



# ASSESSMENT OF THE BEST PRACTICES OF DAYALBAGH EDUCATIONAL INSTITUTE TO COMBAT THE COVID-19 CHALLENGE 2020-2021

**Management &  
Administration**



**Ecology & Environment**



**Health Habitat**



**Academics**



**Ecology & Environment**



**Employment &  
Entrepreneurship**



**Servant Leadership**



**Social Sensibility**



**Inclusive Learning  
Pathways- Core Courses**

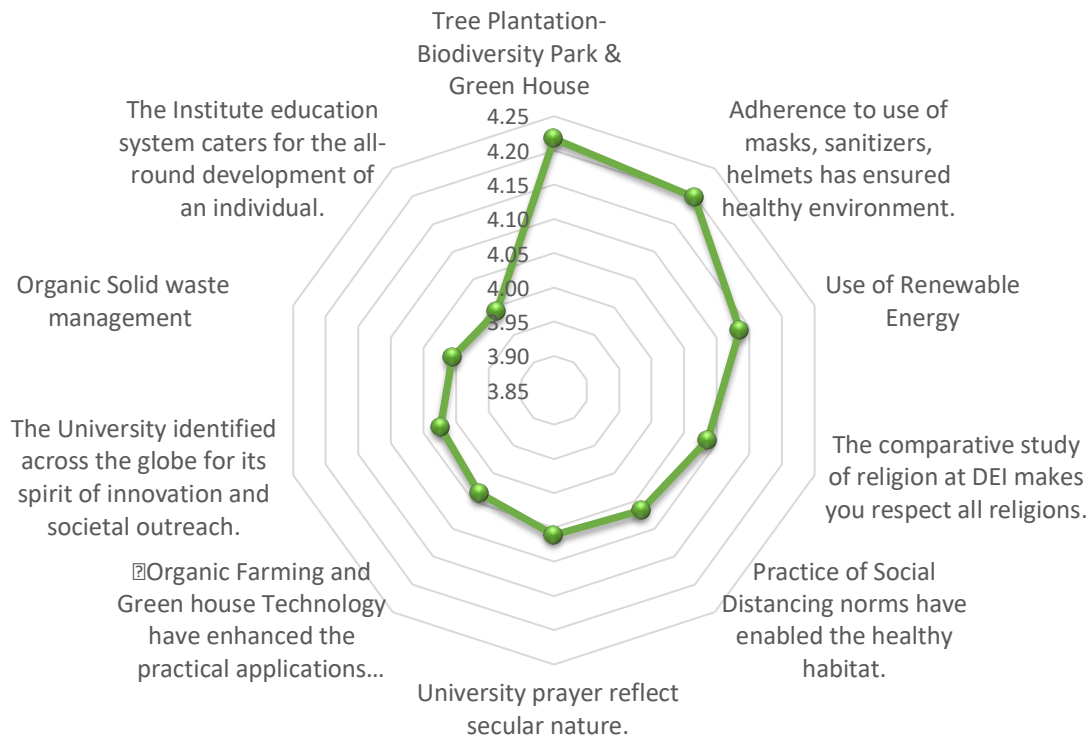


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## TOP 10 BEST PRACTICES OF DEI TO COMBAT COVID-19 CHALLENGE



## INTRODUCTION

More than 200 years old education system of the Dayalbagh Educational Institute is rooted in deep and multifaceted philosophy which was formulated as a policy in 1975. The education at DEI aims at integrated and holistic development of individuals across mental, physical, ethical and emotional dimensions with values to help him prepare for challenges social or environmental. In the Black swan moment of this century which shook the entire world, this 45-year-old policy has held its ground and guided the system to be strong and resilient. The growth and development it proposes is not limited to an individual but is a vision for microcosm which reflects itself in the entire community and beyond, the macrocosm.

The pandemic has demonstrated the importance of human values in tackling such a crisis. The administration, staff and students, extended overwhelming support and cooperation to successfully meet the unprecedented challenges thrown by the pandemic. Thus, providing an exemplary model, where values when shared over a community, connect individuals and promote collective efforts to contain the pandemic.

The Institute has demonstrated successful low-cost-high-efficiency techno-smart models to provide quality food, air, water, energy and health care services to its faculty, students and community. It has created a holistic and sustainable habitat. Regular physical activities to enhance immunity including field work and self-defense activities to protect children and women, are integrated in daily routine. Simple living, in harmony with nature and practicing economy in all activities, smart use of technology, minimalistic approach in all aspects of life, implementation of the Jugaad concept, i.e., innovative, flexible and cost-effective solutions are some significant features of the Dayalbagh way of life.

DEI contributes to the 2030 agenda for sustainable development by emphasizing the achievement of the Sustainable Development Goals requires balancing three dimensions of sustainable development: economic growth, social inclusion and environmental protection.

As identified and validated through a series of survey studies in the session 2019-2020, the activities and features of DEI including climate action, sustainable livelihood, organic cultivation, rural development, free medical camps, affordable education, core courses, Earn While You Learn scheme, work experience courses, continuous evaluation system, internships, NSS, use of technology, labs on land have shown huge impact on individuals,

helping them inculcate attributes which make them competent co-workers and citizens on one hand and contribute to sustainable development goals for a better world on the other.

DEI has been successful in coping with the challenges of the pandemic and has continued its activities under severe constraints and restrictions. At a time, when the Universities around the world are looking at re-modelling their traditional operational mechanism, rethinking education delivery, planning low-cost-high-efficiency models, and are failing to initiate their academic years or attract students and retain faculty, the Dayalbagh Education Institute has moved beyond education and ensured creation of a complete health habitat nurturing all organisms and the whole ecosystem. This is undeniably possible due to the Education Philosophy of DEI (1975), ISM model and Sigma Six Q approach has supported the whole system of DEI to withstand the challenges of the pandemic and continue its growth and development becoming self-sufficient.

The ripples of the unprecedented wave of pandemic touched every aspect of human life. It created challenges in pursuing educational and economic activities and also limited access to quality food, water, air and health services. The pandemic has shown that the crisis is fueled by poverty, hunger, weak health systems and lack of clean water and sanitation, education and global cooperation. Thus, when we reflect on the year 2020, we will unanimously subscribe to Sam Pitroda when he said, ‘At the end of the day, only two things matter – **Planet & People**’. The Dayalbagh Educational Institute has been successful in creating its own unique sustainable health habitat serving both planet and people.

The present study is an attempt to understand and assess the best practices of DEI to combat COVID-19 challenge and how these best practices which adopted by DEI during pandemic align with the sustainable development goals of the United Nations.

## AIM OF THE STUDY

*To assess the best practices of Dayalbagh Educational Institute in combating the COVID -19 challenge.*

The aim of the study was further classified into two objectives (Table-1). A consensus building method the Nominal Group Technique (NGT) was used for achievement of first objective while a survey was conducted for the second. A cumulative assessment of the results across both objectives brought forward the best practices of the Dayalbagh Educational Institute which helped it sail through the complex enclosure created by the pandemic.

Table-1: List of objectives of the study and the methods employed.

SN	Objective	Method	Sample Size
1	To identify the practices and activities of DEI which contributed in adapting to the COVID-19 challenge.	Nominal Group Technique	30
2	To identify and validate the best practices of DEI to combat COVID-19 challenge.	Survey	4533

## MOTIVATION

The World Health Organization (WHO) declared the outbreak of the coronavirus disease 2019 (COVID-19) a pandemic in March 2020. During the pandemic, the Institute continued to make strides in multiple spheres, creating and leading pathways that other educational institutions slowly begin to adapt and follow. It is noteworthy to mention that while the present crisis brought the entire world to a near standstill for months at stretch, DEI was able to continue with its academic calendar without the loss of a single day!

A number of measures by taken by the Institute were well-planned and implemented timely were guided by the Dayalbagh Educational Institute's Education Policy of 1975 which forms the base of all the educational planning and management. The overwhelming support and cooperation extended by the Administration, staff and students, provided an exemplary model, to successfully meet the unprecedented challenges thrown by the Covid-19 pandemic.

Thus, it became a matter of study to identify and assess the major practices of the Institute which played the most significant role in this situation. This study will provide evidence of the role of various aspects of the Institute and also support other Institutes to adopt significant practices of the Dayalbagh Educational Institute.

### **DESIGN OF THE STUDY**

A representative group of 30 Professors, Associate Professors and Assistant Professors from different Departments and Faculties of the Institute participated in Brainstorming sessions for a period of 10 days. The group discussed and shared the practices and activities of the Institute found significant in adapting to the pandemic situation to ensure continuous delivery of educational service as the primary objective and also combat the allied challenges rising from the situation.

As Dayalbagh Educational Institute promotes the use of consensus building techniques like Interpretive structural Modeling (ISM), Nominal Group Technique (NGT) and Analytical Hierarchical Process (AHP), the group adopted Nominal Group Technique (NGT) to refine the extensive list of factors discussed over the 10 days period.

After the analysis of the NGT, the major factors identified as the significant contributors were used as a base to conduct a formal survey. The survey was conducted to assess and validate the best practice to combat COVID-19 challenge.

Data was collected by asking respondents, the students of the Institute a set of questions, administered through questionnaires created by survey forms emailed or uploaded on the website. Demographic information was collected to understand the profile of the respondents and to make comparisons between different sub-groups.

Responses were rated on five-point-likert scale. All the items in the survey were structured (close-ended items), as the respondent was required to choose among the provided response options only. Questionnaire was pilot tested by the team to check for any ambiguity or difficulty in following the instructions. Questionnaire had an introduction where it explained the purpose of the study and its significance. It also included instructions for the participant, regarding question type and scale to record the response.

The study based on primary data uses descriptive statistics for analysis. The results were presented in the form of weighted average mean or percentage of respondents who selected an alternative for an item. Sometimes individual items were clustered in a group, like activities or practices and total score across items for that group was calculated by using Analytical Hierarchical Process (AHP).

### RESPONDENT PROFILE

Table-2: Demographic Information of the Survey Respondents.

Demographic Information of the Survey Respondents					
<b>Sample Size: 4533</b>					
Gender		Rural/Urban		Student/Alumni	
Female	Male	Rural	Urban	Student	Alumni
2395	2138	1578	2955	4490	43
Category					
GN	SC	ST	OBC	Minority	PH
2439	699	32	1325	31	7



## KEY FINDINGS

The NGT ideation stage led to the creation of 68 factors that helped the Dayalbagh Educational Institute adapt to COVID – 19.

The 68 factors were merged by consensus and reduced to 41 and later to 13.

The 13 prioritized factors link with DEI Education Policy 1975 and it was found that the activities at DEI were found to contribute maximum to the development of the ability to manage the crises.

The highest scoring factor in NGT was Visionary Leadership for effective planning and implementation of well thought out ideas–Innovativeness to help the Dayalbagh Educational Institute adapt and adopt COVID – 19.

86% respondents in Survey found that Tree Plantation-Biodiversity parks & greenhouse practices of the institute closely followed by adherence to use of masks, sanitizers, helmets have ensured the healthy environment in the institute during the pandemic (85%).

80% respondents found that the institute followed a well-planned and coordinated strategy to communicate with the staff and students and other stakeholders of DEI to handle the crisis.

Around 80% respondents agree that DEI with its Education Philosophy create a very good example of servant leadership (employee first and organisation last) to serve other first so the product was sourced, manufactured, delivered, and consumed with earth-friendly means.

Approximately 78.6% respondents of Survey agreed that the emotional and academic needs of the students have been satisfactory addressed through supervised mode of interactive and counselling sessions which make Education at DEI smart, mobile and resilient during COVID 19.

Visionary Leadership at DEI has been the driving force for implementing innovations at the institute during COVID-19.

## Section-A

### Identification of the practices and activities of DEI which contributed in adapting to the COVID-19 challenge.

The Nominal Group Technique, a consensus building exercise was the first step of the study to identify factors that have helped DEI adapt to COVID-19. The nominal group technique (NGT) is an iterative focus group method in which participants provide collective and individual feedback on questions raised by researchers who then aggregate feedback as common themes (Delbecq and Van de Ven 1971). The steps involved in an NGT include idea generation, documentation of ideas, clarification, ranking, weighting, and prioritization.

It was important to understand which factors helped the Dayalbagh Educational Institute (Deemed University), Dayalbagh, Agra adapt to COVID-19. A secondary objective was to understand the association of these factors with the DEI Education Policy, 1975.

Table-3: Objectives of the NGT.

Two-fold Objectives of the NGT:	
1	<i>Understand which factors had contributed to DEI in adapting the COVID-19 challenge</i>
2	<i>Understand the linkage of these factors with the DEI Education Policy, 1975.</i>

A group of 30 Professors, Associate Professors and Assistant Professors from the different faculties of the Institute participated in the exercise. The ideation stage led to the creation of a large number of factors, total **68**, which were merged by consensus and reduced to **41**. Group members were asked to rank the top-5 factors. **13** factors were identified and listed as most significant factors associated with management of the Pandemic crisis after this exercise.

Table-4: List of the Prioritized factors from the NGT Exercise with their weighted scores.

SN	Prioritized Factor	Weighted Score
1	Visionary Leadership for effective planning and implementation of well thought out ideas–Innovativeness	2.93
2	Technology Awareness, Embracement, and Competence among students & teachers	1.37
3	Adaptive faculty and students having the right attitude and willingness to go the extra mile for serving the larger cause of education – Moral and Spiritual values / Creativity	0.75
4	Regular use of Masks, Sanitizers, Helmets, and practice of Social Distancing	0.75
5	5 Rs and 7 S (Relevance, resonance, reinforcement, rejuvenation, rechartering; recharging; Self Sufficiency; sustainability and growth; students and studies; servant leadership; shared values and beliefs; self-governance, sociability, and technology)	0.68
6	Availability of IT infrastructure and platforms	0.62
7	Capacity to Innovate	0.62
8	Multi-tasking by Teachers and staff	0.56
9	Self-reliance	0.56
10	Availability of physical infrastructure in the form of large/ green open spaces (agricultural farms) and dairy on campus and off-campus	0.5
11	The decision to follow the Academic Calendar against all odds	0.5
12	Social Sensibility	0.5
13	Selfless service to humanity	0.5

## THEMATIC ANALYSIS OF FACTORS

The factors were viewed from a different lens and sub-stratified under 8 unique chevrons. The collated scores from the NGT were observed as providing the following order of new thematic factors:

Table-5: Themes framed from the Factors.

Rank	Factor Theme
1.	Leadership
2.	Sustainable Habitat
3.	Technology
4.	Resonance – Faculty, Students, Institute
5.	Values
6.	Self- Sufficiency
7.	Rejuvenation
8.	Networking

## PRIORITIZED FACTOR LINKAGE WITH DEI EDUCATION POLICY, 1975

A team of faculty members mapped the identified factors with the DEI Education Policy, 1975 (Annexure-2). This analysis helped to validate the role of the policy since its inception in tackling and managing the contemporary challenges, even the one as adverse as the pandemic.

Table-6: Mapping of the Factors with the DEI Education Policy, 1975.

SN	Factors	Elements of the DEI Education Policy, 1975
1.	Visionary Leadership for effective planning and implementation of well thought out ideas–Innovativeness	Element of the DEI Education Policy, 1975: <b>Governance</b>
2.	Technology Awareness, Embracement, and Competence among students & teachers	Element of the DEI Education Policy, 1975: <b>Aims and Objectives</b>
3.	Adaptive faculty and students having the right attitude and willingness to go the extra mile for serving the larger cause of education Moral and Spiritual values / Creativity	Element of the DEI Education Policy, 1975: <b>Aims and Objectives; Organization</b>

4.	Regular use of Masks, Sanitizers, Helmets, and practice of Social Distancing	Element of the DEI Education Policy, 1975: <b>Aims and Objectives</b>
5.	5 Rs (Relevance, resonance, reinforcement, rejuvenation, rechartering; recharging) and 7S Self Sufficiency; sustainability and growth; students and studies; servant leadership; shared values and beliefs; self-governance, sociability, and technology)	Element of the DEI Education Policy, 1975: <b>Aims and Objectives</b>
6.	Availability of IT infrastructure and platforms	Element of the DEI Education Policy, 1975: <b>Aims and Objectives; Organization</b>
7.	Capacity to Innovate	Element of the DEI Education Policy, 1975: <b>DEI Education Policy, 1975 is itself an innovation.*</b>
<i>*According to Ms. Shaila Kaul, the Minister of Education, 1982 "Innovation in your Institute permeates all the spheres of educational activities, including the contents, methods, and objectives". (Progress of Education in Dayalbagh)</i>		
8.	Multi-tasking by Teachers and staff	Element of the DEI Education Policy, 1975: <b>Organization</b>
9.	Self-Reliance	Element of the DEI Education Policy, 1975: <b>Aims and Objectives</b>
10.	Availability of physical infrastructure in the form of large/green open spaces (agricultural farms) and dairy on campus and off-campus	Element of the DEI Education Policy, 1975: <b>Educational System; Organization</b>
11.	The decision to follow the Academic Calendar against all odds	Element of the DEI Education Policy, 1975: <b>Governance</b>
12.	Social Sensibility	Element of the DEI Education Policy, 1975: <b>Aims and Objectives; Educational System</b>
13.	Selfless service to humanity	Element of the DEI Education Policy, 1975: <b>Aims and Objectives; Organization; Governance</b>

Although the simple human mind may not be able to comprehend the holistic and visionary nature of the DEI Education Policy, 1975, it is quite appropriate to state here that the flexible, innovative, and agile practices adopted in dealing with the COVID-19 pandemic may be attributed to the all-encompassing guidelines provided in the policy by the Founding Father of the Institute, Revered Prof. Dr. M. B. Lal Sahab. It is a befitting tribute to the continuing guidance of the current Chairman, Advisory Committee on Education, Revered Prof. P. S. Satsangi that the visionary nature of the DEI Education Policy is recognized as the true fountainhead and genesis of all continuing efforts to elevate mankind to its true status of homo-spiritualis.

## Section-B

### Identification and validation of the best practices of DEI to combat COVID-19 challenge

#### Survey Analysis

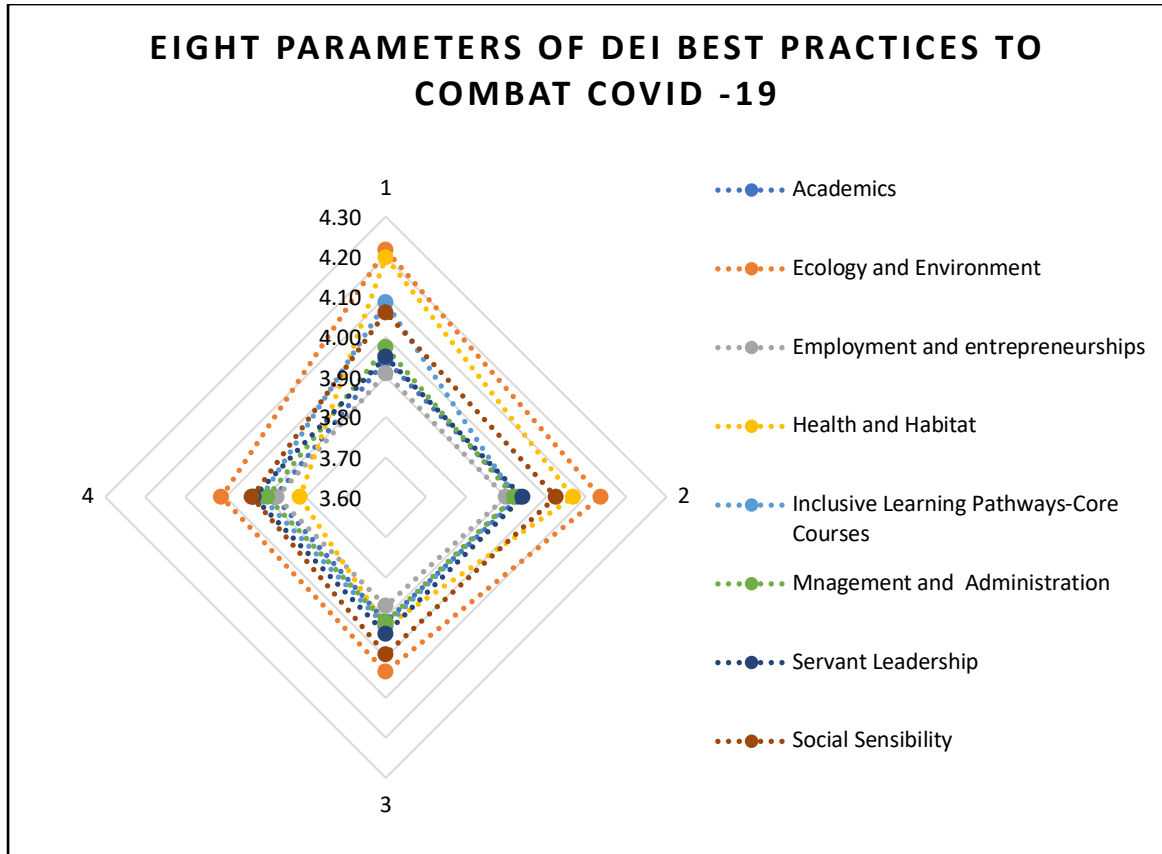
The survey did an exhaustive study of all the 68 factors and associated activities identified by the NGT exercise by merging it into 50 practices under 15 parameters.

The participants mentioned the practice they participated in and responded on a 5-point scale for their degree of agreement towards an activity's significance in combating the pandemic. All stakeholders of DEI participated in the survey, and 85% of DEI's stakeholders were of the opinion that their education has inculcated in them the ability to face COVID-19 challenge effectively.

The survey results were merged in 8 parameters:

SN	PARAMETERS
1.	Academics
2.	Ecology and Environment
3.	Employment and entrepreneurship
4.	Health and Habitat
5.	Inclusive Learning Pathways-Core Courses
6.	Management and Administration
7.	Servant Leadership
8.	Social Sensibility

The comparative analysis of different parameters, shows the contribution of the practices of the Institute under the Ecology and Environment closely followed by the practices under the Health Habitat. The Core Courses which form the integral part of curriculum along with the Social Sensibilities developed across the education path of the learners has provided an added shield in combating the social issues and challenges brought at fore during the pandemic.



Timely Coordination and communication by the administration ensured proper management in the mid of the chaos created by the pandemic. Tree Plantation-Biodiversity Parks & Green House have created sustainable natural spaces of co-working and co-learning. Earn while you Learn scheme provided financial support to students when economic activities around the world came down and economically backward families failed to support studies of their wards. Adherence to Use of Masks, sanitizers, helmets has ensured the safe and healthy environment to all.

Table-8: List of Top-4 Practices of DEI across eight parameters for combating Covid-19 pandemic.

Parameter	DEI Best Practices	Mean Score
Academics	<b>Resilient and mobile class system in DEI has helped to combat education during pandemic.</b>	<b>3.94</b>
Academics	Education during COVID 19 in DEI smart, mobile and resilient.	3.93
Academics	Availability of biodiversity parks, nursery and primary classes helps in making education smart, mobile and resilient.	3.91
Academics	Provision of Lateral entry, interdisciplinary and multidisciplinary courses in DEI system of Education helps in developing adaptability and versatility in students which further helps in combating COVID.	3.88



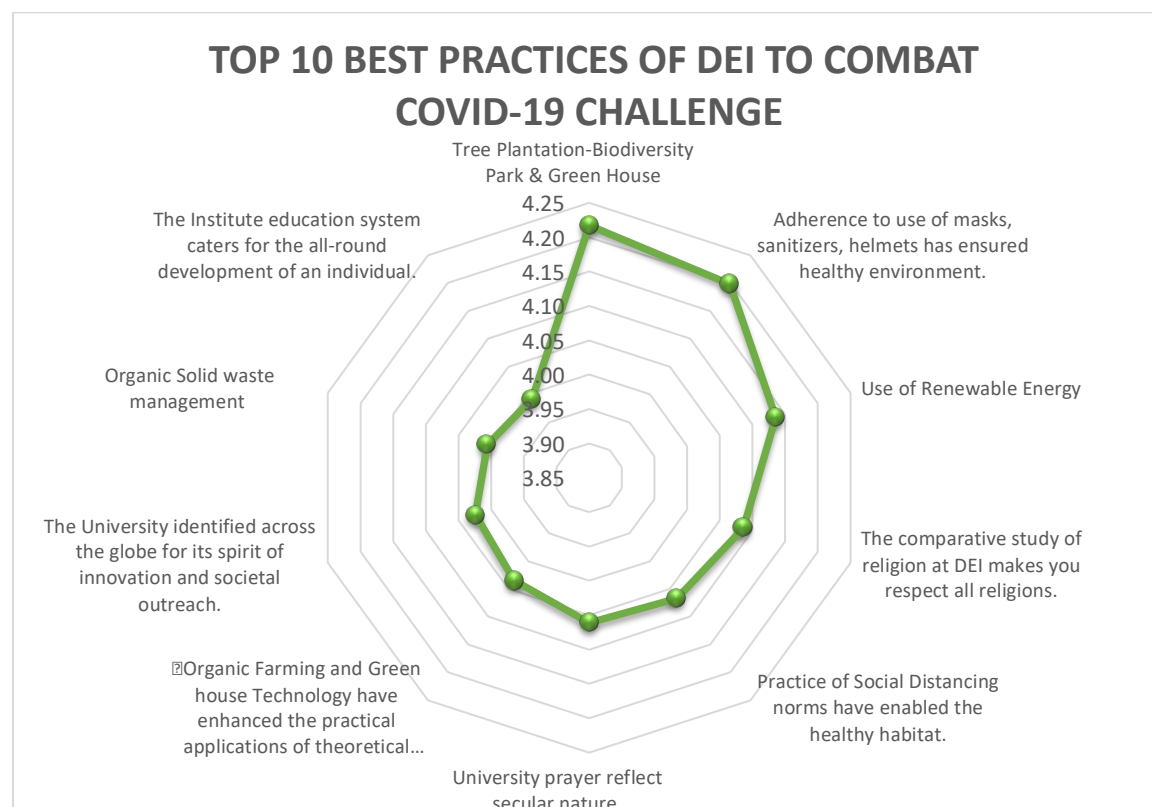
Ecology and Environment	<b>Tree Plantation-Biodiversity Parks &amp; Green House</b>	<b>4.22</b>
Ecology and Environment	Use of Renewable Energy	4.14
Ecology and Environment	Organic Farming and Green house Technology have enhanced the practical application of theoretical learning.	4.04
Ecology and Environment	Organic Solid waste management	4.01
Employment and entrepreneurship	<b>Skilling: “Earn while you Learn” for the students by the students</b>	<b>3.91</b>
Employment and entrepreneurship	Avenues such as Quantum jugaad and frugal innovation	3.9
Employment and entrepreneurship	Generating employment in agriculture-Production of vegetables	3.87
Employment and entrepreneurship	Sharing Recourses	3.87
Health and Habitat	<b>Adherence to Use of Masks, sanitizers, helmets has ensured the healthy environment.</b>	<b>4.2</b>
Health and Habitat	Practice of Social Distancing norms have enabled the healthy habitat.	4.07
Health and Habitat	Free of cost Ambulance (24Hour), Isolation facility with volunteer support (for positive patients)	3.92
Health and Habitat	Timely preventive measures like rapid antibodies test are taken.	3.81
Inclusive Learning Pathways-Core Courses	<b>The comparative study of religion at DEI makes you respect all religions.</b>	<b>4.09</b>
Inclusive Learning Pathways-Core Courses	Integrating and collaborations of different educational program and activities in DEI helps in knowledge updating and exploration.	3.92
Inclusive Learning Pathways-Core Courses	33. Deep integration of nature and mankind in all activities undertaken by DEI has helped in developing the potential to combat the COVID-19 situation.	3.92
Inclusive Learning Pathways-Core Courses	Fields experience (Agriculture operations)- Self less service to humanity	3.91
Management and Administration	<b>Timely Co-ordination and communication</b>	<b>3.97</b>
Management and Administration	Online supervised mode of classes and examination	3.92
Management and Administration	Wide availability of bio-diversity conducting the academic activities	3.91
Management and Administration	Anticipatory exercise before events happens	3.9
Management and Administration	Access to infrastructure to go online easily	3.89
Servant Leadership	<b>Products are sourced, manufactured, delivered, and consumed with earth-friendly means.</b>	<b>3.95</b>
Servant Leadership	Employees practice radical self-accountability	3.94
Servant Leadership	Staff and board members seek feedback from all levels	3.94
Servant Leadership	Transparency and shared information	3.93
Social Sensibility	<b>University prayer reflects its secular nature.</b>	<b>4.06</b>
Social Sensibility	The university is identified across the globe for its spirit of innovation and societal outreach.	4.02
Social Sensibility	The institute education system caters for the all-round development of a student/individual.	3.99
Social Sensibility	Education during COVID 19 in DEI smart, mobile and resilient.	3.93

The top-10 activities across the 8 parameters are shown below:

Table-9: List of Top-10 Practices of DEI for combating Covid-19 challenge.

#### TOP 10 BEST PRACTICES OF DEI TO COMBAT COVID-19 CHALLENGE

Parameter	Practices	Mean Score
<i>Ecology and Environment</i>	Tree Plantation-Biodiversity Parks & Green House	4.22
<i>Health and Habitat</i>	Adherence to Use of Masks, sanitizers, helmets has ensured the healthy environment.	4.20
<i>Ecology and Environment</i>	Use of Renewable Energy	4.14
<i>Inclusive Learning Pathways-Core Courses</i>	The comparative study of religion at DEI makes you respect all religions.	4.09
<i>Health and Habitat</i>	Practice of Social Distancing norms have enabled the healthy habitat.	4.07
<i>Social Sensibility</i>	University prayer reflect its secular nature.	4.06
<i>Ecology and Environment</i>	Organic Farming and Green house Technology have enhanced the practical application of theoretical learning.	4.04
<i>Social Sensibility</i>	The university identified across the globe for its spirit of innovation and societal outreach.	4.02
<i>Ecology and Environment</i>	Organic Solid waste management	4.01
<i>Social Sensibility</i>	The institute education system caters for the all-round development of a student/individual.	3.99



## Section C

### Mapping of the Practices of DEI with the United Nations Sustainable Development Goals

The United Nations' Transforming Our World: The 2030 Agenda for Sustainable Development, was adopted in 2015, with the 17 Sustainable Development Goals (SDGs). The achievement of the Sustainable Development Goals (SDGs) depends on the action taken by all stakeholders- from governments, businesses, civil society to individuals. Even though the importance of all stakeholders is crucial for the implementation and realization of the Agenda, the higher education institutions as knowledge producers can influence and *“empower people to change the way they think and work towards a sustainable future”*. The educational institutes have an undeclared obligation to prepare the learners for a sustainable world and also contribute towards achievement of SDGs through its activities and practices.

Higher Educational Institutions play a critical role in the achievement of the 2030 Sustainable Development Goals. They are one of the most significant incubators of ideas and solutions to global problems, and their central position amongst networks of government, civil society and industry partners means that they have vast potential to generate positive impact.

The visionary model of the Dayalbagh Education Policy 1975 addresses and provides resilient solutions to combat COVID -19 challenge with its practices, which effectively contribute to the 2030 agenda for sustainable development.

A survey conducted in the session 2019-20 mapped the features and activities of the Dayalbagh Educational Institute with the 17 SDGs. The results of the previous survey were compared with the activities of the Institute during the pandemic.

The comparison highlighted the significant contribution of the practices of the Institute like Quantum Jugaad, Agricultural Operations, affordable and accessible education and Earn-while-you-learn scheme to the achievement of the SDGs even during the pandemic.

Table-10: Comparison of the practices of DEI contributing to 17 SDGs before and during COVID-19 Pandemic.

Goal	Practices of DEI Before COVID -19	Practices of DEI During COVID-19
Goal 1 No Poverty	Rural and tribal empowerment <b>Affordable and accessible education</b> <b>Earn -while -you-learn</b> <b>Quantum Jugaad: Innovative, Flexible, Economical Solutions</b> Agriculture Operations	Skilling “Earn while you Learn” <b>Quantum jugaad and frugal innovation</b> Tree Plantation-Biodiversity Parks Free of cost Ambulance (24Hour) <b>Affordable &amp; Accessible Education</b>
Goal -2 Zero Hunger	Community Kitchen Agriculture operation <b>Quantum Jugaad: Innovative, Flexible, Economical Solutions</b> Rural Development Dairy Operations	Skilling “Earn while you Learn” <b>Quantum jugaad and frugal innovation</b> Tree Plantation-Biodiversity Parks Timely Co-ordination and communication Use of Renewable Energy
Goal 3 Good Health and Well-Being	Free medical camp Agriculture operation Evolutionary Superman Scheme Quantum Jugaad Rural & Tribal Empowerment	Visionary Leadership Adherence to Use of Masks, sanitizers Quantum jugaad and frugal innovation Tree Plantation-Biodiversity Parks Crisis Management
Goal 4 Quality Education	<b>Affordable and accessible education</b> Day boarding school Value Education School of Languages Open Day	Visionary Leadership <b>Affordable &amp; Accessible Education</b> Resilient and mobile classes Paperless and contact less exams University prayer reflect its secular nature
Goal 5 Gender Equality	Rural & Tribal Empowerment <b>Quantum Jugaad</b> Evolutionary Superman Scheme Open Day Village Development	Visionary Leadership Affordable & Accessible Education Skilling “Earn while you Learn” <b>Quantum jugaad and frugal innovation</b> Fields experience -Agriculture operations
Goal 6 Clean Water and Sanitation	Waste to wealth Rural & Tribal Empowerment Dairy Operations Core Courses <b>Affordable &amp; Accessible Education</b>	Quantum jugaad and frugal innovation Tree Plantation-Biodiversity Parks Crisis Management Use of Renewable Energy <b>Affordable &amp; Accessible Education</b>

Goal 7	Affordable and Clean Energy	Quantum Jugaad: Innovative, Flexible, Economical Solutions Waste to wealth <b>Green campus</b> Dairy Operations Rural & Tribal Empowerment	Quantum jugaad and frugal innovation <b>Use of Renewable Energy</b> Affordable & Accessible Education Generating employment in agriculture- Production of vegetables Research Divisions
		Rural and tribal empowerment Quantum Jugaad: Innovative, Flexible, Economical Solutions <b>Agriculture Operations</b> <b>Earn While You Learn</b> Evolutionary Superman Scheme	Skilling “Earn while you Learn” Quantum jugaad and frugal innovation <b>Work Experience Courses-Dignity of labour</b> Affordable & Accessible Education Inclusive Learning Pathways-Core Courses
		Quantum Jugaad: Innovative, Flexible, Economical Solutions Labs on land Innovation & Incubation <b>Agriculture Operations</b> Rural & Tribal Empowerment	Skilling “Earn while you Learn” Quantum jugaad and frugal innovation Fields experience - <b>Agriculture operations</b> Use of Renewable Energy Generating employment in agriculture- Production of vegetables
		Rural and tribal empowerment <b>Agriculture operations</b> Evolutionary Superman Scheme Open Day Dairy Operations	Affordable & Accessible Education Skilling “Earn while you Learn” Quantum jugaad and frugal innovation Crisis Management Fields experience - <b>Agriculture operations</b>
		Rural & Tribal Empowerment <b>Quantum Jugaad</b> Labs on Land Consciousness Studies <b>Affordable &amp; Accessible Education</b>	Quantum jugaad and frugal innovation Adherence to Use of Masks, sanitizers Visionary Leadership Use of Renewable Energy <b>Affordable &amp; Accessible Education</b>
		Agricultural operations Core Courses Affordable & Accessible Education Job Fairs Value Education	Skilling -Earn while you Learn” Quantum jugaad and frugal innovation Tree Plantation-Biodiversity Parks Use of Renewable Energy Mist Atomization on roads and pathways Organic Solid waste management
Goal 13	Climate Action	Rural & Tribal Empowerment Agriculture Operations Work Experience Core Courses <b>Waste to Wealth</b>	Skilling -Earn while you Learn” Quantum jugaad and frugal innovation Tree Plantation-Biodiversity Parks Use of Renewable Energy Mist Atomization on roads and pathways <b>Organic Solid waste management</b>

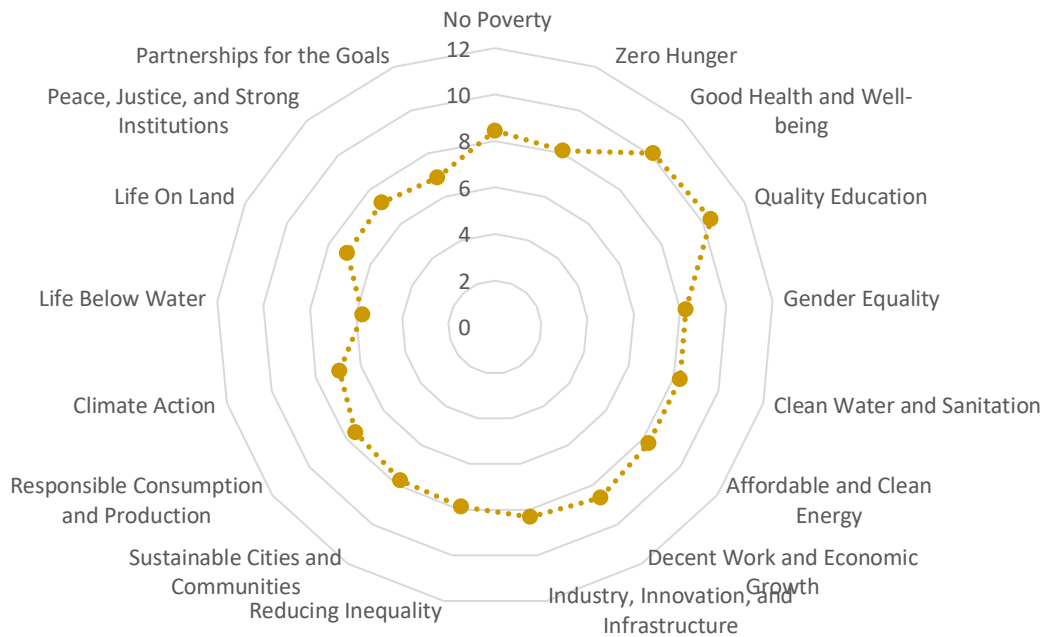
Goal 14	Life Below Water	<b>Research Division</b> Village development Value Education Work Experience Courses Waste to Wealth	<b>Research Divisions</b> Use of Renewable Energy Tree Plantation-Biodiversity Parks Affordable & Accessible Education Mist Atomization on roads and pathways
Goal 15	Life on Land	Agriculture Operations <b>Waste to Wealth</b> <b>Labs on Land</b> Affordable & Accessible Education Rural & Tribal Empowerment	Skilling “Earn while you Learn” Quantum jugaad and frugal innovation <b>Tree Plantation-Biodiversity Parks</b> Use of Renewable Energy <b>Organic Solid waste management</b>
Goal 16	Peace, Justice and Strong Institutions	Value Education Core Courses <b>Quality &amp; Value Day</b> Social Service Affordable & Accessible Education	Skilling “Earn while you Learn” Quantum jugaad and frugal innovation Visionary Leadership <b>Qualities and Values Day</b> Research Divisions
Goal 17	Partnerships	Consciousness studies Alumni Meet Day Boarding Open Day Earn While you learn	Quantum jugaad and frugal innovation Research Divisions Access to virtual laboratories Inclusive Learning Pathways-Core Courses Joint workshops, webinars and student exchange program

The analysis of the results of the last year’s survey showed contribution of the activities and practices of DEI towards all the 17 SDGs. Most prominent contribution was towards the ‘Good Health and Wellbeing’ and ‘Quality Education’, closely followed by ‘Decent Work and Economic Growth’ and ‘No Poverty’.

The analysis done during the pandemic shows similar pattern but a remarkable contribution to Climate Action has been observed, the activities planned at DEI have amplified the support to the goal of climate action. The Institute continues to support Good Health and Wellbeing and Quality Education on priority even during the pandemic.

The comparative analysis of the contribution of activities and practices of DEI before the COVID-19 pandemic and during the pandemic is presented through the following figures:

## CONTRIBUTION TO UNDP SDGS BEFORE COVID -19



## CONTRIBUTION TO UNDP SDGS DURING COVID -19



## Section D

### Brief Summary of the DEI Healthcare Initiatives for the Management of the Covid-19 Pandemic

The DEI Education Policy DEI follows the Sigma-Six Qualities & Values and Attributes with Entrepreneurship, which encourages and promotes a Sustainable Way of Life that includes Healthcare as one of its important components. The holistic Healthcare and Well-Being Habitat is provided by the DEI Faculty of Integrated Medicine in collaboration with Saran Ashram Hospital, through the following initiatives:

- 1. Lifestyle Changes** The most important factor in maintaining good health and well-being is the lifestyle. In the modern technological and stressful life, it is imperative to carry out lifestyle changes to create a holistic and well-being habitat. This can be ensured by the following changes:

- Regular physical activities to enhance immunity, which includes field work twice a day at convenient timings without disturbance in routine schedule.
- Simple living in harmony with Nature and Practicing Economy in all activities.
- Judicious use of Technology with Minimalistic Approach: Jugaad, i.e., innovative, flexible and cost-effective solutions.
- Preparation of nutritious food in Community Kitchen.
- Mahila Association activities that include, preparation of spices, pickles, lentils, tailoring of garments etc.
- Schools of Art & Culture, Languages and Music, to encourage cultural education and to develop a well-rounded personality of children from an early stage.
- Self-Security and Surveillance, by Monitoring and Patrolling by the residents during day and night using traditional means and modern technology.
- Efficient Time-Management to prioritise and efficiently carry out various activities.

- 2. Healthy Food Production and Consumption** For a healthy body and mind, it is extremely necessary to partake healthy food. In order to achieve this objective, various initiatives have been undertaken, especially managed by the students in various B.Voc. programmes:



- To cultivate vegetables, food grains and fruits using organic farming practices.
- To follow a healthy lacto-Vegetarian Diet.
- To prepare and consume Milk & Milk products that include, pasteurized milk, butter, shrikhand, buttermilk and vasundhi.
- To prepare and consume value-added products, such as, Nutritive herbal juices, shakes, herbal tea etc.

**3. Containment Measures for Covid-19** The Covid-19 pandemic situation has been efficiently managed by implementing the various preventive measures that include the following:

- Entry *in to* the University campus is permitted only after evaluation and clearance at the Core Health Habitat Center at Saran Ashram Hospital.
- Creating Awareness amongst Staff, Students and Villagers.
- Regular Hybrid Sanitization of premises with 1% Sodium Hypochlorite solution and UV-C light.
- Getting suspected cases identified by Rapid Antibodies Test.
- Regular Air & Water Quality Monitoring.
- River Bank Filtration for large-scale cost-effective purification and supply of water.
- Mist Atomization on roads and pathways to improve air quality in terms of PM 2.5.
- Prohibition of stubble burning practice.
- Compulsory use of Masks, Sanitizers, Helmets and practice of Social Distancing.
- Prescribing preventive integrated Homeopathic, Ayurvedic and Allopathic medicines.
- Educating the community via Online Supervised Virtual Reality-based Interactive Classes, Webinars and Examination, maintaining social distancing in a nearly paperless and contactless manner.

**4. Therapeutic Measures: Covid-19** The Institute emphasizes the use of alternative therapeutic measures in addition to modern allopathic medicines for a strong and healthy body and mind. It provides Medical services to the underprivileged and the neighbourhood community at large, which include the following:

- *Physiotherapy*
- *Pathology*
- *Preventive Homeopathic, Ayurvedic and Allopathic medicines*

- *Diagnostic Services*
- *Dietary Consultations*
- *Neuro-psycho-cognitive counselling*
- *E-consultation*
- *Telemedicine for under privileged and tribal areas of the country.*
- *Positive cases that need to be looked after, are provided a home with isolation facility and volunteer support, for supply of food from community kitchen and medicines.*
- *Fully-equipped Multi-specialty Ambulance is available to provide timely care and transport of Patients.*

## CONCLUSION

The DEI Education Policy, 1975 has ensured the imparting of value based quality education with social relevance. This policy served as a guidance to sail through the tough times of the pandemic and has ensured that through education and more education, one can address the problems in the society. Also, the Total Quality Management model highlights that creativity, innovation, initiative and excellence promotes quality education at par to changing needs and circumstances. This has given an edge to the individuals who are part of this Institute to survive the most lethal events of the age.

The problems at DEI in the sphere of healthcare, education, personal lifestyle, society, culture, mental health, and administration issues never originated unlike in the other parts of the globe. The integrated healthcare system at DEI has provided low cost highly efficient specialized services throughout the pandemic, isolation facilities along with testing. This was driven from the roots of selfless service and social sensibility.

Furthermore, the societal problems, cultural problems never existed at the soils of the institute, where it believed in casteless and classless society. The blended mode of technology and the attitude towards the adoption and adaption of the technology, has never stopped the teaching and non-teaching staff to complete their responsibilities which is reflected from the adherence to the academic calendar.

The Dayalbagh Way of Life has always believed in developing a lifestyle which is congruent to the sustainable methods of leading a life. Thus, it is not affected by the externalities like COVID-19 like the other societies had to face. DEI Education Policy, 1975 has ensured this pursuit in the education system and adopted an academic mechanism which is conducive to the dynamic environment ensuring the development of a complete person.

## **ANNEXURE -1**

### **A. Preliminary Statement of Need**

It was important to understand which factors helped the Dayalbagh Educational Institute (Deemed University), Dayalbagh, Agra adapt to COVID-19. A secondary objective was to understand the association of these factors with the DEI Education Policy, 1975.

### **B. Objective**

The objectives of the NGT were two-fold:

- a. Understand which factors had contributed to DEI adapting to the COVID-19 challenge
- b. Understand the linkage of these factors with the DEI Education Policy, 1975.

### **C. Methods**

#### **Pre-NGT exercise**

A group of 30 Professors, Associate Professors and Assistant Professors from the different faculties of the Institute was formed to participate in the exercise. The discussions lead to the DEI Educational system which had helped it to to COVID-19. The themes included the following chevrons:

- Academic Objectives
- Total Quality Management
- Quality
- DEI Initiatives for the Management of COVID-19
- Bio-diversity parks
- A visionary integrated systems model
- Moral and Spiritual Values Qualities and Attributes
- Social Sensibilities
- Governance

As suggested by the expert group it was decided to request Faculty members to provide the Top 5 points which they believed had helped DEI in this endeavour, and also to identify the specific feature of the DEI Education system it may be associated with.

## **Idea generation**

Group members were provided with an excel sheet requiring them to provide inputs on the Top 5 aspects of DEI that had helped it during COVID-19 and to identify the linkage with DEI Policy, 1975. In an NGT, this meeting is usually done face to face where members may be given approximately 5 minutes to 20 minutes to silently generate ideas (Dewar et al. 2003; Aspinal et al. 2006; Claxton et al. 1980) while considering the question. Discussions are avoided. While the facilitator role varies in a face-to-face meeting, in our NGT, the facilitators also participated in idea generation from their residence.

## **Idea Documentation**

In a face-to-face meeting, this phase can last between 15 minutes (Denning et al. 2012) to 30 minutes (Potter et al. 2004). Everyone gets the opportunity to contribute an idea until all ideas are documented. In our NGT, all ideas returned to the researcher through an email or WhatsApp message from the group member directly to the researchers were documented in a master file.

## **Clarification**

In this phase, the group members discuss the points ideated initially. The objective is to provide a uniform understanding of the points. It also provides an opportunity to merge, move, remove, or add points. In our NGT, this phase was completed during an online meeting with the group members.

## **Ranking**

This phase involves all group members providing ranks to the merged ideas in terms of importance. For example, if the top five elements identified by a respondent are 10, 30, 24, 17, and 3 (highest priority first). A tabulation of the Top 5 ranked items of each group member was completed in the form of a frequency table by the facilitator.

## **Weighting**

An excel file had been prepared with the formulae to calculate the weighted score of each element. The formulae used were as follows:

**For each factor identified:**

Sum of Scores = Sum [(No. of Participants who gave the factor a rank of 1 multiplied by 5)+(No. of participants who gave the factor a rank of 2 multiplied by 4)+(No. of participants who gave the factor a rank of 3 multiplied by 3)+(No. of participants who gave the factor a rank of 4 multiplied by 2)+(No. of participants who gave the factor a rank of 5 multiplied by 1)

Weighted Score = Sum of Scores/No. of Participants

## D. Analysis and Results

### ANALYSIS OF THE RAW DATA

Ideation: The ideation stage led to the creation of a large number of factors (68) that the group members thought had helped the Dayalbagh Educational Institute adapt and adopt COVID – 19.

Merging: The factors were merged by consensus and reduced to 41.

Prioritization: All points above 0.50 score may be taken for consideration. There are 41 merged factor only 13 factor are scored 0.50 and above further so, there are only 13 prioritized Factors with weighted scores were more than 0.50.

As noted earlier, we look at the weighted scores only to provide a rank order of what the group members believed to be the top factors which helped DEI in dealing with COVID-19, and not read more than this in the absolute numbers.

Table 1: Prioritized Factors with Weighted Scores		
S. No	Factor	Weighted Score (To provide Rank Order)
1.	Visionary Leadership for effective planning and implementation of well thought out ideas–Innovativeness	2.93
2.	Technology Awareness, Embracement, and Competence among students & teachers	1.37
3.	Adaptive faculty and students having the right attitude and willingness to go the extra mile for serving the larger cause of education – Moral and Spiritual values / Creativity	0.75
4.	Regular use of Masks, Sanitizers, Helmets, and practice of Social Distancing	0.75
5.	5 Rs and 7 S (Relevance, resonance, reinforcement, rejuvenation, rechartering; recharging; Self Sufficiency; sustainability and growth;	0.68

	students and studies; servant leadership; shared values and beliefs; self-governance, sociability, and technology)	
6.	Availability of IT infrastructure and platforms	0.62
7.	Capacity to Innovate	0.62
8.	Multi-tasking by Teachers and staff	0.56
9.	Self-reliance	0.56
10.	Availability of physical infrastructure in the form of large/ green open spaces (agricultural farms) and dairy on campus and off-campus	0.5
11.	The decision to follow the Academic Calendar against all odds	0.5
12.	Social Sensibility	0.5
13.	Selfless service to humanity	0.5
14.	Based on health care habitat, rather than modern city-based science including regular physical activities and fieldwork	0.43
15.	Social, emotional spiritual needs addressed – no major change in operations	0.37
16.	Quality And Value-based education system	0.37
17.	Law of requisite variety	0.37
18.	Planning by Administration	0.31
19.	Networking, Engagement with institutes with a co-operative system of education	0.31
20.	Strong community and alumni support	0.25
21.	Timely Co-ordination and communication between University administration, faculty, students, other staff, and local administration	0.18
22.	Down to earth lifestyle	0.18
23.	Anticipating before events happen	0.18
24.	Change of mindset	0.18
25.	Sense of responsibility and dedication (Social Responsibility)	0.12
26.	Sustainability	0.12
27.	Crises management readiness	0.12
28.	Low cost of healthcare	0.12
29.	Level of abstractions	0.12
30.	Biodiversity	0.06
31.	Use of virtual supervision	0.06
32.	Multi-dimensional experiments across domains	0.06
33.	A blended model of education	0.06
34.	Mist Atomization on roads and pathways to improve air quality index	0.06
35.	Daily Life engagements (Time spent on community service, personal time, etc)	0.00
36.	Belongingness	0.00
37.	Homeliness	0.00
38.	Love and Care	0.00
39.	Friendship and cooperation among faculty members and other staff (Brotherhood behavior)	0.00
40.	The entire community is Lacto -vegetarians	0.00
41.	The preventive prescription includes a set of Integrated Medicines involving Homeopathic, Ayurvedic and Allopathic medicines followed by rapid Antibodies test	0.00

## NGT ANALYSIS II

### Thematic Analysis of Factors

The factors were viewed from a different lens and sub-stratified under 8 unique chevrons. The collated scores from the NGT were observed as providing the following order of new thematic factors:

**Table 1: Thematic Analysis of NGT Results**

S.No	Factor Theme	Rank
9.	Leadership	1
10.	Sustainable Habitat	2
11.	Technology	3
12.	Resonance – Faculty, Students, Institute	4
13.	Values	5
14.	Self- Sufficiency	6
15.	Rejuvenation	7
16.	Networking	8

**Table 2: Thematic Analysis: Factor Sub-stratification**

S.No	Factor Theme	Sub-Factors
1.	Leadership	Planning by Administration Timely coordination and communication Visionary and Innovative leadership The decision to follow the Academic calendar Crises management readiness Anticipating before events happened Self-less service to humanity Sense of responsibility, social responsibility Capacity to innovate
2.	Sustainable Habitat	Availability of physical infrastructure in the form of large/ green open spaces (agricultural farms) and dairy on campus and off-campus Biodiversity Sustainability Based on health care habitat, rather than modern city-based science including regular physical activities and fieldwork Low cost of healthcare



		<p>Regular use of Masks, Sanitizers, Helmets, and practice of Social Distancing</p> <p>The preventive prescription includes a set of Integrated Medicines involving Homeopathic, Ayurvedic and Allopathic medicines followed by rapid Antibodies test</p> <p>Mist Atomization on roads and pathways to improve air quality index</p> <p>Down to earth lifestyle</p> <p>The entire community is Lacto -vegetarian</p>
3.	Technology	<p>Availability of IT infrastructure and platforms</p> <p>Technology Awareness, Embracement, and Competence among students &amp; teachers</p> <p>Use of virtual supervision</p> <p>Blended model of education</p>
4.	Resonance	<p>Multi-tasking by Teachers and staff</p> <p>Adaptive faculty and students having the right attitude and willingness to go the extra mile for serving the larger cause of education – Moral and Spiritual values / Creativity</p> <p>Strong community and alumni support</p> <p>Friendship and cooperation among faculty members and other staff (Brotherhood behavior)</p> <p>Change of mindset</p>
5.	Values	<p>Social Sensibility</p> <p>Belongingness</p> <p>Homeliness</p> <p>Love and Care</p> <p>Quality And Value-based education system</p>
6.	Self- Sufficiency	Self-reliance
7.	Rejuvenation	<p>Social, emotional spiritual needs addressed – no major change in operations</p> <p>Multi-dimensional experiments across domains</p>
8.	Networking	Networking, Engagement with institutes with a co-operative system of education

## ANNEXURE -2

### DEI EDUCATION POLICY 1975

<ul style="list-style-type: none"><li>• To bring about physical, intellectual, emotional and ethical integration of an individual evolving a complete person who possesses the values of humanism, secularism and democracy, and can give a fuller response to social and environmental challenges</li></ul>
<ul style="list-style-type: none"><li>• To inculcate a spirit of truthfulness, temperance and courage</li></ul>
<ul style="list-style-type: none"><li>• To cultivate humility, simple living, selfless service and sacrifice</li></ul>
<ul style="list-style-type: none"><li>• To develop the faculties of thinking, analysis and reason, and a habit of learning</li></ul>
<ul style="list-style-type: none"><li>• To impart education of excellence and relevance to present needs</li></ul>
<ul style="list-style-type: none"><li>• To develop and promote a scientific temper and to impart training in practical science and technology, keeping in mind the increasingly technologically-oriented environment</li></ul>
<ul style="list-style-type: none"><li>• To create the willingness and capacity to work with one's hands, promoting a respect for 'soiled hands', dignity of labour and a spirit of self-reliance</li></ul>
<ul style="list-style-type: none"><li>• To provide a background of humanities and social sciences so as to mellow down the harshness of a mechanical world</li></ul>
<ul style="list-style-type: none"><li>• To promote the study of classics and develop pride in national culture and heritage</li></ul>
<ul style="list-style-type: none"><li>• To promote understanding of various beliefs and faiths, fostering an attitude of tolerance and national unity</li></ul>
<ul style="list-style-type: none"><li>• To create the spirit of 'Brotherhood of Man' and to promote the establishment of a classless and casteless society</li></ul>
<ul style="list-style-type: none"><li>• To make rural and urban students aware of each other's problems and foster a fuller understanding of rural life, so as to appreciate the polity, economy and the social forces at work in our country</li></ul>
<ul style="list-style-type: none"><li>• To create consciousness of democratic values and freedoms which an Indian citizen should be prepared to defend</li></ul>
<ul style="list-style-type: none"><li>• To promote respect for the rights of others and an awareness of one's duties and obligations to society</li></ul>
<ul style="list-style-type: none"><li>• To enable students to build a strong character and attain high ethical standards</li></ul>

The aims and objectives focus on developing a complete man, imbued with the values of humanism, secularism, democracy, truthfulness, temperance, courage, humility, simple living, selfless service, sacrifice, scientific temper, willingness and capacity to work with one's hands, the dignity of labor, self-reliance, pride in national culture and heritage, tolerance, national unity, the brotherhood of man, respect for the rights of others and ethics.

The policy emphasizes upon the Institution to engender an understanding and appreciation of the challenges faced by rural and urban students and to help prepare them for a calling suited to their aptitudes, skills, and the needs of society.

## **Educational System**

To fulfil the objectives, the educational system was hence expected to be broad-based, integrated, and interdisciplinary. To develop students holistically, all three types of activities – physical, intellectual, and social are provided to the students.

The spirit of excellence pervades the policy. In major subjects, the standards would be high, coverage wide, and the student introduced to the most recent trends of thought. There would be an emphasis on understanding the fundamentals, basic principles, and inter-linkages, through learning by observation, analysis, and reasoning. Further, the continuous assessment of students' learning, skills, knowledge, and other abilities would help the teachers understand whether the objectives of the policy were met. Further, the medium of instruction would be regional language (Hindi), supplemented by English, with one South Indian Language being also taught.

Broad-based education would be fulfilled by a general education till high school, with pathways towards vocational, technical, and majorly but not exclusively academic streams. This would be reinforced with electives and half courses from both natural and social sciences.

*The following aspects of the educational system were expected to inculcate a strong value system and qualities among the students: Foundation courses and co-curricular activities to inculcate moral values; field experience in farms, factories, and commercial establishments for developing qualities of initiative and creative work; especially taking the journey from a concept in the mind to creating by hand; agricultural operations and village development programs would inculcate the values of social service; and, democratic processes in student activities would foster an appreciation of democracy and collaboration.*

## **Organization**

The administrative aspects of education encompass free education till High school, assistance based on means test beyond that, the opportunity to all to pursue educational and vocational streams, special efforts for weaker sections of society and gifted students through remedial classes and tutorials; provision for lateral entry, non-formal and private education. The provision would be made for workshops, science museums, hobby houses, teaching aids, and libraries. Students would be granted access to agricultural farms, factories, and commercial establishments for the organization of field experience. Facilities would be provided for the execution of innovations.

Further, the emphasis would be on learning and not teaching, by seminars, experimental work, group action, paper reading sessions, and discussions. Students would be provided with adequate counselling and guidance. To facilitate all of the above the Institute staff would be provided with motivational conditions and adequate training.

## **Governance**

The Governing bodies are expected to be small to be efficient, and apolitical. The Head is expected to be a person of good academic qualifications, who genuinely subscribes to the ideals of integrated multi-disciplinary education incorporating work experience as an essential feature and is dedicated to its program. Apart from normal direction and management, he is expected to play an active role by involvement in fieldwork, to infuse the staff and students with enthusiasm. The key functionaries are expected to be imbued with a spirit of service and sacrifice, with some of them being in honorary and dedicated service.

## **ANNEXURE-3**

### **LIST OF IDENTIFIED PARAMETERS AND THE BEST PRACTICES OF DEI TO COMBAT THE COVID -19 CHALLENGE**

#### **1. Planning by Administration**

- a. Visionary Leadership for effective planning and implementation of well thought out ideas– Innovativeness.
- b. Timely Co-ordination and communication between University administration, faculty, students, other staff and local administration.
- c. Decision to follow the Academic Calendar against all odds.
- d. Anticipatory exercise before events happen
- e. Crisis Management

#### **2. Technology Embracement**

- a. Awareness and Competence among students & teachers
- b. Adaptive faculty and students having the right attitude and willing to go the extra mile for serving the larger cause of education – Moral and Spiritual values / Creativity
- c. Paperless and contact less exams
- d. Innovative networks
- e. Virtual supervised e-entrance

#### **3. Infrastructure**

- a. Availability of physical infrastructure in the form of large/ green open spaces (agricultural farms) and dairy on campus and off campus for conducting interactive classes and Exams
- b. Solar agriculture Parks
- c. Techno Shanti Niketan
- d. Availability of IT infrastructure and platforms
- e. E-transportation

#### **4. Quality and Value based Education System**

- a. Blended model of education
- b. Social, Emotional Spiritual needs addressed – no major change in operations
- c. Supervised virtual reality mode of education Quality of Laboratories-
- d. Networking, Engagement of institutes with a co-operative system of education
- e. Affordable education -catering bottom of pyramid

#### **5. Ecology and Environment**

- a. Biodiversity Parks & Green House
- b. Use of Renewable Energy and STP water.

- c. Mist Atomization on roads and pathways to improve air quality index
- d. Organic Solid waste management
- e. Eco-Friendly Bamboo structures- classrooms and creche

#### **6. Health Care Habitat**

- a. Lacto -vegetarians on campus
- b. Regular use of Masks, Sanitizers, Helmets and practice of Social Distancing
- c. Regular Hybrid Sanitization of University premises with 1% Sodium Hypochlorite solution and UV- C light
- d. Prescribing preventive Homeopathic, Ayurvedic, Allopathic medicines and Rapid Antibodies test
- e. Free of cost Ambulance (24Hour), Isolation facility with volunteer support (for positive patients)

#### **7. Employment and entrepreneurship**

- a. Generating employment in agriculture-Production of vegetables
- b. “Earn while you Learn” -for the students by the students
- c. MIT COVID Challenge-Turning the Tide
- d. Recourse sharing
- e. Quantum Jugaad (On campus market platforms) and frugal innovation

#### **8. Inclusive Learning Pathways**

- a. Work Experience Courses-Dignity of labor
- b. Vocational programs- Self Reliance
- c. Superman Scheme-For Better worldliness
- d. Rural Development courses-NSS, Life - long learning
- e. Fields experience (Agriculture operations)- Self less service to humanity

#### **9.Integration and collaborations**

- a. Nature and human being
- b. National and international collaboration -MoUs
- c. Religion and science -Consciousness studies
- d. Joint workshops and Webinars
- e. Student exchange program

#### **10.Social Sensibility**

- a. Medical and rural assistance camp
- b. Stitching of masks by self -help groups at Agra for community distribution
- c. Sense of responsibility and dedication (Social Responsibility)
- d. Non – Denomination University prayer
- e. Respect to all beliefs and faith-Comparative study of religion

### **11.Total Quality Management- Innovation, Initiative, creativity, excellence**

- a. Quality of teachers improved with FDPs by AICTE
- b. University recognition at international and national level for integrated comprehensive unique education system
- c. Multi-dimensional experiments across domains
- d. Capacity to Innovate
- e. Recognitions by government functionaries of work done for tribal estate (Rajaborari) and remote areas (adoption of villages)

### **12.Emotional Stability and Positive Attitude during COVID-19**

- a. Daily Life engagements (Time spent on community service)
- b. Social, emotional spiritual needs addressed – no major change in life style
- c. Friendship and cooperation among faculty members and students (Brotherhood behaviour)
- e. Resilient class
- d. Counselling and orientation
- e. Strong community and alumni support

### **13. Smart Mobile Resilient**

- a. Biodiversity parks
- b. Technology Similarities
- c. Teacher - student understanding the class
- d. Simple living in harmony with Nature and practicing economy in all activities
- e. Smart resilient nursery and primary classes

### **14. System approach**

- a. Interdisciplinary, transdisciplinary, multidisciplinary courses
- b. Later entry
- c. Stakeholder based Decision making (Top to bottom)
- d. 3 weakto DSC integrated education system
- e. Parallel and equivalent vocational education system

### **15. Servant Leadership**

- a. Dignity and respect and practice empathy
- b. Transparency and shared information are practiced.
- c. Employees practice radical self-accountability
- d. Staff and board members seek feedback from all levels on a regular basis
- e. Products are sourced, manufactured, delivered, and consumed with earth-friendly means.

## ANNEXURE-4

### Mean score of Best practices of DEI to combat COVID-19 challenge

<b>Academics</b>	Resilient and mobile class system in DEI has helped to combat education during pandemic.	<b>3.94</b>
<b>Academics</b>	Education during COVID 19 in DEI smart, mobile and resilient.	3.93
<b>Academics</b>	Availability of biodiversity parks, nursery and primary classes helps in making education smart, mobile and resilient.	3.91
<b>Academics</b>	Provision of Lateral entry, interdisciplinary and multidisciplinary courses in DEI system of Education helps in developing adaptability and versatility in students which further helps in combating COVID.	3.88
<b>Academics</b>	To combat COVID -19 DEI used system approach for effective implementation of Education from three weeks to DSC.	3.86
<b>Academics</b>	Paperless and contact less exams	3.83
<b>Academics</b>	Video Lectures	3.72
<b>Academics</b>	Interactive sessions	3.68
<b>Academics</b>	Virtual supervised e-entrance	3.57
<b>Academics</b>	Access to virtual laboratories is easy.	3.49
<b>Inclusive Learning Pathways-Core Courses</b>	The comparative study of religion at DEI make you to respect all religions.	<b>4.09</b>
<b>Inclusive Learning Pathways-Core Courses</b>	Integrating and collaborations of different educational programmes and activities in DEI helps in knowledge updation and exploration.	3.92
<b>Inclusive Learning Pathways-Core Courses</b>	33. Deep integration of nature and mankind in all activities undertaken by DEI has helped in developing the potential to combat the COVID-19 situation.	3.92
<b>Inclusive Learning Pathways-Core Courses</b>	Fields experience (Agriculture operations)- Self less service to humanity	3.91
<b>Inclusive Learning Pathways-Core Courses</b>	32. Joint workshops, webinars and student exchange program run by DEI has been proved effective in making education more innovative and versatile during COVID period.	3.87
<b>Inclusive Learning Pathways-Core Courses</b>	Work Experience Courses-Dignity of labor	3.84
<b>Ecology and Environment</b>	Tree Plantation-Biodiversity Parks & Green House	<b>4.22</b>
<b>Ecology and Environment</b>	Use of Renewable Energy	4.14
<b>Ecology and Environment</b>	Organic Farming and Green house Technology have enhanced the practical application of theoretical learning.	4.04
<b>Ecology and Environment</b>	Organic Solid waste management	4.01
<b>Ecology and Environment</b>	Eco-Friendly Bamboo structures- classrooms and creche	3.98
<b>Ecology and Environment</b>	Mist Atomization on roads and pathways to improve air quality index.	3.94
<b>Employment and entrepreneurship</b>	Skilling -“Earn while you Learn” -for the students by the students	<b>3.91</b>
<b>Employment and entrepreneurship</b>	Avenues such as Quantum jugaad and frugal innovation	3.90
<b>Employment and entrepreneurship</b>	Generating employment in agriculture-Production of vegetables	3.87
<b>Employment and entrepreneurship</b>	Sharing Recourses	3.87
<b>Health and Habitat</b>	Adherence to Use of Masks, sanitizers, helmets has ensured the healthy environment.	<b>4.20</b>



<b>Health and Habitat</b>	Practice of Social Distancing norms have enabled the healthy habitat.	4.07
<b>Health and Habitat</b>	Free of cost Ambulance (24Hour), Isolation facility with volunteer support (for positive patients)	3.92
<b>Health and Habitat</b>	Timely preventive measures like rapid antibodies test are taken.	3.81
<b>Management and Administration</b>	<b>Timely Co-ordination and communication</b>	<b>3.97</b>
<b>Management and Administration</b>	Online supervised mode of classes and examination	3.92
<b>Management and Administration</b>	Wide availability of bio-diversity conducting the academic activities	3.91
<b>Management and Administration</b>	Anticipatory exercise before events happens	3.90
<b>Management and Administration</b>	Access to infrastructure to go online easily	3.89
<b>Management and Administration</b>	Visionary Leadership	3.87
<b>Management and Administration</b>	Crisis Management	3.87
<b>Management and Administration</b>	Available technological resources	3.86
<b>Management and Administration</b>	Follow the Academic Calendar against all odds	3.83
<b>Servant Leadership</b>	Products are sourced, manufactured, delivered, and consumed with earth-friendly means.	<b>3.95</b>
<b>Servant Leadership</b>	Employees practice radical self-accountability	3.94
<b>Servant Leadership</b>	Staff and board members seek feedback from all levels	3.94
<b>Servant Leadership</b>	Transparency and shared information	3.93
<b>Servant Leadership</b>	Dignity and respect and practice empathy	3.91
<b>Social Sensibility</b>	University prayer reflect its secular nature.	<b>4.06</b>
<b>Social Sensibility</b>	The university identified across the globe for its spirit of innovation and societal outreach.	4.02
<b>Social Sensibility</b>	The institute education system caters for the all-round development of a student/individual.	3.99
<b>Social Sensibility</b>	Education during COVID 19 in DEI smart, mobile and resilient.	3.93
<b>Social Sensibility</b>	The spirit of brotherhood among staff and students has helped them to fight emotional and financial stress.	3.90
<b>Social Sensibility</b>	The emotional and academic needs of the students have been satisfactory addressed through interactive and counselling sessions.	3.80

## ANNUXURE -5

### Mean Score Top 4 Best Practices of each Parameter to Combat COVID -19

Mean Score Top 4 Best Practices of each Parameter to Combat COVID -19				
Parameter	1	2	3	4
Academics	3.94	3.93	3.91	3.88
Ecology and Environment	4.22	4.14	4.04	4.01
Employment and entrepreneurships	3.91	3.90	3.87	3.87
Health and Habitat	4.20	4.07	3.92	3.81
Inclusive Learning Pathways-Core Courses	4.09	3.92	3.92	3.91
Management and Administration	3.97	3.92	3.91	3.90
Servant Leadership	3.95	3.94	3.94	3.93
Social Sensibility	4.06	4.02	3.99	3.93

## ANNEXURE -6

SN	Category	Problems	@ DEI
A	Cost of Treatment and availability of hospitals	Driven families to below poverty line Decrease in doctor-patient interaction Inadequate hospital beds Delivery of essential healthcare services crippled (diagnosis and treatment) Increased number of infections Increased false negatives underreporting of cases Poor Health Resources	Low cost of healthcare Reliable Testing Rural Outreach programs to provide healthcare Increased Testing Integrated Healthcare- Ayurvedic, Homeopathic and Allopathic
B	Women	Social and mental wellbeing Access to healthcare services (especially sexual and reproductive) Increased violence against women gender stereotypes	24*7 healthcare availability
C	Students/Children/ Education	Prolonged confinement Education compromised Closure of educational Institutions Digital divide (poor connectivity) Less socializing	Education never stopped. Blended model of education is followed Vidya Prasara, e-DEI, distance centres contributed to the reach of education during the lockdown period Video Lectures, Interactive Sessions, ensured the activities Innovative and Effective Examination System Timely declaration of results
D	Government Issues/Politics	Challenge for the government to balance individual rights and interest of society. Lack of accurate information about the virus. Difficult to Preserve the Human Rights Wearing Masks is voluntary Liberal Social Distancing Norms	Liaison with the local government NSS activities to help the government spread the message of precautions of COVID-19 SHGs helped the making and supply of masks.
E	Personal Lifestyle	Balancing between work from home and work for home. Improper Personal Hygiene Social Disconnect Lack of Professionalism Restrained Amusement and Travel	Workplace infrastructure setup at home. Manage the time for the family and for work. Vigilant about sanitization. Dignity of Labour has always kept the individual grounded. Connected to the soil, self-reliance principle has hardly affected the lifestyle of the individuals at Dayalbagh.

<b>F</b>	Society and Culture	<p>Society has moved from multiculturalism to racism: COVID-19 patients are discriminated against and are isolated.</p> <p>Loss of employment</p> <p>Social Isolation (Psychological burden, absence of coping mechanism-friends and family)</p> <p>Fear of pandemic</p> <p>Loss of livelihood</p> <p>Other economic and health fallouts</p> <p>Society has moved From Multiculturalism to Racism</p>	<p>Believe in casteless and classless society.</p> <p>Follow of Proper Quarantine Norms</p> <p>There was no loss of livelihood as everything was normal at DEI</p>
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## ANNEXURE -7

### Comparison of DEI Top Five Activities /Practices Before and During COVID-19 Contributing to 17 SDGs.

Goal	Activities at DEI Before COVID -19	Best Practices of DEI During COVID-19	Most Effective Activity/Practice of DEI
<b>Goal 1 NO POVERTY</b>	<ul style="list-style-type: none"> <li>Rural and tribal empowerment</li> <li>Affordable and accessible education</li> <li>Earn -while -you-learn</li> <li>Quantum Jugaad: Innovative, Flexible, Economical Solutions</li> <li>Agriculture Operations</li> </ul>	<ul style="list-style-type: none"> <li>Skilling “Earn while you Learn”</li> <li>Quantum jugaad and frugal innovation</li> <li>Tree Plantation- Biodiversity Parks</li> <li>Free of cost Ambulance (24Hour)</li> <li>Affordable &amp; Accessible Education</li> </ul>	<ul style="list-style-type: none"> <li>Affordable and accessible education</li> <li>Quantum Jugaad: Innovative , Flexible, Economical Solutions</li> </ul>
<b>Goal -2 ZERO HUNGER</b>	<ul style="list-style-type: none"> <li>Community Kitchen</li> <li>Agriculture operation</li> <li>Quantum Jugaad: Innovative, Flexible, Economical Solutions</li> <li>Rural Development</li> <li>Dairy Operations</li> </ul>	<ul style="list-style-type: none"> <li>Skilling “Earn while you Learn”</li> <li>Quantum jugaad and frugal innovation</li> <li>Tree Plantation- Biodiversity Parks</li> <li>Timely Co-ordination and communication</li> <li>Use of Renewable Energy</li> </ul>	<ul style="list-style-type: none"> <li>Quantum Jugaad: Innovative , Flexible, Economical Solutions</li> </ul>

<b>Goal 3</b> <b>Good Health and Well-Being</b>	<ul style="list-style-type: none"> <li>• Free medical camp</li> <li>• Agriculture operation</li> <li>• Evolutionary Superman Scheme</li> <li>• Quantum Jugaad Innovative, Flexible, Economical Solutions</li> <li>• Rural &amp; Tribal Empowerment</li> </ul>	<ul style="list-style-type: none"> <li>• Visionary Leadership</li> <li>• Adherence to Use of Masks, sanitizers</li> <li>• Quantum jugaad and frugal innovation</li> <li>• Tree Plantation-Biodiversity Parks</li> <li>• Crisis Management</li> </ul>	<ul style="list-style-type: none"> <li>• Quantum Jugaad Innovative, Flexible, Economical Solutions</li> </ul>
<b>Goal 4</b> <b>Quality Education</b>	<ul style="list-style-type: none"> <li>• Affordable and accessible education</li> <li>• Day boarding school</li> <li>• Value Education</li> <li>• School of Languages</li> <li>• Open Day</li> </ul>	<ul style="list-style-type: none"> <li>• Visionary Leadership</li> <li>• Affordable &amp; Accessible Education</li> <li>• Resilient and mobile classes</li> <li>• Paperless and contact less exams</li> <li>• University prayer reflect its secular nature</li> </ul>	<ul style="list-style-type: none"> <li>• Affordable &amp; Accessible Education</li> </ul>
<b>Goal 5</b> <b>Gender Equality</b>	<ul style="list-style-type: none"> <li>• Rural &amp; Tribal Empowerment</li> <li>• Quantum Jugaad Innovative, Flexible, Economical Solutions</li> <li>• Evolutionary Superman Scheme</li> <li>• Village Development</li> <li>• Affordable &amp; Accessible Education</li> </ul>	<ul style="list-style-type: none"> <li>• Visionary Leadership</li> <li>• Affordable &amp; Accessible Education</li> <li>• Skilling “Earn while you Learn”</li> <li>• Quantum jugaad and frugal innovation</li> <li>• Fields experience - Agriculture operations</li> </ul>	<ul style="list-style-type: none"> <li>• Affordable &amp; Accessible Education</li> </ul>
<b>Goal 6</b> <b>Clean Water and Sanitation</b>	<ul style="list-style-type: none"> <li>• Waste to wealth</li> <li>• Rural &amp; Tribal Empowerment</li> <li>• Dairy Operations</li> <li>• Core Courses</li> <li>• Affordable &amp; Accessible Education</li> </ul>	<ul style="list-style-type: none"> <li>• Quantum jugaad and frugal innovation</li> <li>• Tree Plantation-Biodiversity Parks</li> <li>• Crisis Management</li> <li>• Use of Renewable Energy</li> </ul>	<ul style="list-style-type: none"> <li>• Affordable &amp; Accessible Education</li> </ul>

		<ul style="list-style-type: none"> <li>Affordable &amp; Accessible Education</li> </ul>	
<b>Goal 7</b> <b>Affordable and Clean Energy</b>	<ul style="list-style-type: none"> <li>Quantum Jugaad: Innovative, Flexible, Economical Solutions</li> <li>Waste to wealth</li> <li>Green campus</li> <li>Dairy Operations</li> <li>Rural &amp; Tribal Empowerment</li> </ul>	<ul style="list-style-type: none"> <li>Quantum jugaad and frugal innovation</li> <li>Use of Renewable Energy</li> <li>Affordable &amp; Accessible Education</li> <li>Generating employment in agriculture-Production of vegetables</li> <li>Research Divisions</li> </ul>	<ul style="list-style-type: none"> <li>Quantum jugaad and frugal innovation</li> <li>Waste to wealth/ Use of Renewable Energy</li> </ul>
<b>Goal 8</b> <b>Decent Work and Economic Growth</b>	<ul style="list-style-type: none"> <li>Rural and tribal empowerment</li> <li>Quantum Jugaad: Innovative, Flexible, Economical Solutions</li> <li>Agriculture Operations</li> <li>Earn While You Learn</li> <li>Evolutionary Superman Scheme</li> </ul>	<ul style="list-style-type: none"> <li>Skilling “Earn while you Learn”</li> <li>Quantum jugaad and frugal innovation</li> <li>Work Experience Courses-Dignity of labour</li> <li>Affordable &amp; Accessible Education</li> <li>Inclusive Learning Pathways-Core Courses</li> </ul>	<ul style="list-style-type: none"> <li>Earn While You Learn</li> <li>Quantum Jugaad: Innovative, Flexible, Economical Solutions</li> <li>Inclusive Learning Pathways-Core Courses-Agriculture Operations</li> </ul>

<b>Goal 9</b> <b>Industry, Innovation, and Infrastructure</b>	<ul style="list-style-type: none"> <li>• Quantum Jugaad: Innovative, Flexible, Economical Solutions</li> <li>• Labs on land</li> <li>• Innovation &amp; Incubation</li> <li>• Agriculture Operations</li> <li>• Rural &amp; Tribal Empowerment</li> </ul>	<ul style="list-style-type: none"> <li>• Skilling “Earn while you Learn”</li> <li>• Quantum jugaad and frugal innovation</li> <li>• Fields experience - Agriculture operations</li> <li>• Use of Renewable Energy</li> <li>• Generating employment in agriculture-Production of vegetables</li> </ul>	<ul style="list-style-type: none"> <li>• Quantum Jugaad: Innovative, Flexible, Economical Solutions</li> <li>• Fields experience - Agriculture operations</li> <li>• Generating employment in agriculture - Production of vegetables / Rural &amp; Tribal Empowerment</li> </ul>
<b>Goal 10</b> <b>Reduced Inequalities</b>	<ul style="list-style-type: none"> <li>• Rural and tribal empowerment</li> <li>• Agriculture operations</li> <li>• Evolutionary Superman Scheme</li> <li>• Dairy Operations</li> <li>• Affordable &amp; Accessible Education</li> </ul>	<ul style="list-style-type: none"> <li>• Affordable &amp; Accessible Education</li> <li>• Skilling “Earn while you Learn”</li> <li>• Quantum jugaad and frugal innovation</li> <li>• Crisis Management</li> <li>• Fields experience - Agriculture operations</li> </ul>	<ul style="list-style-type: none"> <li>• Fields experience - Agriculture operation</li> <li>• Affordable &amp; Accessible Education</li> </ul>
<b>Goal 11</b> <b>Sustainable Cities and Communities</b>	<ul style="list-style-type: none"> <li>• Rural &amp; Tribal Empowerment</li> <li>• Quantum Jugaad: Innovative, Flexible, Economical Solutions</li> </ul>	<ul style="list-style-type: none"> <li>• Quantum jugaad and frugal innovation</li> <li>• Adherence to Use of Masks, sanitizers</li> </ul>	<ul style="list-style-type: none"> <li>• Quantum Jugaad: Innovative, Flexible, Economical Solutions</li> </ul>



	<ul style="list-style-type: none"> <li>• Labs on Land</li> <li>• Consciousness Studies</li> <li>• Affordable &amp; Accessible Education</li> </ul>	<ul style="list-style-type: none"> <li>• Visionary Leadership</li> <li>• Use of Renewable Energy</li> <li>• Affordable &amp; Accessible Education</li> </ul>	<ul style="list-style-type: none"> <li>• Affordable &amp; Accessible Education</li> </ul>
<b>Goal 12 Responsible Consumption and Production</b>	<ul style="list-style-type: none"> <li>• Agricultural operations</li> <li>• Core Courses</li> <li>• Affordable &amp; Accessible Education</li> <li>• Job Fairs</li> <li>• Value Education</li> </ul>	<ul style="list-style-type: none"> <li>• Skilling -Earn while you Learn”</li> <li>• Quantum jugaad and frugal innovation</li> <li>• Tree Plantation- Biodiversity Parks</li> <li>• Use of Renewable Energy</li> <li>• Mist Atomization on roads and pathways</li> </ul>	<ul style="list-style-type: none"> <li>• Agricultural operations / Tree Plantation - Biodiversity Parks</li> </ul>
<b>Goal 13 Climate Action</b>	<ul style="list-style-type: none"> <li>• Rural &amp; Tribal Empowerment</li> <li>• Agriculture Operations</li> <li>• Work Experience</li> <li>• Core Courses</li> <li>• Waste to Wealth</li> </ul>	<ul style="list-style-type: none"> <li>• Skilling -Earn while you Learn”</li> <li>• Tree Plantation- Biodiversity Parks</li> <li>• Use of Renewable Energy</li> <li>• Mist Atomization on roads and pathways</li> <li>• Organic Solid waste management</li> </ul>	<ul style="list-style-type: none"> <li>• Agriculture Operations/ Tree Plantation - Biodiversity Parks</li> <li>• Waste to Wealth/ Organic Solid waste management</li> </ul>
<b>Goal 14 Life Below Water</b>	<ul style="list-style-type: none"> <li>• Research Division</li> <li>• Village development</li> <li>• Value Education</li> </ul>	<ul style="list-style-type: none"> <li>• Research Divisions</li> <li>• Use of Renewable Energy</li> </ul>	<ul style="list-style-type: none"> <li>• Research Division</li> </ul>

	<ul style="list-style-type: none"> <li>• Work Experience Courses</li> <li>• Waste to Wealth</li> </ul>	<ul style="list-style-type: none"> <li>• Tree Plantation- Biodiversity Parks</li> <li>• Affordable &amp; Accessible Education</li> <li>• Mist Atomization on roads and pathways</li> </ul>	
<b>Goal 15</b> <b>Life on Land</b>	<ul style="list-style-type: none"> <li>• Agriculture Operations</li> <li>• Waste to Wealth</li> <li>• Labs on Land</li> <li>• Affordable &amp; Accessible Education</li> <li>• Rural &amp; Tribal Empowerment</li> </ul>	<ul style="list-style-type: none"> <li>• Skilling “Earn while you Learn”</li> <li>• Quantum jugaad and frugal innovation</li> <li>• Tree Plantation- Biodiversity Parks</li> <li>• Use of Renewable Energy</li> <li>• Organic Solid waste management</li> </ul>	<ul style="list-style-type: none"> <li>• Labs on Land/ Tree Plantation - Biodiversity Parks</li> </ul>
<b>Goal 16</b> <b>Peace, Justice and Strong Institutions</b>	<ul style="list-style-type: none"> <li>• Value Education</li> <li>• Core Courses</li> <li>• Quality &amp; Value Day</li> <li>• Research Divisions</li> <li>• Affordable &amp; Accessible Education</li> </ul>	<ul style="list-style-type: none"> <li>• Skilling “Earn while you Learn”</li> <li>• Quantum jugaad and frugal innovation</li> <li>• Visionary Leadership</li> <li>• Qualities and Values Day</li> <li>• Research Divisions</li> </ul>	<ul style="list-style-type: none"> <li>• Qualities and Values Day</li> <li>• Research Divisions</li> </ul>

# DAYALBAGH EDUCATIONAL INSTITUTE SURVEY ON THE BEST PRACTICES TO COMBAT THE COVID -19 CHALLENGE

DEI has been successful in coping with the challenges of the pandemic and has continued its activities under severe constraints and restrictions. This has been possible due to a number of activities/initiatives and shared human values that stem from the philosophy and the guiding principles of the institute on which the education system of DEI lays itself. Thus, it is important to understand how the Education Philosophy of DEI (1975), ISM model and Sigma Six Q approach has supported the whole system of DEI to withstand the challenges of the pandemic and continue its growth and development becoming self-sufficient.

The survey will take about 15 mins to complete. All responses and associated personal information will be treated in strictest confidence.

**\* Required**

1. Email address \*

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2. Name \*

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## 3. Faculty/College/ School \*

*Mark only one oval.*

- ☐ Arts
- ☐ Commerce
- ☐ Education
- ☐ Engineering
- ☐ Science
- ☐ Social Science
- ☐ Integrated Alternative Medicine (AYUSH)
- ☐ Technical College
- ☐ Centre for Applied Rural Technology
- ☐ DEI Women's Polytechnic
- ☐ Prem Vidyalaya Girls Intermediate College
- ☐ REI Intermediate College
- ☐ Other: \_\_\_\_\_

## 4. Department

\_\_\_\_\_

## 5. Student /Alumni \*

*Mark only one oval.*

- ☐ Student
- ☐ Alumni

## 6. Year of passing(if Alumni)

\_\_\_\_\_

7. Class/ Course (If studying)

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8. Semester

*Mark only one oval.*

- ☐ I
- ☐ II
- ☐ III
- ☐ IV
- ☐ V
- ☐ VI
- ☐ VII
- ☐ VIII

9. Gender \*

*Mark only one oval.*

- ☐ Female
- ☐ Male

10. Category \*

*Mark only one oval.*

- ☐ GN
- ☐ OBC
- ☐ SC
- ☐ ST
- ☐ PH
- ☐ Minority

11. Rural/ Urban \*

*Mark only one oval.*

- ☐ Rural
- ☐ Urban

**INSTRUCTIONS**

Here are the important activities/practices of Dayalbagh Educational Institute which have helped to combat COVID -19 challenges. As you are a part of Dayalbagh Education Institute, please select activity/practice, then specify to what extent does this aspect helpful in handling this pandemic. Please rate your responses on a five-point Likert scale-

यहां दयालबाग एजुकेशनल इंस्टीट्यूट की महत्वपूर्ण गतिविधिया हैं जिन्होंने COVID -19 चुनौतियों से निपटने में मदद की है। जैसा कि आप दयालबाग शिक्षा संस्थान का हिस्सा हैं, कृपया गतिविधि / अभ्यास का चयन करें, फिर निर्दिष्ट करें कि यह पहलू इस महामारी से निपटने में किस हद तक सहायक रहा है। कृपया अपनी प्रतिक्रियाओं को पाँच-बिंदु लाइकेर्ट स्केल पैमाने पर रेट करें-

1 - Very small 2 - Small 3 - fair 4 -Good 5 -Excellent

12. 1. Visionary Leadership at DEI has been the driving force for implementing innovations at the institute during COVID-19. डीईआई का दूरदर्शी नेतृत्व संस्थान में कोविड-19 के दौरान नवाचरों के लिए सबसे प्रेरक शक्ति रहा। \*

*Mark only one oval.*

- ☐ Very small
- ☐ Small
- ☐ Fair
- ☐ Good
- ☐ Excellent

13. 2. The institute followed a well planned and coordinated strategy to communicate the staff and students and other stakeholders of DEI to handle the CORONA crisis. संस्थान ने कोरोना संकट से निपटने के लिए कर्मचारियों और छात्रों और DEI के अन्य हितधारकों को सूचित करने के लिए एक सुनियोजित और समन्वित रणनीति का पालन किया। \*

*Mark only one oval.*

- ☐ Very small
- ☐ Small
- ☐ Fair
- ☐ Good
- ☐ Excellent

14. 3. The institute commitment to adhere to its academic calendar during CORONA crisis happened due to its visionary leadership and ability to foresee the crisis.1. कोरोना संकट के दौरान अपने अकादमिक कैलेंडर का पालन करने के लिए संस्थान प्रतिबद्ध था, यह दूरदर्शी नेतृत्व और संकट को पहचानने एवं उसे दूर करने की क्षमता के कारण संभव हुआ। \*

*Mark only one oval.*

- ☐ Very small
- ☐ Small
- ☐ Fair
- ☐ Good
- ☐ Excellent

15. 4. DEI community was ready with technology to be used for academic activities during and post pandemic. महामारी के दौरान और बाद की शैक्षणिक गतिविधियों के लिए इस्तेमाल की जाने वाली तकनीक के साथ डीईआई समुदाय पहले से तैयार था। \*

*Mark only one oval.*

- ☐ Very small
- ☐ Small
- ☐ Fair
- ☐ Good
- ☐ Excellent



16. 5. Adaptive and flexible attitude helped us to face the crisis without a single day loss of academic calendar. अनुकूली और लचीले रवैये ने हमें अकादमिक कैलेंडर के एक दिन के नुकसान के बिना संकट का सामना करने में मदद की। \*

*Mark only one oval.*

- ☐ Very small
- ☐ Small
- ☐ Fair
- ☐ Good
- ☐ Excellent

17. 6. DEI community has access to infrastructure to go online easily. डीईआई समुदाय के पास ऑनलाइन गतिविधियों के लिए बुनियादी ढांचा पहले से उपलब्ध था। \*

*Mark only one oval.*

- ☐ Very small
- ☐ Small
- ☐ Fair
- ☐ Good
- ☐ Excellent

18. 7. Available technological resources and flexible mindsets help to leavage available resources during Covid crisis. उपलब्ध तकनीकी संसाधन और लचीली मानसिकता ने कोविड संकट के दौरान उपलब्ध संसाधनों का लाभ उठाने में मदद की। \*

*Mark only one oval.*

- ☐ Very small
- ☐ Small
- ☐ Fair
- ☐ Good
- ☐ Excellent

19. 8. Wide availability of bio-diversity campus of the institute helped in conducting the academic activities without the fail. संस्थान में जैव-विविधता ( bio-diversity ) परिसर की व्यापक उपलब्धता ने असफलता के बिना शैक्षणिक गतिविधियों के संचालन में मदद की। \*

*Mark only one oval.*

- ☐ Very small
- ☐ Small
- ☐ Fair
- ☐ Good
- ☐ Excellent

20. 9. The institute has embraced unique and innovative land of online supervised mode of classes and examination due to the commitment of staff and students. संस्थान, कर्मचारियों और छात्रों की प्रतिबद्धता के कारण ही कक्षाओं और परीक्षा के ऑनलाइन पर्यवेक्षित मोड की अनूठी और अभिनव शैली को अपनाने में DEI सफल रहा। \*

*Mark only one oval.*

- ☐ Very small
- ☐ Small
- ☐ Fair
- ☐ Good
- ☐ Excellent

21. 10. The classes are moderated by teachers using suitable technology. शिक्षकों द्वारा उपयुक्त प्रौद्योगिकी का उपयोग करके कक्षाएं संचालित की जाती हैं। \*

*Mark only one oval.*

- ☐ Very small
- ☐ Small
- ☐ Fair
- ☐ Good
- ☐ Excellent

22. 11. The interactive sessions have enabled the quality education through doubt clearing sessions. संवादात्मक सत्रों (interactive sessions) ने संदेह समाधान के माध्यम से गुणवत्तापूर्ण शिक्षा को संभव किया है \*

*Mark only one oval.*

- ☐ Very small
- ☐ Small
- ☐ Fair
- ☐ Good
- ☐ Excellent

23. 12. Video Lectures has enhanced the reach of education. वीडियो लेक्चर की सुविधा ने शिक्षा की पहुंच को विस्तृत किया है \*

*Mark only one oval.*

- ☐ Very small
- ☐ Small
- ☐ Fair
- ☐ Good
- ☐ Excellent

24. 13. Access to virtual laboratories is easy. आभासी प्रयोगशालाओं तक पहुंच आसान हुई है \*

*Mark only one oval.*

- ☐ Very small  
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☐ Fair  
☐ Good  
☐ Excellent

25. 14. Virtual Laboratories has enhanced the learning process during the COVID-19 pandemic. आभासी प्रयोगशालाओं ने कोविड-19 महामारी के दौरान सीखने की प्रक्रिया को आगे बढ़ाया है। \*

*Mark only one oval.*

- ☐ Very small  
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☐ Good  
☐ Excellent

26. 15. Tree Plantation has improved the air quality, and the green cover. वृक्षारोपण ने हवा की गुणवत्ता, हरित भू-भाग में विस्तार और सुधार किया है \*

*Mark only one oval.*

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☐ Fair  
☐ Good  
☐ Excellent

27. 16. Organic Farming and Green house Technology have enhanced the practical application of theoretical learning. जैविक खेती और ग्रीनहाउस तकनीक ने सैद्धांतिक शिक्षण के व्यावहारिक अनुप्रयोग को बढ़ाया है। \*

*Mark only one oval.*

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- ☐ Fair
- ☐ Good
- ☐ Excellent

28. 17. Plantation of trees by the students have built the emotional touch with the environment. छात्रों द्वारा वृक्षारोपण ने पर्यावरण के साथ साथ उनके भावनात्मक जुड़ाव का भी निर्माण किया है। \*

*Mark only one oval.*

- ☐ Very small
- ☐ Small
- ☐ Fair
- ☐ Good
- ☐ Excellent

29. 18. Mist Atomization on roads and pathways to improve air quality index. वायु गुणवत्ता सूचकांक में सुधार के लिए सड़कों और पैदल मार्गों पर धुंध एटमाइजेशन का प्रयोग किया गया। \*

*Mark only one oval.*

- ☐ Very small
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- ☐ Fair
- ☐ Good
- ☐ Excellent

30. 19. Recycling of solid waste by students have provided innovative and creative structures in the campus. छात्रों द्वारा ठोस कचरे के पुनर्चक्रण ने परिसर में नवीन और रचनात्मक संरचनाएं प्रदान की हैं। \*

*Mark only one oval.*

- ☐ Very small
- ☐ Small
- ☐ Fair
- ☐ Good
- ☐ Excellent

31. 20. Eco-friendly bamboo structures for toddlers have provided safe and conducive environment of learning with peers. पर्यावरण के अनुकूल बांस संरचनाओं ने शिशुओं को साथियों के साथ सीखने का सुरक्षित और अनुकूल वातावरण प्रदान किया है। \*

*Mark only one oval.*

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- ☐ Small
- ☐ Fair
- ☐ Good
- ☐ Excellent

32. 21. Adherence to Use of Masks, sanitizers, helmets has ensured the healthy environment. मास्क, सैनिटाइजर, हेलमेट के उपयोग का पालन स्वस्थ वातावरण सुनिश्चित करता है \*

*Mark only one oval.*

- ☐ Very small
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- ☐ Fair
- ☐ Good
- ☐ Excellent

33. 22. Practice of Social Distancing norms have enabled the healthy habitat. सामाजिक दूरी का पालन के अभ्यास ने स्वस्थ आवासीय परिवेश को संभव किया है \*

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34. 23. Timely preventive measures like rapid antibodies test are taken. एंटीबॉडी परीक्षण जैसे निवारक उपाय समय पर किए गए। \*

*Mark only one oval.*

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☐ Excellent

35. 24. Provision of Free of Cost Ambulance (24 hour), Isolation facility with volunteer support (for positive patients) has enabled the better management of COVID PANDEMIC. मुफ्त एम्बुलेंस (24 घंटे) का प्रावधान, स्वयंसेवक समर्थन के साथ अलगाव की सुविधा (कोविड रोगियों के लिए) ने महामारी के बेहतर प्रबंधन को संभव किया है। \*

*Mark only one oval.*

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☐ Excellent

36. 25. DEI enables you to develop entrepreneurial skills which are helpful in combating COVID 19. डीईआई आपको उद्यमी कौशल विकसित करने में सक्षम बनाता है, जो कोविड-19 का मुकाबला करने में सहायक बना? \*

*Mark only one oval.*

- ☐ Very small
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- ☐ Fair
- ☐ Good
- ☐ Excellent

37. 26. Avenues such as Quantum jugaad and frugal innovation initiated by DEI Education system has helped students to become self-dependent during COVID-19 time. डीईआई की शिक्षा प्रणाली में शुरू किए गए क्वांटम जुगाड़ और मितव्ययी नवाचार जैसे सिद्धांतों ने छात्रों को कोविड-19 के दौरान आत्म निर्भर बनने में मदद की है। \*

*Mark only one oval.*

- ☐ Very small
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- ☐ Good
- ☐ Excellent



38. 27. Resource sharing among different institutional activities has helped DEI to deal with the situation of to deal with the situation of resource crisis during the pandemic period. संस्थान की विभिन्न गतिविधियों के बीच संसाधनों का साझाकरण ने महामारी की अवधि के दौरान संसाधन संकट की स्थिति से निपटने में डीईआई की मदद की है। \*

*Mark only one oval.*

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- ☐ Good
- ☐ Excellent

39. 28. Inclusive learning pathways in DEI Education system helps in developing overall personality of students during the COVID times. डीईआई शिक्षा प्रणाली में सीखने की समावेशी विधि ने कोविड-19 के दौरान छात्रों के समग्र व्यक्तित्व को विकसित करने में मदद किया है। \*

*Mark only one oval.*

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- ☐ Excellent

40. 29. Work experience and vocational courses run by DEI enables to student to earn their own livelihood during the crisis of COVID 19. डीईआई द्वारा संचालित कार्य अनुभव और व्यावसायिक पाठ्यक्रम विद्यार्थियों को कोविड-19 संकट के दौरान अपनी आजीविका अर्जित करने में सक्षम बनाते हैं। \*

*Mark only one oval.*

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- ☐ Fair
- ☐ Good
- ☐ Excellent

41. 30. Different agricultural activities and superman scheme for children in built in DEI Education system helps in evolving into a better person to combat the crisis in COVID 19. डीईआई शिक्षा प्रणाली, बच्चों के लिए विभिन्न कृषि गतिविधियों और सुपरमैन योजना ने उन्हें कोविड-19 में संकट से निपटने के लिए एक बेहतर व्यक्ति के रूप में विकसित होने में मदद करता है \*

*Mark only one oval.*

- ☐ Very small
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- ☐ Good
- ☐ Excellent

42. 31. Integrating and collaborations of different educational programmes and activities in DEI helps in knowledge updation and exploration. डी.ई.आई. में विभिन्न शैक्षिक कार्यक्रमों और गतिविधियों के एकीकरण और सहयोग से ज्ञान वर्धन और अन्वेषण में मदद मिलती है \*

*Mark only one oval.*

- ☐ Very small
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- ☐ Fair
- ☐ Good
- ☐ Excellent

43. 32. Joint workshops, webinars and student exchange program run by DEI has been proved effective in making education more innovative and versatile during COVID period. डी.ई.आई. द्वारा आयोजित की गई संयुक्त कार्यशालाएं, वेबिनार और छात्र विनिमय कार्यक्रम कोविड अवधि के दौरान शिक्षा को और अधिक नवीन और बहुमुखी बनाने में प्रभावी सिद्ध हुए हैं । \*

*Mark only one oval.*

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- ☐ Excellent

44. 33. Deep integration of nature and mankind in all activities undertaken by DEI has helped in developing the potential to combat the COVID-19 situation. डी.ई.आई द्वारा की गई सभी गतिविधियों में प्रकृति और मानवता से गहरे जुड़ाव ने कोविड-19 की परिस्थिति से सामना करने की क्षमताओं का विकास किया। \*

*Mark only one oval.*

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- ☐ Excellent

45. 34. University prayer reflect its secular nature. विश्वविद्यालय की प्रार्थना इसकी धर्मनिरपेक्ष प्रकृति को दर्शाती है। \*

*Mark only one oval.*

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- ☐ Excellent

46. 35. The comparative study of religion at DEI make you to respect all religions. डी.ई.आई में धर्म का तुलनात्मक अध्ययन (CRC) आपको सभी धर्मों का सम्मान करने के लिए तैयार करता है। \*

*Mark only one oval.*

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- ☐ Excellent

47. 36. The university identified across the globe for its spirit of innovation and societal outreach. विश्वविद्यालय दुनिया भर में अपनी नवाचार की क्षमताओं और सामाजिक जुड़ाव की भावना के लिए पहचाना जाता है। \*

*Mark only one oval.*

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- ☐ Excellent

48. 37. The institute education system caters for the all-round development of a student/individual. संस्थान की शिक्षा प्रणाली एक छात्र / व्यक्ति के सर्वांगीण विकास के लिए कार्य करती है। \*

*Mark only one oval.*

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- ☐ Excellent

49. 38. The spirit of brotherhood among staff and students has helped them to fight emotional and financial stress. अध्यापकों और छात्रों के बीच भाईचारे की भावना ने उन्हें भावनात्मक और वित्तीय तनाव से लड़ने में मदद की है। \*

*Mark only one oval.*

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- ☐ Excellent

50. 39. The emotional and academic needs of the students have been satisfactory addressed through interactive and counselling sessions. छात्रों की भावनात्मक और शैक्षणिक आवश्यकताओं को परस्पर संवाद और परामर्श सत्रों के माध्यम से संतोषजनक रूप से पूरा किया गया । \*

*Mark only one oval.*

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- ☐ Good
- ☐ Excellent

51. 40. Education during COVID 19 in DEI smart, mobile and resilient. डी.ई.आई में कोविड 19 के दौरान शिक्षा को समझदारी के साथ , परिस्थिति के अनुरूप तकनीकी माध्यमों का प्रयोग करते हुए पूरा किया गया \*

*Mark only one oval.*

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- ☐ Excellent

52. 41. Availability of biodiversity parks, nursery and primary classes helps in making education smart, mobile and resilient. जैव विविधता उद्यान की उपलब्धता, प्राथमिक कक्षाओं ने शिक्षा को स्मार्ट, मोबाइल और लचीला बनाने में मदद करती है। \*

*Mark only one oval.*

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- ☐ Excellent

53. 42. Resilient and mobile class system in DEI has helped to combat education during pandemic. डी.ई.आई में लचीली एवं मोबाइल कक्षा प्रणाली ने महामारी के दौरान शिक्षा की कठिनाइयों से जूझने में मदद की है। \*

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- ☐ Excellent

54. 43. To combat COVID -19 DEI used system approach for effective implementation of Education from three weeks to DSC. कोविड-19 से निपटने के लिए, डी.ई.आई. ने तीन सप्ताह से DSC तक शिक्षा के प्रभावी कार्यान्वयन के लिए सिस्टम दृष्टिकोण का उपयोग किया. \*

*Mark only one oval.*

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- ☐ Excellent

55. 44. Provision of Lateral entry, interdisciplinary and multidisciplinary courses in DEI system of Education helps in developing adaptability and versatility in students which further helps in combating COVID. शिक्षा की डी.ई.आई प्रणाली में पार्श्व प्रवेश, अंतर-विषयक और बहु-विषयक पाठ्यक्रमों का प्रावधान छात्रों में अनुकूलनशीलता और बहुमुखी प्रतिभा विकसित करने में मदद करता है, जो कोविड का मुकाबला करने में उनकी मदद करता है। \*

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56. 45. During crisis management, employee first and organisation last (servant leadership) is helpful in managing COVID 19. आपदा प्रबंधन के दौरान, कर्मचारी पहले और संगठन बाद में (सेवा भाव) का दृष्टिकोण कोविड-19 के प्रबंधन में सहायक हुआ | \*

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- ☐ Excellent

57. 46. Activities carried out during study in DEI helps in developing traits such as empathy, care, love and dignity among students during COVID. डी.ई.आई में अध्ययन के दौरान की गई गतिविधियाँ छात्रों में सहानुभूति, देखभाल, प्रेम और गरिमा जैसे लक्षण विकसित करने में मदद करती हैं। \*

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- ☐ Excellent

58. 47. Feeling of Self accountability and commitment towards their work helps DEI to combat COVID 19 pandemic. अपने काम के प्रति स्वदायित्वबोध और प्रतिबद्धता की भावना ने डी.ई.आई को कोविड 19 महामारी से निपटने में मदद की । \*

*Mark only one oval.*

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- ☐ Small
- ☐ Fair
- ☐ Good
- ☐ Excellent

59. 48. Fields experience (Agriculture operations) related activities in DEI nurture the trait of dignity of labour among students and staff during COVID crises. डी.ई.आई में खेतों में काम करने का अनुभव (कृषि संचालन), संबंधित गतिविधियाँ कोविड संकट के दौरान छात्रों और कर्मचारियों के बीच श्रम की गरिमा के गुण का पोषण करती हैं। \*

*Mark only one oval.*

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- ☐ Fair
- ☐ Good
- ☐ Excellent

60. 49. The activities of DEI enable you to develop the trait of servant leadership (service to mankind) during COVID-19. डी.ई.आई की गतिविधियाँ आपको कोविड-19 के दौरान नेतृत्वकारी सेवा प्रदाता (मानव जाति के लिए सेवा) का गुण विकसित करने में सक्षम बनाती हैं। \*

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- ☐ Fair
- ☐ Good
- ☐ Excellent

61. 50. Staff and board members seek feedback from all levels on regular basis to make system more transparent and resilient during COVID crises. कोविड आपदा के दौरान कर्मचारियों और अधिकारियों द्वारा सभी स्तरों पर लगातार फीडबैक के माध्यम से प्रणाली को अधिक पारदर्शी और लचीला बनाया गया। \*

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