently reviewed through the Board of Studies, and finally through the Academic Council, which is the highest body of recognition for the syllabus.  In implementation of the PPR, special attention is paid to item no. 8 viz. quality assurance mechanism and expected programme outcomes. The curriculum is regularly revised / reviewed to meet the needs of the learners. The resources are developed by the faculty with rich experience and expertise in their area. During these exercises, the Programme Project Reports receive maximum attention and act as a benchmark.	<b>(Annexure -2.1.12)</b>

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13.	Maintenance of record of Annual Plans and Annual Reports of Higher Educational Institution, review them periodically and generate actionable reports.	The Annual Reports along with relevant records are carefully studied and deficiencies, if any, are acted upon. However, a mechanism to hold a structured meeting for Management Review has been worked out in consultation with our IQAC. This will be put into operation as soon as possible.	
14.	Inputs provided to the Higher Educational Institution for restructuring of programmes in order to make them relevant to the job market.	<p>The teams for preparing courses consist of academic and subject experts with considerable corporate experience at a senior level. This ensures that the industrial requirements are taken care of and the students who successfully complete these courses are job – ready.</p> <p>The Advisory Committee on Education meets every other month when the Alumni Placement Assistance Cell (APAC), which is a large structured placement body, makes a regular input which helps of the Institute, in restructuring programmes to make them more job-orientated and these recommendations are implemented on quite a regular basis.</p>	
15.	Facilitated system based research on ways of creating learner centric environment and to bring about qualitative change in the entire system.	<p>DEI has always followed a student – centric approach where each student receives personal attention. In the online system, mentors have been allotted less than 50 students each (the norm is maximum of 250 students) for counseling so that he can respond to individual needs of the students.</p> <p>The results of the students in the five UGC-entitled programmes show that the pass percentage is 80% to 90% on the average. This is only possible if the weakest student receives maximum supports.</p>	(Annexure -2.1.15)
16.	Steps taken as a nodal coordinating unit for seeking assessment and accreditation from a designated body for accreditation such as NAAC etc.	<p>The focus of CIQA has been primarily on quality – quality of the programmes, the ICT facilities, the human resource and indeed all the other aspects which matter, in imparting education in a student-centric set-up.</p> <p>The students in the online programme have the advantage of a very high quality study material created by teams of academics of high caliber or those holding higher positions in the corporate world. The mentors who do counseling are with high qualifications (including Ph.D) in the relevant subjects.</p> <p>The NAAC grade obtained by the Institute is 'A+' and the ISO certification confirms that our programmes are of good quality. We continue</p>	<p><b>Certification by NAAC:</b>  <a href="https://www.dei.ac.in/dei/files/IQAC/NAAC%20Certificate.pdf">https://www.dei.ac.in/dei/files/IQAC/NAAC%20Certificate.pdf</a></p> <p><b>Certification by ISO:</b>  <a href="https://www.dei.ac.in/">https://www.dei.ac.in/</a></p>

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		to update them and make them still better.	<a href="#">dei/files/IQAC/4527003%20DAYALBAGH%20EDUCATIONAL%20INSTITUTE.pdf</a>
17.	Measures adopted to ensure internalisation and Institutionalisation of quality enhancement practices through periodic accreditation and audit	<p>The Institute has been quite consistent in getting itself assessed and accredited by both NIRF and NAAC and also by NAB (National Accreditation Board) and ISO. In addition a number of programmes accredited by AICTE are also being conducted in the Institute.</p> <p>The Institute has also been awarded 12B by UGC.</p> <p>The Institute has established several good practices (values-based education, DEI Education Policy, a highly flexible system of innovative education, etc.) which have been both internalised and institutionalised. Efforts to enrich our education system are continuing going on.</p>	<p><b>12B :</b></p> <p><a href="https://www.dei.ac.in/dei/files/mandatoryDisclosure/12B.pdf">https://www.dei.ac.in/dei/files/mandatoryDisclosure/12B.pdf</a></p>
18.	Steps taken to coordinate between Higher Educational Institution and the Commission for various quality related initiatives or guidelines	The officers and other staff of the Centre for Online & Distance Education have been very actively engaged in the various workshops/webinars organized by UGC and DEB and also NEP 2020 which familiarize them with the Quality Guidelines and other statutory requirements to run an online programme effectively and smoothly. After attending the recent video conferencing workshop of ABC, all the online students who faced problem in getting ABC id were assisted by the HQs and all their problems were taken care of immediately.	<p><b>Training Workshop/ demonstration for creation of the Academic Bank of Credits (ABC):</b></p> <p><a href="https://ugc.webex.com/weblink/register/r669e497754d2b10885a039d0613d9afc">https://ugc.webex.com/weblink/register/r669e497754d2b10885a039d0613d9afc</a></p>
19.	Information obtained from other Higher Educational Institutions on various quality benchmarks or parameters and best practices.	<p>The Institute has several MOUs with national and international HEIs, some of which are as follows:</p> <ol style="list-style-type: none"> <li>1. Indian Institute of Technology, Delhi</li> <li>2. Indian Institute of Technology, Kanpur</li> <li>3. Indian Institute of Management, Bangalore</li> <li>4. University of Waterloo, Canada</li> <li>5. University of Maryland, College Park, USA</li> <li>6. Michigan State University, USA</li> <li>7. University of Missouri, USA</li> <li>8. HAN University of Applied Sciences, Netherlands</li> <li>9. Irwin &amp; Joan Jacobs School of Engineering, Univ. of California, San</li> </ol>	<p><b>MoU's &amp; Collaborations:</b></p> <p><a href="https://www.dei.ac.in/dei/files/NAAC/Final%20MoUs.pdf">https://www.dei.ac.in/dei/files/NAAC/Final%20MoUs.pdf</a></p>

S. No.	Provisions in Regulations	Details of Action taken by CIQA and Outcome thereof	Upload Relevant Document
		<p>Diego, USA</p> <p>10. Oakland University, Rochester, Michigan, USA</p> <p>11. Tata Institute of Fundamental Research, Mumbai</p> <p>12. Tata Institute of Social Sciences, Mumbai</p> <p>13. Vocational Training Authority of Sri Lanka, Colombo, Sri Lanka</p> <p>14. International Centre for Genetic Engineering &amp; Biotechnology, New Delhi</p> <p>All these MOUs are active and thus DEI has the advantage of knowing quality benchmarks and best practices of some of the best institutions in the country and abroad students and faculty on both sides benefit from these.</p>	
20.	Recorded activities undertaken on quality assurance in the form of an annual report of Centre for Internal Quality Assurance.	The CIQA report previously submitted by the Institute clearly brings out the high attention that the institute gives to its distance education programme in which the focus is on quality and affordability. DEI's distance programme has been a welfare initiative for the community in which quality education which is demand – driven is imparted at the lowest possible cost and is therefore affordable by the last, the least, the lowest and the lost. The programme is student-centric and it is ensured that each student received our attention – students who are poor in academics get remedial counseling so that they also join the mainstream. This effort is reflected in the results.	(Annexure -2.1.20)
21.	(a) Submitted Annual Reports to the Statutory Authorities or Bodies of the Higher Educational Institution about its activities at the end of each academic session.	The CIQA annual report is made available to the Institute for their information and record. Before taking up work on the next report, it was ensured that all needed actions have been taken.	(Annexure -2.1.21)
	(b) Submitted a copy of report in the format as specified by the Commission, duly approved by the statutory authorities of the Higher Educational Institution annually to the Commission.	The report for the academic year 2022-23 will be approved by the Statutory Body of the HEI and shall be submitted to Commission.	

S. No.	Provisions in Regulations	Details of Action taken by CIQA and Outcome thereof	Upload Relevant Document
22.	Overseen the functioning of Centre for Internal Quality Assurance and approve the reports generated by Centre for Internal Quality Assurance on the effectiveness of quality assurance systems and processes	CIQA has been playing a significant role in ensuring that the student – centric educational activities are of high quality and regular meetings are held and the minutes and action – taken reports shared with higher authorities. The various other reports document the multifunction tasks performed. These ensure a full-proof efficient system.	
23.	Facilitated adoption of instructional design requirements as per the philosophy of the Online learning decided by the statutory bodies of the HEI for its different academic programmes	Based on the four quadrant approach of UGC the study material has been uploaded on the Institute e-learning platform, Vidya Prasar continuous updating is also done.  MOUs have been signed with several Indian and foreign universities for academic collaboration. They are actively pursued.	(Annexure -2.1.23)
24.	Promoted automation of Support services of the Higher Educational Institution	All features of LMS, entrance exams for intake, feedback receiving, the total admission process, learner tracking system etc. are all automated. With the Academic Bank of Credit System, the evaluation process is also automated. Whatever can be automated, is.	
25.	Coordinated with external subject experts or agencies or organisations, the activities pertaining to validation and annual review of its in-house processes	Besides NAAC, NIRF and ISO, who assess the performance of various processes of the Centre for Online and Distance Education, we obtain feedback from the alumni, the faculty and students on a regular basis. These allow intense monitoring of the quality. Some intense reviews are also done under the aegis of ACE.	
26.	Coordinated with third party auditing bodies for quality audit of programme(s)	For preparation of study material and its review, teams of subject experts (mostly alumni of the institute) play a very important role. The alumni have formed an Association in around 2006 which is named AADEIs – Alumni Association of Dayalbagh Educational Institutions. They not only help in preparing study material but also extend considerable assistance in placement auditing etc. Their assistance had improved quality.	<b>Status of Higher Education</b> <a href="https://drive.google.com/drive/folders/1t90pFYsdtJxTXXPOew817S0EVrTcI8Uh?usp=share_link">https://drive.google.com/drive/folders/1t90pFYsdtJxTXXPOew817S0EVrTcI8Uh?usp=share_link</a>
27.	Overseen the preparation of Self- Appraisal Report to be submitted to the Assessment and Accreditation agencies on behalf of Higher Educational Institution	The institute has nominated senior professors for coordinating work related to assessment/accreditation by NAAC and NIRF and audit by ISO. The concerned officers contact us and we provide the information needed. This also helps improve quality.	



S. No.	Provisions in Regulations	Details of Action taken by CIQA and Outcome thereof	Upload Relevant Document
28.	Promoted collaboration and association for quality enhancement of Online mode of education and research therein	Collaboration with industry has been a strong point and an asset for DEI. DEI has been very active in promoting research and recently nineteen e-platforms are likely to be installed in different areas of research. There is still time for internship to commence but industry has been made aware of our online programmes. Students get hands – on experience.	(Annexure – 2.1.28)
29.	Facilitated industry-institution linkage for providing exposure to the learners and enhancing their employability	DEI has very close links with industry, mostly through the Alumni of the Institute. The industry provides facilities for Co-op programmes of 5 months internship. We still have time as the training is arranged in the final year. We have, however, sounded the Alumni Placement Assistance Cell (APAC) and we have been assured of all help. Such help was available to us for the ODL programmes in B.Com (Hons), BBA and M.Com. These are some of the most successful programmes of the Institute.	<b>Cooperative Education Programme: Internships</b> <a href="https://www.dei.ac.in/dei/files/NBA%20Electrical%20Engineering/2.2.5%20Cooperative%20Education%20Programme.pdf">https://www.dei.ac.in/dei/files/NBA%20Electrical%20Engineering/2.2.5%20Cooperative%20Education%20Programme.pdf</a>

## 2.2 Compliance of Quality Monitoring Mechanism – As per Annexure-I (Part V (2)) of UGC (ODL Programmes and Online Programmes) Regulations, 2020 :

S. No.	Provisions in Regulations	Action taken in respect of online programmes	Upload relevant document
1.	Governance, Leadership and Management:	<p>Dayalbagh Educational Institute has been providing quality education at affordable cost since its inception in 1981 and has been in the service of the last, the least, the lowest and the lost among mankind. Its Distance Education Programme has been entirely dedicated to societal welfare. Besides being based on quality education, it is need-based and demand – driven and employment – oriented. It imparts a component of Skill through some vocational training and this adds to work experience of the student.</p> <p>The DEI Education Policy formulated by Revered Dr. M.B. Lal, Ex Vice Chancellor of Lucknow University and Founder of DEI lays down the guidelines on the basic features of Governance, Leadership and Management of the institute and these give rise to practices which lead to the achievement of its mission objective which is to produce a complete person.</p>	<p><b>Vocational Education &amp; Training:</b> <a href="https://drive.google.com/drive/folders/18-yMnkhZJI_0pJPAKON6Qh88xrO_fycq?usp=share_link">https://drive.google.com/drive/folders/18-yMnkhZJI_0pJPAKON6Qh88xrO_fycq?usp=share_link</a></p> <p><b>DEI Education Policy</b> <a href="https://www.dei.ac.in/dei/files/Chapter03%20(1).pdf">https://www.dei.ac.in/dei/files/Chapter03%20(1).pdf</a></p>



S. No.	Provisions in Regulations	Action taken in respect of online programmes	Upload relevant document
	<p>a. Organisation Structure and Governance</p> <p>b. Management</p> <p>c. Strategic Planning</p> <p>d. Operational Plan, Goals and Policies</p>	<p>a. Several detailed aspects of organizational structure and Governance have been spelt out in the DEI Education Policy of 1975. The norms prescribed in the UGC Regulations on ODL and Online Learning, 2020 are in place and the human resources recommended are mostly in place. As a result the Online &amp; Distance Education activity of DEI is moving forward smoothly and effectively.</p> <p>b. The management to reach the vision and mission of deemed-to-be-university by achieving its aims and objects through an efficient academic and administrative structure has been worked out by visionary leadership – this has resulted in a unique system which is difficult to replicate.</p> <p>c. DEI's Strategic Plan charts the distinctive course expected of an institution with a long and distinguished history. It builds on the traditions of excellence established by our founders, with a clear view of our strengths, opportunities and weaknesses. DEI plans to become a leading teaching-cum-research institute in Consciousness studies and Entrepreneurial Education, with emphasis on Agriculture and Dairy Farming. The Strategic Plan is anchored by an accountability framework through measurable inputs and deliverables that monitor progress towards our goals. Over the next five years, building on our foundational strengths and propelled by the promises outlined in this Strategic Plan, DEI will emerge as an institute with excellence in specific disciplines and strong societal outreach that delivers holistic education to every learner.</p> <p>d. The operational plans of the Institute are implemented through policies to meet its goals – the primary goal being to produce well-rounded, complete persons with intellectual strength, emotional maturity, ethical values, leading a simple and honest life dedicated to self-less service.</p>	(Annexure – 2.2.1 (C))
2.	Articulation of Higher Educational Institution Objectives	DEI offers value-based education of very high quality which is affordable. To accommodate the large number of candidates who could not secure a place due to high competition, in particular	

S. No.	Provisions in Regulations	Action taken in respect of online programmes	Upload relevant document
		those from far-off remote areas and belong to the last, the least, the lowest and the lost among mankind, it started its distance education programme which besides serving them would also work for women's empowerment. The Online mode of education provides a route which takes care of such candidates and also of those who want to upgrade their prospects while being already employed.	
3.	<p>Programme Development and Approval Processes</p> <p>a. Curriculum Planning, Design and Development</p> <p>b. Curriculum Implementation</p> <p>c. Academic Flexibility</p>	<p>Programme development is of crucial importance for the success of the programme, it must be need-based and demand – driven. So all stakeholders – academicians, experts from the Corporate world/industry etc. are consulted while planning academic programme, Their recommendation are reviewed by an independent subject expert.</p> <p>The following aspects are carefully examined and decided upon:</p> <p>a. The curriculum objectives are consistent with the mission of the Institute to develop a complete person. The curriculum is developed through a workshop with the involvement of the experts from reputed institutes and industry. The curriculum is modified regularly in the board of studies meeting. The curriculum matches the UGC model curriculum to a large extent. The structure of the curriculum is well defined.</p> <p>The curriculum is revised and approved by the Board of Studies and Academic Council annually to reflect the changes. The reading material has been revised and redesigned to reflect the developments.</p> <p>b. Implementation of the curriculum basically involves deciding the timelines on different components of the curriculum. This is a very important part of the exercise as it plays an important role in deciding the effectiveness of the programme.</p> <p>In a workshop, we have a wide spectrum of expertise and it would be expected that discussion there would lead to the right mix.</p> <p>c. The Institute offers considerable flexibility in choice of subjects. It is moving towards the Choice-based credit system (CBCS) and</p>	<p>(Annexure – 2.2.3 (a))</p> <p>Maximum duration allowed for completion of course (Prospectus)</p>

S. No.	Provisions in Regulations	Action taken in respect of online programmes	Upload relevant document
	d. Learning Resource  e. Feedback System	<p>this heralds a large degree of flexibility.</p> <p>d. For Quality Assurance Guidelines of Learning Material in Multiple Media and Curriculum and Pedagogy, SWAYAM Guidelines of four quadrant approach is followed in the development of the e-content. The e-learning is developed with the approach of self-explanatory, self-contained, self-directed, self-motivating and self-evaluating.</p> <p>The learners can see the videos or the e-content on the DEI portal and can learn at their own pace and time</p> <p>e. The feedback on curriculum design and development is obtained from workshop participants and the revision and redesign of the revision process takes care of them.</p>	<p><b>Pg. no. 110):</b>  <a href="https://www.dei.ac.in/dei/admission/files/Admission%202023-24/Final%20Prospectus%20-2023-24.pdf">https://www.dei.ac.in/dei/admission/files/Admission%202023-24/Final%20Prospectus%20-2023-24.pdf</a></p>
4.	Programme Monitoring and Review	To maintain quality, review of programme and an analysis is done on whether the expected outcomes from these programmes have been achieved or not. The feedbacks provided by students and mentors have been quite positive and the results of the first two semesters have also been very positive. As such, one would expect from the learning outcomes that the expected learning outcomes have been met to a significant extent.	
5.	Infrastructure Resources	The institute pays a lot of attention to Learner Support Services and both the physical and human infrastructure are as per the relevant UGC Regulations. The inputs from both the students and the teachers have been quite positive in this respect.	<b>(Annexure – 2.2.5)</b>
6.	Learning Environment and Learner Support	The institute has set-up a very helpful student – centric set-up and the fact that we have not had any complaints is a testimony to a healthy environment. We had agreed to take some extra counseling sessions in the initial period of the semester on student demand (which we thought was essential) and this was very helpful.	
7.	Assessment and Evaluation	The institute follows a continuous evaluation system and the results show that the students are quite happy with. The pass percentage is quite high.	<p><b>Memorandum of Association (Academic Council pg no. 28):</b>  <a href="https://www.dei.ac.in/dei/files/proaudit/MoA.pdf">https://www.dei.ac.in/dei/files/proaudit/MoA.pdf</a></p>

S. No.	Provisions in Regulations	Action taken in respect of online programmes	Upload relevant document
8.	Teaching Quality and Staff Development	The academic staff for online programmes are encouraged to interact with the regular institute staff and this updates them. We at the HQs also interact constantly with the mentors and keep apprising them about latest developments. Before the Covid-19 pandemic we had regular training programme for our ODL staff once during the year and we plan to restart it again.	

### 2.3 Compliance of Process of Internal Quality Audit – As per Annexure-I (Part V (3)) of UGC (ODL Programmes and Online Programmes) Regulations, 2020 :

S. No.	Provisions in Regulations	Action taken in respect of online programmes	Upload relevant document
1.	Academic Planning	Detailed discussion on existing and new programmes are held in the Academic Council (Statutory Body of the Institute) which are taken note of and mid-course corrections made. These ensure that the programmes of the institute are serving the nation. The high competition in the entrance test indicates the relevance of our programmes in the job market and for national growth.	Memorandum of Association (Academic Council pg no. 28): <a href="https://www.dei.ac.in/dei/files/proaudit/MoA.pdf">https://www.dei.ac.in/dei/files/proaudit/MoA.pdf</a>
2.	Validation	The principal agency for validation is the Academic Council, where matters from all faculties/departments are discussed in great detail and in a frank manner. There are regular presentations made in the Academic Council by faculty members and any deficiencies or shortcomings in the academic arena get highlighted during discussion.	Memorandum of Association (Academic Council pg no. 28): <a href="https://www.dei.ac.in/dei/files/proaudit/MoA.pdf">https://www.dei.ac.in/dei/files/proaudit/MoA.pdf</a>
3.	Monitoring, Evaluation and Enhancement Plans  a. Reports from Examination Centres  b. External Auditor or other External Agencies report  c. Systematic Consideration of Performance Data at Programme, Faculty and Higher	  a. The institute follows a fairly rigorous system of invigilation for online examinations. This ensures that there is absolute transparency.  b. Audits by external auditors or other external agencies (ISO, NAAC   NIRF) are periodically done and the Institute performance has been quite satisfactory.  c. For analysing the learners and their academic performance, more intense collection of data and analytic are being planned.	(Annexure – 2.2.3)

S. No.	Provisions in Regulations	Action taken in respect of online programmes	Upload relevant document
	<p>Educational Institution levels</p> <p>d. Reporting and Analytics by the Higher Educational Institution</p> <p>e. Periodic Review</p>	<p>d. We plan to conduct self-assessment and hope to collect feedback from all stakeholders which will allow improvements in the quality of the programme.</p> <p>e. Reviews are prepared from the feedback obtained from the stakeholders for self-assessment by the Institute.</p>	

## Part – III: Human Resources and Infrastructural Requirements

### 3.1 Name and details of Director of Centre for Distance and Online Education

**(Dual Mode University)** - Regular, full time, atleast Associate Professor

Or

**Name and details of Head for each school (for Open University)** - Full time dedicated, not below the rank of an Associate Professor

Prof. V.B. Gupta, Coordinator, Centre for Distance and Online Education, Ph.D, Honorary

**(Annexure 3.1)**

### 3.2 Name and details of Deputy Director of Centre for Distance and Online Education (Dual Mode University) - Full time or contractual basis, atleast Associate Professor

Or

**Name and details of Deputy Director of Centre of Online Education** - Full time or contractual basis, not below the rank of an Associate Professor

Prof. Gursaran, M.Tech, Ph.D, Deputy Director (Technical), Regular-Rs. 30,76,836/-.

### 3.3 Name and details of Assistant Director of Centre for Distance and Online Education (Dual Mode University) - Full time or contractual basis, not below the rank of an Assistant Professor

Or

**Name and details of Assistant Director of Centre of Online Education** - Full time or contractual basis, not below the rank of an Assistant Professor

Dr. B.B. Rao, M.Tech, Ph.D, Assistant Director, Honorary

**(Annexure 3.3)**

### 3.4 Compliance status in respect of Human Resource – As per Annexure – IV of UGC (ODL Programmes and Online Programmes) Regulations, 2020

HEI shall mention compliance details against the requirements in terms of Staffing norms, as mentioned in the Annexure-IV of the Regulations. In addition, the faculty details shall be provided in the following format:

Institute has compliant as per Annexure-IV. Details programmes-wise are mentioned below:

#### i. Programme name: Bachelor of Commerce (Hons)

##### a. Programme Coordinator

S. No.	Names with Designation	Qualification	Experiences in Year	(Regular/ Contract) with gross salary/ month	Date of joining programme
1.	Prof. Pramod Kumar, Professor	M.Com. PGDFM, Ph.D	38	Regular, Rs.3,27,000/-	July, 2021

##### b. Course Coordinator

S. No.	Course name	Names with Designation	Qualification	Experiences in years	Type (Regular/ Contract) with gross salary/ month	Date of joining programme
<b>1<sup>st</sup> Semester</b>						
1	ABM 101 Business Economics-I	Prof. Vijay Kumar Gangal, Professor	MA (Eco.), M.Com., MBA, FDP -M (IIM-A), Ph.D.	35	Regular Rs.2,76,802/-	July, 2021
2	ACM 101 Financial Accounting	Dr. Rakesh Kumar, Assistant Professor	M. Com. Ph. D	11	Regular Rs. 1,20,000/-	July, 2021
3	ACM 102 Business Law	Prof. Pramod Kumar, Professor	M.Com. PGDFM, Ph.D	8	Regular, Rs.3,27,000/-	July 2021
4	BAM 101 Business Organization	Dr. Anisha Satsangi, Assistant Professor	M.Com., MBA, Ph.D	15	Regular Rs. 1,07,443/-	July, 2021
<b>2<sup>nd</sup> Semester</b>						
1	ABM 201 Economic Theory II	Dr. Saurabh Mani, Associate Professor	MBM, Ph.D	20	Regular Rs. 2,05,000/-	July, 2021
2	ABM 202 Info. Tech. Applications in Commerce	Prof. Shalini Dubey, Professor	M.Com., PGDCA, Ph.D	28	Regular Rs. 2,40,232	July, 2021

3	ACM 201 Company Accounts	Prof. L.N. Koli, Professor	M.Com. Ph.D, D.Lit	25	Regular Rs. 2,70,000/-	July, 2021
4	BAM 201 Principles & Practice of Management	Dr. Rachna Gupta., Assistant Professor	M.Com. M.Phil. Ph.D	7	Contract Rs. 50000/-	July, 2021

**c. Course mentor**

S. No.	Names with Designation	Qualification	Experiences in Years	(Regular/ Contract with gross salary/ month	Date of joining Programme
1.	Dr Falguni Satsangi	Ph.D	8	Contract/Honorary Basis	July 2021
2.	Lokesh Khurana	CA,MBA	17	Contract/Honorary Basis	July 2021
3.	Mrs. Sunita Satsangi	MBA	14	Contract/Honorary Basis	July 2021
4.	Dr. Sumati Jund	BA, LLB (Hon), LLM, Ph.D	10	Contract/Honorary Basis	July, 2011
5.	Mrs. Ritu Sharma	MA, B.Ed,	11	Contract/Honorary Basis	July, 2011
6.	Mr. Bhupinder Sood	BE(Comp Science & Engg), year	11	Contract/Honorary Basis	July, 2011
7.	Mr. Saurabh Gupta	PGD in Mkt. Management year	10	Contract/Honorary Basis	July 2021
8.	Mr. Gurdarshan Aggarwal	MBA	15	Contract/Honorary Basis	July, 2011
9.	Mr. Ritesh kumar Chhabra	B.COM,CA	7	Contract/Honorary Basis	July 2021
10.	Mr. Abhilasha Gupta	MBA (Finance,IT), Bcom(Hons), B.Ed. UGC Net Mgmt 2018	10	Contract/Honorary Basis	July 2021
11.	Mrs. Preeti Satsangi	M.Com, B.Ed, PGDT, UGC Net	10	Contract/Honorary Basis	July 2021
12.	Mr. Neeraj Kumar	M.Com, M.Phil, M.Ed	12	Contract/Honorary Basis	July 2021
13.	Mr. Manjeet Kaur	B.Com, MA (Eng Lit & Public Ad)	7	Contract/Honorary Basis	July 2021
14.	Mr. Parvesh Madan	ACS, FCMA, M.Com, CFA (India)	15	Contract/Honorary Basis	July 2021
15.	Mr. Naveen Kumar	BE(Mech) MBA	10	Contract/Honorary Basis	July 2021
16.	Mr. S.P. Bhanot	MBA. M.Phil, CAIIB	58	Contract/Honorary Basis	July 2021
17.	Mrs. Surat Puri	M.A. B. T.	60	Contract/Honorary Basis	July 2021
18.	Mrs. Sunita Khanna	M.A. M. Phil	40	Contract/Honorary Basis	July 2021



19.	Mr. Mohit Malhotra	M.Com, L.L.B.	15	Contract/Honorary Basis	July 2021
20.	Dr. S.D. Bhatnagar	Ph.D	40	Contract/Honorary Basis	July 2021
21.	Dr. Ravindra Bharadwaj	Ph.D	15	Contract/Honorary Basis	July 2021
22.	Mrs. Nidhi Bhushan	M.Com	12	Contract/Honorary Basis	July 2021
23.	Mrs. Neha Chaudhary	M.Com	13	Contract/Honorary Basis	July 2021
24.	Mrs. A.S. Ragini, Mentor	MBA, B.Com, Ph.D (Pursuing)	14 - 10 years in teaching and 4 years finance industry	Contract/Honorary Basis	July 2021
25.	Mr. Sahabdas Khare, Teaching Assistant	M.Com, B.Com	5 years teaching	Contract/Honorary Basis	July 2021
26.	Mr. D. Sumir, Honorary Teacher	MBA, UGC-NET, B.Com, Ph.D (Pursuing)	21 years academic and industry	Contract/Honorary Basis	July 2021
27.	Mrs. Jukti Bhatia	MA (Economics)	6	Contract/Honorary Basis	July 2021
28.	Mr. Amar Duggirala	MBA, M.Phil (Theology)	17	Contract/Honorary Basis	July 2021
29.	Mrs. Rinki Sharma	M.B.M (Marketing & Finance)	20	Contract/Honorary Basis	July 2021
30.	Mrs. Reena Mathur	M.SC. (Mathematics), M.Phil. (Theology)	35	Contract/Honorary Basis	July 2021
31.	Prof. (Dr.) Bhupinder Singh	M.Sc (Agriculture), Ph. D.	32	Contract/Honorary Basis	July 2021
32.	Mrs. Sneha Juneja	LLM (ADR), MBA	4	Contract/Honorary Basis	July 2021
33.	Mrs. Neha Mehta Sharma	MBA, MCOM	22	Contract/Honorary Basis	July 2021
34.	Mr. Panchanand Singh	B.Com (H), PGD in Theology, Company Secretary	22	Contract/Honorary Basis	July 2021
35.	Mr. Siddharth Rishi Bhatnagar	MBA	22	Contract/Honorary Basis	July 2021
36.	Mr. Sanjeev Gugnani	M. Tech.	41	Contract/Honorary Basis	July 2021
37.	Dr. Ashita Allamraju	MA (Economics), M. Phil. (Economics), Ph.D	18	Contract/Honorary Basis	July 2021
38.	Mr. Manvendra Utralia	B.E., MPhil	16	Contract/Honorary Basis	July 2021
39.	Mr. Pramod Allamraju	BE, MBA, Research Scholar	23	Contract/Honorary Basis	July 2021

**ii. Programme name: Bachelor of Business Administration – Management****a. Programme Coordinator**

S. No.	Names with Designation	Qualification	Experiences in Years	Type (Regular/ Contract) with gross salary/ month	Date of joining programme
1.	Prof. Shalini Nigam, Professor	Ph.D	32	Regular Rs. 3,09,697/-	July 2021

**b. Course Coordinator**

S. No.	Course name	Names with Designation	Qualification	Experiences in years	(Regular/ Contract) with gross salary/ month	Date of joining programme
<b>1<sup>st</sup> Semester</b>						
1.	Introduction To Computers & Operating Systems BBW 101	Dr. Sanjeev Bhatnagar, Professor	Ph.D	25	Regular Rs. 2,62,516/-	July, 2021
2.	Financial Accounting BBM 101	Dr. Jaspreet Kaur, Asst. Prof	Ph.D	13	Regular Rs. 1,12,432/-	July, 2021
3.	Business Organisation BBM 102	Dr. Sanjay Bhushan, Professor	Ph.D	23	Regular Rs. 2,11,313/-	July, 2021
4.	Basic Mathematics BBM104	Abhinav Pandey Asst. Prof	MBA	16	Regular Rs. 1,28,713/-	July, 2021
5.	Principles Of Management BBM 105	Dr.S.K. Sharma Professor	Ph.D	35	Regular Rs. 3,09,697/-	July, 2021
<b>2<sup>nd</sup> Semester</b>						
6.	Office Management Software BBW 201	Dr.Rohit Rajwanshi Asst. Prof	Ph.D	17	Regular Rs. 1,32,526/-	July, 2021
7.	Cost Analysis & Control BBM 201	Dr.Shweta Khemani Asst. Prof	Ph.D	10	Ad hoc/ Contractual Rs. 98,803/-	July, 2021
8.	Economic Analysis BBM 202	Dr.Surat Pyari Asst. Prof	MBA	17	Regular Rs. 98,803/-	July, 2021
9.	Business Mathematics BBM 204	A . Pandey Asst. Prof	MBA	16	Regular Rs. 1,28,713/-	July, 2021

10.	Management Thoughts & Philosophy BBM 205	Dr. S.K. Sharma Professor	Ph.D	35	Regular Rs. 3,09,697/-	July, 2021
11.	Seminar & Group Discussion BBM 206	Dr. Jaspreet Kaur Asst. Prof	Ph.D	13	Regular Rs. 1,12,432/-	July, 2021
12.	Practical Trainin BBC 201g	Dr. Sumita Srivastava Professor	Ph.D	21	Regular Rs. 2,92,422/-	July, 2021
13.	Business Organisation BBH 251	Dr. Jyoti Singh Asst. Prof	Ph.D	21	Ad hoc/ Contractual Rs. 42,084/-	July, 2021
14.	Basic Management BBH 252	Dr, Purnima Bhatnagar Asst. Prof	Ph.D	20	Regular Rs. 1,23,130/-	July, 2021

**c. Course mentor**

S. No.	Names with Designation	Qualification	Experiences in Years	(Regular/ Contract) with gross salary/ month	Date of joining programme
1.	Dr Rashmi Saini	MBA,PhD	16	Contract Basis/Honorary	July 2021
2.	Mrs. Vinti Satsangi	BBA,PGDM	25	Contract Basis/Honorary	July 2021
3.	Mrs. Arti Sood	MA(Eng), B.Ed , PGCTE	10	Contract Basis/Honorary	July 2021
4.	Dr. Sumati Jund	BA, LLB (Hon), LLM, Ph..d	10	Contract Basis/Honorary	July 2021
5.	Mrs. Abhilasha Gupta	MBA (Finance,IT), Bcom(Hons), B.Ed. UGC Net Mgmt 2018	10	Contract Basis/Honorary	July 2021
6.	Mrs. Preeti Satsangi	M.Com, B.Ed, PGDT, UGC Net	10	Contract Basis/Honorary	July 2021
7.	Mr. Neeraj Kumar	M.Com, M.Phil, M.Ed	12	Contract Basis/Honorary	July 2021
8.	Mrs. Avina Mathur	MBA	30	Contract Basis/Honorary	July 2021
9.	Mrs. Madhurima Chopra	M.A(Eng), B.E.D	30	Contract Basis/Honorary	July 2021
10.	Dr. Meeta Sinha	M.A, PhD	35	Contract Basis/Honorary	July 2021

11.	Mrs. Asha Sarvanan	M.Sc., M.Phil	25	Contract Basis/Honorary	July 2021
12.	Mrs. Rachna Tandon	MCA	30	Contract Basis/Honorary	July 2021
13.	Dr. Priyanka Singh	Ph.D	7	Contract Basis/Honorary	July 2021
14.	Mr. Vikrant Satsangi	MBA	12	Contract Basis/Honorary	July 2021
15.	Dr. Rohit Malhotra	Ph.D. MBA UGC Net	20 years teaching, research and training in Finance.	Contract Basis/Honorary	July 2021
16.	Mr. Arun Kumar Goyal	M.Tech. (Management & Systems)	38+ Years in different capacity as Project Manager, BU HEAD, COO, CIO, S/W DELIVERY HEAD with various organizations- TCS, BIRLASOFT, Macmillan India, Grasim, IITD	Contract Basis/Honorary	July 2021
17.	Chetan Satsangi	MCA	20	Contract Basis/Honorary	July 2021
18.	Mohit Sharad	MBA	19	Contract Basis/Honorary	July 2021
19.	Chetan Sharma	MBA	8	Contract Basis/Honorary	July 2021
20.	K Gurusharan	B Tech, MBA	32 years in Manufacturing, Quality, Audits	Contract Basis/Honorary	July 2021
21.	R Krishna Priya- Facilitator	B ED, M.A (English), M.Com	22 years in teaching	Contract Basis/Honorary	July 2021
22.	Guru Mehar- Facilitator	BE, MBA, PHD (Pursuing)	18 years in manufacturing, Quality	Contract Basis/Honorary	July 2021
23.	Vinay Satsangi	B Tech, MBA	21 years in Manufacturing & Quality	Contract Basis/Honorary	July 2021
24.	Ashish Sharan	BE, MBA	20 years in R & D	Contract Basis/Honorary	July 2021

25.	Samit chandra	MBA (IT) & International Marketing	25+ Years of Industry Exp.	Contract Basis/Honorary	July 2021
26.	Dr. Ritu chandra	Phd. , NET(Edu), M.Phil, M.A.(Edu Eng), BEd.	21 years (with 10 years in Higher Education Institution as Principal B.Ed Institute)	Contract Basis/Honorary	July 2021
27.	Mohit lal	B.Com., LLB	Practising Income Tax Lawyer since 30 years	Contract Basis/Honorary	July 2021
28.	Mudit Lal	B.Com. LLB, MBA	25	Contract Basis/Honorary	July 2021
29.	Payal sharma	MSc. (Maths)	15	Contract Basis/Honorary	July 2021
30.	Vipin sharma	BSc.(Engg.), PGDBA, PGDCSA	18 Years of Industry Exp.	Contract Basis/Honorary	July 2021
31.	Dr. Satya srivastava	M.A. Phd.	Experience of 39 years. Retired as Principal from Mahila PG degree College Lucknow	Contract Basis/Honorary	July 2021

### iii. Programme Name: Bachelor of Arts (Hons) – Social Science

#### a. Programme Coordinator

S. No.	Names with Designation	Qualification	Experiences in Years	Type (Regular/ Contract) with gross salary/ month	Date of joining programme
2.	Prof. Lajwant Singh Professor	MA, Ph.D, UGC-NET	22	Regular/Gross Salary Rs.2,45,000	July 2021

#### b. Course Coordinator

S. No.	Course name	Names with Designation	Qualification	Experiences in years	(Regular/ Contract) with gross salary/ month	Date of joining programme
<b>1<sup>st</sup> Semester</b>						
1.	SYM- 101	Dr. I.S.Sahay/ Assistant Prof.	MA, Ph.D, UGC-NET, JRF	10	Regular/ Gross Salary 126024	July 2021

2.	SYM- 102	Dr. Parvinder Kumar/ Assistant Prof.	MA, M.Phil, Ph.D, UGC-NET	10 Years 3 Months	Regular/ Gross Salary 111000	July 2021
3.	SYM- 103	Dr.Deepika Chauhan/ Assistant Prof.	MA, Ph.D, UGC- NET	9	Regular/ Gross Salary 126000	July 2021
4.	SYM- 104	Dr. Parvinder Kumar/ Assistant Prof.	MA, M.Phil, Ph.D, UGC-NET	10 Years 3 Months	Regular/ Gross Salary 111000	July 2021
5.	SYW- 101	Dr. Deepika Chauhan/ Assistant Prof.	MA, Ph.D, UGC- NET	9	Regular/ Gross Salary 126000	July 2021
6.		Ms. Shubhankshi Sonker Assistant Prof.	MA, M.Phil, UGC- NET, JRF	3 Years 6 Months	Contract/ Gross Salary 94,980	July 2022
<b>2<sup>nd</sup> Semester</b>						
7.	SYM-201	Dr. Deepika Chauhan/ Assistant Prof.	MA, Ph.D, UGC- NET	9	Regular/ Gross Salary 126000	July 2021
8.	SYM- 202	Dr. Parvinder Kumar/ Assistant Prof.	MA, M.Phil, Ph.D, UGC-NET	10 Years Months	Regular/ Gross Salary 111000	July 2021
9.	SYM- 203	Dr. Parvinder Kumar/ Assistant Prof.	MA, M.Phil, Ph.D, UGC-NET	10 Years & 3 Months	Regular/ Gross Salary 111000	July 2021
10.	SYM- 204	Dr. Deepika Chauhan/ Assistant Prof.	MA, Ph.D, UGC- NET	9	Regular/ Gross Salary 126000	July 2021
11.	SYW- 201	Dr.Deepika Chauhan/ Assistant Prof.	MA, Ph.D, UGC- NET	9	Regular/ Gross Salary 126000	July 2021
12.		Ms. Shubhankshi Sonker/ Assistant Prof.	MA, M.Phil, UGC- NET, JRF	3 Years 6 Months	Contract/ Gross Salary 94,980	July 2022

**c. Course mentor**

S. No.	Names with Designation	Qualification	Experiences in Years	(Regular/ Contract) with gross salary/ month	Date of joining programme
1.	Mr. S.P.Bhanot	MBA. M.Phil, CAIIB	58	Contract/Honorary	July 2021
2.	Ms. Madhurima Chopra	M.A.(English), B.Ed.	30	Contract/Honorary	July 2021
3.	Dr. Meeta Sinha	Ph.D	35	Contract/Honorary	July 2021

**iv. Programme Name: Master of Commerce – International Business****a. Programme Coordinator**

S. No.	Names with Designation	Qualification	Experiences in Years	(Regular/ Contract) with gross salary/ month	Date of joining programme
2.	Prof. Swami Prasad, Professor	M.Com, MBA, MA(Econ), Ph.D, PGDHRM	28	Regular, Rs.3,24,796/-	July, 2021

**b. Course Coordinator**

S. No.	Course name	Names with Designation	Qualification	Experiences in years	(Regular/ Contract) with gross salary/ month	Date of joining programme
<b>1st Semester</b>						
1.	ABM 701 Econometrics Analysis of Business	Dr. Saurabh Mani, Associate Professor	MBM, Ph.D	20	Regular Rs. 2,05,000/-	July, 2021
2.	ACM 701 Management Accounting	Prof. Pravin Saxena, Professor	M.Com, M.A(Eco), PGDFM, Ph.D.	27	Regular Rs.2,92,335/-	July, 2021
3.	ACM 702 International Accounting	Prof. Pramod Kumar, Professor	M.Com. PGDFM, Ph.D	38	Regular, Rs.3,27,000/-	July 2021
4.	BAM 701 Corporate Governance & CSR	Dr. Bhawna Johri, Assistant Professor	M.Com., MBA, Ph.D	15	Regular Rs. 1,07,443/-	July, 2021
5.	BAM 702 Marketing Management and Consumer Movement	Dr. Rachna Gupta, Assistant Professor	M.Com. M.Phil. Ph.D	7	Contract Rs. 50000/-	July, 2021
<b>2<sup>nd</sup> Semester</b>						
6.	ABM 801 Business Economics-I	Prof. Swami Prasad, Professor	M.Com, MBA, MA(Econ), Ph.D, PGDHRM	28	Regular, Rs.3,24,796/-	July, 2021
7.	ABM 802 Financial Accounting	Dr. Anisha Satsangi, Assistant Professor	M.Com., MBA, Ph.D	15	Regular Rs. 1,07,443/-	July, 2021
8.	ACM 801 Business Law	Prof. Pramod Kumar, Assistant Professor	M.Com. PGDFM, Ph.D	38	Regular, Rs.3,27,000/-	July 2021

9.	BAM 801 Business Organization	Dr. Rachna Gupta, Assistant Professor	M.Com. M.Phil. Ph.D	7	Contract Rs. 50000/-	July, 2021
10.	BAM 802	Dr. Suneshwer Prasad, Assistant Professor	M.Com, M.A (Eco) Ph.D	15	Regular Rs.1,36,440/-	July, 2021

**c. Course mentor**

S. No.	Names with Designation	Qualification	Experiences in Years	(Regular/ Contract) with gross salary/ month	Date of joining programme
1.	Dr Priya Satsangi	M.Com,Ph.D	13	Contract/Honorary	July 2021
2.	Juhi Prakash Singh	M.Sc. (Bio-chemsitry), MBA	25	Contract/Honorary	July 2021
3.	Reena Ahuja	M.Sc, MBM	31	Contract/Honorary	July 2021
4.	Dr. Ashita Allamraju	MA (Economics), M. Phil. (Economics), PhD	18	Contract/Honorary	July 2021
5.	Pramod Allamraju	BE, MBA, Research Scholar	23	Contract/Honorary	July 2021
6.	Ratan Sainjan	PGDBM (Finance)	10	Contract/Honorary	July 2021
7.	Dr. Sadhna Kumari	MBA, M. Phil, Ph.D	9	Contract/Honorary	July 2021
8.	Nikhil Kumar	Pursuing Ph.D	7	Contract/Honorary	July 2021

**v. Programme Name: Master of Arts - Theology****a. Programme Coordinator**

S. No.	Names with Designation	Qualification	Experiences in Years	(Regular/ Contract) with gross salary/ month	Date of joining programme
1.	Dr.Rubina Saxena, Assistant Professor	1. PG Diploma Theology, 2. MA Theology M.Phil (Director's medal)Theology 3. PhD Theology MA (Drg &Pntg.) 4. Diploma in Computers 5. Diploma in FD, Textiles	9 Years in Theology courses  19 Years of Teachings	Contractual Assistant Professor  Rs. 88,850/-	July 2021



**b. Course Coordinator**

S. No.	Course name	Names with Designation	Qualification	Experiences in years	(Regular/ Contract) with gross salary/ Month	Date of joining programme
<b>1<sup>st</sup> Semester</b>						
1.	Methodology of Science of Religion	Dr. Rubina Saxena, Assistant Professor	Ph.D Theology PGDT; MA; M.phil in Theology	19	Contractual Assistant Professor Rs.88,850/-	July 2021
2.	World Religion I	Dr. Vineeta Mathur, Visiting Faculty	Ph.D Theology MSc. Chemistry PGDT	19	Contractual, Rs.3500/-	July 2021
3.	Sant Mat: Religion of Saints I	Prof. Agam Kulshreshtha, Professor	PhD Sanskrit	35	Regular Rs. 3,28,669/- As per UGC	July 2021
4.	SELF STUDY I	Dr. Rubina Saxena Assistant Professor	Ph.D Theology PGDT; MA; M.phil in Theology	19	Contractual Assistant Professor Rs.88,850/-	July 2021
5.	PROJECT I	Dr. Rubina Saxena Assistant Professor	Ph.D Theology PGDT; MA; M.phil in Theology	19	Contractual Assistant Professor Rs.88,850/-	July 2021
<b>2<sup>nd</sup> Semester</b>						
6.	Study Of Religion	Dr. Rubina Saxena Assistant Professor	Ph.D Theology PGDT; MA; M.phil in Theology	19	Contractual Assistant Professor Rs.88,850/-	July 2021
7.	World Religion II	Dr. Vineeta Mathur, Visiting Faculty	Ph.D Theology MSc. Chemistry PGDT	19	Contractual Rs.3500/-	July 2021
8.	Sant Mat: Religion Of Saints II	Prof. Agam Kulshreshtha, Professor	Ph.D Sanskrit	35	Regular As per UGC	July 2021
9.	Self-Study II	Dr. Rubina Saxena Assistant Professor	Ph.D Theology PGDT; MA; M.phil in Theology	19	Contractual Assistant Professor Rs.88,850/-	July 2021
10.	Project II	Dr. Rubina Saxena Assistant Professor	Ph.D Theology PGDT; MA; M.phil in Theology	19	Contractual Assistant Professor Rs.88,850/-	July 2021

**c. Course mentor**

S. No.	Names with Designation	Qualification	Experiences in Years	(Regular/ Contract) with gross salary/ month	Date of joining programme
1.	Prem Pyari Puneeta	MA,UGC Net, PGDT	5	Contract/Honorary	July 2021
2.	Manmohan Khanna	B. Architecture, 46 years experience, PGDT	25	Contract/Honorary	July 2021
3.	Dr. Satgur Pyari Sharma	B.A, B.Ed, Ph.D Theology	45	Contract/Honorary	July 2021
4.	Mr. S P Bhanot	MBA, CAIIB, M.Phil (Theology)	48	Contract/Honorary	July 2021

**3.5 Details of Administrative staff****a. Number of Administrative staff available exclusively for Online programmes**

Admin Staff	Required	Available
Deputy Registrar	1	Vacant Position
Assistant Registrar	1	Mr. Rakesh Meshta
Section Officer	1	Vacant Position
Assistants	3 (2 for DM Universities)	1. Mr. Darshan Dayal 2. Mr. Anand Gupta
Computer Operator	2	1. Mrs. Amita Tiwari 2. Mr. Krishan Kant Kushwah
Multi-Tasking Staff	2	1. Mr. Pulkit Yadav 2. Mr. Shiv Prakash 3. Mr. Khushi Ram

**(Annexure 3.5 (a))****b. Number and details of Technical Support for Online Programmes as per Annexure -IV:****i. Technical Team for Development of e-Content as Self-Learning e- Modules:**

Post	Required	Available
Technical Manager (Production)	1	Dr. Rahul Swarup Sharma
Technical Associate (Audio-Video recording and editing)	1	Mrs. Surat Pyari
Technical Assistant (Audio-Video recording)	1	Mr. Ajay Kumar Satsangi
Technical Assistant (Audio- Video editing)	1	Mrs. Meera Jaggi

**ii. For Delivery of Online Programmes:**

Post	Required	Available
Technical Manager (LMS and Data Management)	1	Mr. Manish Kumar
Technical Assistant (LMS and Data Management)	2	1. Mr. Praveen Kumar 2. Mr. Longshree

**iii. For Admission and Examination for Online mode:**

Post	Required	Available
Technical Manager(Admission, Examination and Result)	1	1. Mr. Gur Sewak Singh
Technical Assistant (Admission, Examination and Result)	2	1. Mr. Swami Prasad 2. Mr. Deepak Kumar

**(Annexure 3.5 (b\_i to iii))**

## Part – IV: Examinations

### 4.1 Information of formative and summative assessments/examinations conducted with the actions taken to ensure sanctity of examinations:

S.No.	Provisions in Regulations	Whether complied Yes/No	If No, Reason thereof
1.	All processes of assessment of learners in different components of Examination shall be directly handled by the concerned Institution and no part of the assessment shall be outsourced	YES	
2.	For ensuring transparency and credibility, the full time faculty of the Online mode Higher Educational Institutions or qualified faculty from University Grants Commission recognised Higher Educational Institutions only should be associated to function as invigilators, examination superintendents, as observers etc	YES	
3.	A Higher Educational Institution offering programme through Online mode shall conduct examinations either using Computer based test or pen and paper test in a proctored environment in designated test centre with all the security arrangements ensuring transparency and credibility of the examinations. It can also conduct online examination through technology mediated proctoring.	YES	
4.	The examination centre must be centrally located in the city, with good connectivity from railway station or bus stand, for the convenience of the students.	YES	

5.	The number of examination centres in a city or State must be proportionate to the student enrolment from the region	<b>YES</b>	
6.	Building and grounds of the examination centre must be clean and in good condition.	<b>YES</b>	
7.	The examination centre must have an examination hall with adequate seating capacity and basic amenities	<b>YES</b>	
8.	Fire extinguishers must be in working order, locations well marked and easily accessible. Emergency exits must be clearly identified and clear of obstructions	<b>YES</b>	
9.	The Examination Centre shall have adequate and comfortable seating capacity and amenities including adequate lighting, ventilation and clean drinking water facilities	<b>YES</b>	
10.	Safety and security of the examination centre must be ensured	<b>YES</b>	
11.	Restrooms must be located in the same building as the examination centre, and restrooms must be clean, supplied with necessary items, and in working order	<b>YES</b>	
12.	Provision of drinking water must be made for learners	<b>YES</b>	
13.	Adequate parking must be available near the examination centre	<b>YES</b>	
14.	Facilities for Persons with Disabilities should be available	<b>YES</b>	

#### 4.2 Compliance of facilities required for the conduct of Online examination for online programmes

**\*Our Institute does not conduct the Computer based Online Exam. We conduct Proctored examination (conventional pen-paper based).**

S. No.	Provisions in Regulations	Whether being complied Yes/No If yes, please provide details and upload relevant documents	If No, Reason thereof
1.	Requirements at Test Centres (as mentioned in provision II (B)(13)(i) of Annexure II)	Not Applicable	Our Institute does not conduct the Computer based Online Exam. We conduct Proctored examination (conventional pen-paper based).
2.	Requirement of proctors (as mentioned in provision II (B)(13)(ii) of Annexure II)	Not Applicable	-do-
3.	Security arrangements in the testing centre (as mentioned in provision II (B)(13)(iii) of Annexure II)	Not Applicable	-do-
4.	Remote Proctoring (as mentioned in provision II (B)(13)(iii) of Annexure II)	Not Applicable	-do-

#### 4.3 Compliance status of 'Evaluation' and 'Certification' – As per Regulations 15 and 16 of UGC (ODL Programmes and Online Programmes) Regulations, 2020

S.No.	Provisions in Regulations	Whether complied Yes/No If Yes, Upload relevant document	If No, Reason thereof

1.	The Higher Educational Institution shall adopt the guidelines issued by the Commission for the conduct of proctored examinations.	<b>YES</b> <b>(Annexure 4.3.1)</b>	
2.	A Higher Educational Institution offering Online programmes shall have a mechanism well in place for evaluation of learners enrolled through Online mode and their certification.	<b>YES</b> <b>(Annexure 4.3.2)</b>	
3.	<p>The evaluation shall include two types of assessments continuous or formative assessment and summative assessment in the form of end semester examination or term end examination:</p> <p>Provided that no semester or year-end examination shall be held unless:</p> <p>i) The Higher Educational Institution is satisfied that at least 75 per cent. Of the programme of study stipulated for the semester or year has been actually conducted;</p> <p>ii) For Online mode: the learner has minimum participation of 75 per cent. In all the activities of Online programme prior to end semester examination or term end examination.</p>	<b>YES</b>	

4.	The curricular aspects, assessment criteria and credit framework for the award of Degree programmes at undergraduate and postgraduate level and/or Post Graduate Diploma programmes through online mode shall be evolved by adopting same standards as being followed in conventional mode/ODL mode by the dual mode Higher Educational Institutions and in Open Distance Learning mode by the Open Universities	<b>YES</b>	
5.	The weightage for different components of assessments for Online mode shall be as under: (i) continuous or formative assessment (in semester): Maximum 30 per cent. (ii) summative assessment (end semester examination or term end examination): Minimum 70 per cent.	<b>YES</b> <b>(Annexure 4.3.5)</b>	
6.	The Higher Educational Institution shall notify all assessment tools to be used for formative and summative assessments	<b>YES</b>	
7.	Marks or grades obtained in continuous assessment and end semester examinations or term end examinations shall be shown separately in the grade card	<b>YES</b> <b>(Annexure 4.3.7)</b>	
8.	A Higher Educational Institution offering a Programme in Online mode shall adopt a rigorous process in development of question papers, question banks, assignments and their moderation, conduct of examination, evaluation of answer scripts by qualified teachers, and result declaration, and shall so frame the question papers as to ensure	<b>YES</b> <b>(Annexure 4.3.8)</b>	



	that no part of the syllabus is left out of study by a learner.		
9.	The examination of the programmes in Online mode shall be managed by the examination or evaluation Unit of the Higher Educational Institution and shall be conducted in the examination centre as given under these regulations.	<b>YES</b> <b>(Annexure 4.3.9)</b>	
10.	(a) The Examination Centre shall have proper monitoring mechanisms for Closed-Circuit Television (CCTV) recording of the entire examination procedure.	<b>YES</b>	
	(b) Availability of biometric system	<b>YES</b>	
	(c) The attendance of examinees shall be authenticated through biometric system as per Aadhaar details or other Government identifiers of Indian learners and Passports for International learners	<b>YES</b>	
	(d) In case of non-availability of the Closed-Circuit Television facilities, the Higher Educational Institution shall ensure that proper videography be conducted and video recordings are submitted by particular incharge of examination centre to the Higher Educational Institution	<b>YES</b>	
11.	The Higher Educational Institution shall retain all such Closed- Circuit Television recordings in archives for a minimum period of five years	<b>Click to CCTV Sample Video Link:</b> <a href="https://drive.google.com/file/d/16nGnr0nOLc9BzmQ0F8y8H3JF8Vh1Oc1p/view?usp=drive_link">https://drive.google.com/file/d/16nGnr0nOLc9BzmQ0F8y8H3JF8Vh1Oc1p/view?usp=drive_link</a>	

12.	(a) There shall be an observer for each of the Examination Centre appointed by the Higher Educational Institution and	<b>YES</b> <b>(Annexure 4.3.12 (a))</b>	
	(b) It shall be mandatory to have observer report submitted to the Higher Educational Institution	<b>YES</b> <b>(Annexure 4.3.12 (b))</b>	
13.	An Higher Educational Institution offering programme through Online mode shall conduct examinations either using technology enabled online test with all the security arrangements ensuring transparency and credibility of the examinations, or through the Proctored Examination and in conformity with any other norms for such examination as may be laid down by the Commission	<b>YES</b>	
14.	As restriction of territorial jurisdiction is not applicable for Online learning, such Higher Educational Institutions which are recognised to enroll international learners shall endeavour to conduct proctored examinations for such learners	<b>YES</b>	<b>No International Students</b>
15.	(a) Each award of Degree at undergraduate and postgraduate level and post graduate diploma for Online mode shall be assigned a unique identification number and shall have <ul style="list-style-type: none"> <li>i. Photograph</li> <li>ii. Aadhaar number or other government recognised identifier or Passport number, as applicable,</li> <li>iii. Other relevant details of the learner along with the Programme name.</li> </ul>	<b>YES</b>	Since this is second year of admission to online programme no student has so far been awarded degree. This shall be implemented when Degrees are awarded to students.

	(b) Each award shall also be uploaded on the National Academic Depository	<b>YES</b>	Already implemented and ABC (Academic Bank of Credits) account opened for all students with effect from academic session 2022-23.
16.	It shall be mandatory for Higher Educational Institution to mention the following on the backside of each of the degrees/certificates and mark sheets issued by the Higher Educational Institution to the learners (for each semester certificate and at the end of the programme): (i) Mode of delivery; (ii) Date of admission; (iii) Date of completion; (iv) Name and address of all Examination Centres	<b>NO</b>	Will be implemented from next academic session.

#### 4.4 Result and Student Progression

##### For UG, PG and PGD programmes

Semester beginning	Programme Name	No. of students admitted	No. of students appeared in exams	No. of students progressed to next year	% of students passed	% of students passed in first class
<b>1<sup>st</sup> Semester</b>						
<b>UG Programme</b>						
July 2022	1. B.Com(Hons)	102	102	87	85%	79%
	2. B.B.A	138	138	111	80.43%	70.28%
	3. B.A (Hons)- Social Science	8	8	8	100%	100%
	<b>PG Programme</b>					
	1. M.Com – International Business	39	39	36	92.3%	92.3%
	2. M.A (Theology)	6	6	4	66.66%	66.66%

Semester beginning	Programme Name	No. of students admitted	No. of students appeared in exams	No. of students progressed to next year	% of students passed	% of students passed in first class
<b>3<sup>rd</sup> Semester</b>						
<b>UG Programme</b>						
July 2022	1. B.Com (Hons)	98	98	94	95.92%	81.63%
	2. B.B.A	80	80	79	98.75%	87.50%
	3. B.A (Hons)- Social Science	5	5	3	60.00%	60.00%
	<b>PG Programme</b>					
	1. M.Com – International Business	46	46	46	100%	95.65%
	2. M.A (Theology)	22	22	19	86.36%	86.36%

Semester beginning	Programme Name	No. of students admitted	No. of students appeared in exams	No. of students progressed to next year	% of students passed	% of students passed in first class
<b>2<sup>nd</sup> Semester</b>						
<b>UG Programme</b>						
Jan 2023	1. B.Com(Hons)	87	87	84	96.55%	94.29%
	2. B.B.A	113	113	104	92.03%	84.07%
	3. B.A (Hons)- Social Science	8	8	8	100%	100%
	<b>PG Programme</b>					
	1. M.Com – International Business	34	34	34	100%	91.17%
	2. M.A (Theology)	4	4	4	100%	100%
<b>4<sup>th</sup> Semester</b>						
<b>UG Programme</b>						
Jan 2023	1. B.Com (Hons)	94	94	93	98.93%	86.17%
	2. B.B.A	79	79	78	98.73%	96.20%
	3. B.A (Hons)- Social Science	3	3	3	100%	100%
	<b>PG Programme</b>					
	1. M.Com – International Business	46	46	46	100%	100%
	2. M.A (Theology)	18	18	18	100%	100%

## Part – V: Programme Project Report (PPR) and e-Learning Material (e-LM)

### 5.1 Compliance status of ‘Guidelines on Programme Project Report’ – As per Annexure – V of UGC (ODL Programmes and Online Programmes) Regulations, 2020

*HEI shall mention the process followed to ensure that PPRs are prepared as per the guidelines mentioned in the Regulations. The explicit details of approval by its Statutory Authorities shall also be mentioned.*

The Process followed by DEI in preparing PPR as per guidelines mentioned in Regulation:

The objective of Dayalbagh Educational Institute (DEI) is to develop a complete person with knowledge, skills, values, attributes, and social sensibilities. Since its establishment, the Institute has emphasised the development of these desired qualities and has planned activities to achieve an individual's comprehensive growth. The Institute upholds the principles of excellence with social relevance, imparting values-based education of the highest caliber with the aim of reaching the last, the least, the lowest, and the lost; giving back to the country and community by empowering women, children, and members of underprivileged groups. And to reach the last, the least the lowest and the lost, we believe that the programmes should be offered in Online mode so that students who cannot afford to come and take education in large cities or cannot shift from their home town or need to keep earning while they pursue their academic journey, also get benefit of value based education offered by our Institute and at a very low cost. The programmes chosen are such that help learners get meaningfully employed and widen their thought process and enhance their value system. The Institute was ranked **1<sup>st</sup> in AICTE Utkrisht Sansathan Vishwakarma Award, 2019** for its commendable work in uplifting tribals of Rajaborari. Based on the principle of ‘Learning by Doing’, a large proportion of courses in each programme have a high practical component to provide a hands-on learning experience to the students.

The curriculum is revised and approved by the Board of Studies and Academic Council annually to reflect the changes. The reading material has been revised and redesigned to reflect the developments in the economy.

Due to the interdisciplinarity of the online programmes, the e-content must be created and organised by professionals from a variety of fields (including, but not limited to, management, the arts, science, and the humanities). Alumni and community members from all over the world provided tremendous support in response to this achievement. They volunteered to assist the DEI in creating and organising unique e-content. The specialists had backgrounds in education, government, and commerce and industry.

Such professionals coming together resulted in the formulation, acquisition, and exchange of knowledge in the development of e-content. The DEI programme coordinators developed methods and processes. Volunteers/experts helped create self-learning resources by participating in a variety of activities. Small clusters were formed based on their competence. DEI professors delivered the reading material indicated in each course's syllabus. This has been plagiarism-checked, revised, and proofread. The literature on self-learning has been organised utilising the quadrant approach. For students with advanced understanding, the e-textbooks included self-assessment questions with answers, references, and supplementary readings. The self-study texts were transformed into brief lectures and recorded on a PowerPoint presentation. The total number of videos/hours was compared to the credit value of the course. This was carried out in conformity with UGC (Swayam) standards. Before being reviewed by a highly qualified panel, the electronic textbooks and videos were edited and proofread. In its pursuit of quality education, DEI has instituted an Internal Quality Assurance Cell based on the specific guidelines of the NAAC. This drive for quality is augmented by another body - the ACE (Advisory Committee on Education), a think tank of educationists across the country. The Institute has undergone a **Transparency Audit as per UGC and CIC guidelines**. The audit that has been appreciated by CIC in its report. Institute got ISO 21001:2018 certification effective from 13 May 2021 to 12 May 2024.

The sample PPRs of BBA Programme is uploaded.

**(Annexure 5.1)**

## **5.2 Compliance status of 'Quality Assurance Guidelines of Learning Material In Multiple Media And Curriculum And Pedagogy' – As per Annexure - VI of UGC (ODL Programmes and Online Programmes) Regulations, 2020**

*HEI shall mention compliance details against the requirements in terms of learning material (Print Media), Audio-Video Material, Online Material, Computer-based material and Curriculum and Pedagogy, as mentioned in the Annexure-VI of the Regulations for ODL programmes.*

For Quality Assurance Guidelines of Learning Material in Multiple Media and Curriculum and Pedagogy, SWAYAM Guidelines of four quadrants approach is followed in the development of the e-content. The e-learning is developed with the approach of self-explanatory, self-contained, self-directed, self-motivating and self-evaluating.

Description of the credit value of each module or unit in the course is mentioned in the syllabus of each programme.

The learners can see the videos or the e-content on the DEI portal and can learn at their own pace and time.

DEI has developed the e-content and videos for online learning with the help of experts in different domains and disciplines.

The courses have been designed to teach concepts and skills that the learner will retain throughout the study.

Multiple learning paths like e-content, videos, supplementary material, exercises, activities, case study methods, field experience and labs, training in work-based skill development courses, seminar, and group discussions are considered and adopted.

DEI's core courses promote higher-order thinking and critical reasoning and are an example of the institute's innovative approach to education. The purpose of cultural education is to instill a sense of pride in one's nation's history and values. Tolerance, humanism, and secularism are all traits that can be fostered by studying the comparative study of religion. The "scientific temper" that is fostered by exposure to scientific methodology, general knowledge, and current events entails reasoning without bias or previous assumptions.

Learning Material is structured on the Learning Outcome-based Curriculum Framework.

The content of Learning Material is presented in an interactive mode, there are in-built questions and answers for students, in built exercises and activities are there in the e-content and video.

The syllabus of a course is divided into five units of 15 to 20 lessons as per the Norms for delivery of courses through distance mode/online.

The curriculum is made with the needs of the local community and job opportunities in mind. It is first accepted by the Board of Studies and then by the Academic Council, where experts are involved at every step. The Learning Outcomes-Based Curriculum Framework is used.

There is a continuous evaluation pattern with a regular feedback mechanism for the students.

The mentors appointed are the subject experts to solve any queries of the students and discussion The Course Coordinators and Mentors shall need to participate actively in the Discussion Forum. Apart from discussion forum other interactive platforms like web conferencing is also used.

### **5.3 Compliance status in respect of e-Learning Material– As per Annexure - VII of UGC (ODL Programmes and Online Programmes) Regulations, 2020**

*HEI shall mention the process followed to ensure that SLMs are prepared as per the guidelines mentioned in the Regulations. The explicit details of approval by its Statutory Authorities shall also be mentioned.*

The process as per Regulation guidelines mentioned in Annexure VII in preparing the Learning Material is followed.

Learning objectives of the course are considered. The material is constructed with real-world examples, case studies, and exercises. Self-assessment questions on the topic are embedded in the e-content and videos, and the lesson concludes with a summary of key points.

Understanding the objectives of learning and the expected outcome of learning in self-paced learning mode is the first step in e-content development, along with understanding the audience's level of comprehension. If the student has difficulties accepting the subject matter, the mentor would intervene. This is the path taken by DEI.

The self-learning material is supplemented with reading material, videos, case studies, reference books, games, field activities, question banks, and quiz banks so that students are motivated to learn through a variety of modalities of education.

SWAYAM's four-quadrant technique is used to develop e-learning material. Each course is broken into five sections, each of which is further subdivided into 15 to 20 lessons. For each course, self-explanatory video and audio content are prepared. E-books, additional information such as concept notes, case studies, research papers, and a list of reference books are used to enhance the lectures. Self-assessment questions and exercises are included in the videos and e-books. To solve the difficulties and questions raised by the student, a discussion forum is formed with mentors or experts. With this type of online knowledge, the learner can learn at his or her own pace and gain a deeper comprehension of the subject.

**(Annexure 5.3)**



## Part – VI: Programme Delivery through Learning Platform

### 6.1 Details of Learning Platform

*Please provide link and details of Learning Platform opted by HEI:*  
<https://vidyaprasar.dei.ac.in/>

- In case of SWAYAM Learning Platform, In case of SWAYAM Learning Platform, details of HEI having access to SWAYAM for the proposed programmes of study (with respective link), duly approved by the statutory bodies of the Higher Educational Institution empowered to decide on academic matters, for - Learner Authentication, Learner Registration, Payment Gateway and Learning Management System*

**NOT APPLICABLE**

- In case of Non-SWAYAM Learning Platform, evidence to ensure that it is not used in any franchise arrangement with a private service provider and HEI has the ownership of offering Online programmes including all the required components of Online education and compliance to all the provisions of the regulations*

The platform used to host learning resources is LearnDash Learning Management System (<https://www.learndash.com/>), which has been purchased by the Dayalbagh Educational Institute for its online courses. This learning Management System is hosted on Cloud Service Provider Digital Ocean (<https://www.digitalocean.com/>). The resources on the cloud can be dynamically upgraded based on resource utilization. LearnDash has all the required components for hosting online courses in compliance with the regulation requirements.

The purchase invoice for LearnDash is given below.

<b>LearnDash</b> Tax ID : 80-0910576 2531 Jackson Ave. Ann Arbor MI 48103 U.S.A		<b>Invoice</b> # INV-7312992	
		Balance Due <b>\$0.00</b>	
Billing Info <b>Dayalbagh Educational Institute</b>		Invoice Date : 06 Aug 2020	
#	Item & Description	Qty	Amount
1	LearnDash PLUS *New Update Discount Applied	1	189.00
<b>Total</b>			<b>\$189.00</b>
Payment Made			(-) 189.00
<b>Balance Due</b>			<b>\$0.00</b>
Notes Thanks for your business.			

Invoice	
<b>From</b> WisdmLabs 105, Aniket, Kolbad, Thane (W) India - 400601 <a href="mailto:info@wisdmilabs.com">info@wisdmilabs.com</a>	<b>To</b> Dayalbagh Educational Institute <a href="mailto:satyam.sharan@gmail.com">satyam.sharan@gmail.com</a> Flat No 207, Pocket 4 Sector 12 Dwarka New Delhi, DL 110078 India
Invoice Date	August 13, 2020
Invoice ID	437622
Purchase Key	8e08a774c0feda0015fe316151e3cf45
Payment Status	Complete
Payment Method	Stripe
Invoice Items	
PRODUCT NAME	PRICE
LearnDash Essentials Add-ons Pack - 1 Business License Lifetime	\$258.00
Invoice Totals	
<b>Subtotal</b>	<b>\$258.00</b>
<b>Discount Used</b>	<b>None</b>
<b>Total Paid</b>	<b>\$258.00</b>

## 6.2 Compliance status in respect of the Programme delivery

HEI shall mention mechanism followed to ensure the learner's participation at least for two hours every fortnight as per provision 13 (C) (5) of the Regulations, 2020. Further, details of the norms followed by HEI for delivery of courses in Online mode in Teaching- Learning scheme (as per table 3, Annexure – VII)

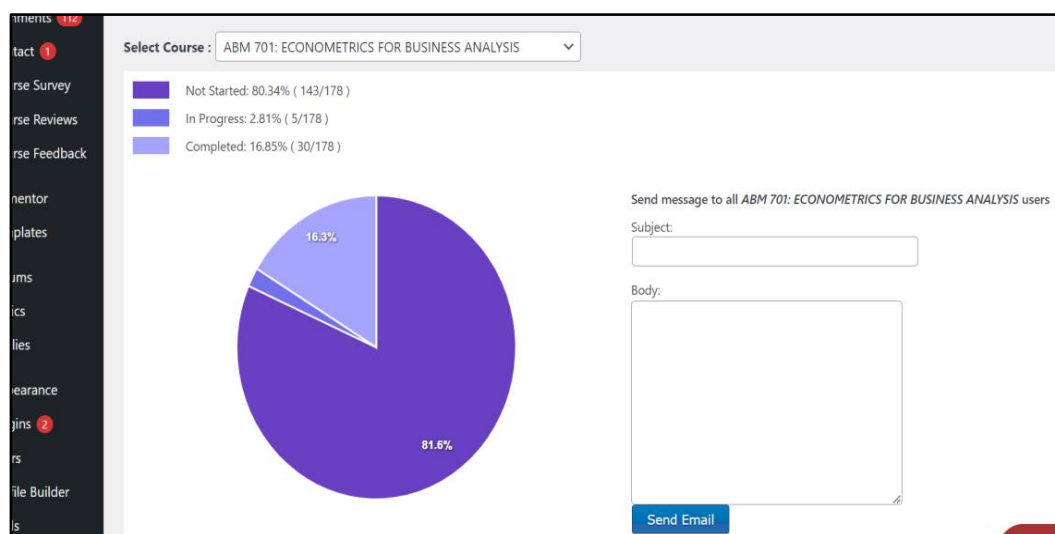
The course is configured to progress in a linear way and each student can proceed to the next lecture only when the previous lecture is completed.

The Content in the video format is organized in such a way that the next lecture content will be visible only open on completion of the current video content.

Quizzes and assignments can be organized in such a way that the student should complete the designated task to proceed further.

A report on the student progress can be generated and viewed by course coordinators. The reports give the complete picture of the video content covered by each student.

Screenshots below illustrate the analytics available through the Learning Management System.



Course Progress Report

Name	E-mail ID	Progress %	Completed Steps	Completed On	Email
abhaysharma	abhaysharma130010@dei.ac.in	0	0/15	-	<a href="#">E-Mail</a>
abhishekdhurve	abhishekdhurve133311@dei.ac.in	0	0/15	-	<a href="#">E-Mail</a>
abhishekkumar	abhishekkumar115529@dei.ac.in	0	0/15	-	<a href="#">E-Mail</a>
ACHANTAVEMAVARAM	deidep.achantavemavaram@dei.ac.in	0	0/15	-	<a href="#">E-Mail</a>
ADANBAGH	deidep.adanbagh@dei.ac.in	0	0/15	-	<a href="#">E-Mail</a>
aditibansal	aditibansal119371@dei.ac.in	100	15/15	January 31, 2022 10:00 am	<a href="#">E-Mail</a>
aditya	aditya22351095@dei.ac.in	0	0/15	-	<a href="#">E-Mail</a>
adityachaudhary	adityachaudhary103073@dei.ac.in	0	0/15	-	<a href="#">E-Mail</a>
adityasingh	adityasingh131340@dei.ac.in	0	0/15	-	<a href="#">E-Mail</a>
adityavashistha	adityavashistha118656@dei.ac.in	100	15/15	May 13, 2022 8:58 am	<a href="#">E-Mail</a>

Showing 1 to 10 of 353 entries

[Export Course Data](#)

Previous 1 2 3 4 5 [Help](#)

### Student Progress Report for the Course

### 6.3 Whether e-learning material of any course in a particular programme was sourced through OER/ Massive Open Online Courses: Y/N :

a. Provide details as under:

S. No.	Programme Name	Courses allowed through OER/ MOOC	Name of Platform	Name of HEI offering the course (if any)	Duration of the Course	No. of Credits assigned to the Course	Percentage of total courses in a particular programme in a semester (Semesterwise-programmes wise)
	NIL						

b. Upload approval of statutory authorities of the Higher Educational Institution:

*Upload*

## Part – VII: Self Regulation through disclosures, declarations and reports

### 7.1 Compliance status of Regulations 9 of UGC (ODL Programmes and Online Programmes) Regulations, 2020 – Self-regulation through disclosures, declarations and reports

S.No.	Provision	Complied Yes/No with explicit link address	If no. Reasons, thereof
1.	Joint declaration by authorised signatories, Registrar and Director of Centre for Internal Quality Assurance has been displayed on HEI website authenticating that the documents from Sr. No. '2' to '17' have been uploaded on the HEI website?	<b>YES</b> (Annexure 7.1.1)	
Uploading of the following on HEI website: <a href="https://www.dei.ac.in/dei/distanceEducation/index.php/2-uncategorised/199-ciqa">https://www.dei.ac.in/dei/distanceEducation/index.php/2-uncategorised/199-ciqa</a>			
2.	The establishing Act and Statutes there under or the Memorandum of Association, as the case may be or both, of the Higher Educational Institution, empowering it to offer programmes in Online mode	<b>YES</b>	
3.	Copies of the letters of recognition from Commission and other relevant statutory or regulatory authorities	<b>YES</b>	
4.	Programme details including brochures or programme guides inter alia information such as name of the programme, duration, eligibility for enrolment, programme fee, programme structure	<b>YES</b>	
5.	Programme-wise information on syllabus, suggested readings, contact points for counseling/mentoring, programme structure with credit points, programme- wise faculty details, list of supporting staff, their working hours and mentoring (for Online mode) Schedule	<b>YES</b>	

6.	Important schedules or date-sheets for admissions, registration, re-registration, 53ounseling/mentoring, assignments and feedback thereon, examinations, result declarations etc.	<b>YES</b>	
7.	Detailed strategy plan related to Online programme delivery, if any including learning materials offered through Online and learner assessment system and quality assurance practices of Online learning programmes	<b>YES</b>	
8.	The feedback mechanism on design, development, delivery and continuous evaluation of learner-performance which shall form an integral part of the transactional design of the Online programmes and shall be an input for maintaining the quality of the programmes and bridging the gaps, if any	<b>YES</b>	
9.	Information regarding all the programmes recognised by the Commission	<b>YES</b>	
10.	Data of year-wise and programme-wise learner enrolment details in respect of degrees and/or post graduate diplomas awarded	<b>YES</b>	Since this is second year of admissions in online programmes, only PG students have passed out and their details are attached. However, Degree will be awarded to them at the Convocation.
11.	Complete information about 'e-Learning Material' including name of the faculty who prepared it, when was it prepared and last updated for Online Programmes;	<b>YES</b>	

12.	A compilation of questions and answers under the head 'Frequently Asked Questions' with the facility of online interaction with learners providing hyperlink support for Online Programmes	<b>YES</b>	
13.	List of the 'Examination Centres' alongwith the number of learners in each centre, for Online programmes	<b>YES</b>	
14.	Details of proctored examination in case of end semester examination or term end examination of Online programmes	<b>YES</b>	
15.	Academic Calendar mentioning period of the admission process along with the academic session, dates of continuous and end semester examinations or term end examinations, etc.	<b>YES</b>	
16.	Reports of the third party academic audit to be undertaken every five years and internal academic audit every year by Centre for Internal Quality Assurance	<b>YES</b>	

## Part – VIII: Admission and Fees

### 8.1 Compliance status of 'Admissions and Fees' – As per Regulations 14 of UGC (ODL Programmes and Online Programmes) Regulations, 2020

S.No.	Provision	Whether being complied Yes/No
1.	Enrolment of learners to the Higher Educational Institution, for any reason whatsoever, in anticipation of grant of recognition for offering a programme in online mode, shall render the enrolment invalid	YES
2.	A Higher Educational Institution shall, for admission in respect of any programme in online mode, accept payment towards admission fee and other fees and charges- (a) as may be fixed by it and declared by it in the prospectus for admission, and on the website of the Higher Educational Institutions; (b) with a proper receipt in writing issued for such payment to the concerned learner admitted in such Higher Educational Institutions; (c) only by way of online transfer, bank draft or pay order directly in favour of the Higher Educational Institution.	YES
3.	It shall be mandatory for the Higher Educational Institution to upload the details of all kind of payment or fee paid by the learners on the website of the Higher Educational Institution.	YES
4.	The fee waiver and/or scholarship schemes for Scheduled Caste, Scheduled Tribe, Persons with Disabilities category of learners and students from deprived section of society shall be in accordance with	YES

	<p>the instructions or orders issued by Central Government or State Government:</p> <p>Provided that a Higher Educational Institution shall not engage in commercialisation of education in any manner whatsoever, and shall provide for equity and access to all deserving learners</p>	
5.	Admission of learners to a Higher Educational Institution for a programme in Online mode shall be offered in a transparent manner and made directly by the Head Quarters of the Higher Educational Institution which shall be solely responsible for final approval relating to admissions or registration of learners	<b>YES</b>
6.	<p>Every Higher Educational Institution shall–</p> <p>(a) record Aadhaar details or other Government identifier(s) of Indian learner and Passport for an International Learner;</p> <p>(b) maintain the records of the entire process of selection of candidates, and preserve such records for a minimum period of five years;</p> <p>(c) exhibit such records as permissible under law on its website; and</p> <p>(d) be liable to produce such record, whenever called upon to do so by any statutory authority of the Government under any law for the time being in force.</p>	<b>YES</b>
7.	Every Higher Educational Institution shall publish, prior to the date of commencement of admission to any of its programme in Online mode, a prospectus (print and in e-form) containing the following for the purposes of informing those persons intending to seek admission to	



	such Higher Educational Institutions and the general public, namely, as mentioned at sr. no. '8 (a)' to '8 (k)' below	
8. (a)	Each component of the fee, deposits and other charges payable by the learners admitted to such Higher Educational Institutions for pursuing a programme in online mode, and the other terms and conditions of such payment	<b>YES</b>
8. (b)	The percentage of tuition fee and other charges refundable to a learner admitted in such Higher Educational Institutions in case such learner withdraws from such Higher Educational Institutions before or after completion of programme of study and the time within, and the manner in, which such refund shall be made to the learner	<b>YES</b>
8. (c)	The number of seats approved in respect of each programme of online mode, which shall be in consonance with the resources	<b>YES</b>
8. (d)	The conditions of eligibility including the minimum age of a learner in a particular programme of study, where so specified by the Higher Educational Institution	<b>YES</b>
8. (e)	The minimum educational qualifications required for admission in programme(s) specified by the Commission or relevant statutory authority or councils, or by the Higher Educational Institution, where no such qualifying standards have been specified by any statutory authority	<b>YES</b>
8. (f)	The process of admission and selection of eligible candidates applying for such admission, including all relevant information in regard to the details of test or examination for selecting such candidates for	<b>YES</b>

	admission to each programme of study and the amount of fee to be paid for the admission test	
8. (g)	Details of the teaching faculty, including therein the educational qualifications and teaching experience of every member of its teaching faculty and also indicating therein whether such member is employed on regular or contractual basis or any other	<b>YES</b>
8. (h)	Pay and other emoluments payable for each category of teachers and other employees	<b>NO</b>
8. (i)	Information in regard to physical and academic infrastructure and other facilities, including that of each of the learner support centres (for ODL programmes) and in particular the facilities accessible by learners on being admitted to the Higher Educational Institution	<b>YES</b>
8. (j)	Broad outline of the syllabus specified by the appropriate statutory body or by higher educational institution, as the case may be, for every programme of study	<b>YES</b>
8. (k)	Activity planner including all the academic activities to be carried out by the higher educational institution during the academic sessions	<b>YES</b>
9.	Higher Educational Institution shall publish information at <b>sr. no. '8'</b> above on its website, and the attention of the prospective learners and the general public shall be drawn to such publication on its website and Higher Educational Institution admission prospectus and the admission process shall necessarily be over within the time period mentioned in the Commission Order	<b>YES</b>

10.	No Higher Educational Institution shall, directly or indirectly, demand or charge or accept, capitation fee or demand any donation, by way of consideration for admission to any seat or seats in a programme of study conducted by it	<b>YES</b>
11.	No person shall, directly or indirectly, offer or pay capitation fee or give any donation, by way of consideration either in cash or kind or otherwise, for obtaining admission to any seat or seats in a programme in Online mode offered by a Higher Education Institution	<b>YES</b>
12.	No Higher Educational Institution, who has in its possession or custody, any document in the form of certificates of degree, diploma or any other award or other document deposited with it by a person for the purpose of seeking admission in such Higher Educational Institution, shall refuse to return such degree, certificate award or other document with a view to induce or compel such person to pay any fee or fees in respect of any programme of study which such person does not intend to pursue or avail any facility in such Higher Educational Institution	<b>YES</b>
13.	In case a learner, after having admitted to a Higher Educational Institution, for pursuing any programme in online mode subsequently withdraws from such Higher Educational Institution, no Higher Educational Institution in that case shall refuse to refund such percentage of fee deposited by such learner and within such time as notified by the Commission and mentioned in the prospectus of such Higher Educational Institution	<b>YES</b>

14.	<p>No Higher Educational Institution shall, issue or publish-</p> <p>(a) any advertisement for inducing learners for taking admission in the Higher Educational Institution, claiming to be recognised by the appropriate statutory authority or by the Commission where it is not so recognised;</p> <p>(b) any information, through advertisement or otherwise in respect of its infrastructure or its academic facilities or of its faculty or standard of instruction or academic or research performance, which the Higher Educational Institution, or person authorised to issue such advertisement on behalf of the Higher Educational Institution knows to be false or not based on facts or to be misleading</p>	<b>YES</b>
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**8.2 Whether Higher Educational Institution provided the details of all International learners enrolled immediately after the beginning of the academic session to the Ministry of External Affairs, Ministry of Education and University Grants Commission: Yes/No**

**If No, reason thereof:**

**NO INTERNATIONAL LEANER**

## Part – IX: Grievance Redressal Mechanism

### 9.1 Compliance status of ‘Grievance Redressal Mechanism’ – As per Annexure - X of UGC (ODL Programmes and Online Programmes) Regulations, 2020

*HEI shall mention the mechanism put into place along with brief details of grievances received and actions taken thereof. Also mention that how the learners have been made aware about this mechanism.*

Students’ Grievance Redressal Mechanism is well established in the Institute to ensure that students’ Grievances are addressed promptly and as close to the point of complaint. We have the following Redressal Committees/ Process: Proctorial System: Every Faculty has a Proctor who addresses all student related issues including discipline related matters. This is to provide students an access close to them in the same faculty, to resolve any issue or concern faced by them specially related to their programme/ academics. At the next level are Chief Proctors of the Institute (separate for male and female students). Students can approach them if the grievance is not addressed to their satisfaction at the Faculty level. Currently Prof. J K Verma is the Chief Proctor (for male students) and Dr. Gurpyari Satsangi is Chairperson of the Proctorial Committee for female students. Women/ female safety is very high priority concern for the Institute. Under the “Student Grievance Cell”, Institute has the following committee to address different issues in these areas: **(a)** Grievance Redressal Committee for Harassment of Women at Workplace, **(b)** Students Grievance Committee, **(c)** Student Welfare and Disciplinary Committee **(d)** Anti Ragging Measures and **(e)** For addressing Admission related issues we have an Arbitration Committee to address Admission related issues and details of this committee is mentioned in the Prospectus itself. To ensure visibility of all the above committees to students, they can be seen on the DEI Web Site Home Page under the heading “Student Grievance Cell”.

We also have a structured process of addressing any complaint or query routed through RTI. All the above mentioned mechanisms give fair chance to learner/complainant to express their views. Almost all issues are address and resolved at the level of committees mentioned above. However the Institute has also developed an Online Grievance Redressal System, called “**GRIEVANCE MANAGEMENT SYSTEM**” Any student can online register Grievance by logging on to DEI Web Site. The screen shot of the Grievance Management System is pasted below:



<b>Login</b>		<b>User Type</b>	
<b>Employee Code/Roll Number*</b>	<input type="text"/>	<input type="text"/>	
<b>Aadhar Number</b>	<input type="text"/>	<input type="text"/>	<b>OR</b>
<b>Phone Number</b>	<input type="text"/>	<input type="text"/>	<b>OR</b>
<b>Email ID</b>	<input type="text"/>	<input type="text"/>	

The Institute also has appointed Prof. K Santi Swarup as Dean of Students Affairs to further ensure that students can without any hesitation approach him or send an email to him or even speak to him on phone. The Process of Dealing with Grievances by the Dean, Student Affairs is attached. The contact details of Dean, Student Affairs are mentioned below:

[deidosa@dei.ac.in](mailto:deidosa@dei.ac.in)

Process of Dealing with Grievances related to Dean of Student Affairs Record the problem(s) faced by the students (application/in person/website/mail etc.) Identify the cause behind the problem Assemble team members Talk to all the stakeholders Use counseling, negotiation and problem solving skills Suggestions to be communicated to the concerned Dean/Department One week waiting period. Then escalate the issue to the Deans of UG and PG Then Director / Registrar/ Coordinator (Distance Education) level.

**To summarize a student has multiple channels for filing a complaint as he/she may feel appropriate:**

1. Directly to students' grievance committee
2. Through a proctorial system involving mentor of a program, to DEP Coordinator and grievance committee.
3. Directly write to Dean of Student Affairs (DOSA) at [deidosa@dei.ac.in](mailto:deidosa@dei.ac.in) which will be shared with DEP Coordinator and grievance committee.

**Process for resolving complaints:**

1. Complaints are resolved at the Course Mentor/Programme Mentor level. If not resolved, DEP coordinator forms a committee to resolve issues at the central level. Then student is informed of the outcome.
2. The complaints shared by Dean of Student Affairs (DOSA) are also resolved by the DEP coordinator by forming a committee to resolve issues at the central level. Then student is informed of the outcome.

**Creating Awareness in Students Regarding Grievance Redressal Mechanism:**

1. Students get to learn about the procedure for filing a complaint and the process of resolution through online proctored orientation program organized in the beginning of their study.
2. Student feedback is regularly taken at the program level, and they were informed about the procedure of filing a complaint and the process of resolution.
3. Visibility of the Grievance Cell and DOSA on the home page of the Institute Web Site.
4. Any other communication related to Student Grievance received from time to time are shared with students through their Course Mentors.

## 9.2 Details of Grievance received

Numbers of Grievance Received	Numbers of Grievance Resolved
<b>NIL</b>	

## 9.3 Complaint Handling Mechanism

*HEI shall mention the mechanism adopted for Complaint Handling Mechanism*

*asper Regulations. Also, mention details of Nodal Officers.*

As mentioned in the Grievance Redressal Mechanism, the student has multiple channels to get the complaint addressed viz, either through the Mentor or through the Head of Department, approach any of the related committees mentioned under “Student Grievance Cell”. Alternately the students could write to the Dean of Student Affairs. In all cases the concerned authority to whom the complaint is addressed tries to resolve the matter at their level. In the even the concerned person is not able to resolve or student is not satisfied with the resolution, the matter is escalated to the Coordinator of Distance Education who forms the appropriate committee of persons to resolve the matter. The Committee formed by the Coordinator, Distance Education is expected to give its report to Coordinator, Distance Education within a week with their recommendations. The student is then informed about the outcome.

The committee formed by the Coordinator Distance Education ensures that complaint is handled ensuring that following basic principles and features of the process of complaint resolution are followed and assured to the students.

1. Confidential
2. Unbiased
3. Focus on problem and not on person.
4. Timely resolution
5. Solution at grassroot level to the satisfaction of the stakeholders

**Regular feedback:** Since regular feedback is taken and issues are resolved, till date, there were no complaints received or that need to be resolved.

Nodal Officer: **Prof. K. Santi Swarup** (e-mail: [deidosa@dei.ac.in](mailto:deidosa@dei.ac.in))

#### 9.4 Details of Complaints received from UGC (DEB)

Numbers of Complaint Received	Numbers of Complaint Resolved	Whether Complaint was resolved within stipulated time i.e. 60 days? (yes/No)
<b>NIL</b>		

## Part – X: Innovative and Best Practices

### 10.1 Innovations introduced during academic year

#### (i) Innovations introduced in online education during academic year 2022-23

Some innovations in our Online Programmes introduced during the academic year 2022-2023 are noted below:

- (i) The launch of Academic Bank of Credit (ABC) for students admitted in the academic year 2022-23 represented a major innovation for our online UGC – entitled programmes. In the meeting of the Academic Council of DEI held on 24<sup>th</sup> / 27<sup>th</sup> May, 2022, the members were apprised that a 10-member committee had been constituted for critically analysing all the aspects of ABC and that the committee had taken necessary action for the registration of DEI on the ABC portal. A training workshop/ demonstration for creation of the Academic Bank of Credit (ABC) ids through DigiLocker portal for the HEI's was organized in the video-conferencing mode on the 24<sup>th</sup> November, 2022 followed by a Review meeting on 9<sup>th</sup> January, 2023 in which the HEIs were requested to create ABC ids for students by 15<sup>th</sup> January, 2023.

This was achieved in time and the whole process of continuous evaluation was thus completely automated. The mark sheets of the students are now being deposited in the Academic Bank of Credit.

- (ii) The second innovation feature that was discussed at great length in the Academic Council meeting held on 24<sup>th</sup> / 27<sup>th</sup> May, 2022 was the 4-year UG programme. The Institute has set up a committee to apprise the members about the implications of this move and we are now seized with the preparation for several actions we have to take to handle this aspect. The specific actions that we take will be described in our next year issue of the CIQA report.

Some innovations introduced earlier are as follows:

- a) During the academic year 2021-22, extensive use of various virtual classroom platforms since 2004 gave us an edge in adapting to the challenges posed by the lockdowns without any loss of time and quality. Also handy in this initial phase were supervised, on-line open – book and take – home exams and Daily Home Assignments that are part of DEI's evaluation system. This proved very useful in the academic year 2022-23 also
- b) DEI's commitment and investment since 2004 in Information Communication Technology (ICT) in education paid rich dividends during the COVID-19 Pandemic. The Institute delivered education practically at doorstep of its students, following norms of supervised on-line education without any misuse of ICT. The tempo maintained in 2021-22 continued in 2022-23.
- c) Holistic education at DEI combines quality education at affordable cost with the inculcation of a spirit of self-less service and sacrifice for the larger good and a frugal, earth – friendly approach to life. These assist individuals to find a deeper meaning in life which sustains them during hard times.



In addition some innovations introduced still earlier may also be mentioned:

- a) The distance education program involves the counselors/facilitators having industrial experience. They not only bring the domain knowledge also their field experience to the table, enriching the student application capabilities.
- b) The distance education students are at par with on-campus student in terms of quality and thereby for lateral entry to higher courses, etc.
- c) Through the use of ICT, distance education students attend conferences and guest lecturers from experts and industry leaders who do their presentations at the Institute.

## 10.2 Best Practices of the HEI

The following best practices of our Institute are noteworthy:

1. The Institute has continued to take up its Online and Distance Education Programmes as a service to the society to enhance the GER of the Nation and to offer education to the poorest learner at most affordable cost.
2. The fee is very low and hence affordable by the poorest.
3. The staff work on an honorary basis with dedication to participate in the social upliftment of society.
4. Financially weak students are provided with merit-cum-means stipends.
5. Students do social work, community service, agricultural operations and cleaning in the neighborhood as part of their studies which sensitizes them to dignity of labour and to social responsibility.
6. Besides inculcation of core values in the students through Core courses, they also take Soft Skill Courses. These make them sincere, hard – working, self – reliant and self – confident.
7. A ten day Training-Workshop – cum – Orientation Programme for the staff is held every year in DEI for improvement in the system and quality.
8. Parity with on-campus students in academic achievement (medals) and in lateral entry to higher level programmes.
9. Continuous Evaluation system is used to measure student outcomes & motivating them to perform better in successive examinations.
10. Results are declared on a timely basis and the session commencement is also as per the academic calendar.
11. Extensive use is made of State-of-the-art Information and Communication Technology (ICT) to expose them to latest technology of communication.
12. All the study material is available for the students in the four quadrant model on the Institute's e-learning platform – Vidya Prasar.

**10.3 Details of Job Fairs conducted by the HEI**

Since this is second year only, there are no students passed from online programme. Hence, no Job Fair was conducted for placement of UG students.

**10.4 Success Stories of students of Online mode of the HEI**

Since this is second year of online students joining DEI, the information will be collated in the next couple of sessions.

**10.5 Initiatives taken towards conversion of e-LM into Regional Languages**

Medium of instructions for UG / PG Degree level programmes is English. However, during counseling session, the Course Coordinators / Mentors interact with students in both English and their Regional Language. This is to ensure students are able to understand better.

**10.6 Number of students placed through Campus Placements**

Not Applicable, as no student has passed out from the online programmes this year because only first year student have been admitted.

## 10.7 Details of Alumni Cell and its activity

The Alumni of various educational institutions of Dayalbagh feel indebted to their Alma Mater for the education they had received, and the values that they had imbibed as students of these in their formative years. This has enabled them to lead a value-based and successful life. With gratitude and reverence in their hearts, the alumni wish to contribute to the enrichment and enhancement of the quality of education being received by the students in their Alma Mater, in whichever manner possible and also make a contribution to the society at large. Recognizing the fact that such steps would require some financial resources, the alumni of the educational institutions of Dayalbagh had decided to form an Association, THE ASSOCIATION OF ALUMNI OF DAYALBAGH EDUCATIONAL INSTITUTIONS (REGD.) - (AADEIs) that can help channelise funds to the students and the educational institutions.

### The Association

To help the University to achieve its goal, the Alumni of the Institute formed The Association of Alumni of Dayalbagh Educational Institutes (AADEIs) in the year 2005, at a meeting of the alumni held at Dayalbagh. It was formally registered under Societies Registration Act, XXI of 1860 on 28<sup>th</sup> December, 2005.

### Some important contributions of AADEIs include:

- Help in placement of DEI students through the DEI-Alumni Placement Assistance Cell (DEI-APAC)
- Student mentor programme for guidance in projects and training
- Short courses on Soft Skills and Computer Skills (Basic & Advanced)
- Guest lectures and domain specific short courses
- Training & Development Workshops on special topics (Time Management, Interview Skills etc.)
- Undergraduate student awards for research projects
- Establishment of ICT (Information Communication Technology) enabled Distance Education Centres in New Delhi and Bangalore
- Creation of Chairs of Excellence in various Departments

## 10.8 Any other Information

### Control Room Operations (for Online Programme Examinations):

To ensure highest level of transparency and strict vigil of the examinations conducted at the Examination Centres, DEI has set up a CONTROL ROOM at the Head Quarters, which is operating under the control of the University Coordinator, Centre Examination of DEI. The Control Room is equipped with Computer Terminals with high speed internet connectivity. Total of Seven Senior Teaching Staff from different Faculties are deputed as Observers from the Institute at the CONTROL ROOM. There is one Supervisor at the Control Room to ensure smooth operation of Control Room and to interface between the Control Room Observers, Observers at the Examination Centres and Faculty (if required). The Observers are connected to various Examination Centres spread across the county, through Google Meet/Zoom or similar application and are overseeing the students at the examination centres writing their exams. This is an additional layer of online invigilation directly from the Head Quarter, in addition to the Invigilators and Observer at the Examination Centre. As a policy there should be minimum 5 invigilators present at all time at an examination centre where exams are being conducted.

**DECLARATION**

**DAYALBAGH EDUCATIONAL INSTITUTE**  
(DEEMED TO BE UNIVERSITY)  
**DAYALBAGH**  
AGRA - 282 005, (INDIA)

Phone: 0562-2801545, Fax: 0562-2801226  
website : - <http://www.dei.ac.in>

HEI ID: HEI-U-0507

Name of HEI: Dayalbagh Educational Institute

Type of HEI: Deemed-To-Be-University

**Dated: 29<sup>th</sup> August, 2023****DECLARATION**

I hereby declare that the information given above and in the enclosed documents is true, correct and nothing material has been concealed therein. In case information provided is found to be contrary to the fact, it will result in cancellation of recognition to offer ODL programmes, along with initiation of action as per provision of the UGC (ODL Programmes and Online Programmes) Regulations, 2020 and its amendments.

(DIRECTOR)

**Prof. Prem Kumar Kalra**

**DIRECTOR**  
DAYALBAGH EDUCATIONAL INSTITUTE  
(DEEMED UNIVERSITY)  
DAYALBAGH, AGRA-282005

(REGISTRAR)

**Prof. Anand Mohan**

**REGISTRAR**  
Dayalbagh Educational Institute  
(Deemed to be University)  
Dayalbagh, Agra-282005

**Note: Kindly take the print out of dully filled CIQA report and submit it to UGC DEB office (after getting it approved by Statutory Authorities of the HEI) and upload the same on HEI's website also. Please refer provisions regarding CIQA mentioned in UGC (ODL Programmes and Online Programmes) Regulations, 2020 and its amendments.**