The Dayalbagh Educational Institute follows a unique scheme of innovative, comprehensive, inter-disciplinary and value-based education that fosters academic excellence along with holistic development, at university and non-university level for both, general and technical education. A multi-disciplinary approach prepares students for an increasingly techno-oriented society, connecting them with agriculture, and valuing the dignity of labour. Students imbibe basic values of humanism, secularism and democracy through an exposure to the principles of all major world religions, and better understand their own cultural heritage. The educational system aims to provide affordable quality education to all sections of society, irrespective of the student's caste, colour, race, and gender. It aims to prepare individuals with emotional and spiritual strength who can contribute to development of their community and nation.

The Dayalbagh Educational Institute Education Policy and Academic Plan specifically aim to:

- Follow an integrated system of education providing a continuous pathway from pre-nursery to higher education that makes quality, value-based, cost-effective education accessible to all sections of society.

- Provide comprehensive, integrated education, affording students the opportunity to obtain a first-rate, broad-based exposure through an interdisciplinary curriculum. An emphasis on practice allows students to learn a craft or industrial technique through compulsory work-based training and industry interaction, facilitating employment.

- Evolve a 'complete man' whose hallmarks are intellectual strength, emotional maturity, truthfulness, high moral character, scientific temper and who lives simply and discharges his duties and responsibilities.

- Focus on the development of all three dimensions, physical, mental and spiritual, of a human being.

- Follow the 'Sigma Six Q' sustainable way of life. 'Sigma Six Q' is the enhanced outcome of the integration of six qualities: Innovation, Water Quality, Air Quality, Education and Healthcare, Agriculture and Dairy practices, and Human Values.

- Apply a total physical systems' modelling framework to interpret the DEI Education Policy.

- Offer students the flexibility to pursue diploma, certificate, and degree courses according to their preference and pace, with choice-based credits and modular programmes, allowing progress laterally and upwards.

- Apply a comprehensive and continuous evaluation system to help students learn every day easing the learning process.

- Provide Institutional Core Courses, Work-based Training, Departmental Core Courses and Non-faculty courses, to ensure a well-rounded education and build character.

- Encourage initiative and creative work in every aspect of a student's life.

The aims and objectives of the education policy can be grouped into four themes, Experiential Education, Entrepreneurship, Agricultural Sciences and Consciousness, based on the areas of strength and ongoing programmes at DEI; this involves integrating the role of each of the six faculties of DEI: Arts, Commerce, Education, Engineering, Science, and Social Sciences.

The Academic Plan promotes the science of agriculture in teaching and research, encourages jugaad technology (based on innovation, economy and flexibility) and entrepreneurial practices to improve human lives and ensure sustainability.

Drawing upon its intra-disciplinary resources, DEI proposes to establish research divisions in Esoteric Art and Science, Digital Life, Thinkism, Life and Mathematics, Sustainability (Sigma Six Q), and Classical Studies, to promote research in challenging and emerging areas.

Interpretive Structural Model for Educational Policy of DEI
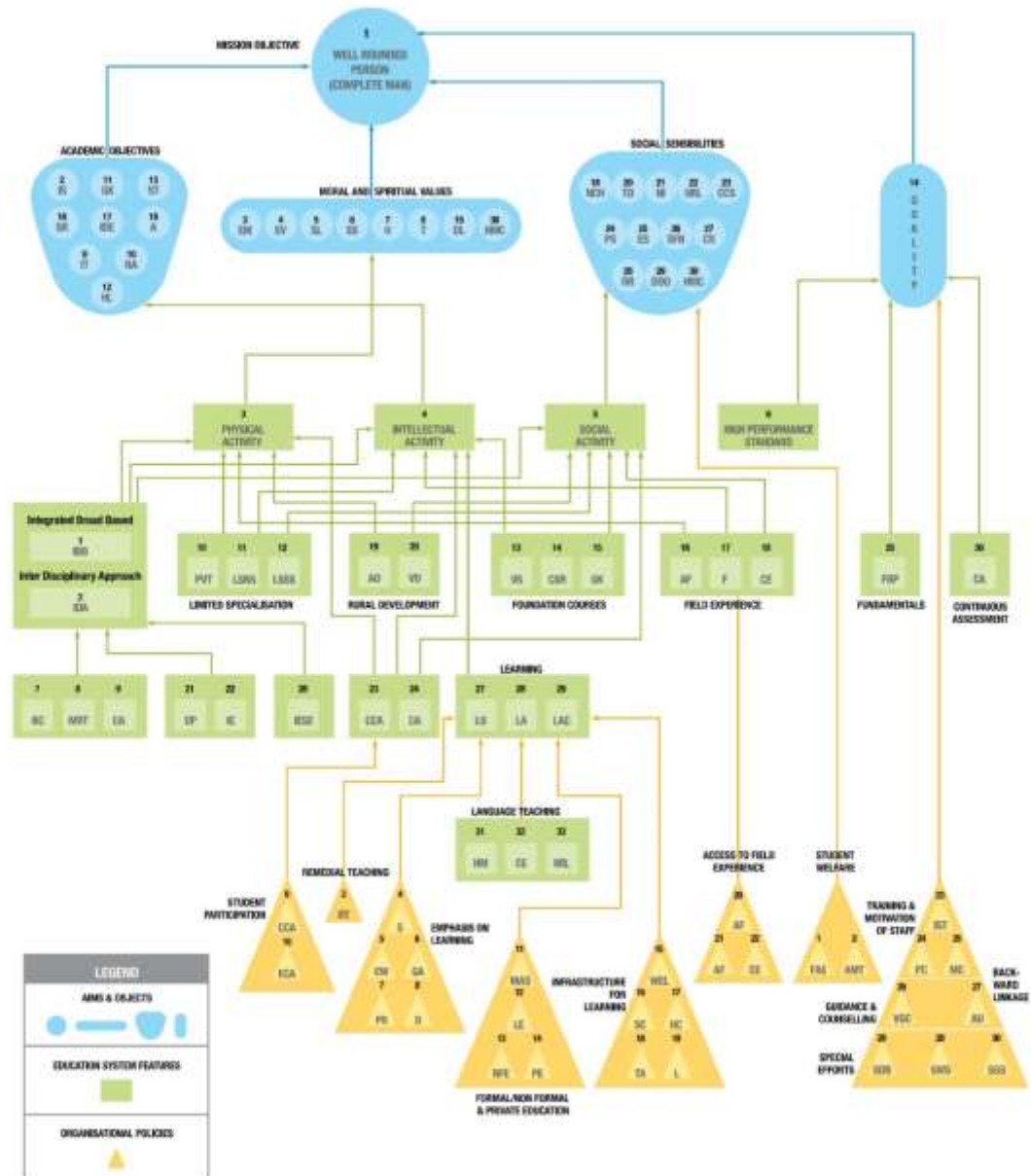
LEGEND

I AIMS AND OBJECTS

1. Well-rounded Person
2. Intellectual Strength
3. Emotional Maturity
4. Ethical Values
5. Simple Living
6. Selfless Service
7. Humility
8. Truthfulness
9. Independent Thinking
10. Reasoning Ability
11. General Knowledge
12. Habit of Learning
13. Scientific Temper
14. Quality of Education
15. Dignity of Labour
16. Self Reliance
17. Inter Disciplinary Exposure
18. National Culture & Heritage
19. Aptitude
20. Tolerance for Diversity
21. National Integration
22. Understanding Rural Life
23. Class-less and Caste-less Society
24. Political System
25. Economic System
26. Social Forces & Needs
27. Civic Sense
28. A Respect for Rights
29. Duties & Discharge of Obligations
30. High Moral Character

II EDUCATIONAL SYSTEM

1. Integrated & Broad Based
2. Inter Disciplinary Approach
3. Physical Activities
4. Intellectual Activities
5. Social Activities
6. High Performance Standard
7. Breadth of Coverage
8. Most Recent Trends of Thought
9. Concentrates of Academics
10. Primarily Vocational and Technical
11. Limited Specialisation in Natural Sciences
12. Limited Specialisation in Social Sciences
13. Foundation Courses and Value System
14. Foundation Courses like Comparative Study of Religion
15. Foundation Courses like General Knowledge
16. Field Experience (Work Experience) in Farms
17. Field Experience (Work Experience) in Factories
18. Field Experience (Work Experience) in Commercial Establishments
19. Agricultural Operations
20. Village Developments Programs
21. Democratic Processes in Student Activities
22. Indian Constitution and Other Forms of Government
23. Co-Curricular Activities
24. Cultural Activities
25. Fundamental and Basic Principles
26. Interlinkage between the Educational System and Environment
27. Learning by Observation
28. Learning by Analysis
29. Learning by Acquisition of Knowledge
30. Continuous Assessment
31. Hindi as the Medium of Instruction
32. Competence in English
33. One other Modern Indian Language

III ORGANISATION

1. Free / Affordable Education
2. Assistance through Means Test
3. Remedial Teaching
4. Learning through Seminars
5. Learning through Experimental Work
6. Learning through Group Activities
7. Learning through Paper Reading Sessions
8. Learning through Discussions
9. Students Participation in Management & Organisation of Co-Curricular Activities
10. Students Participation in Management & Organisation of Extra-Curricular Activities
11. Major Academic Subjects
12. Lateral Entry
13. Non-Formal Education
14. Private Education
15. Well Equipped Workshop / Laboratories
16. Science Centre
17. Hobby Centre
18. Teaching Aids
19. Library
20. Agricultural Farms for Field Experience
21. Small Scale Industries for Field Experience
22. Commercial and Service Establishments for Field Experience
23. In-Service Training Programmes & Orientation Courses
24. Adequate Physical Conditions for Motivating the Teachers
25. Adequate Mental Climate for Motivating the Teachers
26. Vocational Guidance and Counselling of the Students
27. Attachment of the School to a University Level College
28. Special Efforts to Overcome Handicaps of Weaker Sections
29. Special Efforts to Overcome Handicaps of Disadvantaged Background
30. Special Care to the Gifted Students

Interpretive Structural Model (ISM) of DEI Education System

Professor P.S. Satsangi, Director of DEI from 1993 to 2002 developed an Interpretive Structural Model shown in the figure below, to represent DEI's Education System.

The mission objective, I.e., the development of a Complete Man is at the top of the structure. The Organization elements, Students Participation, Remedial Teaching, Interface for Learning, Access to Field Experience, Backward Linkage, Training and Motivation of Staff, etc. are shown as the grassroots level in the figure. The Educational System that has been designed to achieve the development of the Complete Man is shown in the middle layer. A student at the undergraduate level in DEI has to perform not only intellectual activities but also take part in Physical and Social Activities through Foundation Courses, Field Experience, Rural Development, limited specializations, etc.

Different educational activities lead to Academic Objectives and inculcate Moral and Spiritual Values and develop Social Sensibilities. High Performance Standards, Fundamentals and Basic Principles and Continuous Assessment in the Educational System lead to 'Quality'. Integration of all the Aims and Objects in the diagram finally leads to the Mission Objective: developing a well-rounded person or Complete Man.

Students at DEI

13

The Total Quality Management framework through which DEI endeavours to achieve quality in Higher Education is shown in the figure below.
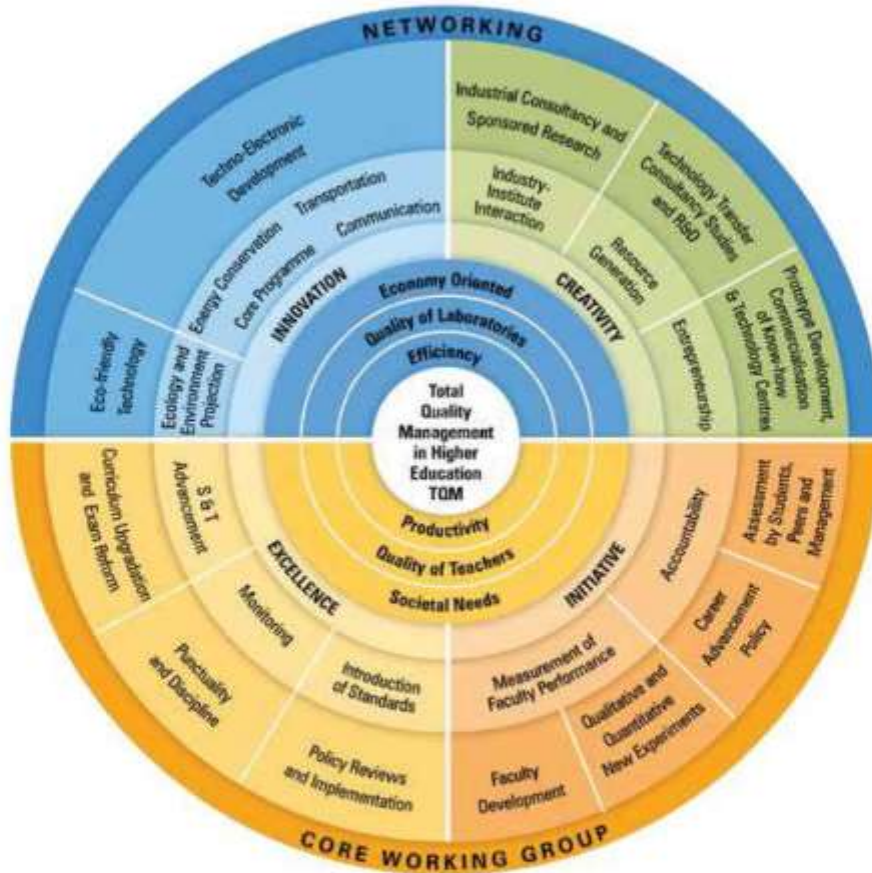
A Conceptual Model for the Total Quality Management
(TQM) Framework in Higher Education
(Professor P.S. Satsangi, Chairman Advisory Committee on Education, Dayalbagh Educational
Institutions and former Director, DEI, 2002, 'TQM in Higher Education and Technical Education')

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Dated: 14th July, 2023

Action Taken Report

The following has now been accomplished from the minutes of the CIQA meeting held on 05th July, 2023:

1. The newly appointed Secretary, CIQA who took over on 10-05-2023, shall be looking after the CIQA function of Centre for Distance and Online Education.

2. The meeting of CIQA will continue to be conducted in Online mode in view of the COVID protocol followed by the Institute.

3. The foundational value-based core courses for UG online programmes have been identified and included in the syllabus.

4. The subject experts to expedite the preparation of study material for the programmes as per the four-quadrant approach have been identified and teams set-up.

5. Centres which need human and IT support have sent their infrastructure needs and steps will be taken to meet them.

Prof. V B Gupta
Coordinator, Online Programme

Secretary, CIQA

Registrar, DEI
(Acting Chairperson)

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Dated: 16th February, 2024

Action Taken Report

The following has now been accomplished from the minutes of the CIQA meeting held on 5th February, 2024:

1. To obtain AICTE approval for the BBA programme an application was uploaded on the AICTE portal on 13th February, 2024 giving detailed information on a format provided by them in their portal.

2. The feedback forms for assessing the quality of the programmes will be made available to the faculty and students for filling up and submission close to the completion of the session.

3. The filled feedback forms received from the centres after 1st semester exams were analysed and the analysis was circulated to the committee members.

Prof. V B Gupta
Coordinator, Online Programme

Secretary, CIQA

Chairperson
(Director, DEI)

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Dated: 18th December, 2023

Action Taken Report

The following has now been accomplished from the minutes of CIQA meeting held on 6th December, 2022:

1. Efforts to enhance the visibility of the Social Science undergraduate programme must continue to be made.

2. The Committee discussed in detail the procedure adopted for admission and concluded that the delay in announcing the results of the online entrance test must be minimised to enhance enrolment.

3. The students must continue to be encouraged to do self-study and become independent. Counselling session should be once a week as far as possible.

4. The video preparation work for B.Com (Hons) programme must be expedited.

5. The Deans of the faculty were again requested to ensure that their representatives report at the Control Room at the designated time.

Prof. V B Gupta
Coordinator, Online Programme

Secretary, CIQA

Chairperson
(Director, DEI)

Creation of e-content for BBA Programme

With the transition of the distance education programme of DEI from the ODL mode to the online mode, all the e-content has to be formatted using the four-quadrant approach. **Prof. Shalini Nigam** of the Department of Management, DEI Programme Coordinator of the BBA Programme describes in the write-up how this was achieved. We are very thankful to those who volunteered and contributed to the e-content of the 1st semester of the BBA programme.

— Coordinator, DEI-DEP

The Bachelor of Business Administration (BBA) programme at the DEI campus began in 1993 and has been effectively running for the past 28 years. It was offered as a distance education programme by DEI in the ODL mode from the 2009-10 session onwards. And now starting from the 2021-22 session, we have decided to offer it in the online mode after obtaining UGC's permission which is subject to the Institute complying with the following two conditions: (i) the e-content for specified semesters of the programme will be initially prepared using the four-quadrant approach, and (ii) it will be uploaded on DEI's Learning Platform Vidya Prasar before the start of the first semester. The contents of the four quadrants are: Quadrant-I (Self-Learning– Audio/Video), Quadrant-II (e-Text), Quadrant-III (Discussion Forum), Quadrant-IV (Self-Assessment).

The commitment of the teachers of DEI is unsurpassed. The curriculum is updated and modified every year to reflect the changes, and the reading materials are updated and redesigned to match the changes. As the BBA is an interdisciplinary degree, the e-content must be produced and structured by experts from several areas (such as management, arts, science, and humanities). For this, great encouragement was received from alumni and members of the community all over the world. They assisted the Department of Management in the creative production and structuring of e-content. The experts included persons from the sectors of education and industry, and many were also practicing management professionals.

The formulation, acquisition, and exchange of knowledge in the development of *e-content* have emerged from this congregation of professionals. The DEI faculty coordinated design processes and procedures.

For the development of self-learning material, assistance from volunteers was received in the form of various activities.

Small clusters were formed based on their areas of expertise. The reading material, as prescribed in the syllabus of each course, was provided by the teachers at DEI. This was examined for plagiarism, paraphrased, and proofread. According to the four quadrant approach, the self-learning literature was organised. Self-assessment questions with answers, references, and supplementary readings for students for more advanced knowledge were all included in the

e-text books. The self-study readings were converted into short lectures and were recorded on a PowerPoint presentation. The total number of videos /hours was matched against the course's credits. This was under the standards of the UGC (Swayam). E-textbooks and videos were proofread and edited and were finally reviewed by the expert panel.

The volunteers' contributions are much appreciated by the department. We give below and in the next page the names and some other details of the volunteers in the field of education in three groups.

S. No.	NAME	QUALIFICATION	OCCUPATION	YEARS OF EXPERIENCE	LOCATION
	ACCOUNTANCY AND LAW				
1	Dr. Madhuri Malhotra	Ph.D. in Finance from IIT Madras	Teaching Faculty at Chennai Business School	15	Chennai
2	Dr. J Shri Prabha	Ph.D. in Commerce	Former Head, Dept. of Commerce, and Former Principal, Kasturba Gandhi Degree and PG College for Women, Secunderabad	50	Secunderabad
3	Ritesh Chhabra	Chartered Accountant (CA)	Self-employed at Ritesh K. Chhabra & Co.	16	Chandigarh
4	Sujeet Kumar	Chartered Accountant (CA) Post Graduate Diploma in Business Management (PGDBM)	Business Systems Analyst, Snowflake Computing	12	Mumbai
5	Achint Swaroop Gaur	Post Graduate	Lead Commercial Underwriter, American Express India	13	New Delhi
6	Anubha Varun Sharda	Chartered Accountant (CA)	Subject Matter Expert, Ericsson Global	9	Pune
7	Darshika Rai	Post Graduate Certificate in Financial Service	Volunteer in Education	4	Dubai
	GENERAL MANAGEMENT				
8	Sunil Mehta	MBA, MS in Finance	Joint General manager, ICICI Bank	30	Mumbai
9	Prof. Madhu Madan	Ph.D. in Marketing	Retired Professor Volunteer in Education	40	Mumbai
10	Sumati Singh	MBA, Executive Black Belt Certification by Nielsen	Director, Nielsen IQ	20	England
11	Amit Srivastava	MBA	Software Engineer, IBM India	16	Pune

12	Shweta Prasad	Post Graduate Diploma in Business Management (PGDBM)-HR	HR Consultant, Mantrana consulting	15	Mumbai
13	Meru Das	Ph.D. in Human Resource Management	Volunteer in Educaton	10	Pune
14	Sahiba Ummatt	MBA, Certification in in Employee Experience by People Matters	Associate Manager - HR Center of Excellence, HCL	5	Chennai
	BUSINESS COMMUNICATION				
15	Dr. Gurpyari Bhatnagar	Ph.D. in English	Assistant Professor School of Humanities & Social Science, Sharda University	16	Noida
16	Geeta Satsangi	Master of Education (M.Ed.)	Retired Vice Principal of Swami Vivekananda High School and Junior College, Volunteer Teacher	32	Mumbai
17	Dr. Shikha Juneja	Ph.D. in Chemistry, Post Graduate Diploma in Theology	Volunteer in Education	14	Mumbai
18	Shweta Chopra	M.Sc., MBA	Volunteer in Education	11	Mumbai
19	Priya Gill	MBA	Compensation	3	New Delhi
20	Tuhina Sharma	MA in English, B.Ed., UGC NET	Assistant Professor, Delhi University	8	New Delhi

To be continued—

Advisory Committee on Education (ACE)

The Advisory Committee on Education (ACE) is a non-statutory body which serves as a think tank to the Dayalbagh Educational Institute and its sponsoring body, the Radhasoami Satsang Sabha, Dayalbagh. The Advisory Committee on Education (ACE) is currently chaired by Most Revered Professor Prem Saran Satsangi Sahab, Ex Director, Dayalbagh Educational Institute and consists of academicians and experts from various national and international institutes of repute as its member.

The ACE guides various stakeholders of the DEI & its sponsoring body by way of consensus building. The ACE focusses on Trinity (Triumvirate) of Innovations at the upper mode level, Qualities at the middle mode level and Values at the lower mode level particularly in the context of "Science of Consciousness".

The ACE operates under the chairmanship of Most Revered Professor Prem Saran Satsangi Sahab, Ex Director Dayalbagh Educational Institute, and provides requisite help at every step towards achieving success in all our laudable objectives at all levels of Education from Pre-Nursery to DSc/D Litt and the Research projects being pursued earnestly in DEI at all levels (UG/PG/PhD/Post-Doctoral) including unskilled, semi-skilled and skilled, technical supporting staff and administrative supporting staff.

Details of members

Name	Designation	Affiliation
Prof. P S Satsangi Sahab *Ex Director, Dayalbagh Educational Institute.*	Revered Chairman	Advisory Committee on Education, Dayalbagh Educational Institutions
Prof. V B Gupta	Vice-Chairman	Advisory Committee on Education, Dayalbagh Educational Institutions
Prof. P K Kalra	Director	DEI
Prof. Pami Dua	Director	Delhi School of Economics
Prof. S S Bhojwani	President Technical and Financial Advisor	MCREI Department of Agriculture and Irrigation, Dayalbagh
Prof. P Sriramamurti	In-charge	Divinity Study Forum
Prof. P K Kalra (IIT Delhi)	Professor	IIT Delhi
Prof. Ravi Kanta Chopra	Retired Professor	NCERT, New Delhi
Shri V Prem Swarup	Adjunct Professor	DEI
Prof. Ira Das	Emeritus Professor	DEI
Prof. D.S. Mishra	Emeritus Professor	DEI
Prof. K C Vashistha	Retired Professor	DEI
Shri P P Dua	Retired Principal	DEI Technical College

Prof. S P Kaushik	Retired Principal	Radhasoami High School, Timarni
Prof. Poornima Jain	Emeritus Professor	DEI
Smt Sneh Bijlani	Treasurer	DEI
Prof. Anand Mohan	Registrar	DEI
Dr. RMM Singh	Retired as Registrar	DEI
Prof. Vishal Sahni	Retired Professor	DEI
Prof. C. Patvardhan	Professor	DEI
Prof. J K Verma	Professor	DEI
Prof. Sanjeev Swami	Professor	DEI
Prof. Gursaran	Professor	DEI
Prof. K. Santi Swarup (Secretary/Convener)	Professor	DEI
Prof. Sukhdev Roy (Secretary/Convener)	Professor	DEI

(1)

Some Noteworthy Observations on Value-Based Education

This brief write up presents some noteworthy observations on Value-based Education arising from:

1) A DEI Alumni survey,
2) Result of case studies conducted in several Australian schools, and
3) How National Education Policy 2020 (NEP 2020) views Value-Based Education

1) **A DEI Alumni Survey conducted in the year 2018**

In the DEI (Deemed-to-be-university) Alumni Survey of 2018, the following question was asked: In DEI certain values are reinforced in students. Please indicate the extent to which these values have made an impact on your personal and professional life.

The Alumni were asked to assess 'Value' in terms of nine components.

The mean value absolute scores for the nine components and the overall average score out of a maximum of 5.0 were as follows (the brackets give 2003 survey scores):

Hard Work 4.6 (4.6)	Cooperation 4.6 (4.5)
Humility 4.6 (4.5)	Integrity 4.5 (4.4)
Honesty 4.6 (4.5)	Self-Reliance 4.5 (4.4)
Sincerity 4.6 (4.6)	Selfless Service 4.6 (4.4)
Dignity of Labour 4.6 (4.7)	**Average 4.6 (4.5)**

In 2018 survey, the average overall score for all the 8 dimensions that were evaluated was 3.9 (3.7 in 2003).

Thus the 710 responses received from alumni ranked value education as the number 1 dimension out of the eight evaluated (the other dimensions were Teaching, Education, Curricular, Resources, Library, Infrastructure, Innovation). No wonder, it has received high accolades from dignitaries like Dr. A.P.J. Abdul Kalam who had visited DEI in 2011. The following excerpt from his address is noteworthy:

"*What makes a university great, it is the quality of education that makes a university great. DEI is exemplified by this statement, in letter and spirit. We have a roadmap for India becoming a developed nation, economically developed nation by the year 2020. Fundamental to this is education with value–based system. I am glad that DEI is promoting education with value–based system*"

2) **Result of Case studies conducted in several schools of Australia**

A book edited by two eminent educationists of Australia, which came out in 2009 (Values Education and Quality Teaching edited by Terry Lovat and Ron Toomey, Springer), would delight the hearts of all educationists when an extremely significant conclusion discovered by the authors of this book after comprehensive research that value – based education improves the quality of teaching comes to their notice. These studies showed that value – neutrality in education is an aberration and that value-based education strengthens students' self – esteem

and commitment to personal fulfilment. Quality teaching and value - based education have been equated to the two inseparable helices of the double helix as in a DNA mobilise.

While it is common knowledge that value–based education allows the students to imbibe moral values and develop social sensibilities, it is not immediately evident how and why value–based education leads to and has such strong bonding with quality teaching. The book provides answers to this question through well–planned case studies.

Some of the values on which emphasis is placed are: care for self and others, hard work, work for common good, standing up for freedom and rights of others, honesty, sincerity, truthfulness, moral and ethical values, respect for others, accountability for one's actions, being aware of other cultures, etc.

The case studies conducted in several Australian Schools indicate that education based on these values can make a very significant contribution to the following:

- Producing a calm and contemplative atmosphere and positive relationships in the classroom.
- Creating positive disposition towards learning.

The content and substance of value-based education has the potential to go to the very heart of the power of quality teaching by focussing the attention of teachers and the system on those features of their professional practice that have most impact on teaching, namely the relationship of due care, mutual respect and fairness with the student and, in turn, the network of system "relational trust" that results.

The ultimate point of the learning game is to be found in knowing oneself. This allows one to step out of the shadow of one's upbringing and cultural heritage to challenge the preconceived beliefs and to come out as an independent thinker.

The conclusion reached by the authors is that values have been only a marginal part of the education process. It is time that they take the centre stage.

3) **How National Education Policy 2020 (NEP 2020) views Value- Based Education**
The National Education Policy 2020 has been documented in a number of volumes. Chapter 1 of Volume I is introductory, and it makes the following opening statement while dealing with the principles of the policy:

The purpose of the education system is to develop good human beings capable of rational thought and action, possessing compassion and empathy, courage and resilience, scientific temper and creative imagination, with sound ethical moorings and values. It aims at producing engaged, productive, and contributing citizens for building an equitable, inclusive, and plural society as envisaged by our Constitution.

Chapter 2 deals with School Education Policy 2020 and under the section entitled 'Curricular Integration of Essential Subject, Skills and Capacities, the following statement is made:

Students will be taught at a young age the importance of "doing what's right", and will be given a logical framework for making ethical decisions. In later years, this would then be expanded along themes of cheating, violence, plagiarism, littering, tolerance, equality, empathy, etc., with a view to enabling children to embrace moral/ethical values in conducting one's life, formulate a

position/argument about an ethical issue from multiple perspectives, and use ethical practices in all work. As consequences of such basic ethical reasoning, traditional Indian values and all basic human and Constitutional values (such as *seva, ahimsa, swachchhata, satya, nishkam karma, shanti*, sacrifice, tolerance, diversity, pluralism, righteous conduct, gender sensitivity, respect for elders, respect for all people and their inherent capabilities regardless of background, respect for environment, helpfulness, courtesy, patience, forgiveness, empathy, compassion, patriotism, democratic outlook, integrity, responsibility, justice, liberty, equality, and fraternity) will be developed in all students. Children will have the opportunity to read and learn from the original stories of the Panchatantra, Jataka, Hitopadesh, and other fun fables and inspiring tales from the Indian tradition and learn about their influences on global literature. Excerpts from the Indian Constitution will also be considered essential reading for all students. Basic training in health, including preventive health, mental health, good nutrition, personal and public hygiene, disaster response and first-aid will also be included in the curriculum, as well as scientific explanations of the detrimental and damaging effects of alcohol, tobacco, and other drugs."

Chapter 3 deals with Higher Education Policy 2020 and under section entitled 'Towards a more Holistic and Multi-disciplinary Education' the following statement appears:

Value-based education will include the development of humanistic, ethical, constitutional, and universal human values of truth (*satya*), righteous conduct (*dharma*), peace (*shanti*), love (*prem*), nonviolence (*ahimsa*), scientific temper, citizenship values, and also life-skills; lessons in *seva/service* and participation in community service programmes will be considered an integral part of a holistic education. As the world is becoming increasingly interconnected, Global Citizenship Education (GCED), a response to contemporary global challenges, will be provided to empower learners to become aware of and understand global issues and to become active promoters of more peaceful, tolerant, inclusive, secure, and sustainable societies.

It is worth pointing out that the DEI Education Policy of 1975 not only covers most of the value elements listed in NEP 2020 but also indicates how these are inculcated / imbibed with the help of appropriate Aims and objects Educational System and Organisational Policies.

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Dated: **29.05.2024**

It is certified that the content of online courses of the Centre for Online & Distance Education is the same as that of equivalent conventional courses in the face-to-face mode.

(Prof. V.B. Gupta)
COORDINATOR
CO-ORDINATOR
Centre for Online and Distance Education
Dayalbagh Educational Institute
Dayalbagh, Agra-282005

Prof. Anand Mohan
(REGISTRAR)
REGISTRAR
Dayalbagh Educational Institute
(Deemed to be University)
Dayalbagh, Agra-282005

CENTRE FOR DISTANCE AND ONLINE EDUCATION
DAYALBAGH EDUCATIONAL INSTITUTE
(Session 2023-24 ADMISSIONS)

1. STUDENTS FEEDBACK FORMS

PLEASE GIVE YOUR FEEDBACK IN THE SCALE 1 TO 5 WITH 5 AS BEST AND 1 AS LOWEST

1. Admission process student friendly.   (1/2/3/4/5)

2. Interaction with your Course Coordinator & Course Mentor.   (1/2/3/4/5)

3. Ease to access the e-Lessons on the VIDYA PRASAR(.   1/2/3/4/5

4. E-Lessons are easy to understand and well written.   (1/2/3/4/5)

5. E-Lessons cover the syllabus comprehensively,   (1/2/3/4/5)

6. Quality of E-Lessons and Q&A mentioned at the end of lessons.   (1/2/3/4/5)

7. Video Lectures available on the VIDYA PRASAR PORTAL.   (1/2/3/4/5)

8. Video Lectures cover the syllabus comprehensively.   (1/2/3/4/5)

9. Quality of Video Lectures & ease to understand.   (1/2/3/4/5)

10. Experience on interaction with your Course Mentor   (1/2/3/4/5)

11. Experience during face to face contact sessions.   (1/2/3/4/5)

12. Response time to your queries.   (1/2/3/4/5)

13. How useful are the counselling session?   (1/2/3/4/5)

14. Is the frequency of counselling session is adequate?   (1/2/3/4/5)

15. Do you find the continuous evaluation system followed useful?   (1/2/3/4/5)

16. Is frequency of continuous evaluation adequate?   (1/2/3/4/5)

17. Overall satisfaction with the Learning and the Institute.   (1/2/3/4/5)

Student Roll No. (Not Mandatory)_____

CENTRE FOR DISTANCE AND ONLINE EDUCATION
DAYALBAGH EDUCATIONAL INSTITUTE
(Session 2023-24 ADMISSIONS)

2. COURSE MENTORS FEEDBACK FORMS

PLEASE GIVE YOUR FEEDBACK IN THE SCALE 1 TO 5 WITH 5 AS BEST AND 1 AS LOWEST

1. Ease in accessing the VIIDYA PRASAR PORTAL. (1/2/3/4/5)

2. Interaction with Programme/Course Coordinator & students. (1/2/3/4/5)

3. Ease to access th e-Lessons on the VIDYA PRASARPORTAL. (1/2/3/4/5)

4. E-Lessons are easy to understand and well written. (1/2/3/4/5)

5. E-Lessons cover the syllabus comprehensively, (1/2/3/4/5)

6. Quality of E-Lessons and Q&A mentioned at the end of lessons. (1/2/3/4/5)

7. Video Lectures available on the VIDYA PRASAR PORTAL. (1/2/3/4/5)

8. Video Lectures cover the syllabus comprehensively. (1/2/3/4/5)

9. Quality of Video Lectures & ease to understand. (1/2/3/4/5)

10. Students' response during face to face contact sessions. (1/2/3/4/5)

11. Resolution of issues raised to the Institute for solution. (1/2/3/4/5)

12. Overall satisfaction with the Online Programme & Institute. (1/2/3/4/5)

Mentor Name (Not mandatory)_____

3. ANALYSIS OF STUDENT DATA

	Feedback From Students				Total No. of Students - 112	
Sr. No.		**Rating**			**Average Rating**	
1	Admission process student friendly.	1	2	474	4.23	1.79%
		2	3			2.68%
		3	17			15.18%
		4	35			31.25%
		5	55			49.11%
2	Interaction with your Course Coordinator & Course Mentor.	1	1	445	3.97	0.89%
		2	5			4.46%
		3	26			23.21%
		4	44			39.29%
		5	36			32.14%
3	Ease to access the e-Lessons on the VIDYA PRASAR	1	20	369	3.29	17.86%
		2	11			9.82%
		3	27			24.11%
		4	24			21.43%
		5	30			26.79%
4	E-Lessons are easy to understand and well written.	1	10	408	3.64	8.93%
		2	11			9.82%
		3	22			19.64%
		4	35			31.25%
		5	34			30.36%
5	E-Lessons cover the syllabus comprehensively,	1	9	400	3.57	8.04%
		2	11			9.82%
		3	28			25.00%
		4	35			31.25%
		5	29			25.89%
6	Quality of E-Lessons and Q&A mentioned at the end of lessons.	1	8	422	3.77	7.14%
		2	11			9.82%
		3	17			15.18%
		4	39			34.82%
		5	37			33.04%
7	Video Lectures available on the VIDYA PRASAR PORTAL.	1	22	353	3.15	19.64%
		2	17			15.18%
		3	15			13.39%
		4	38			33.93%
		5	20			17.86%
8	Video Lectures cover the syllabus comprehensively.	1	8	391	3.49	7.14%
		2	18			16.07%
		3	30			26.79%
		4	23			20.54%
		5	33			29.46%

9	Quality of Video Lectures & ease to understand.	1	12	394	3.52	10.71%
		2	11			9.82%
		3	31			27.68%
		4	23			20.54%
		5	35			31.25%
10	Experience on interaction with your Course Mentor	1	1	452	4.04	0.89%
		2	9			8.04%
		3	20			17.86%
		4	37			33.04%
		5	45			40.18%
11	Experience during face to face contact sessions.	1	4	469	4.19	3.57%
		2	3			2.68%
		3	18			16.07%
		4	30			26.79%
		5	57			50.89%
12	Response time to your queries.	1	4	461	4.12	3.57%
		2	6			5.36%
		3	14			12.50%
		4	37			33.04%
		5	51			45.54%
13	How useful are the counselling session?	1	5	439	3.92	4.46%
		2	7			6.25%
		3	20			17.86%
		4	40			35.71%
		5	40			35.71%
14	Is the frequency of counselling session is adequate?	1	5	420	3.75	4.46%
		2	9			8.04%
		3	32			28.57%
		4	29			25.89%
		5	37			33.04%
15	Do you find the continuous evaluation system followed useful?	1	2	445	3.97	1.79%
		2	8			7.14%
		3	21			18.75%
		4	41			36.61%
		5	40			35.71%
16	Is frequency of continuous evaluation adequate?	1	3	442	3.95	2.68%
		2	10			8.93%
		3	23			20.54%
		4	30			26.79%
		5	46			41.07%
17	Overall satisfaction with the Learning and the Institute.	1	1	451	4.03	0.89%
		2	9			8.04%
		3	15			13.39%
		4	48			42.86%
		5	39			34.82%

4. ANALYSIS OF COURSE MENTORS DATA

Sr. No.	Feedback from Course Mentors	Rating			Average Rating	
		1	1			1.89%
	Ease in accessing the VIDYA	2	2			3.77%
1	PRASAR PORTAL.	3	13	213	4.02	24.53%
		4	16			30.19%
		5	21			39.62%
		1	0			0.00%
	Interaction with	2	2			3.77%
2	Programme/Course Coordinator &	3	11	217	4.09	20.75%
	students.	4	20			37.74%
		5	20			37.74%
		1	2			3.77%
	Ease to access the e-Lessons on the	2	1			1.89%
3	VIDYA PRASAR PORTAL.	3	12	217	4.09	22.64%
		4	13			24.53%
		5	25			47.17%
		1	1			1.89%
	E-Lessons are easy to understand	2	2			3.77%
4	and well written.	3	15	217	4.09	28.30%
		4	8			15.09%
		5	27			50.94%
		1	1			1.89%
	E-Lessons cover the syllabus	2	1			1.89%
5	comprehensively.	3	14	216	4.08	26.42%
		4	14			26.42%
		5	23			43.40%
		1	1			1.89%
	Quality of E-Lessons and Q&A	2	3			5.66%
6	mentioned at the end of lessons.	3	13	212	4.00	24.53%
		4	14			26.42%
		5	22			41.51%
		1	2			3.77%
	Video Lectures available on the	2	6			11.32%
7	VIDYA PRASAR PORTAL.	3	9	201	3.79	16.98%
		4	20			37.74%
		5	16			30.19%
		1	2			3.77%
	Video Lectures cover the syllabus	2	5			9.43%
8	comprehensively.	3	8	209	3.94	15.09%
		4	17			32.08%
		5	21			39.62%
		1	2			3.77%
	Quality of Video Lectures & ease to	2	3			5.66%
9	understand.	3	7	218	4.11	13.21%
		4	16			30.19%
		5	25			47.17%
		1	1			1.89%
	Students' response during face-to-	2	1			1.89%
10	face contact sessions.	3	16	208	3.92	30.19%
		4	18			33.96%
		5	17			32.08%
		1	0			0.00%
	Resolution of issues raised to the	2	4			7.55%
11	Institute for solution.	3	8	213	4.02	15.09%
		4	24			45.28%
		5	17			32.08%
		1	0			0.00%
	Overall satisfaction with the Online	2	1			1.89%
12	Programme & Institute.	3	11	222	4.19	20.75%
		4	18			33.96%
		5	23			43.40%

DAYALBAGH EDUCATIONAL INSTITUTE
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Cooperative Education at DEI

As the world evolves, so do its requirements. However, the education system has not adapted quickly to industry demands. As the "skills gap" between business and academia develops, more employers complain about professional college graduates' lack of employability. The best way to solve this kind of problem is for businesses and academia to work together to help students learn. Dayalbagh Educational Institute (DEI) is one of the few universities in India that has started the "Cooperative Education" model in 2013. Under this model, students spend 5–7 months doing an internship with a commercial or non-commercial organisation. Mentors from business and academia work together to get them ready for the business world It can thus position itself to serve the experiential learning needs of students.
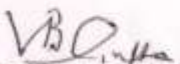
The co-op programme sensitises students to the social, political, economic, and ecological surroundings of society and teaches systems thinking to help them become effective corporate leaders and decision-makers and improve organisational effectiveness. To help pupils understand world issues and instil intellectual honesty, justice, and fairness. For Product-out Market-in model, DEI periodically reviews and updates its curriculum.
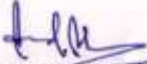
Student Benefits: It offers rigorous coaching and hands-on experience. The Co-op programme enhances employability and allows students to get to know prospective employers. The internship stipend is meant to follow the "earn-while-you-learn" principle. Co-op programme increases the possibility of securing a pre-placement offer. They take two online courses during Co-op training.

Industry Gains: The employer can assess and train, then recommend more training to the institute. The employer might hire the student without further training. Such a pupil would know the work needs and can deliver them from day one. The organisation also gains through engagement with the Institute in developing a product that would be 'industry ready'. Retention rates have been significantly higher.

Benefits for Institute: Industry, institute, and students collaborate to improve content, teaching, and research. DEI can focus on market-in with the Co-op initiative. 55-60% of Engineering, Management, and Technical Diploma students receive pre-placement offers during co-op. Some of the top corporate houses who have hired graduates from DEI include TCS, Nielsen, Airtel, American Express Bank, Bajaj Electricals, Birlasoft, Deutsche Bank, GE Capital, HCL Technologies, HDFC, Honda, Mahindra, Mindtree, Schlumberger, SRF, Tata Motors besides others.

DEI's three-step Co-op Model: 1. Pre-Internship: Co-op faculty coordinators mentor students before and during internships. Secondly, Internship: There is Goal Setting, Research Methodology, Individual Learning Agreements. Project Coordinator receives student's monthly activity report • Co-op Faculty Coordinator visits internship location Third step is Post-Internship The last stage gives the student the chance to teach others at the Institute and in subsequent classes. In addition to ensuring that the next cohort enters the workforce better prepared, this will also provide the institute with the information it needs to make structural modifications to better accommodate the needs of the business world. The Co-op Faculty Coordinator and the Project Coordinator will work together to complete the mid-semester review.

(PROF. V.B. GUPTA)
COORDINATOR
CO-ORDINATOR
Centre for Online and Distance Education
Dayalbagh Educational Institute
Dayalbagh, Agra-282005

PROF. ANAND MOHAN
(REGISTRAR)
REGISTRAR
Dayalbagh Educational Institute
(Deemed to be University)
Dayalbagh, Agra-282005

<u>Alumni Survey</u>

Link:-
https://drive.google.com/drive/folders/1YnsGaWoKUpgB_GQMdttz7Q_cOUrbd2IR?usp=drive_link

The CIQA meeting held on 06.07.2022 item no. 4.

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CENTRE FOR INTERNAL QUALITY ASSURANCE
(ONLINE PROGRAMME)
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Dated: 06ᵗʰ July, 2022

Minutes of the Meeting

The online meeting of CIQA was convened on 06ᵗʰ July, 2022 at 11:00 AM. The members present in the meeting were:

Prof. P K Kalra	Director, DEI
Prof. Anand Mohan	Registrar, DEI
Prof. S.P. Saxena	Secretary, CIQA
Prof. V B Gupta	Coordinator, OL
Mr. Rakesh Mehta	Assistant Registrar (Admin) OL
Prof. Gursaran	Dept. of Mathematics
Prof. Pramod Kumar	Coordinator, B. Com
Prof. Shalini Nigam	Coordinator, BBA
Dr. M Radha Krishna	Incharge, CART
Mr. Gur Sewak Singh	Assistant Registrar (Examination)
Mr. Maharaj Saran	Accounts Department
Prof. Pami Dua	Delhi School of Economics
	(Member, Governing Body, DEI)
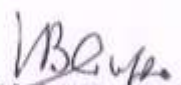
The following points were discussed during the meeting:

I. To consider the following arising from this first meeting of the newly – formed committee:

1. This being the first meeting of the newly – formed CIQA Committee which took over with effect from 01-07-2022 onwards for a period of two years, the Chairman appreciated the contribution made by the outgoing members and welcomed the new members.

Continued....

2. It is confirmed that the new members qualify for the membership of the Online Committee

II. To consider the following arising from the prevailing COVID-19 situation:

3. The meeting of CIQA may continue to be conducted in Online mode in view of the COVID-19 Pandemic and the COVID protocol be followed as per Institute norms.

III. To consider the following arising from the starting of the first semester of the 2022-23 academic session:

4. Value-based Education
The Value-based education system practised by DEI since its inception will be followed by the online programme also for overall development of the students and to inculcate human values in them. Under this scheme, the foundational Core courses will continue to be offered in different semesters of the UG programmes.

5. Preparation of Study Material
The process of preparation of high quality study material for uploading in the Vidya Prasar portal was reviewed.

6. Review of Infrastructure in Information Centres
The availability of human and physical infrastructure in Information Centres from where counseling sessions are transmitted, was reviewed.

7. The next meeting of CIQA was scheduled for 06th December, 2022.

Prof. V.B. Gupta
Coordinator, Online Programme

Secretary, CIQA

Chairperson
(Director, DEI)

5thInternational Conference of Dayalbagh Science of Consciousness (DSC-2024) 31st December, 2023–1stJanuary, 2024

Link:

https://drive.google.com/drive/folders/1UHR7cP74WC9rmaWvXiUZJ62K41FwAx5j?usp=sharing

CHAPTER 3

The DEI Education Policy

3.1. Introduction

1. The DEI Education Policy was conceived, planned, formulated, crystallized and executed by the Supreme Teacher Param Guru Dr MB Lal Sahab. The policy endeavours to create an educational system that strives towards the fulfillment of the Holy Mandate given by Gracious Huzur Sahabji Maharaj "Education, more education, education made perfect is the only panacea for all our country's ills and evils". The emphasis on "combining the much sought excellence with the much needed relevance to contemporary needs" is its distinguishing feature.

2. Most Revered Dr PS Satsangi Sahab was pleased to observe on November 14, 2004 at Chandigarh regarding the DEI Education Policy, "…. Perhaps you know that there is an Education Policy of Dayalbagh. Param Guru Huzur Dr Lal Sahab Himself is the Architect of this Education Policy. This Education Policy was published in 1975. The Government of India promulgated its National Education Policy in 1986; and if you compare the Education Policy of Dayalbagh published in 1975 and the National Policy of Education you find that several important aspects are the same in both. So in this way the Education Policy of Dayalbagh anticipated eleven years earlier those aspects beneficial to the country which were incorporated in the National Policy of Education later in 1986…".

3. Ms Sheila Kaul, the then Honourable Minister of Education in the Union Government was the Chief Guest in the first convocation of the Dayalbagh Educational Institute (Deemed University) held on October 16, 1982 in the Satsang Hall, Dayalbagh. In her convocation address she stated in very clear terms the Government's stand in granting Deemed University status to Institutions. Excerpts that follow make interesting reading. "…As you are aware, the device of declaring an Institution as a Deemed University is a significant innovation in the field of higher education. Through this device, the Government is enabled to give due recognition to Institutions which have a special historical background and which have a direct relevance to the cause of re-modelling Indian education on new lines. In the case of your Institution, the important aspects of experimentation have not only historical background but also have certain special features. Innovation in your Institution permeates all the spheres of educational activities, including the contents, methods and objectives. It is, therefore, in fitness of things that your institution should have the privilege of continuing to develop on the lines of your initiative and encourage your students to imbibe the special values of character and excellence that you wish to impart to them…"

These sentences represent the Government's viewpoint and clearly show that the Government fully appreciated the novelty and the ideological strengths of the Policy and considered it as the foremost reason for granting Deemed University status to Dayalbagh institutions. The Government was aware of the fact that some of the salient features of the

Policy had been successfully implemented in Dayalbagh, and, also, that the results were there for all to see.

4. On February 8, 1968 Gracious Huzur Dr Lal Sahab put forward some new ideas before the educationists of the country in His address at the Joint Convocation of the Dayalbagh Colleges. This address, portions of which are highlighted in Chapter 2, contained ideas that evolved into the Dayalbagh Education Policy.

5. Coming events cast their shadows before. The following excerpts from the Report of the Dayalbagh Educational Institute of 1974 contain interesting pieces that herald the progress that was to come:

"... At Dayalbagh we have tried in our own way to make education more realistic to life and living and during the last two years the various units of Dayalbagh Educational Institute have introduced an intensive vocational training and work-experience programme for students. Our scheme on Comprehensive Education wherein we have pleaded for a job-oriented integrated curriculum at the first degree level has been pending consideration by the University Grants Commission and the Central and State Education Departments. We are grateful to the University Grants Commission for giving us a token ad hoc grant for the work-experience programme at Dayalbagh. It must be pointed out that the present arrangement of imposing additional burden on students besides their full syllabus in traditional academic courses as laid down by the University is not satisfactory but fettered, as we are, by the rigid framework of the Agra University with a large number of affiliated colleges, we are greatly handicapped for want of autonomy or freedom to try our experiment.... "

3.2. The DEI Education Policy

1. A scheme for a Centre for Comprehensive Education framed by the Dayalbagh Educational Institute was submitted to the Chief Minister of UP, in July 1974, which contained both the philosophy and the proposed plan of education, from the Primary to the University level. This basic blueprint, as outlined below, gradually evolved into the DEI Education Policy of 1975, subsequently giving rise to the Innovative and Comprehensive Programme of Undergraduate Studies, which ultimately resulted in the grant of Deemed University status to DEI:

Introduction

Educational development in the country should be integrated in such a manner that it brings about a social transformation and reduction in the ranks of the unemployed. Our objective should be to enable our students to inculcate the dignity of manual labour, and to encourage initiative and creative work. Acquisition of some skill is as important as possession of

academic knowledge for an all-round development of students; they should also have material to cultivate basic values of humanism, secularism and democracy.

Students during their graduate course should get ample opportunities for working in agricultural farms, factories or workshops, so that they develop vision for a real integration of the basic ingredients of Humanities, Sciences and Technology and an operational concept of work-experience in the new educational set up for national needs.

India being predominantly rural, we must arrange for a proper feed back of suitable trained personnel to the village in order to cope with increasing farm mechanization and to help in the development of Agro-industrial programme. The emerging environment of man will be an increasingly technology-oriented society and the present day general academic education without work-experience will be a great handicap. Understanding of different religions, resulting in the cultivation of moral and spiritual values, and also mental and moral integration, for respecting 'soiled hands' will be essential. All students, irrespective of their academic accomplishments, may have some understanding in the beliefs and ways of life of others. They may also have a grounding in social service.

Our graduates should not merely serve the modern needs of the country in the sphere of Science, Technology, Agriculture, Industry and Defence, but their outlook on life and behaviour should be such as to reflect a spirit of tolerance, temperance, truthfulness and courage. Education should help in character-building and national integration of students.

Outline of Scheme and Courses of Study

The present scheme sums up our ideas and attempts to meet this new concept by radically breaking, on the one hand the isolation of Humanities, Science, Technology, Engineering and Agriculture in the prescribed courses of study, and on the other, the apathy and the traditional misconception of looking down upon the working with hands for attaining skills in craftsmanship and farming. The scheme has been designed to make our graduates and post-graduates self-reliant, confident and capable of self-employment in case higher academic courses are not pursued, and for giving the necessary slant to the existing educational pattern by a coordinated and logical sequence of training right from the Primary to the University level.

Nature of Training	Primary School Level	Secondary School Level	Intermediate and Degree College Level	Training for Teachers
Agriculture Operations	Developing Kitchen garden	Leveling Land, Weeding, Sowing & harvesting food crops	Ploughing, sowing, manuring, irrigating, weeding, harvesting, threshing, storing, soil erosion, culture practices for main crops	Demonstration of Agricultural Operations
Vocational Training	Cleaning of School premises; manual spinning(Takli); stitching; making hand made paper, earthen toys	Paper craft, carpentry and furniture repairs, lathe-work, book-binding, hosiery, knitting, leather work, electrician's work, painting & varnishing, plumbing, repairs of cycles and scooters, food preservation, canning etc.	Making tools and articles of common use, repairing electrical appliances, radio etc. Work on looms and Knitting machines, making biological slides and charts, repair of automobiles, making of soap, candle, polish, ink etc., advanced carpentry and leather jobs, typewriting, shorthand, cooking, baking, catering, embroidery & tailoring.	Methodology of vocational training
Social Service Training	Overcoming "Status" and "Class" complexes working together in School Uniform.	First aid, service to neighbours, occasional pooling of food cooked in homes of students for light lunch in School, Waste nothing concept	Village camps, relief work, service to pilgrims, literacy drive, improving sanitation, inculcating ideas of Religion and Public health in Rural children and illiterate women.	Use of audio-visual methods for imparting knowledge in problems of Sanitation and Public health
Cultural Training		Reading a South Indian language	Readings from World History and Geography, India's heritage.	Art/Music
Rural Training	Concept of rights & duties; truth, traffic rules	Citizenship, secularism, equality, lives of great religious teachers	Directive principles of constitution, fundamental rights, Comparative study of Religion	Readings from works of some philosophers

It is also proposed to start new courses of study based on an understanding of the rural economy and rural development. The major subjects in this case will be chosen out of the selected courses in rural problems, agriculture and small-scale industry, and the half-course subjects would be from any of the academic courses - Arts, Science and Commerce. These major rurally-oriented subjects will replace the major academic subjects in the distribution of work for 18 - 36 periods per week.

The idea of having two streams in education is covered by the recommendation of the Central Advisory Board of Education. However, they want to make vocational training co-terminal with Secondary education, and, we believe that diversion of students at the secondary stage to pure Vocational or Polytechnic training has not been successful so far, as the desire for getting a degree, which gives social prestige is country-wide and may remain so for some time. In the present scheme there would also be part-time education for such students who have to work, in or outside their families, for social and economic consider-ations. There would be no dead ends also and transfer from one type of course to the other

would be possible before the end of the first year of study. The scheme provides for a fairly wide combination of inter-disciplinary fields and adequate reorientation of pre-service teachers in Training College and of in-service teachers in refresher courses during Summer Vacations.

Location

If the facts stated above have an important bearing on the future pattern of education, we have to take steps to establish such training centres in the country. No existing University in the country meets the above requirements, and the older Universities may not agree to break away from their traditional set patterns. We have, therefore, to think of a suitable place for trying this experiment.

Fortunately, Dayalbagh possesses all these facilities in one campus and some of the above projects are being partly implemented in an optional manner by a small group of devoted students and teachers.

At Dayalbagh, we have the Dayalbagh Educational Institute with the following units:

i) DEI Radhasoami Educational Institute recognized for B.Sc., B.Com. and B.Ed. degrees.
ii) DEI Engineering College recognized for B.Sc. (Engg.) (Mechanical & Electrical) degree.
iii) DEI Women's Training College recognized for B.A. (in Arts, Humanities and Fine Arts), B.Ed., M.A. (in Hindi, English and Psychology) and M.Ed. degrees and also for research training in Education.
iv) DEI Technical College, providing instruction for Diploma in Automobile, Electrical and Mechanical Engineering.
v) DEI Prem Vidyalaya - an Intermediate College for girls.
vi) DEI Leather Working School, providing instruction for Certificate in Leather Work.
vii) Two Secondary and two Primary Schools.
viii) School of Comparative Study of Religion.
ix) School for teaching some modern Indian and European languages.

The teaching staff in these units is quite capable of advising and supervising the work under the new schemes.

Moreover, besides these educational units, we have the well-developed Model Industries with various factories for the manufacture of a large variety of consumer goods, several small-scale industries, two tanneries, a textile factory and a hosiery, a pharmacy, two leather-

goods factories and extensive Agriculture Farms and a Dairy. All these form very useful adjuncts to our educational institutions and provide facilities and equipment for training our students in vocational and agricultural work also. We also have a strong nucleus for imparting education to women in a separate Women's Training College exposing them to the influence of our good ancient culture.

Dayalbagh, being the headquarters of a Society devoted to spiritual and moral values, provides a healthy environment for educational institutions. It is a colony where people lead a disciplined life and work hard in fields and factories with their hands for the good of the community, and the country in general. The residents and students hailing from different parts of the country with different traditions, live as good neighbours. Perhaps national integration of the type available in Dayalbagh is not available anywhere else in the country.

Conclusion

We have, therefore, the requisite facilities in one campus with our multiple complexes of colleges, industrial workshops and agricultural farms and no investment is needed for creating these facilities and implementing this scheme immediately. Our educational institutions enjoy a sound financial position, with property (land, building, equipment etc.) worth roughly Rs. 91 lakhs and a total recurring expenditure, which goes on increasing annually, of Rs. 16 lakhs at present. All that we need is the freedom to try our experiment, to frame our rules of admission and courses of study, to introduce new concept in examination, hold our own examinations and award Degrees and Diplomas which may have requisite and proper recognition.

The object will be served by giving a measure of autonomy to the Dayalbagh Educational Institute either in the form of a "Deemed University" or an "Institution of National Importance" as an experimental measure.

2. By 1975, the DEI Education Policy had been crystallized after internal interactions with staff and inputs from external experts on Agriculture, Industry and Education. While it was enriched by the emerging thinking of Higher Education, it anticipated the National Policy on Education, 1986, in more ways than one. It is a perpetual ideal to strive for. The following excerpts from the Policy Document make illuminating reading.

I. Aims and Objects

i) To bring about physical, intellectual, emotional and ethical integration of an individual with a view to evolving a complete man who possesses the basic values of humanism, secularism and democracy and who is capable of giving a fuller

response to social and environmental challenges.

ii) To inculcate in an individual a spirit of truthfulness, temperance and courage and to cultivate a spirit of humility, simple living, selfless service and sacrifice.

iii) To develop the faculties of thinking, analysis and reason and a habit of learning in an individual in order to enable him to realize his maximum potential; to increase his general awareness and knowledge and to impart education of excellence as well as of relevance to contemporary needs.

iv) To develop and promote a scientific temper and to train a person in practical science and technology to make him better suited to the increasingly technologically oriented environment; to create willingness and a capacity to work with one's hands, which would promote a respect for 'soiled hands' and the dignity of labour and a spirit of self-reliance.

v) To provide a background of humanities and social sciences as essential to retaining a human touch and to mellow down the harshness of a mechanical world; to promote the study of classics and develop pride in national culture and heritage so that one may not lose one's moorings.

vi) To prepare an individual for calling suited to his aptitudes and skills and the needs of the society.

vii) To promote understanding of various beliefs and faiths and thus to foster an attitude of tolerance and a sense of national unity; to create the spirit of Brotherhood of Man and to promote the establishment of a classless and casteless society.

viii) To make the rural and urban students fully aware of and interested in the problems of one another; to foster a fuller understanding of the rural life in a society in transition which is necessary for appreciating properly the polity and the economy of our country and of the social forces at work.

ix) To generate consciousness of democratic values and freedoms which a citizen of India should be prepared to defend; to promote respect for the rights of others and an awareness of one's duties and obligations to the society; to enable students to build a strong character and attain high ethical standards.

II. Educational System

i) For the attainment of the objectives mentioned above, the Educational System shall be broad-based, integrated and inter-disciplinary. It shall be multifaced so as to cover physical, intellectual and social activities.

ii) Emphasis shall be laid on the pursuit of 'excellence' at all levels and in various fields. In major academic subjects the standards set would be high, coverage wide and the student introduced to most recent trends of thought.

iii) The education up to High School level would be general with two broad streams thereafter one primarily vocational and technical and the other concentrating on,

but not confined to, academics. The system would provide a fuller background to those who leave formal education at school/graduate level and a more firm base to those who wish to pursue higher studies.

iv) In addition to a set of core-subjects there shall be electives and half-courses to reinforce the broad-based education. Both natural and social sciences would be an essential part of the curriculum.

v) Foundation courses would be designed to create in students an awareness of Indian culture, history and value systems and to impart knowledge of the tenets and beliefs of major religions in India so as to promote an understanding of a common basis of the moral values with a view to strengthening national integration.

vi) An important element of the system would be field experience in farms, factories and commercial establishments which would help in developing qualities of initiative and creative work. Direct contact with materials, the manipulation of simple tools, the capacity to create by hand from the concept in mind would help in developing and sharpening the creative skills and self-reliance. A graduate with 'soiled hands' will not fight shy of doing blue-collared jobs.

vii) Agricultural operations and village development programme would be a compulsory part of the curriculum, along with an in-depth and wide-ranging study of the problems of the rural society. The students will be required to take up extension work in villages of their adoption, undertake social service and participate in adult education programmes.

viii) Practice of democratic processes in the various activities of students would be encouraged. They would be provided opportunities to learn the essential features of the Indian Constitution and distinctive characteristics of some of the other systems of government.

ix) Co-curricular activities will be given special importance, indoor and outdoors games - especially team games and scouting. Dramatics and music would be compulsory up to a certain stage and opportunity for participation provided thereafter. Moral values would be emphasized in the organization of such activities.

x) The system of teaching would lay emphasis on the understanding of the fundamentals, and basic principles and appreciation of inter-linkage; on learning by observation, analysis and reasoning rather than simple acquisition of knowledge.

xi) There would be an overhaul of the examination system. Examination and evaluation system would be designed to provide for continual assessment of skills, knowledge and other abilities in a reliable manner.

xii) The medium of instruction shall be the regional language (Hindi) with English as a compulsory language starting at an early stage.

xiii) One South Indian language shall be taught to all students.

III. Organisation

i) Education should be free and compulsory up to High School stage and thereafter assistance shall be provided through a means test. Educational and vocational opportunities shall be made available to all students irrespective of their economic status or strata in life. Special effort will be made to enable children from the weaker sections of society or disadvantaged background to overcome their handicaps.

ii) Special care of the 'gifted-students' will be taken academically and, if necessary, financially. Selection of such students would not be based on class-work alone. Similarly remedial teaching would be undertaken for the weaker and deficient students. A system of tutorials shall be incorporated in the programme.

iii) The emphasis throughout would be on learning and not on teaching. Students would be encouraged to learn through Seminars, Experimental work, Group action, Paper-reading sessions and Discussions.

iv) Student participation would be encouraged in the management and organization of extra-curricular activities and through appointment of student-proctors, captains, secretaries.

v) Work- or field- experience shall be provided to each student from the primary to the graduate level—its nature and quantum would depend upon the level and the interest and aptitude of each student.

vi) At the undergraduate level there would be two major academic subjects. The time released by dropping the third subject would be utilized both to raise the standards of the major subjects and for inter-disciplinary coverage, teaching of social sciences, cultural subjects, comparative religions, adult education programme, field experiences etc. The overall time put in for work would be increased.

vii) There would be provision for lateral entry, non-formal education and private education.

viii) There would be a well-equipped workshop, science museum and hobby houses, teaching aids and a library which is not confined to text books and journals. Provision would be made for access of students to agricultural farms, small-scale industries and commercial and service establishments for the organization of field experience.

ix) Experimental schools should be attached to a University Level College to provide facilities for innovations.

x) For the success of the innovative schemes the teachers would have to be adequately motivated. They would be provided with physical conditions aimed at helping them with requirements of teaching. They would be helped in the creation of a mental climate for getting enthusiastically involved in the

programme. In-service training programmes and orientation courses for staff and teachers would be organized.

xi) Arrangements would be made for vocational guidance and counseling of the students.

3. On May 24, 1986 Gracious Huzur Dr MB Lal Sahab was pleased to give a stirring Discourse in the Satsang of Satsangi Employees of DEI. In this address He explained in great detail the significance of the DEI Education Policy and how it was the strength of the Policy that was primarily responsible for the granting of the University status to Dayalbagh Institutions. The following is the English translation of the Discourse in Hindi:

".... The notification of your new University was made on the 16th of May, 1981. It is the month of May 1986 now. Five years have passed. Therefore, even if we have not, so far, done the retrospection mentioned just now, we may at least, do it now and take stock of what we have done in the University during the last five years.

Another point, which it is necessary to give thought to is, to consider what for five years ago, did the Government give us permission for a University and made notification thereof. What was so special in the Colleges of Dayalbagh that the UGC considered it proper to raise our status to the level of a University and convert our Colleges into a Deemed University? There must have been something special that this was done. There are so many big Colleges. Even in Agra, there are so many Colleges. They are big Colleges of long standing. There they did not do so as they did not consider it proper. Their thinking was that in Dayalbagh, students, teachers, administration and management were all imbued with a spirit of enthusiasm and fervour and worked with great devotion and co-operation, having new variety of activities integrated with traditional courses. In their innovative scheme, they also do Shramdaan and Seva (Social Service and Agricultural Operations). They participate in Cultural activities; and they also have many facilities. So, they thought that this was the proper place. If autonomy is given to them to conduct education under their innovative system, to hold their own examinations and to award their own degrees, it would be good. They thought the teachers here were highly dedicated and the students full of enthusiasm and fervour.

That being so, it is now very important for you to think whether you have fulfilled the expectations of the UGC or not. Are you still continuing all those activities with the same enthusiasm and fervour as you were doing then? At least, see whether you have stopped where you were or your steps have faltered anywhere and left you behind. It would be good if you move forward. You must move forward!

There are many big Universities with a variety of courses. They have various kinds of

degrees and diplomas. But yours is a new system of education. It is an innovative scheme which you have introduced. Have you been able to maintain the multifaceted system having the multidisciplinary approach with major, core, half and ancillary courses? Will you be able to sustain it in time to come? It may not so happen that on seeing the working of other big Universities, you may revert to the old traditional pattern of education. This is a danger against which I am warning you. The enthusiasm lasts for a short time and when the objective is achieved, one tends to slacken down. You did admirable work at the time of making of the University. University was made. So many years have passed. It should not so happen that you slacken down and revert to the traditional pattern as it exists in education everywhere, where they do some teaching in classes, hold some examinations, give the degree and the students go away. Students finish their curriculum of the year by studying 2 to 3 hours daily. Someone may ask you, "Well ! other big Colleges teach only three or four hours a day while you teach from morning till evening." Students may ask this. To this you must tell them and explain them what gain and advantage will accrue to them in our new system of education, in their future life. Explain to them that the studies of six or seven hours a day instead of 3 or 4, is in their interest and for their benefit and you don't gain anything from this. The hard work we do is for their sake. In any case, never revert to the traditional pattern of teaching because your University did not come into existence on that basis."

He was further pleased to observe, "All of you know that Param Guru Maharaj Sahab was pleased to ordain that there will be a University in Satsang. When Sahabji Maharaj laid the foundation of the Radhasoami Educational Institute, He was pleased to observe that in times to come, there will be a University. What we understood was that what was ordained by Them has come to pass and the University has been established in Dayalbagh. It is, however, not clear whether what was ordained was whether there will be a University in Satsang, or of Satsang. I do not know the exact words. In any case, there is not much difference between the two. By Satsang University, it could not have been meant that there would be Satsang and path from morning till evening. What must have been meant is that the Satsang University will develop on Satsang lines. That is an important factor, and you must take full care of that. You have also to take care that you are not drifting away from the Satsang principles and from the behests made by Satsang. My feeling is that to whatever size our University and our institutions may grow and whatever be the increase in the activities, utmost attention is to be given to our drifting away from the principles of Satsang. As I mentioned in the beginning, in the Shabda recited by you, mind was stated to be a source of great delusion to you. We often see many things here and there, which appear to be good and the mind says why should not we have them here too. But my feeling is that Satsang has its own culture. The basic principles of Satsang must be firmly sustained. Whatever size the University may take, however big our industries or other institutions may become, we must not deviate from our basic principles. If you do so, you have lost everything! Establishing of the Institution and the University is secondary. The primary object is imbibing

the Satsang culture, and the following of its principles. I had occasion to see the manuscript of a speech of Sahabji Maharaj which even contained His signatures. In that speech in 1917, Sahabji Maharaj has defined some objects of the Radhasoami Educational Institute. One of which is that all work and activities here should be based on Satsang principles. Teachers should, therefore, come and work in the college in that very spirit which they have in doing Seva in Satsang. So we must at least keep in mind, the basic principles of Satsang. Never, never forget these principles.

I am confident that your University occupies a unique place in Satsang. There are some outstanding features which those who come from outside notice, they meet the teachers and students, they see the work being done and they are impressed. They are impressed by the very environment of the place. The reason is that Dayalbagh was established by Huzur Sahabji Maharaj. For a long time, He graced Dayalbagh with His presence. Then Param Guru Huzur Mehtaji Maharaj also graced Dayalbagh with His presence for a long time. Dayalbagh grew under their supervision and Dayalbagh therefore, has an aura of its own. There is a particular kind of ethos here. Whosoever comes here is impressed by that ethos and the environment. We have not only to sustain this, but also to augment this. I would request you to pay full attention to this matter. This will ensure your progress. The students who come here should carry with them a hallmark of this place, so that they draw the remark, 'Oh! This boy is from Dayalbagh!' Even from a distance it should be obvious that he is a boy educated in Dayalbagh. You will be considered successful when you are able to create such a condition, otherwise there are a number of institutions, departments and universities in the whole of India."

4. In the same strain, Most Revered Dr PS Satsangi Sahab was pleased to observe in His concluding remarks at the Special Lecture Series (Part I) on August 23, 2004 organized by the Advisory Committee on Education in Convocation Hall of DEI:

"Each of us should make it a point to refresh ourselves about the (burning example of the) life of Satsang Values and Education which Gracious Huzur embodied in His 95 years that we had the Great Privilege of being associated with Him in this physical world.

I would only like to pray that all of us continue to follow His Super Ideal of Superman by following His Teachings and Mandates. In one of His Discourses Gracious Huzur reminded us that we should never give up the Innovative System of Education that is the hallmark of values in the educational system of DEI. There are many temptations to follow bigger Universities and take after them but I think all of us would continue to heed the Message given to us, loud and clear, by Gracious Huzur that if we want to succeed in our Mission we have to continue steadfastly on the course laid down by the DEI Education Policy whose Architect was Gracious Huzur Himself."

5. Most Revered Dr PS Satsangi Sahab utilized concepts from Applied Systems Engineering to explain, in detail, the relationship between the Aims and Objects of the Policy, the Educational System put forth in Dayalbagh Educational Institute and the Organization elements that led to the achievement of the Aims and Objects.

In 1992-93, while undertaking the status review of REI Inter College and Prem Vidyalaya in comparison to the other Colleges of Agra, Most Revered Dr PS Satsangi Sahab identified 93 elements from the Policy Document spread over Aims and Objects (30), Educational System (33) and Organization (30). Such a large number of elements and the large number of interactions among the elements make it difficult to comprehend the system in totality. It is well known that an individual or a group can understand the system only when these interactions are well understood. To make the understanding of the system a simpler task, in 1994, Most Revered Dr PS Satsangi Sahab, as the Director of DEI developed a hierarchical structure depicting these elements with the contextual relationship 'leading to' in the form of an Interpretive Structural Model. This model is shown in the figure.

The Mission Objective i.e. the development of a Complete Man is at the top of the structure. The Organization elements Students Participation, Remedial Teaching, Interface for Learning, Access to field experience, Backward Linkage, Training and Motivation of Staff, etc. are shown as the grassroots level in the figure. The Educational System that has been designed to achieve the development of the Complete Man is shown in the middle layer.

Any student who joins the undergraduate class in DEI has to perform not only intellectual activities but also take part in Physical and Social Activities through Foundation Courses, Field Experience, Rural Development, limited specialization etc.

Different educational activities lead to not only Academic Objectives but also inculcate Moral and Spiritual Values and develop Social Sensibilities among the students. High Performance Standards, Fundamentals and Continuous Assessment in Educational System lead to 'Quality'. Integration of all the Aims and Objects in the diagram finally leads to the Mission Objective of developing a well-rounded person or a Complete Man. Thus, the diagram clearly depicts how organization policy elements are put together to create an educational system that leads to the attainment of the Aims and Objects and finally results in the development of a Complete Man.

3.3. Concluding Remarks

The DEI Education Policy has been implemented in the Dayalbagh Educational Institute (Deemed University) right from its inception in 1981. The Founding Father, in His unbounded

Grace and Mercy, created this Policy which imparts Education for the time and for all times. The Divine Vision is being increasingly understood as the results are there for all to see.

A crisis is looming large in the educational system of the country. It is now being felt more and more that the University system has neither been successful in producing "educated" personnel nor has it fulfilled the objective of making the recipients of the education self-reliant and capable of acquiring some livelihood. In such a scenario the Dayalbagh Educational Institute offers a study in contrast. It stands apart by emphasizing the development of such qualities in the students that not only make them capable of earning their livelihood but also develops such values in them as stand them in good stead all their lives.

Now steps are being taken to extend the benefits of this Education Policy to the other Institutions in and outside Dayalbagh. Courses on Religion and Culture, General Knowledge etc. are being introduced in various schools. It is, therefore, envisaged that these steps will infuse fresh impetus in the achievement of the Mission Objective, i.e. the evolution of a Complete Man.

VOCATIONAL EDUCATION & TRAINING

Link:-
https://drive.google.com/drive/folders/1r2ytGKTm14v30h9Fyde5ERIqjmOW5jST?usp=drive_link

Annexure – 2.1.9 (iii)

The Covid-19 Pandemic Challenge Combated

Link:-
https://www.dei.ac.in/dei/edei/files/ASSESSMENT%20OF%20THE%20BEST%20PRACTICES%20OF%20DAYALBAGH%20EDUCATIONAL%20INSTITUTE%20TO%20COMBAT%C2%A0%C2%A0THE%20COVID-19%20CHALLENGE.pdf

As already uploaded at (Annexure – 2.1.5)

DAYALBAGH EDUCATIONAL INSTITUTE
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D A Y A L B A G H
AGRA – 282 005 (INDIA)

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E-mail: dbei@sancharnet.in Telegram: DAYALINST, AGRA

Programme Project Report

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 lasts, the least the lowest and the lost,we believe that the programmes should be offered in Online mode so that students who can not afford to come and take education in large cities or can not 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 1st **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.

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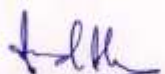
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As already uploaded at (Annexure – 2.1.2)

Result for the five UGC-Entitled Programme for the Session 2023-24

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
	1st Semester					
	UG Programme					
July 2023	1. B.Com (Hons)	59	59	57	96.61%	89.83%
	2. B.B.A	88	88	81	92.05%	84.09%
	3. B.A (Hons)–Social Science	06	06	05	83.33%	83.33%
	PG Programme					
	1. M.Com – International Business	21	21	19	90..48%	90.48%
	2. M.A (Theology)	16	16	15	93.75%	93.75%
	3rd Semester					
	UG Programme					
July 2023	1. B.Com (Hons)	87	87	86	98.85%	68.97%
	2. B.B.A	105	105	105	100.00%	100.00%
	3. B.A (Hons) –Social Science	08	08	08	100.00%	100.00%
	PG Programme					
	1. M.Com – International Business	35	35	35	100.00%	97.14%
	2. M.A (Theology)	4	4	4	100.00%	100.00%
	5th Semester					
	UG Programme					
July 2023	1. B.Com (Hons)	93	93	91	97.85%	76.34%
	2. B.B.A	78	78	78	100.00%	88.46%
	3. B.A (Hons) –Social Science	03	03	03	100.00%	100.00%

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
	2nd Semester					
	UG Programme					
Jan 2024	1. B.Com(Hons)	57	57	54	94.74%	91.23%
	2. B.B.A	92	92	78	95.12%	81.52%
	3. B.A (Hons)–Social Science	05	05	05	100.00%	100.00%
	PG Programme					
	1. M.Com – International Business	20	20	20	100.00%	100.00%
	2. M.A (Theology)	14	14	14	100.00%	100.00%
	4th Semester					
	UG Programme					
July 2023	1. B.Com (Hons)	87	87	87	100.00%	61.77%
	2. B.B.A	104	104	103	99.04%	96.15%
	3. B.A (Hons)–Social Science	08	08	08	100.00%	100.00%

	PG Programme				
	1. M.Com – International Business	34	34	33	97.06%	97.06%
	2. M.A (Theology)	04	04	03	75.00%	75.00%
	6th Semester					
	UG Programme					
Jan 2024	1. B.Com (Hons)	91	91	91	100.00%	90.11%
	2. B.B.A	78	78	77	98.72%	97.44%
	3. B.A (Hons)–Social Science	03	03	03	100.00%	100.00%

राष्ट्रीय मूल्यांकन एवं प्रत्यायन परिषद

विश्वविद्यालय अनुदान आयोग का स्वायत्त संस्थान

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

An Autonomous Institution of the University Grants Commission

Certificate of Accreditation

The Executive Committee of the
National Assessment and Accreditation Council
on the recommendation of the duly appointed
Peer Team is pleased to declare the
Dayalbagh Educational Institute
(Deemed to be University u/s 3 of the UGC Act, 1956)
Dayalbagh, Agra, Uttar Pradesh as
Accredited
with CGPA of 3.40 on four point scale
at A⁺ grade
valid up to August 08, 2024

Date : August 09, 2019

Director

HCSCJ/43/RAR/UPUNGN10823

Bureau Veritas Certification

DAYALBAGH EDUCATIONAL INSTITUTE
(DEEMED TO BE UNIVERSITY)

DAYALBAGH, AGRA – 282 005, INDIA.

Bureau Veritas (India) Pvt. Ltd. (Certification Business) certify that the Management System of the above organisation has been audited and found to be in accordance with the requirements of the Management System Standards detailed below

Standard

ISO 21001:2018

Scope of certification

DESIGNING OF EDUCATIONAL PROGRAMMES SYLLABI, PROVISION OF ACADEMICS, ADMINISTRATION, MANAGEMENT AND ADMINISTRATIVE SUPPORT SERVICES FOR CONDUCTING AND DELIVERING EDUCATIONAL PROGRAMMES WITH THE AWARD OF CREDITS, GRADES AND DEGREES

Original cycle start date: **13 May 2021**

Expiry date of previous cycle: **Not Applicable**

Certification Audit date: **03 April 2021**

Certification cycle start date: **13 May 2021**

Subject to the continued satisfactory operation of the organization's Management System, this certificate expires on: **12 May 2024**

Certificate No. **IND.21.6171/ED/N**   Version: **1**   Revision date: **13 May 2021**

Certification Authority
Jagdheesh N. MANIAN
Head – CERTIFICATION, South Asia
Commodities, Industry & Facilities Division

NABCB
QM 003

Local office: Bureau Veritas (India) Private Limited (Certification Business)
72 Business Park, Marol Industrial Area, MIDC Cross Road "C",
Andheri (East), Mumbai – 400 093, India.

Further clarifications regarding the scope of this certificate and the applicability of the management system requirements may be obtained by consulting the organization.
To check this certificate validity please call **+91 22 6274 2000.**

UGC
12.B

Ph. 23236351, 23232701, 23237721, 23234115

www.ugc.ac.in

विश्वविद्यालय अनुदान आयोग
बहादुरशाह जफर मार्ग
नई दिल्ली-110 002

UNIVERSITY GRANTS COMMISSION
BAHADURSHAH ZAFAR MARG
NEW DELHI-110 002

ज्ञान-विज्ञान विमुक्तये

BY SPEED POST

F. No. 42-4/2014 (CPP-I/DU)

March, 2018

The Registrar
Dayalbagh Educational Institute
(Deemed to be University),
Dayalbagh, Agra – 282005,
Uttar Pradesh.

2 8 MAR 2018

Subject: Proposal for inclusion in the list of Deemed to be Universities under Section 12 B of the
UGC Act, 1956.

Sir,

        This has reference to the visit of the UGC's inspection Committee to the Deemed to be
University on 16-17th November, 2017 to consider 12-B status and subsequent compliance submitted
by the University in respect of the observations/suggestions given by the UGC's inspection Committee.
The report of the inspection Committee along with the compliance submitted by the University was
placed before Committee of UGC members for consideration. The Committee recommended as under:-

*"The Committee considered the report of the UGC's inspection Committee along with the
compliance report submitted by the Deemed to be University in respect of the observations/
suggestions given by the Committee and decided to recommend approval of 12 B status to
Dayalbagh Educational Institute (Deemed to be University), Dayalbagh, Agra – 282005, Uttar
Pradesh."*

The above recommendations of the Committee along with the Report of the UGC inspection Committee
were placed before the Commission in its 530th {Item No. 1.02(a)(vi)} held on 20.03.2018.   The
Commission noted the recommendations of the Committee and the Deemed to be University is included
in the list of Deemed to be Universities under Section 12 B of the UGC Act, 1956.

Yours faithfully,
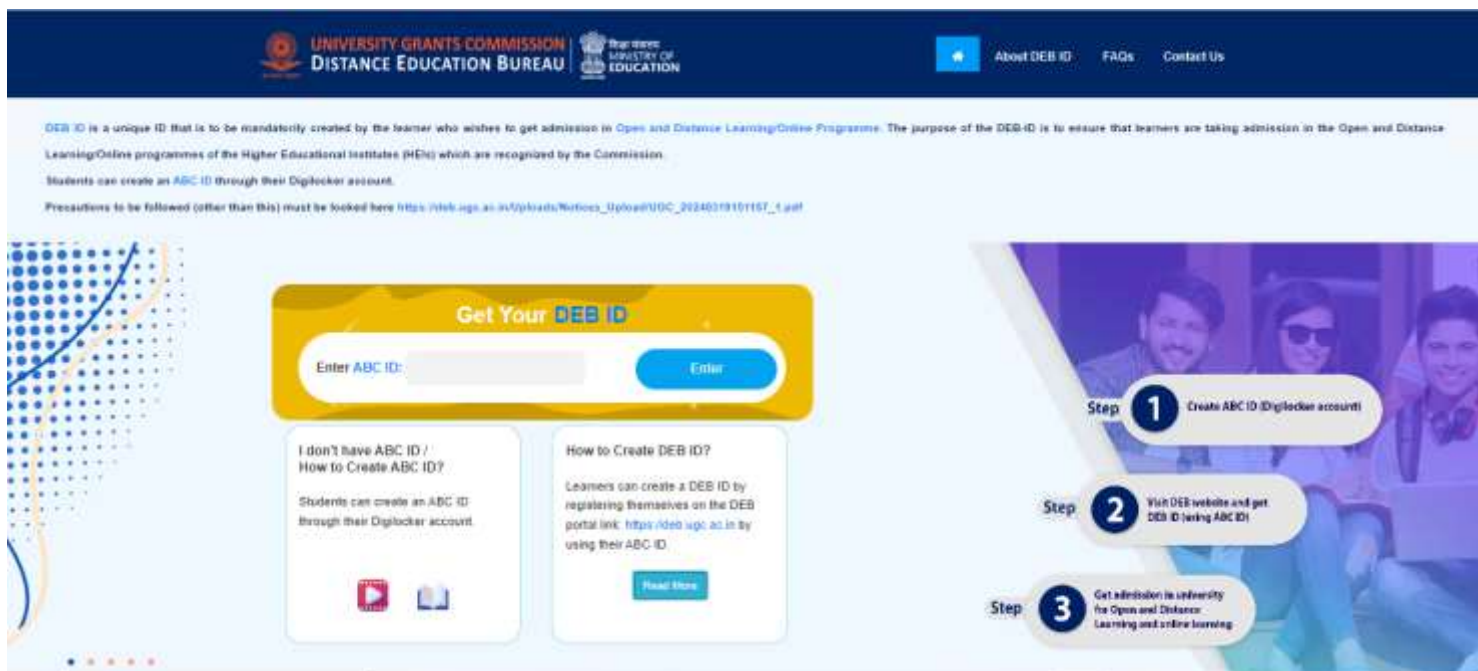
(Kundia Mahajan)
Under Secretary

Copy to : The Section Officer, DU Section, UGC

(Naresh Kumar Sharma)
Section Officer

Training Workshop/demonstration for creation of the API DEB Id

MoU's & Collaborations

Link: **https://www.dei.ac.in/dei/files/NAAC/Final%20MoUs.pdf**

DAYALBAGH EDUCATIONAL INSTITUTE
(Deemed University)
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AGRA – 282 005 (INDIA)

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E-mail: dbei@sancharnet.in Telegram: DAYALINST, AGRA

Strategic Plan for Online Distance Education Programme of DEI

Starting from Melathriuvenkatanathapuram (MTV Puram), a small village in South Tamil Nadu in the year 2004 with a one year Certificate level programme with 16 students, the Distance Education programme expanded within a decade to 87 Information Centres spread over the length and breadth of the country with over 3000 students enrolled in 14 UCG – approved programmes.

Some of the Information Centres were upgraded to ICT (Information Communication Technology) Centres, two amongst them being in MTV Puram and Rajaborari, a small village in the tribal district of Harda in Madhya Pradesh.
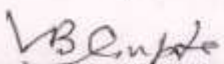
The strategic Plan of the Distance Education Set-up correlates with that of DEI which is as follows.

"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.

DEIs 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."

To achieve these goals, online education which is conducted in the supervised mode, will play a very important role. The MA (Theology) programme will spread the message of consciousness and better worldliness while B.Com (Hons), BBA, BA (Hons) in Social Science and M. Com programmes with all contribute to entrepreneurship: Our future plan includes extensive education in Agriculture. A beginning has already been made. Of course, the basic requirements of a completely online transparent system of admission, sufficient learner support services, a robust ICT-enabled support system, quality study material in the self-learning mode formatted using the four-quadrant approach as prescribed by UGC, a continuous evaluation system are all in place.

Some ICT Centres may be upgraded to regular HEIs over the next 20 years. At MTV Puram, an off- Campus is coming up and it may grow into a Vocational University. The way ICT Centre in Rajaborari is progressing, it may develop into a ecological university.

(PROF. V.B. GUPTA)
CO-ORDINATOR
Centre for Online and Distance Education
Dayalbagh Educational Institute

PROF. ANAND MOHAN
(REGISTRAR)
Dayalbagh Educational Institute
(Deemed to be University)
Dayalbagh, Agra-282005

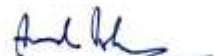**DAYALBAGH EDUCATIONAL INSTITUTE**
(Deemed University)
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AGRA – 282 005 (INDIA)

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Dated: 27.08.2024

A copy of the CIQA Annual Report is made available by the Distance & Online Centre of DEI to the Deemed-to-be-University for information and record.

(Prof. V.B. Gupta)
COORDINATOR
CO-ORDINATOR
Centre for Online and Distance Education
Dayalbagh Educational Institute
Dayalbagh, Agra-282005

Prof. Anand Mohan
REGISTRAR
Dayalbagh Educational Institute
(Deemed to be University)
Dayalbagh, Agra-282005

DAYALBAGH EDUCATIONAL INSTITUTE
(DEEMED TO BE UNIVERSITY)
DAYALBAGH AGRA-282005

Minutes of the meeting of the Standing Committee of the Academic Council of the Institute held on 31-8-2024 by circulation

Members present:

(1) Prof. C. Patwardhan, Director
(2) Prof. Sangita Saini, Dean Faculty of Arts
(3) Prof. V.K Gangal, Dean, Faculty of Commerce
(4) Prof. Nandita Satsngee, Dean, Faculty of Education.
(5) Dr. Satendra Soni, Dean Faculty of Science
(6) Prof. Sangeeta Kumar, Dean, Faculty of Social Sciences
(7) Principal DEI Technical College
(8) Principal Prem Vidyalaya Girls Inter College
(9) Principal REI Inter College
(10) Registrar, DEI., Secretary

Invitees:

(1) Prof. V. B Gupta, Coordinator Centre for Distance & Online Education Programme, DEI.
(2) Dr. Saurabh Mani, Secretary, IQAC Cell, DEI
(3) Mr. Rakesh Mehta, Assistant Registrar, Centre for Distance & Online Education Programme, DEI.

1. Considered the Annual Report of Centre for Internal Quality Assurance (CIQA) Programmes under Online Mode for the session 2023-24P to be uploaded on the UGC-DEB portal mandatorily.

   Resolved that the aforesaid Annual Report for the session 2023-24 be and is hereby approved for mandatory upload on the UGC-DEB Portal.

   The meeting ended with a vote of thanks to the chair.

   REGISTRAR

STRATEGIC PLAN RELATED TO ONLINE COURSE DELIVERY

The online programs were developed with a view to assist students. These students are either working in some organizations, housewives, self-employed etc., who wish to further their qualifications for professional development and cannot visit University on a regular basis.

1. **Learning material offered through online**

    The learning material has been formatted in the self-learning format and uploaded on our e-learning platform, Vidya Prasar. The students are provided a password which allows them access to the study material.
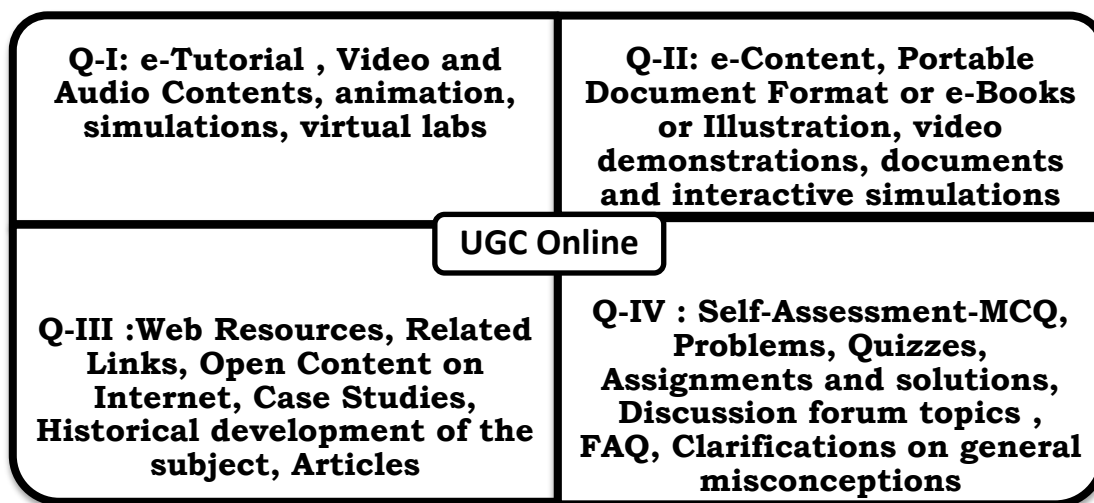
    As per four quadrant module, as discribed in the UGC Regulations 2020 for online programmes in which we offer power point presentations, video lectures and lecture notes etc., as the learning material. Wherever required, links to the articles and short case studies and practical illustrations are used for enhanced learning. Students are also provided with sites which enhance their subject understanding. Current topics are also shared with students so that they can share their viewpoints using course blogs.

2. **Learner assessment system**

    Learners are assessed at the end of each lesson using short answer questions or multiple-choice questions. Learners are also evaluated through continuous assessment system that involves additional assignments.

3. **Quality assurance practices**

    Care is ensured while preparing SLM to ensure that quality standards are maintained. A regular feedback on student performance is shared with them. Also, feedback from students is taken and their doubts are cleared regularly using Q&A communications. The Institute ensures continuous quality improvement through regular feedbacks from the mentor and facilitators.

Q-I: e-Tutorial , Video and Audio Contents, animation, simulations, virtual labs	Q-II: e-Content, Portable Document Format or e-Books or Illustration, video demonstrations, documents and interactive simulations
UGC Online	
Q-III :Web Resources, Related Links, Open Content on Internet, Case Studies, Historical development of the subject, Articles	Q-IV : Self-Assessment-MCQ, Problems, Quizzes, Assignments and solutions, Discussion forum topics , FAQ, Clarifications on general misconceptions

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, 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

- **I**n 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.**

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.**

6.3 Whether e-learning material of any course in a particular programme was sourced through OER/ Massive Open Online Courses: Y/N
No.

Overview of online learning and the benefits to the learners

Link:-
https://drive.google.com/drive/folders/1ATrF3vwZYcuTxc6lViX6b1gbcvgDV_aC?usp=drive_link

Cooperative Education Programme: Internships

- BHEL
- Schneider
- PGCIL
- Siemens
- Torrent Power
- ESSAR Steels
- Cadence
- NXP
- Zia Semiconductors
- Analog Devices
- Texas Instruments
- TCS
- Schlumberger
- JSW
- MITACS (Indo-Canada)
- IITs

- DVVNL
- UPPCL
- Cognizant
- DMRC
- SunSure
- Crompton Grieves
- Keysight
- HCL
- IITs
- DEI
- NBCC
- Phillips India
- Airport Authority of India
- ST Microelectronics
- Microsoft
- DVVNL/UPPCLS
- Jindal Steel Works

- A five month on-the-job Cooperative internship Training is compulsory part of in-situ Industrial Exposure Program to add value to the employability of the budding engineers
- Students continue to pursue Final Year Major Project on industry problems identified during Coop Programme. Several students are working on industry projects
- Several pre-placement offers already confirmed in Essar Steel, Zia Semiconductors, Cognizant Technologies Cadence, SunSure.
- Students received Rs. 25000/- cash award each at Essar Steel for excellent performance.
- Best Trainee award at Cadence.
- Curriculum is designed to accommodate students getting PPOs from industries.

2018 Batch onwards: Students are getting Sustenance Allowance from TEQIP-III Fund during Internship.

Co-Op Training Partners

Governance

Link:-
https://www.dei.ac.in/dei/files/notices/2019/IOE.pdf
(Chapter 8 – Page No. 109)

Vocational Education & Training

Link:-
https://drive.google.com/drive/folders/1r2ytGKTm14v30h9Fyde5ERIqjmOW5jST
?usp=drive_link

DEI Education Policy

Link:-
https://www.dei.ac.in/dei/edei/files/Chapter03%20(1).pdf

(a)   <u>**DEI Education Policy**</u>

Link:-
https://www.dei.ac.in/dei/edei/files/Chapter03%20(1).pdf

(b)   <u>**Management**</u>

Link:-
https://www.dei.ac.in/dei/files/notices/2019/IOE.pdf   **(Chapter 1 - Page No. 1)**

(c)   <u>**Strategic Planning**</u>

Link:-
https://www.dei.ac.in/dei/files/notices/2019/IOE.pdf   **(Chapter 23 – Page No. 355)**

(d)   <u>**Operational Plan, Goals and Policies**</u>

Link:-
https://www.dei.ac.in/dei/files/notices/2019/IOE.pdf   **(Chapter 1 - Page No. 1)**

Value-based Education

Link:-
https://drive.google.com/drive/folders/1UlMDGtG7FUErgkjBN7qjgASo02wCqAa
l?usp=drive_link

DAYALBAGH EDUCATIONAL INSTITUTE
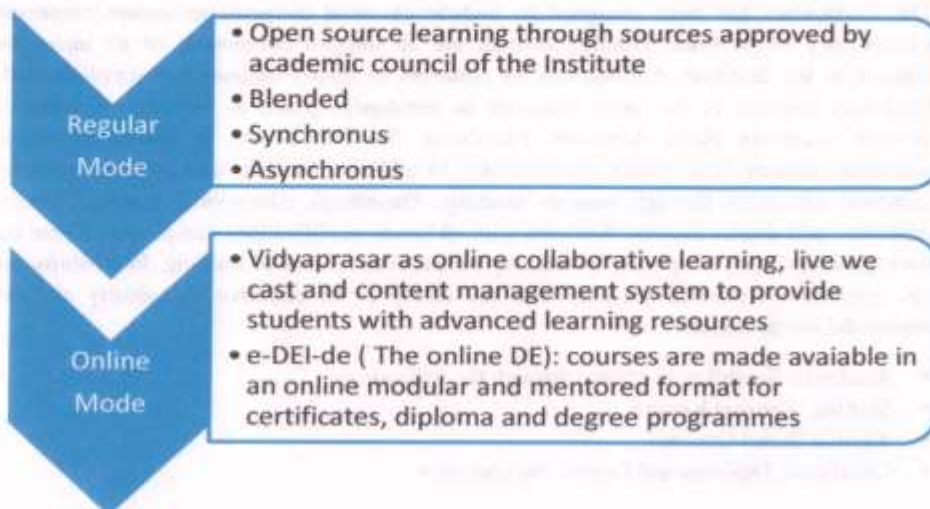(Deemed University)
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Curriculum designing at the DEI

The Institute aims to contribute significantly to the country's socio-economic development by providing ICT-enabled vocational education, allowing DEI to reach remote, tribal, and underprivileged sections of society, with a particular focus on women's entrepreneurial development, using both traditional and online modes of education. All courses are designed by the departments, reviewed by external experts, and approved by the department's Board of Studies. The next phase involves the Faculty Board of Studies, followed by approval by the Institute's Academic Council.

Regular Mode
- Open source learning through sources approved by academic council of the Institute
- Blended
- Synchronus
- Asynchronus

Online Mode
- Vidyaprasar as online collaborative learning, live we cast and content management system to provide students with advanced learning resources
- e-DEI-de (The online DE): courses are made avaiable in an online modular and mentored format for certificates, diploma and degree programmes

DEI has evolved a unique Innovative Integrated Value-Based Vocational Education system that provides opportunity to all sections of society by integrating all levels of Education: The academic curriculum is economical and flexible and includes a wide range of core and elective courses offered both within and across Departments and Faculties. Students are encouraged to develop a global view in association with partner universities, such as the University of Maryland and IIT Delhi.

DAYALBAGH EDUCATIONAL INSTITUTE DEEMED TO BEUNIVERSITY, DAYALBAGH, AGRA	Doc. No: DEI/CPR/PCC/009
	Issue No: 1
PROCEDURE FOR PREPRATION OF COURSE CURRICULUM / SYLLABUS - NEW / EXISTING	Rev. No: 00 Date: 01.04.2019 Page 1 of 2

1.0 FIELD OF APPLICATION

Applicable to all departments and functions at Dayalbagh Educational Institute, Agra (DEI), within the scope of its QMS (Quality Management System).

2.0 SCOPE

Course / Syllabus of all faculties in Dayalbagh Educational Institute.

3.0 OBJECTIVE

To prepare COURSE CURRICULUM / SYLLABUS for either new course or to revise the curriculum / syllabus for existing course
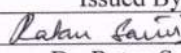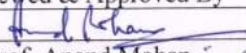
4.0 PROCESS OWNER

Dean of Faculty and the concerned head of department are responsible for the process.

5.0 PROCESS

(A) Process Steps

5.1 Review of course offered and their Curriculum / Syllabus

5.2 Decision on introduction of New Course / Revision of existing course.

5.3 Collect all the required details, prospectus and related curriculum / syllabus for new course and details of modification /reviewing existing course.

5.4 Prepare list of changes / additions required.

5.5 Prepare proposal for the new course / revision of existing course.

5.6 Review and approve for submitting the same to the Faculty Board.

5.7 Review and scrutinize the proposal and forward to Academic Council.

5.8 Review and scrutinized by Academic Council and approve.

5.9 Duly approved proposal for the same forwarded to BOG for their Approval.

5.10 Approved back to proposing department for incorporation into curriculum / syllabus and prospectus, as required.

(B) Development Flow Diagram: Annexure-PCC-1

	Issued By	Reviewed & Approved By
Signature	Ratan Saini	Khan
Name	Dr. Ratan Saini	Prof. Anand Mohan
Designation	MR & Coordinator, IQAC	Registrar

6.0 PROCESS PERFORMANCE CONTROL

6.1 New Course or revised course incorporated in the on-coming academic session prospectus and conducted accordingly.
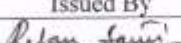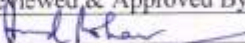
7.0 RISKS AND OPPORTUNITIES

7.1 RISKS - All relevant and important ingredients may not be considered while preparing the curriculum and syllabus. Risks is considered as Medium.

7.2 MIGRATION- Inputs from the related Faculty members and stakeholders would be called for and considered while preparing the curriculum and syllabus for new course or reviewing the same for existing course. Risk is almost eliminated.

7.3 OPPORTUNITIES: Introduction of Industry relevant skills and enhancing Job Opportunities for the participant learners.

8.0 REFERENCE

8.1 UGC Rules and Regulations / Guidelines

8.2 AICTE Rules and Regulations / Guidelines

8.3 State Govt. Rules and Regulations / Guidelines

9.0 RECORD

9.1 Course wise – Curriculum and syllabus – Finally Approved Proposal

9.2 Relevant entry / statemen in the on-coming session prospectus

	Issued By	Reviewed & Approved By
Signature	*Ratan Saini*	
Name	Dr. Ratan Saini	Prof. Anand Mohan
Designation	MR & Coordinator, IQAC	Registrar

(B) DEVELOPMENT

S.No.	PROCESS	Responsibilities	Ref. / course	Record
1	FACULTY BOARD (S) (FACULTY WISE)	FACULTY / BOARD	-	
2, 3	DEAN OF FACULTY — HEAD OF DEPARTMENT	DEAN OF FACULTY / HEAD OF DEPARTMENT		
4	BOARD OF STUDIES	BOARD OF STUDIES		
5	DEVELOPMENT AND PROPOSAL OF CURRICULUM /SYLLABUS NEW / EXISTING	BOARD OF STUDIES	Existing course / New Course	Proposal
6	APPROVAL OF COURSE - NEW / REVISED	BOARD OF STUDIES	Proposal	Proposal approval
7	ACADEMIC COUNCIL	ACADEMIC COUNCIL	Proposal	Proposal approval
8	APPROVAL OF COURSE - NEW / REVISED	ACADEMIC COUNCIL	Proposal	Proposal approval
9	BOARD OF MANAGEMENT (CHAIRMAN - DIRECTORY, MEMBERS - AS PER BYELAWS)	BOARD OF MANAGEMENT	Proposal	Proposal approval
10	FINAL APPROVAL OF COURSE - NEW / REVISED	BOARD OF MANAGEMENT	Approved Proposal	Approved Course / New / Revised
11,12	COURSE INTRODUCTION AND CONTINUATION → INTRODUCTION IN PROSPECTUS	BOARD OF STUDIES	Approved Proposal	Prospectus

	Issued By	Reviewed & Approved By
Signature	*Ratan Saini*	
Name	Dr. Ratan Saini	Prof. Anand Mohan
Designation	MR & Coordinator, IQAC	Registrar

Maximum duration allowed for completion of course

A student will be allowed to remain on the rolls of the Institute for a particular course of study for a duration not exceeding twice the period required in one attempt for passing that course of study. The aforesaid duration will be treated as maximum and shall also include failures as well as break(s) in study, if any, for that course of study.

Link:-
https://www.dei.ac.in/dei/admission/files/Admission%202023-24/Final%20Prospectus%20-2023-24.pdf **(DEI Prospectus 2023-24 (Pg. no. 110):**

Feedback from Students and Staff

As already uploaded at (Annexure - 2.1.5)

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CENTRE FOR INTERNAL QUALITY ASSURANCE
(ONLINE PROGRAMME)
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(DEEMED UNIVERSITY)
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Phone: 0562-2801545, Fax: 0562-2801226
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https://www.dei.ac.in

Dated: 05th July, 2023

Minutes of the Meeting

The online meeting of CIQA was convened on 05th July, 2023 at 11:30 AM. The members present in the meeting were:

Prof. Anand Mohan	Registrar, DEI
Prof. Swami Prasad Saxena	Outgoing Secretary (CIQA, Director)
Dr. Saurabh Mani	Secretary (CIQA, Director)
Prof. V B Gupta	Coordinator, OL
Mr. Rakesh Mehta	Assistant Registrar (Admin) OL
Prof. Gursaran	Dept. of Mathematics
Prof. Pramod Kumar	Coordinator, B. Com
Prof. Shalini Nigam	Coordinator, BBA
Dr. M RadhaKrishna	Incharge, CART
Mr. Gur Sewak Singh	Assistant Registrar (Examination)
Mr. Maharaj Saran	Accounts Department
Prof. Pami Dua	Delhi School of Economics
	(Member, Governing Body, DEI)

The following points were discussed during the meeting:

I. To consider the following arising from this first meeting of the newly – appointed Secretary (CIQA, Director), Dr. Saurabh Mani, Associate Professor who took over on 10th May, 2023.

  1. The Chairman appreciated the contribution made by the outgoing Secretary (CIQA, Director) and welcomed the new Secretary, CIQA

  2. It is confirmed that the new Secretary, CIQA qualifies for the position of Secretary, CIQA.

Continued....

II.   To consider the following arising from the COVID-19 situation:

3. The meeting of CIQA may continue to be conducted in Online mode and the COVID protocol be followed as per Institute norms.

III.   To consider the following arising from the starting of the first semester of the 2023-24 academic session:

4. **Value-based Education**
As decided last year, the foundational value-based Core courses will continue to be offered in different semesters of the UG programmes.

5. **Preparation of Study Material**
The process of preparation of high quality study material for uploading in DEIs e-learning platform – Vidya Prasar was reviewed.

6. **Review of Infrastructure in Information Centres**
The availability of human and physical infrastructure in Information Centres from where counseling sessions are transmitted, was reviewed.

7. The next meeting of CIQA was scheduled for 08th December, 2023.

Prof. V.B. Gupta
Coordinator, Online Programme

Secretary, CIQA

Registrar, DEI
(Acting Chairman)

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CENTRE FOR INTERNAL QUALITY ASSURANCE
(ONLINE PROGRAMME)
DAYALBAGH EDUCATIONAL INSTITUTE
(DEEMED UNIVERSITY)
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Dated: 14ᵗʰ July, 2023

Action Taken Report

The following has now been accomplished from the minutes of the CIQA meeting held on 05ᵗʰ July, 2023:

1. The newly appointed Secretary, CIQA who took over on 10-05-2023, shall be looking after the CIQA function of Centre for Distance and Online Education.

2. The meeting of CIQA will continue to be conducted in Online mode in view of the COVID protocol followed by the Institute.

3. The foundational value-based core courses for UG online programmes have been identified and included in the syllabus.

4. The subject experts to expedite the preparation of study material for the programmes as per the four-quadrant approach have been identified and teams set-up.

5. Centres which need human and IT support have sent their infrastructure needs and steps will be taken to meet them.

Prof. V B Gupta
Coordinator, Online Programme

Secretary, CIQA

Registrar, DEI
(Acting Chairperson)

Memorandum of Association (Academic Council page no. 28)

Link:-
https://www.dei.ac.in/dei/files/proaudit/MoA.pdf

Academic Planning

Link:-
https://www.dei.ac.in/dei/files/notices/2019/IOE.pdf **(Chapter 2 - Page No.9)**

<u>Validation</u>

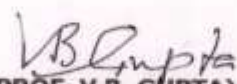## As already uploaded at (Annexure – 2.2.7)

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Continuous Evaluation in DEI

- Comprehensive Continuous Evaluation System. The Institute follows a continuous evaluation system. The academic progress of students is evaluated continuously in each course, through both internal (75%) and external (25%) examinations, consisting of the following components: Theory Course Evaluation
- Class Tests
- Assignments (Class/Home)
- Seminar-cum-Group Discussion
- External End-Semester Exam
- Daily Home Assignments
- Attendance (min. 75% to appear for end-sem. Exams) Practical Course Evaluation
- Records
- Experiments
- Viva-voce.
- Attendance
- The Institute follows the credit system of evaluation. The academic performance of students is evaluated on an 11-point Cumulative Grade Point Average (CGPA) scale and graded on an 11-point scale (A-F).
- The grade moderation exercise is conducted at two levels, i.e., Departmental and Institute level with active participation of the course teachers.

(PROF. V.B. GUPTA)
COORDINATOR
CO-ORDINATOR
Centre for Online and Distance Education
Dayalbagh Educational Institute
Dayalbagh, Agra-282005

PROF. ANAND MOHAN
(REGISTRAR)
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