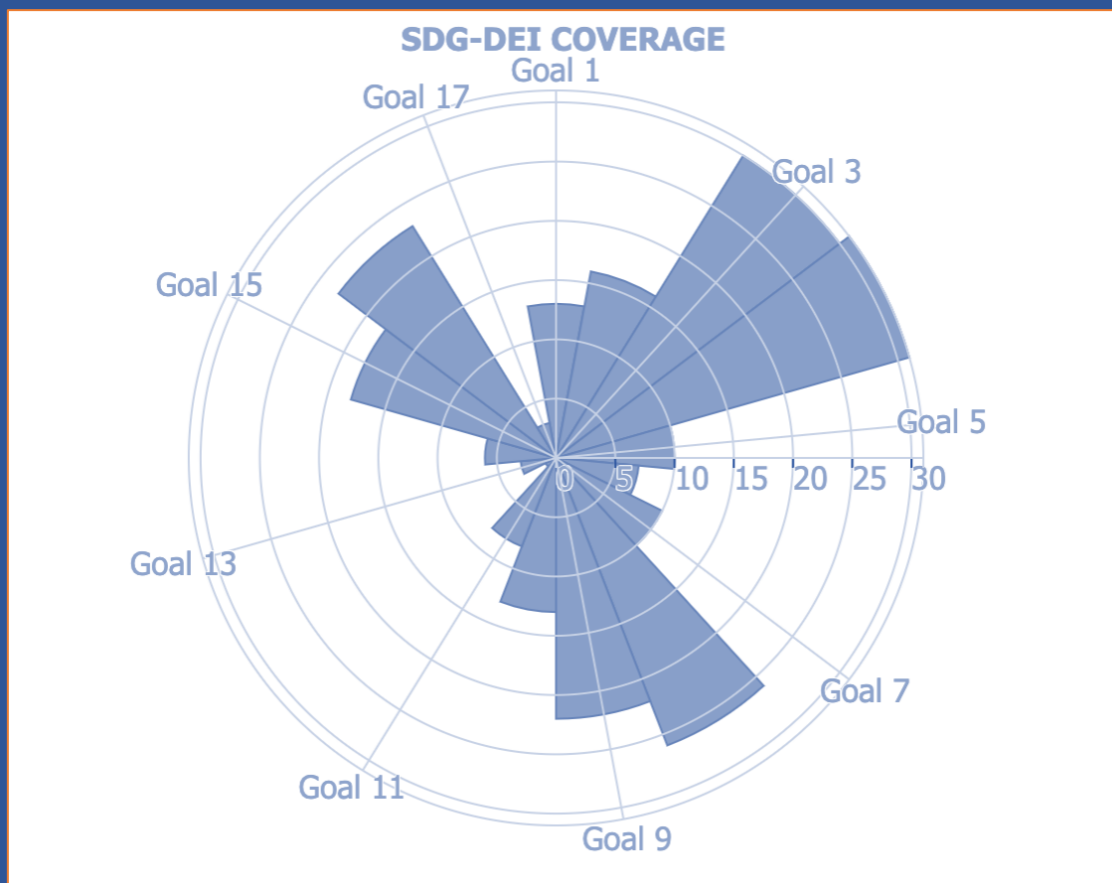


**ASSESSMENT OF
ACTIVITIES & FEATURES OF
DAYALBAGH EDUCATIONAL INSTITUTE
FOR
GLOBAL COMPETENCIES &
SUSTAINABLE DEVELOPMENT GOALS
2019-2020**



DAYALBAGH EDUCATIONAL INSTITUTE
DAYALBAGH, AGRA-282005

हे दयाल सद कृपाल ।
हम जीवन आधारे ॥
सप्रेम प्रीति और भक्ति रीति ।
बन्दे चरन तुम्हारे ॥
दीन अजान इक चहें दान ।
दीजे दया बिचारे ॥
कृपा दृष्टि और मेहर वृष्टि ।
सब पर करो पियारे ॥

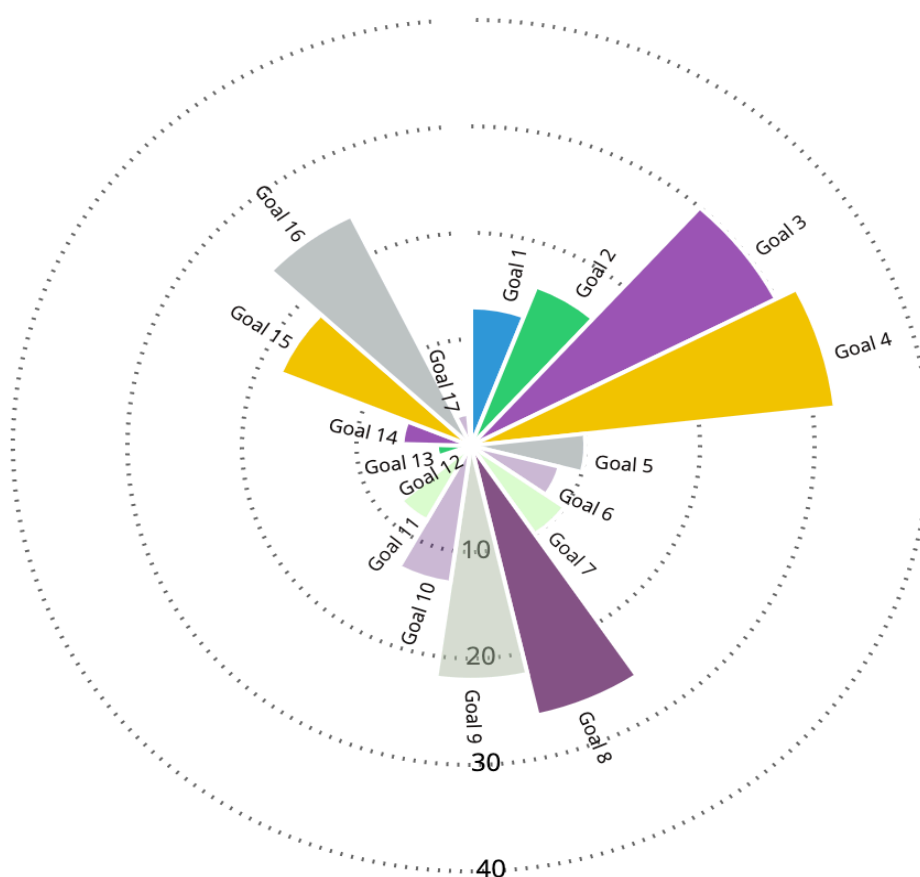
Translation in English

All Gracious ever Merciful Lord!
The prop of our life!
With hearts full of devotion,
We prostrate at Thy Lotus Feet.
Humble and guileless we pray for Thy boon,
Which Graciously grant.
Show Thy Grace and Shower Thy Mercy, (On All Thy Children)
Dearest Lord!

*This study is dedicated to all the students, teachers and people who
have soiled their hands in the Garden of Mercy, DAYALBAGH
during the last 100 years and more...*

**ASSESSMENT OF
ACTIVITIES & FEATURES OF
DAYALBAGH EDUCATIONAL INSTITUTE
FOR
GLOBAL COMPETENCIES &
SUSTAINABLE DEVELOPMENT GOALS**

2019-2020



**DAYALBAGH EDUCATIONAL INSTITUTE
DAYALBAGH, AGRA-282005**

EXECUTIVE SUMMARY

The Dayalbagh Educational Institute is the pioneer of a unique, value-based, inter-disciplinary quality education system. The focus has been on creating a balance between intrinsic and extrinsic education, where a learner gets employable skills, knowledge, competence and also values of humanism, love, peace and justice. The curriculum at DEI has been planned to prepare the learners for a cooperative community living, and responsible citizenship.

Premier educational institutions across the globe ascribe tremendous importance to research impact, Dayalbagh Educational Institution also considers quality research to be of great importance and makes significant contributions in this domain through high-quality publications. However, one distinguishing factor of the Institute is that it accords more importance to the societal impact of the activities and features of the institute.

The societal impact assesses the effectiveness of the Institution in bringing about social transformation, alleviation of misery of the marginalized population and contributions to nation-building. This is especially important as the positive impact of societal initiatives benefits a wider range of population.

Societal impact is possible through a balance between the extrinsic and intrinsic development of the learner as exemplified by the education at Dayalbagh Educational Institute. In the study the societal impact is seen through the work of Maslow which highlights the needs of an individual, fulfilment of which guides his behaviour. These needs are physical, mental as well as spiritual. The institute accords highest importance to the stage of self-actualization which promotes selfless service and sacrifice, which in turn impacts the community and society.

Thus, a study was initiated to assess the impact of DEI's educational initiatives on the individuals and the society. This study comprised of nine surveys which were undertaken in phases to examine people's perception of Dayalbagh Educational Institute's activities and features for providing opportunity to build an individual's competence for the world and contribute to goals set forth by United Nations ensuring sustainable development.

The surveys were successful in collecting responses from thousands of stakeholders. The demographic information collected ensured a well-represented sample, with significant participation across- gender, categories, rural-urban, working-non-working and alumni sub-groups.

A set of 11 global competencies that an educational system should be able to nurture, educate, equip, engage and inspire in the learners, were mapped with 200 activities at DEI by an expert group, later they were refined to a set of 69 activities, with three attributes corresponding to each activity for a given competency. Survey-1 was conducted to generate the opinion of students regarding activities and attributes which lead to development of competencies.

Survey 2 was able to collect data, identify and establish most prominent attributes and corresponding activities at DEI for developing the competencies among learners. The impact of DEI's activities was found across all eleven global competencies.

Survey 3, 4 and 5 validated the findings of survey 2 by restating selected attributes and activities under different competencies. Respondents showed high degree of agreement in all the surveys for development of competencies through different activities at DEI and inculcation of attributes.

There was no significant difference between the response of DEI and non-DEI respondents, showing that the perception about DEI's activities is commonly shared by everyone.

Survey 6 and 7, compared DEI with other Educational Institutes and found a wide gap in the activities conducted at DEI and other educational Institutes. The innovative practices of DEI were acknowledged by other Institutes and attributes like dignity of labour, selfless service was found very high in students of DEI in comparison to other colleges of Agra.

The United Nations Sustainable Development Goals (UN SDGs) are the blueprint to achieve a better and more sustainable future for all. In **Survey 8**, more than 2200 respondents mapped 34 activities and features of DEI with SDGs. The results of the survey showed how DEI has been successful in contributing to all seventeen UN SDGs, while making the most significant impact in Quality Education, Good Health and Well-being, Decent Work and Economic Growth, and Peace, Justice, and Strong Institutions.

Survey 9, assessed the perception of International visitors at DEI towards the contribution of DEI activities and features to UN-SDGs. The result highlighted the top activities contributing to every goal. Affordable and accessible education was found as the prominent feature contributing to numerous goals followed by agriculture operations which also supported many development goals.

The activities and features of DEI including agriculture operations, rural development, free medical camps, affordable education, core courses, EWYL scheme, work experience courses, continuous evaluation system, internships, NSS, use of technology, events, 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.

The present study was a preliminary survey approach which was instrumental in identifying influential attributes, competencies developed at the level of the institute with potential to bring change at global level. The survey showed high degree of agreement among various stakeholders with respect to impact of activities at DEI.

The findings demonstrated the fulfilment of all the physical, mental and spiritual needs of the learner by DEI and also the inculcation of the attributes and traits for higher levels at an age far more younger than the normally accepted range, thus redefining the need-intensity graph of Maslow's needs for DEI's education model.

OUR TEAM

Prof Ajay Kumar Saxena
Prof Archana Kapoor
Prof C M Markan
Prof C P Patwardhan
Prof Gurpyari Jandial
Prof Jyoti Kumar Verma
Prof K Santi Swarup
Prof N P S Chandel
Prof Nandita Satsangee
Prof Poornima Jain
Prof Prem Kumar Dantu
Prof S P Satsangee
Prof S P Singh
Prof Sanjeev Swami
Prof Swami Prasad Saxena
Dr Brijraj Kumar Singh
Dr Jyoti Gogia
Dr K Soami Daya
Dr Kavita Kumar
Dr Namasya
Dr Neha Jain
Dr Neha Shivhare
Dr Parul Khanna
Dr Pratima Singh
Dr Prem Sewak Sudhish
Dr Prem Shanker Singh
Dr Purnima Bhatnagar
Dr R S Pavithr
Dr Rupali Satsangi
Dr Saurabh Mani
Dr Shiroman Prakash
Dr Sona Ahuja
Dr Sumita Srivastava
Dr Sunita Kumari
Mr Atul Dayal
Mr Manish Kumar
Ms Ayushi Sharma
Ms Jyotika Kharbanda
Ms Mugdha Sharma

The Dayalbagh Educational Institute gratefully acknowledges the contribution of its administration, students, faculty and staff, alumni, other institutions for their support in conducting and responding to several survey studies.

Aim of the Study

To assess the impact of Dayalbagh Educational Institute's activities and features on the development of global competencies among its students and contribution to the sustainable development goals.

The aim of the study was classified into three objectives which were further divided into sub-objectives. Every survey contributed towards the achievement of a sub-objective as outlined in Table A.

Table A: Objectives and Sub-objectives of the study.

SN	Objective	Sub-Objective	Survey
1	To assess the impact of activities at DEI and the attributes generated by them on the development of global competencies.	To list the attributes and activities leading to the development of global competencies at DEI.	Survey 1
		To assess the attributes & the corresponding activities which lead to the development of global competencies at DEI.	Survey 2
		To validate the impact of attributes on the development of global competencies.	Survey 3
		To validate the impact of activities on the development of global competencies.	Survey 4
2	To compare the activities and features of DEI with other Educational Institutes of and also assess their perception.	To assess the perception of other Educational Institutes towards the activities and features of DEI.	Survey 6
		To compare the features of DEI and attributes generated among its students with the other Educational Institutes of Agra.	Survey 7
3	To assess the contribution of activities and features of DEI towards the achievement of 17 Sustainable Development Goals (SDGs).	To identify the activities and features of DEI which contribute to the 17 Sustainable Development Goals of the UN.	Survey 8
		To assess the contribution of activities and features of DEI for the achievement of 17 SDGs.	Survey 9

Motivation

Nations are built by citizens of character and not merely human resource. Ideally all educational institutes who want to contribute as a nation builder are supposed to bring about extrinsic as well as intrinsic development of their learners. Extrinsic development means developing the capability to get employed, earn and be a productive human resource, while intrinsic development is all about inculcation of core values. With intrinsic development, education needs to fulfill the physical, mental and spiritual needs of the learner and promote him towards higher state of self-actualization as this would result in development of an individual, who will build communities, nation and promote humanism. Thus, the true success of an educational institute is not limited to the employability of the learner but the citizen they create.

Born out of a self-evolving and self-disciplined community, DEI has laid down in its vision and mission, creation of a complete man. Thus, intrinsic and extrinsic both forms of development are well knitted in the DEI education policy, which has given due credit to activities which promote intrinsic development of its learners. The individual learning outcomes of various activities at DEI lead to outputs in terms of certain traits and attributes imbibed by the students. The change brought at an individual level is reflected on the community and the nation at large. Thus, these traits and attributes help individuals make a positive impact on the society, leading to a social impact.

DEI has been pursuing the mission of evolving a complete man with knowledge, skills, values, attributes and social sensibilities. It has focused on the development of such desirable traits, sensibilities and attributes from its very inception and has planned activities to target complete development of an individual starting as early as 3 weeks of age.

Most of the educational institutes focus on knowledge and skill but are unable to develop demonstratable attributes or competence among their students. Competencies which are specific qualities and abilities of individuals, arise from the dynamic combination of knowledge, skills and attributes. Apart from that an educational institution should also work towards the global challenges. They have an undeclared obligation to prepare the learners for a sustainable world and also contribute towards achievement of SDGs through its activities.

It is also of utmost importance to build an evaluation system that measures an all-round 360 degrees of development not only of an individual but also of an educational institution on its efficacy to engender that development. They are meant to cater to the individual, social and even national goals and needs. The assessment procedures of the institutes quantify the research output and placement data prominently, which is a narrowly conceived idea to assess the impact an educational institute is creating.

The present work is, therefore, motivated by the need to understand and assess the level of impact the activities at DEI have on the students and also how they align with the sustainable development goals of the United Nations.

Human behavior is complex, and in order to understand the desirable change brought from activities at DEI, it has been based on the psychological framework given by Maslow, an American psychologist. He introduced a hierarchy of five needs and motivations that drive human behavior covering physical, mental and spiritual needs.



DEI acknowledges physical and mental needs but self-actualization remains the primary goal of life, as it promotes the fulfilment of other two needs and establishment of peace, love, harmony and justice in the world.

Thus, the societal impact of DEI lies in enabling the balanced fulfillment of all five needs at the level of individuals, and collective needs at the levels of the community, the nation and humanity as a whole. The present study will also view the development of the learner on the basis of needs proposed by Maslow.

Design of the Study

Survey research was opted for the study, to collect data to answer the questions about the perception of people towards Dayalbagh Educational Institute's activities and features. It was a descriptive study, where the aim was to gather information about a group's belief and attitude, that describe the characteristics of the population under study. Here the population comprises of all the people associated with Dayalbagh Educational Institute as student, teacher or visitor. The study included total 9 surveys.

Data was collected by asking a set of questions from the respondents of the sample population, which were administered in a questionnaire that was either emailed, or uploaded on the website and even administered over the phone or in person, as in one of the surveys. Demographic information was collected to understand the background of the respondents and to make comparisons between different sub-groups in two surveys.

Questionnaire included Likert scale, but one survey used checklist items. 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 presence of any ambiguity or difficulty in following the instructions. Every 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.

Sampling was non-probable. The survey was voluntary to combat the problem of selecting individuals who may have the information required but may not show interest in recording their response or for whom the survey holds low significance.

None of the survey collected personal details including name of the respondent or identity proof including AADHAR card number, only email addresses were collected to share follow up survey questionnaires in the next phase. Anonymity and confidentiality of the respondents was maintained, demographic information was requested for the purpose of the study only.

Statistics used was descriptive. The result was presented in form of weighted average mean or percentage of respondents who selected an alternative for an

item. Sometimes individual items were clustered in group, like activities or competencies and total score across items for that group was calculated. In case of comparison, t-test was used to compare mean of two sub-groups and standard deviation was calculated for the purpose. Bar graphs and pie charts were used for visualization of data wherever found necessary.

Respondent Demographics

The demographics of the respondents for the various survey studies are summarized in Table B.

Table B: Sample size and demographic information.

Survey	Sample Size (N)	Demographic Information				
1	800	Arts	Science	Comm.	Edu.	Soc. Sc.
		200	200	100	200	100
2	1337	Female	Male	Rural		Urban
		629	708	264		1026
3	3106	Female	Male	DEI		Non-DEI
		1949	1157	2380		726
4	1355	Female	Male	Student		Alumni
		543	812	1112		243
5	989	Remark: No demographic information was asked.				
6	146	Remark: Faculty members from 10 Educational Institutes				
7	Remark: 3 Experts from DEI and 3 from Other Educational Institutes of Agra					
8	2387	Female	Male	Rural		Urban
		1601	786	473		1914
9	26	Female	Male	Remark: International Students		
		17	9			

Planning of Survey Studies

The nine survey studies were conducted sequentially, spanning across several phases, as shown in Figure 1 below.

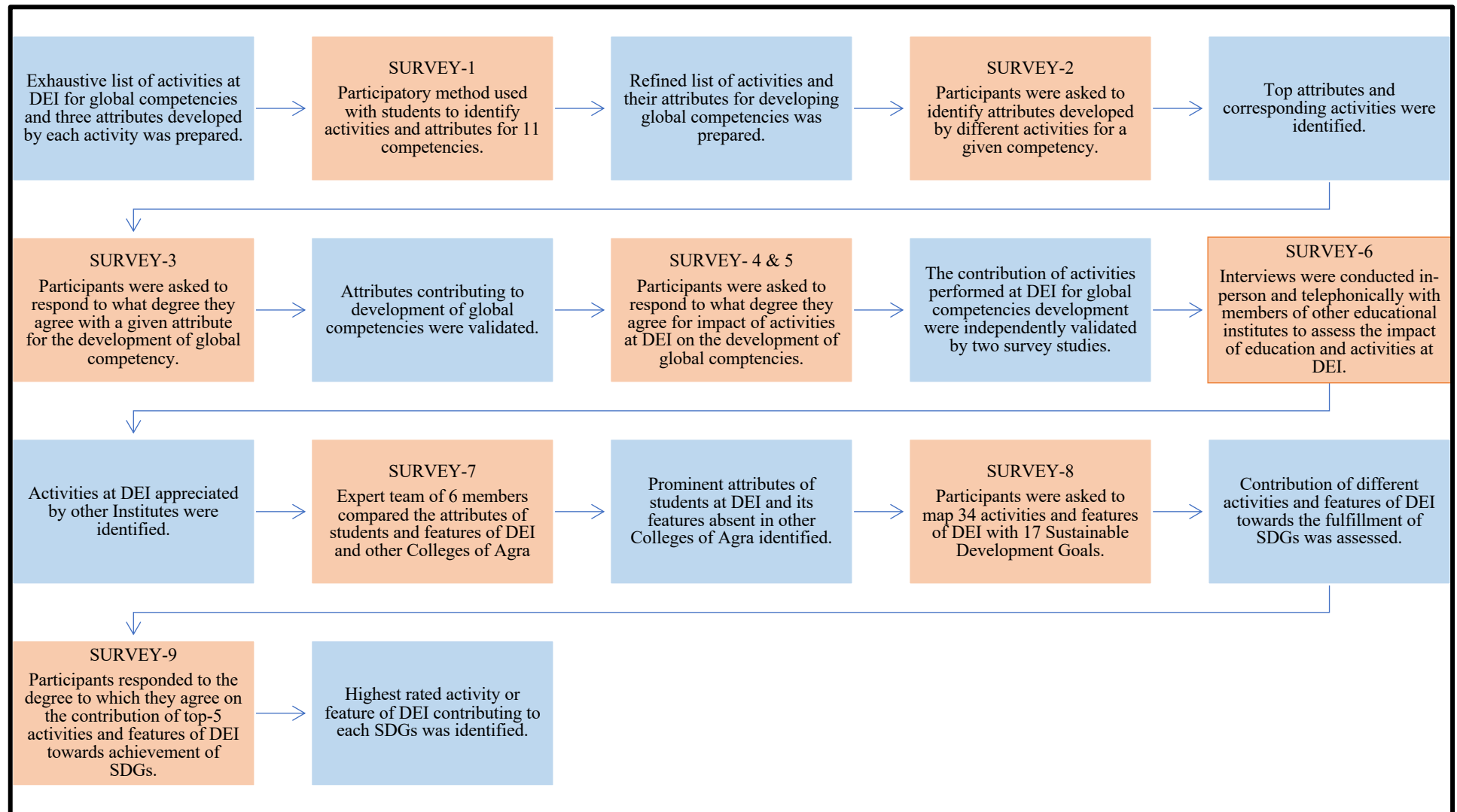


Figure 1: Flowchart for sequence of studies.

KEY FINDINGS

- ◆ Among the 11 Global Competencies, the activities at DEI were found to contribute maximum to the development of the ability to manage time and prioritize.
- ◆ 97.3% respondents in Survey-2 had participated in the Morning prayer activity of the Institute closely followed by DHAs, CAs and CTs and Seminar & Group Discussion at 96.6 % and 95.5% respectively.
- ◆ Morning Prayer was found to be the most prominent activity which contributed to the development of the ability to manage time and prioritize.
- ◆ Self-discipline and punctuality were the most significant attributes found to be inculcated through morning prayer.
- ◆ Approximately 88% respondents for Survey-3 found Self-discipline as the most prominent attribute developed in them.
- ◆ 78% respondents in Survey-4 strongly believed that the activities such as NSS, NCC, scouting and guiding, rural development have contributed to the development of the ability to work with a wide variety of people, thus they are able to build and maintain good relationships.
- ◆ Approximately 86% respondents of Survey-5 agreed that sense of quality, dignity of labour, social sensibilities are inculcated through core courses, rural development activities and NSS.
- ◆ The Education system of DEI was perceived as innovative by maximum representatives of other educational institutes.
- ◆ Integrated broad based education, agriculture operations and continuous assessment were found to be some of the unique features of DEI not present in other institutes of Agra.
- ◆ Dignity of labour was the attribute found in very high degree in the students of DEI as compared to the students of other institutes in Agra.
- ◆ 32 out of 34 activities and features of DEI were found to contribute to the Goal 4- Quality Education of the 17 Sustainable Development Goals.
- ◆ Rural and Tribal Empowerment activities of DEI were found to significantly contribute to achievement of eleven Sustainable Development Goals.
- ◆ Free Medical and Assistance Camp was found to be the most prominent activity of DEI contributing to Goal 3- Good Health and Well-Being.
- ◆ Affordable and Accessible Education feature of DEI was found to be the chief contributor for seven Sustainable Development Goals including: No poverty, Quality Education, Clean Water and Sanitation, Sustainable Cities and Communities, Life on Land and Peace, Justice & Strong Institutions.

1.0 Global Competencies at DEI

In the 21st century, global competencies have become an essential element of the education system. They are the abilities which go beyond knowledge and skills, preparing the learner for successful integration and co-habitation at the work place and in life.

Multiple organizations and research groups have identified and listed competencies which are more or less similar, falling under the umbrella term global competencies. The Institute accepted the comprehensive set of 11 competencies proposed by Prof. A. P. Padhi (see Box No. 1).

These global competencies include conventional ability like time management and ability to prioritize; socially relevant competence including the ability to work with wide variety of people, to build, sustain and expand new networks and also to train or coach others, thus forming an inclusive learning and working community.

Aligning with the recent surge in the big data it also includes the ability to do big data analysis as one of the global competencies. Competence like stackable and inclusive learning pathways consist of the ability of an individual to evolve as a learner, adapt to change and innovate, closely associated with skills for problem solving, critical thinking and creativity which are also part of the list.

Rising digital platforms have made competence like, using social media to benefit business, understanding digital impact of business and engaging in brand storytelling even beyond digital world along with economically viable competence like the ability to do financial forecasting, the new age global competencies, which have also made their way in the list of global competencies.

Activities planned at the Institute level interwoven with and within the curriculum are responsible for the inculcation of attributes in the students, which are in turn, the key for the development of competencies. Therefore, a list of activities and the corresponding attributes at DEI, across competencies was a pre-requisite to initiate the study on the global competencies.

Box No. 1
Global Competencies

In the month of September, 2019 Prof. A. P. Padhi, Executive Committee Member of NAAC, paid a two-day visit to DEI, in which he witnessed and appreciated the activities at DEI. Mesmerized by the innovations and unique features of the Institute, and the talent exhibited by the students, Prof. Padhi presented a list of 11 global competencies, a student must have to excel in the present era, these were:

- 1. Ability to work with a wide variety of people.**
- 2. Time management and ability to prioritize.**
- 3. Understanding digital impact of business.**
- 4. Ability to build, sustain, expand new networks of people.**
- 5. Skills of problem solving, critical thinking and creativity.**
- 6. Stackable and inclusive learning pathways.**
- 7. Ability to use social media to benefit business.**
- 8. Ability to train or coach others.**
- 9. Ability of financial forecasting.**
- 10. Ability to do big data analysis.**
- 11. Ability to engage in brand storytelling.**

The competencies initiated the studies on the impact of the activities and initiatives of DEI on the students and formed the base for the initial surveys conducted by the Institute.

An expert group listed the activities of DEI and formulated three attributes for each activity, leading to the development of global competencies. Initial list consisted of 200 activities which was further refined through a survey study and brainstorming session by an expert panel (see Box 2).

The final list comprised of 55 unique activities categorized under 11 global competencies, which with some repetitions under different competencies had 69 activities in total. Every activity inculcated three attributes which were pre-cursors for development of the given competency.

The second survey did an exhaustive study of all the 69 activities and their attributes across the 11 global competencies (see Box 3). The participants mentioned the activity they participated in and then responded on a 5-point scale for the inculcation of attributes among them.

97.3% of the respondents agreed to have participated in the morning prayer, making it the most performed activity (Figure 2). This was closely followed by DHA/CA/CT (Daily Home Assignment, Class Assignment, Class Test) and

Competency-Attribute-Activity

Objective: To list the attributes and activities leading to the development of global competencies at DEI.

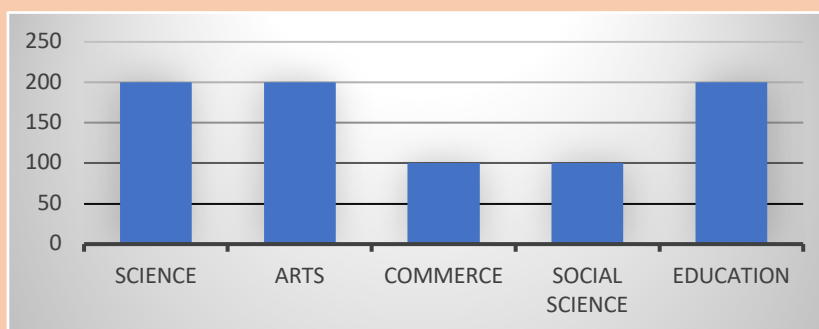
Two methods were used to prepare an exhaustive list of activities and attributes associated with them:

1) Expert Group:

An expert group of senior professors reviewed Institute's vision book and other relevant documents to prepare a list of activities and initiatives at DEI. These activities were grouped under 11 global competencies and three attributes for each activity were identified which would lead to the development of the respective competency (see Annexure 1).

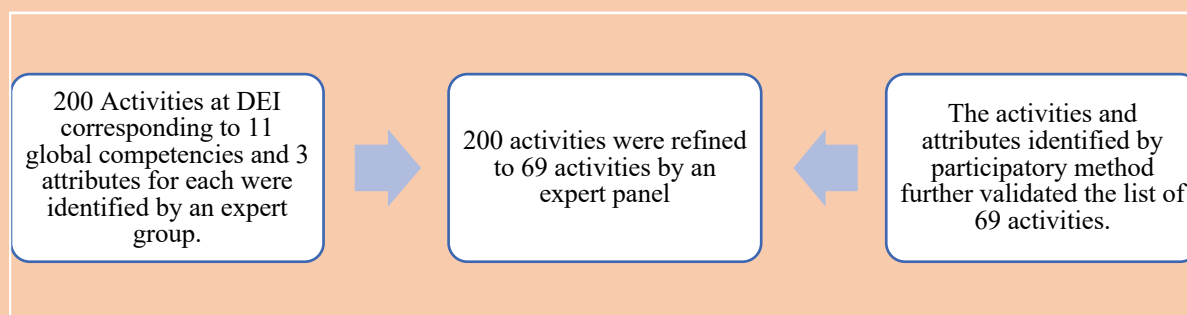
2) Survey-1:

Participatory Method: A team of 3 faculty members (1 Associate Professor & 2 Assistant Professors) used structured interview schedule to hold group interview with 800 students from different faculty over a period of five days.



The discussions with students lead to the formulation of another list of activities and their corresponding attributes for every competency (see Annexure 2).

In the last step, another team of 5 senior faculty members analyzed the list of activities, merged similar activities and prepared a comprehensive list of total 69 activities across 11 competencies with three attributes for each (see Annexure 3).

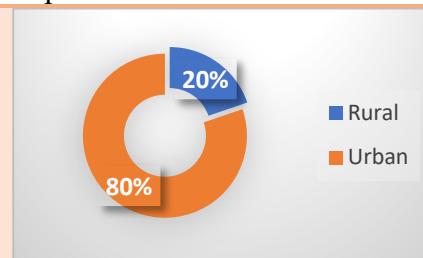
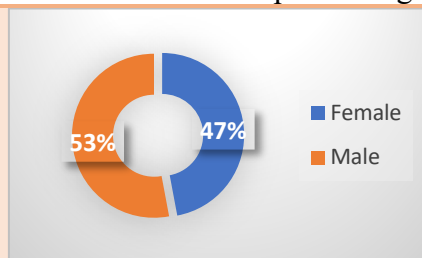


The list of 69 activities comprised of 55 unique activities (see Annexure 4), as a single activity could lead to more than one competency. Similarly, a single attribute could be developed by more than one activity and it can lead to development of more than one competency. The attributes for every competency have been separately mentioned in Annexure-5.

Survey 2

OBJECTIVE To assess the attributes & the corresponding activities which lead to the development of global competencies at DEI.

**SAMPLE
SIZE
(N)
1337**



The study examined student's perception of the attributes developed in them after participating in different activities conducted at DEI. The team which finalized the list of the activities and attributes prepared the survey instrument. Activities were grouped under 11 parameters corresponding to 11 competencies. Each activity was followed by three attributes (see Annexure-3).

Participants were first asked if they had participated in the given activity, and then they were asked about the attributes inculcated in them after participation in it. Therefore, participants responded to only those activities in which they agreed to have participated. The survey instrument collected response of the students on a 5-point scale for the development of attributes for different activities. Participation was voluntary and forms were distributed to the students through email by their respective proctors.

Results: For detailed result see Annexure 6, 7 & 8.

Competency	Activity	Attributes	Weighted Mean Average
1. Ability to work with a wide variety of people.	Participation in national mission	Physical and mental well being	4.29
2. Time Management and Ability to Prioritize.	Morning prayer	Punctuality & Self-discipline	4.44
	Seminar and Group Discussion	Self confidence	4.44
3. Understanding Digital Impact of Business.	Access/generation of e-content	Creative and technical skills	4.17
4. Ability to Build, Sustain and Expand New Network of People	Participation in events (open day, national festivals, Quality and value day etc.)	Multi-tasking skills & Planning and organizing	4.33
5. Skills of problem solving, critical Thinking and creativity.	Children recreation centre	Team Spirit & Focus	4.23
6. Stackable and Inclusive Learning Pathways	Vocational programmes	Team work	4.23
7. Ability to Use Social Media to Benefit Business.	Email, WhatsApp, Google Groups	Platform for networking	4.25
8. Ability to train and coach Others.	Music school	Focus and Attention	4.17
9. Ability to Financial Forecasting	Internship programs	Practical exposure	4.20
10. Ability to do Big Data Analysis.	Surveillance	Social Sensitivity & High moral character	4.09
11. Ability to engage in Brand Story Telling.	Alumni meet	Networking & Communication	4.16

Seminar Group Discussion, which form the Continuous Assessment system followed at DEI. Activities like NSS/ Social service which are compulsory for undergraduate students, Scouting & Guiding Camp compulsory for Bachelor of Education students was performed by 90% students. Participation was 88.2 % in events like Open Day and National Days which witnesses an enthusiastic participation by students.

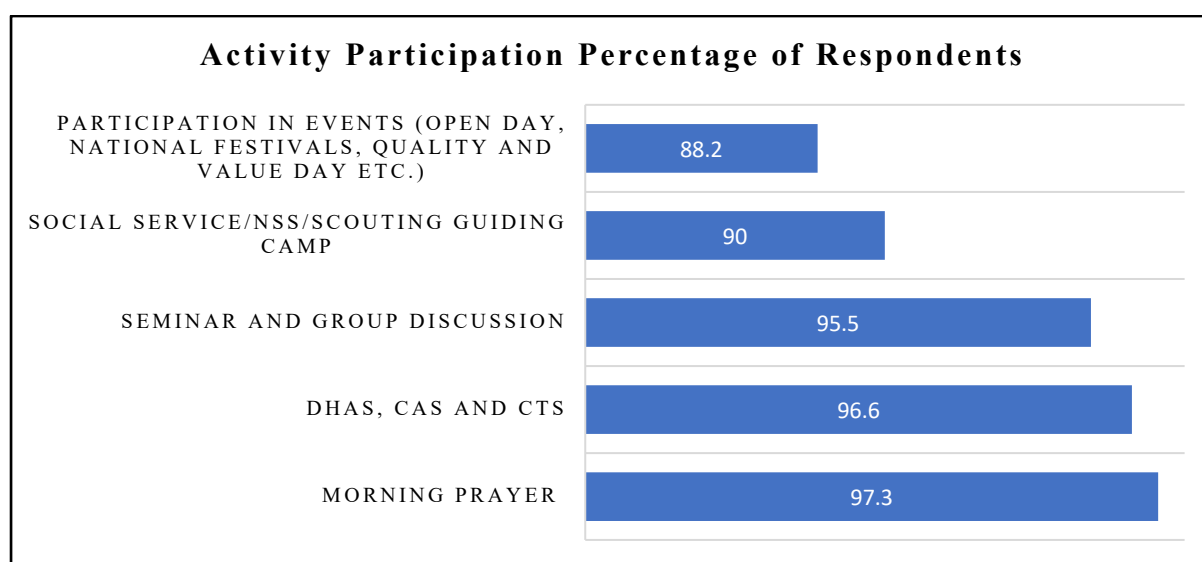


Figure 2: Top-5 Activities with highest participation by respondents in Survey-2.

The response collected for attributes was converted into weighted average, this lead to a single score for each attribute and cumulative values for attributes lead to a single score for each activity under the 11 competencies. The values for each activity was further used to calculate cumulative weighted average for each competency, this was used to map the 11 global competencies (Figure 3).

Based on the cumulative weighted average across all the activities and attributes, the ability to manage time and prioritize scored highest followed very closely by the ability to build, sustain, expand new networks of people, solving problem, critical thinking & creativity. Other social skills like ability work with a wide variety of people also remained close.

When the similar mapping was done for activities for which participation was reported 50% and above, the ability to manage time and prioritize still remained highest, highlighting the fact that the activities which lead to development of the competency had good participation in the Institute. Same

is the case for the ability to work with a wide variety of people and stackable learning.

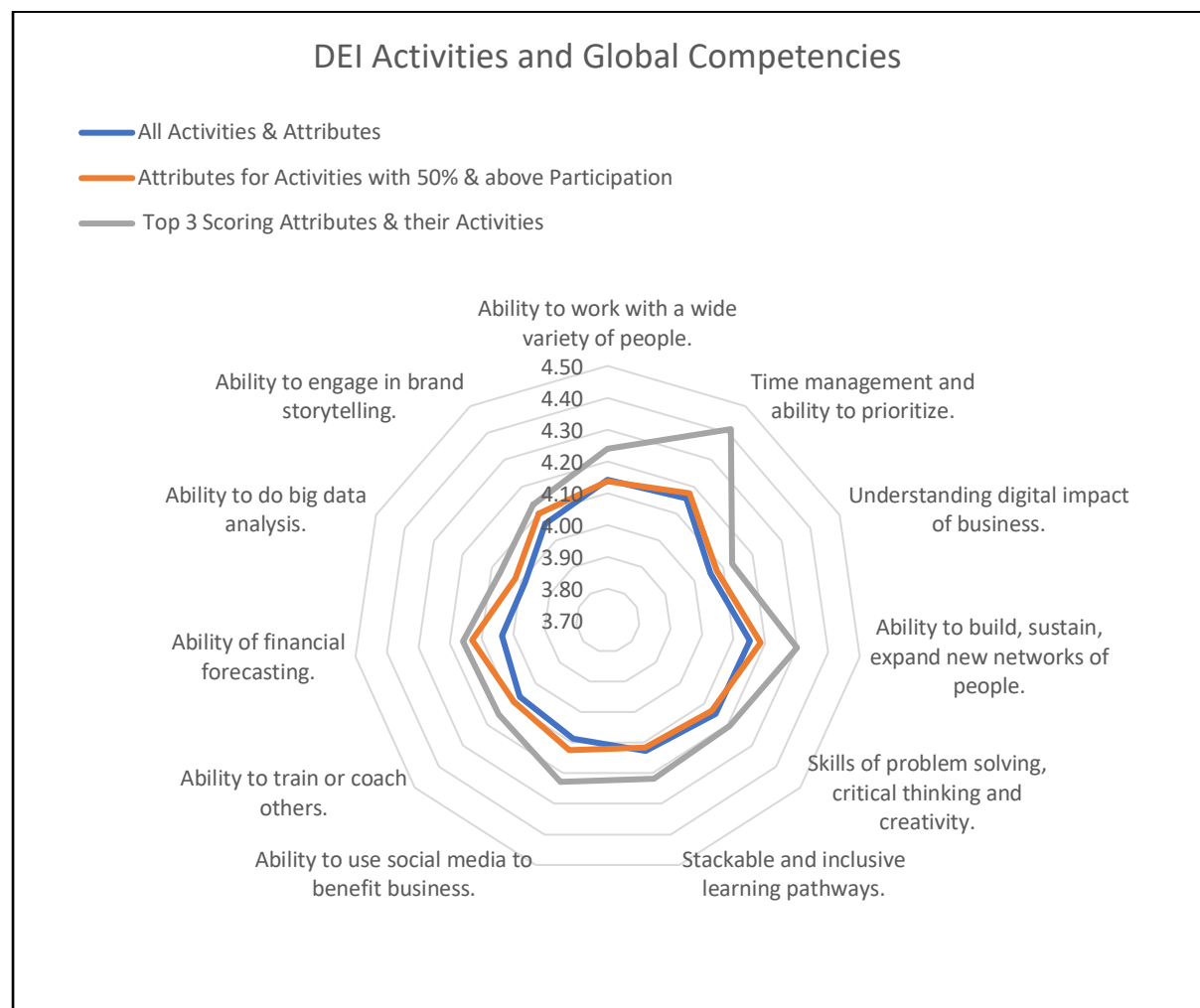


Figure 3: Mapping of the impact of DEI Activities on the eleven Global Competencies.

Some competencies like understanding digital impact, ability to sustain, expand new network, to use social media and financial forecasting saw rise when the participation percent was considered, this underlines the fact that the high impact activities for these competencies have higher participation compared to others.

In the third case, where only the top three scoring attributes and their activities were considered, there was a visible increase across all eleven competencies. The highest increase was in the ability to manage time and prioritize, making it the most impactful competency followed by the ability to work with a wide variety of people, ability to build sustain, expand new networks, and ability to use social media to benefit business.

The overall impact of all the activities and features in the three cases was high, with personal, social and problem solving skills showing prominence. The score for most of them remained above 4, highlighting high degree of agreement among respondents for the attributes and their activities at DEI for their role in development of global competencies.

The prominent attributes identified from the Survey-2 results also indicate the activities which help in their development. The top three scoring attributes and their activities have been shown in figure 4. Most of the attributes and corresponding activities have scored high.



Figure 4: Top three scoring attributes and their activities based on Survey-2 results.

Later three more survey studies validated attributes and activities falling under each competency. Responding participants showed high degree of agreement while validating the attributes in survey-3 (see Box 4) and activities in survey 4 (see Box 5) and survey 5 (see Box 6).

The summarized findings of survey-2, survey 3, survey 4 and survey 5 for prominent attributes and activities for each competency are discussed below (see Annexure 24 for summary chart):

1. Ability to work with a wide variety of people.

NSS/NCC, Agriculture Operations, Rural Development, Core Courses develop dignity of labour, social sensibility for a classless-creedless society, and leads to physical mental wellbeing, thus helping in building and maintaining good relationships and connections with the surroundings.

2. Time management and ability to prioritize.

Starting the day with group prayer and participating in the continuous comprehensive evaluation system of the Institute, the student develops self-discipline and punctuality, they respect and value time, and organize oneself mentally to strike a balance between different activity spheres of the day.

3. Understanding digital impact of business.

Access/generation of e-content, online learning, MOOCS, e-resources, inculcate the habit of learning, creative and technical skills, and the ability to acquire knowledge, enabling them for a better understanding of the digital impact.

4. Ability to build, sustain, expand new networks of people.

Entrepreneurship, internship and participation in events like open day, develops the ability to multitask, plan, organize, interact and build networks with people from different walks of life, and helps to adjust in a new environment.

5. Skills of problem solving, critical thinking and creativity.

Critical thinking and problem solving are the essential quality for sustenance, at DEI schemes like Co-op industrial training, CRC, curricular components for community connect help learners in understanding the surrounding and its challenges well.

Student managed institutional enterprises, EWYL facilitate team spirit, independent thinking and create innovative products and ideas.

6. Stackable and inclusive learning pathways.

DEI's novel concept of labs on land , work experience courses, vocational programmes, superman scheme give student a platform for learning by observation, working in team and in identifying need based alternate solutions.

7. Ability to use social media to benefit business.

Emails, google group, social and professional networking sites inculcate the ability to effectively and respectfully communicate and broadcast ideas to a large audience, and also to network and appreciate open and transparent communication.

8. Ability to train or coach others.

Opportunity to interact with peers from diverse disciplines develops free thinking and unbiased approach to solving problem at individual and social level and formal setups like class committee, music school, coaching. It inculcates leadership and the ability to focus and promote peer to peer learning.

9. Ability of financial forecasting.

Avenues for earn-while-you-learn and internship give practical exposure and inculcate the ability of self-assessment, independent thinking and helps to become financially self-reliant.

On-campus business and marketing platforms give opportunity for incubation of ideas to prepare learners for rational and value based financial decisions.

10. Ability to do big data analysis.

Concept of living laboratories like surveillance network, solar network, student run-mini plants and their maintenance network act as aggregator of data from different system and inculcates ability to summarize meaningful outputs along with e-content generation, online course management which promote self-paced and adaptable learning.

11. Ability to engage in brand storytelling.

Industrial visits, exchange programs and interaction with peers from culturally diverse organizations and alumni during alumni meet makes a learner smart, resilient, progressive, and enhances the ability to network and communicate the brand.

Based on the demographic information collected from the participants, sub-groups were formed and the difference in their opinion was compared for survey 3 and survey 4.

An analysis of the opinion of the DEI participants and Non-DEI participants revealed no significant difference. Therefore, the opinion about the attributes was shared by persons directly engaged in the activities at DEI and those who were indirectly associated with the students of DEI, like parents, friends and family members. This gives an insight into the perception of the initiatives at DEI held by outsiders.

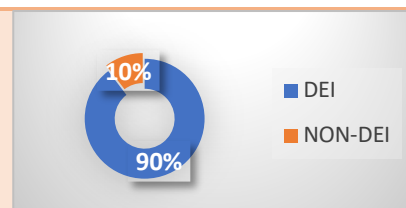
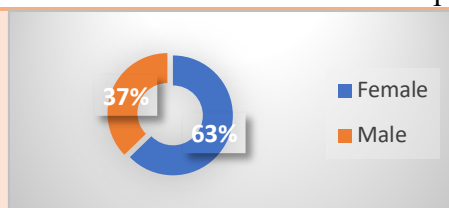
For Suvery-4, working group and alumni showed significant difference in their opinion from non-working group and students respectively. The difference in the perception might be the result of work environment and the conditions after college which promote manifestation of the attributes as both the working and alumni sub-group showed higher degree of agreement towards the impact of activities. Rural and urban participants also showed significant difference in their opinion which may be traced back to the different initial conditions of the two groups. Urban group showed higher degree of agreement than the rural group.

Box No. 4
Survey 3

OBJECTIVE

To validate the impact of attributes on the development of global competencies.

**SAMPLE
SIZE
(N)
3106**



Survey-3 was intended to validate the impact attributes identified in survey-1 have on the development of global competencies. A team of experts reviewed the attributes identified for development of each competency and selected three for each competency. The attributes were restated as a statement under each competency, in the survey instrument (see Annexure-9).

The survey questions collected response of participants to assess their degree of agreement for attributes corresponding to 11 competencies.

Participants were required to respond on four-point scale, where:

1=Strongly Disagree

2= Disagree

3=Agree

4=Strongly Agree

The questionnaire was shared over email with students and alumni and was one of the first surveys to be uploaded on the institute website for wide access. It included Non-DEI participants as well, therefore creating a sub-group to compare the degree of agreement.

Results:

The most prominent attributes for each competency based on survey results are listed below, (for detailed result, see annexure-10):

Competencies	% response	Attribute
1.Ability to work with a wide variety of people	87.17	Casteless and Creedless
2. Time Management And Ability To Prioritize	87.36	Self-Discipline
3. Understanding Digital Impact of Business	82.88	Creativity and Technical skills
4. Ability to Build, Sustain and Expand	85.28	Multitasking Skills
5.Skills of problem solving, critical Thinking	83.43	Team Spirit
6. Stackable and Inclusive Learning Pathways	82.84	Learning by Observation
7. Ability to Use Social Media to Benefit Business	83.36	Knowledge Broadcasting
8. Ability to Train and Coach Each Other	79.63	Focus and Attention
9. Ability for Financial Forecasting	83.02	Practical Exposure
10. Ability of Big Data Analysis	81.10	Insightful
11. Ability to Engage in Brand Story Telling	80.72	Smart, Resilient and progressive

The null hypothesis was accepted, therefore:

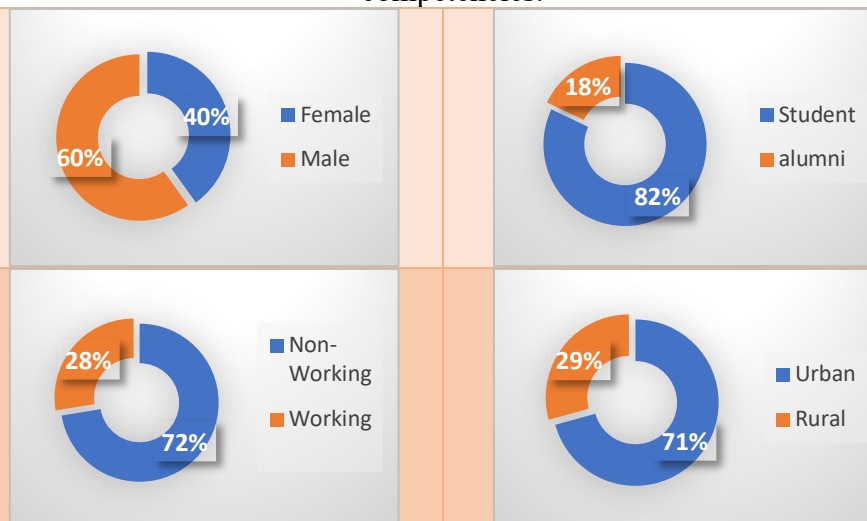
There is no significant difference in the perception of DEI and non-DEI (at 95% confidence).

Box No. 5
Survey 4

OBJECTIVE

To validate the impact of activities on the development of global competencies.

SAMPLE SIZE
(N)
1355



The Survey-4 was designed to validate the impact of activities on the development of global competencies, by assessing the degree of agreement of the respondents.

The survey questionnaire (see Annexure-11) was prepared by a three-member team, comprising of statements which connected the high scoring activities from Survey-2 with the development of competencies. Every competency had few activities listed, under these activities four statements were formulated. The statement highlighted the impact of the activities, which was aligned with the competency under which the activity was grouped.

The response was collected on a four point scale which corresponded to the degree of agreement of the participant with the given statement, as follows:

- 1 =Agree
- 2 =Strongly Agree
- 3 =Exceptionally Agree
- 4 =Outstandingly Agree

The survey questionnaire was emailed and put on the Institute website. It collected demographic data to compare the degree of agreement of different sub-groups for the impact of identified activities at DEI.

Result:

For detailed result see Annexure-12.

Null hypotheses were formulated for variation among different sub-groups, all the hypotheses were rejected after calculating the t-value for comparison at 95% and 99% level of confidence for the given study.

1. There is significant difference in the perception of Non-working and working respondents (at 99% confidence).
2. There is significant difference in the perception of rural and urban respondents (at 99% confidence).
3. There is significant difference in the perception of alumni and student (at 95% confidence).

OBJECTIVE To validate the impact of activities on the development of global competencies.

SAMPLE SIZE (N) 989

The survey was conducted in parallel to Survey-4, it focused on independently validating the impact of activities on the development of global competencies.

The questionnaire was developed by two-member team, which reviewed activities and attributes of Survey-2 to further validate their impact on global competencies. Groups of activities were identified for each competency and formulated into statement showing how the activities generate attributes and bring change aligned with the competency under which they were placed. Questionnaire had two to three statements under each competency (see Annexure-13). Unlike Survey-4, in this questionnaire different set of activities corresponding to a single competency were presented to respondents.

The participants were required to respond to a four-point scale, to assess their degree of agreement with the given statement placed under each competency, connecting activity at DEI with their impact on individuals, society and nation;

1=Neutral

2=Somewhat agree

3=Agree

4=Strongly agree

The survey questionnaire was circulated via email among students and alumni, and was uploaded on the Institute website for wide coverage.

Result:

The score across all statements can be seen in Annexure-14. The most prominent activities found are mentioned in the table below:

Competency	Activity	Weighted Average
A. Ability to work with a wide variety of people.	Core Courses, Rural Development activities and National Social Service	3.53
B. Time Management and Ability to Prioritize.	Starting the day with group prayers or short group meditation	3.49
C. Understanding Digital Impact of Business.	Access to e-resources like e-books, e-journals, institute library and Massive Open Online courses	3.4
	Virtual remote laboratories	3.4
D. Ability to Build, Sustain and Expand New Network of People.	Open day (one day event where all the stakeholders are invited to the institute)	3.52
E. Skills of problem solving, critical Thinking and creativity.	Co-op industrial training, curricular components for community connect	3.41
F. Stackable and Inclusive Learning Pathways.	Interdisciplinary courses at UG level	3.46
G. Ability to Use Social Media to Benefit Business.	WhatsApp groups, social and professional networking sites	3.43
H. Ability to train and coach Others.	Institutional coaching for national competitive exams	3.43
I. Ability to Financial Forecasting.	On-campus business and marketing platforms	3.34
J. Ability to do Big Data Analysis.	Concept of living laboratories like surveillance, solar network, student run mini plants and their maintenance network act as aggregator of data from different system	3.41
K. Ability to engage in Brand Story	Networking, discussions through alumni meet	3.43

2.0 DEI and Other Educational Institutes

A survey of 146 faculty members and representatives of educational Institutes in and around Agra having academic linkages with DEI was conducted (see Box 7). The institutes under study displayed a great mix of demography (see Annexure-16) with student strength ranging from 2000 to 18,000 and number of teachers varying from 40 to 900. The female/male ratio of 62:38 was observed at DEI, best among all the institutes serving the same population. The campus area and overall infrastructure varied across all the institutes culminating into a very diverse sample for comparison.

The respondents from the participating institutes were quite aware of various activities and innovations of DEI and also its value-based education system. The specific activities that they were interested in, include NSS, NCC, Scout-Guide programme, core courses, co-curricular activities, online courses, vocational courses among others. These activities have already been studied for their huge impact on developing global competencies in previous studies.

The activities at present being conducted in DEI that other institutes find innovative and would like to bring to their institutions included technological interventions, consciousness studies, agriculture, cutting edge research areas, vocational courses, Earn-while-Learn scheme, continuous evaluation system, DHA, SGD, affordable and accessible quality education, labs on land, solar photovoltaic and other renewable energy initiatives (Fig. 5).

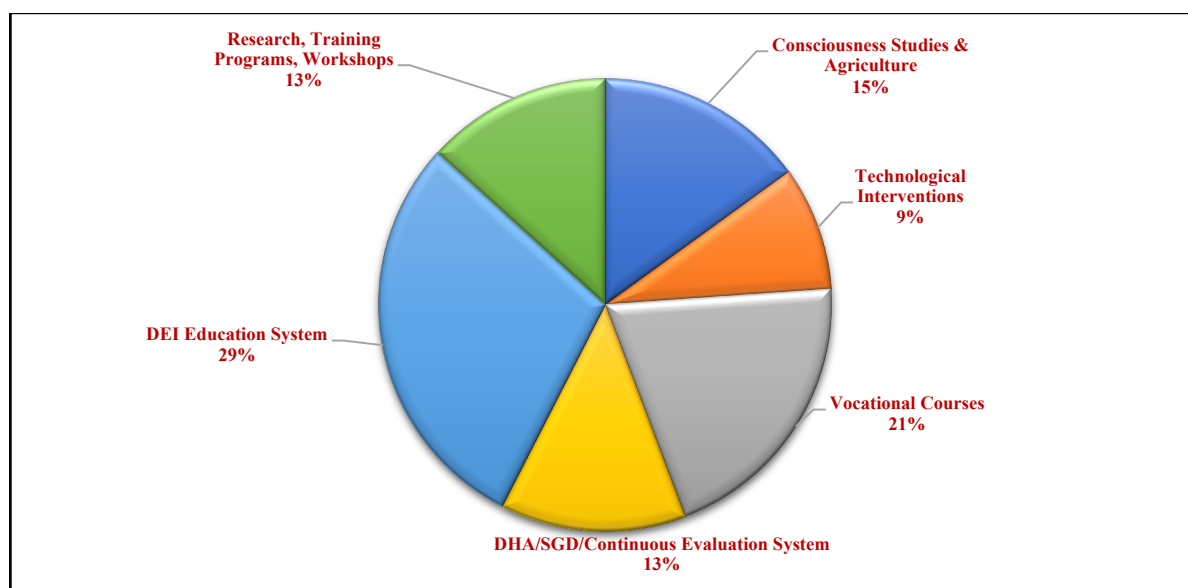


Figure 5: Innovations at DEI as Perceived by Other Institutes

These activities have been found successful in generating desirable traits among learners as reported in previous studies and some of them have also been found to contribute towards sustainable development as discussed in the later section.

The areas where DEI and other institutes can enhance/scale up ‘support and share’ for mutual benefits were collaboration in teaching and research, laboratory and library services, curriculum development, internships for B.Ed. students, conducting workshops and seminars, discipline, Industry Institute Partnerships, games and sport, inter-school competitions, co-curricular activities, providing employment to students, personality development, counselling of students, exchange programmes, social outreach, transparency, orientation, international activities, social service, agriculture, innovations, ICT facilities, MOOCs, vocational education, workshops, seminars, development of satellite campus, drama, performing and visual arts, data dissemination.

According to the responses, DEI can co-operate and collaborate in the areas of academics, research, innovations, skill development, infrastructure and societal contribution (Fig.6). The respondents felt that such collaborations can improve the quality of education system in and around Agra benefitting the students and thus impacting the society at large.

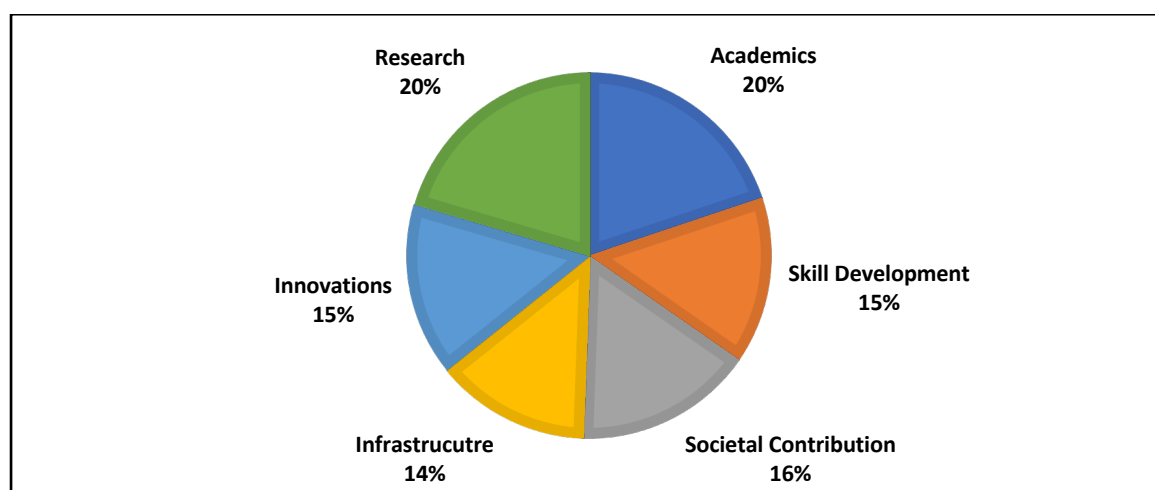


Figure 6: Areas of Cooperation & Collaboration with other nearby Institutes.

Some of the respondents acknowledged that DEI was much ahead of other institutes in terms of attributes, qualities and values which in totality have a greater impact on the societal change.

An analysis of the activities taking place at DEI when compared to other Institutes saw a very wide gap with maximum value reaching 60% of all the activities conducted at DEI (Fig 7). This was further validated by a study involving six experts who reviewed the features of DEI with other colleges of Agra (Box 8).

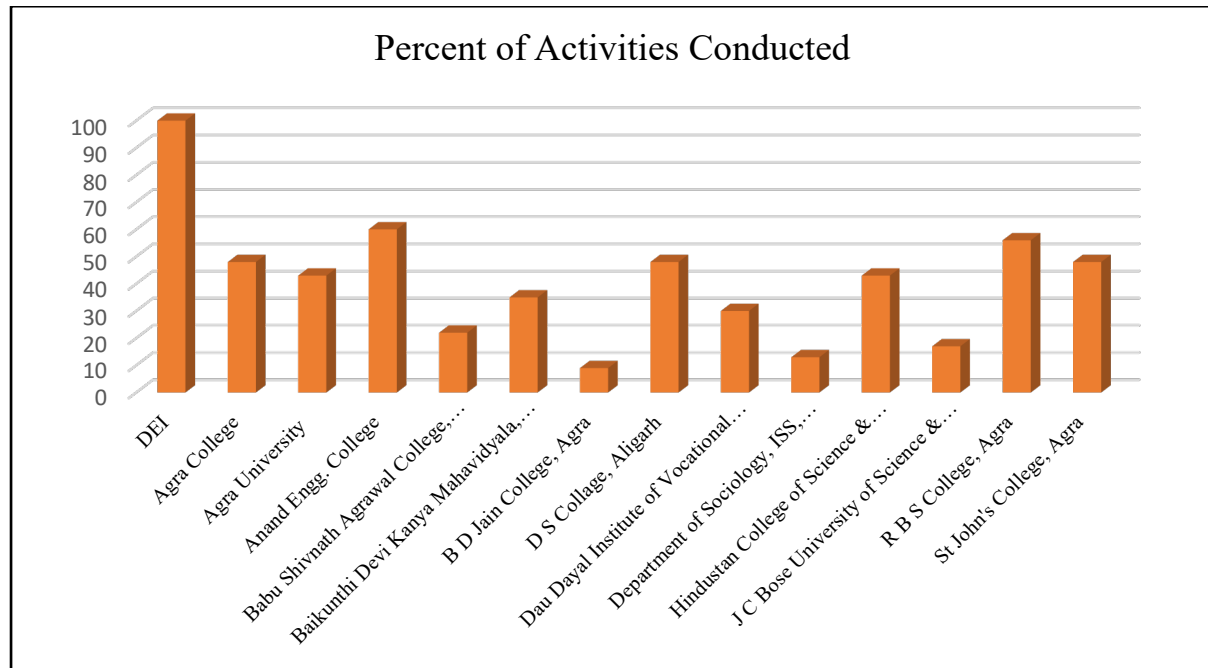


Figure 7: Percent of activities conducted at DEI and Other Institutes.

Features like Integrated & Broad based education, high performance standard and breadth of coverage were found absent in other colleges. Activities like courses on Comparative study of religion & GK, work experience in farms and agricultural operations, continuous assessment were also missing. Thus, accounting to an average 30% of the activities and features of DEI, not being found in other colleges (Fig 8).

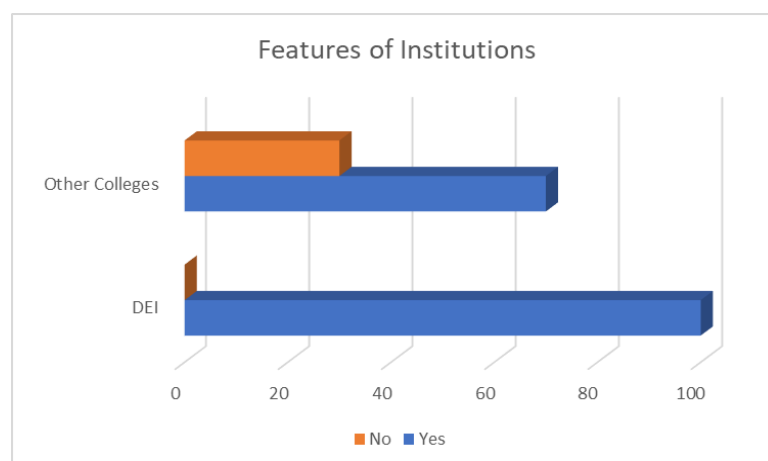


Figure 8: A comparative view of features of Institutions.

Further comparison of attributes among students of DEI and other colleges also showed significant difference across all 31 attributes under study (Fig 9), with an average score of 92 for DEI and 49 for other colleges. The highest scoring attributes among DEI students was the dignity of labour, followed by classless and casteless society (agriculture operations and comparative study of religions) and self-reliance (EWYL scheme).

The observation made from these result indicate the role of the 30% activities at DEI which were found to be absent in other institutes playing a pivotal role in development of desirable attributes found significantly better in students of DEI than the students of other college of Agra.

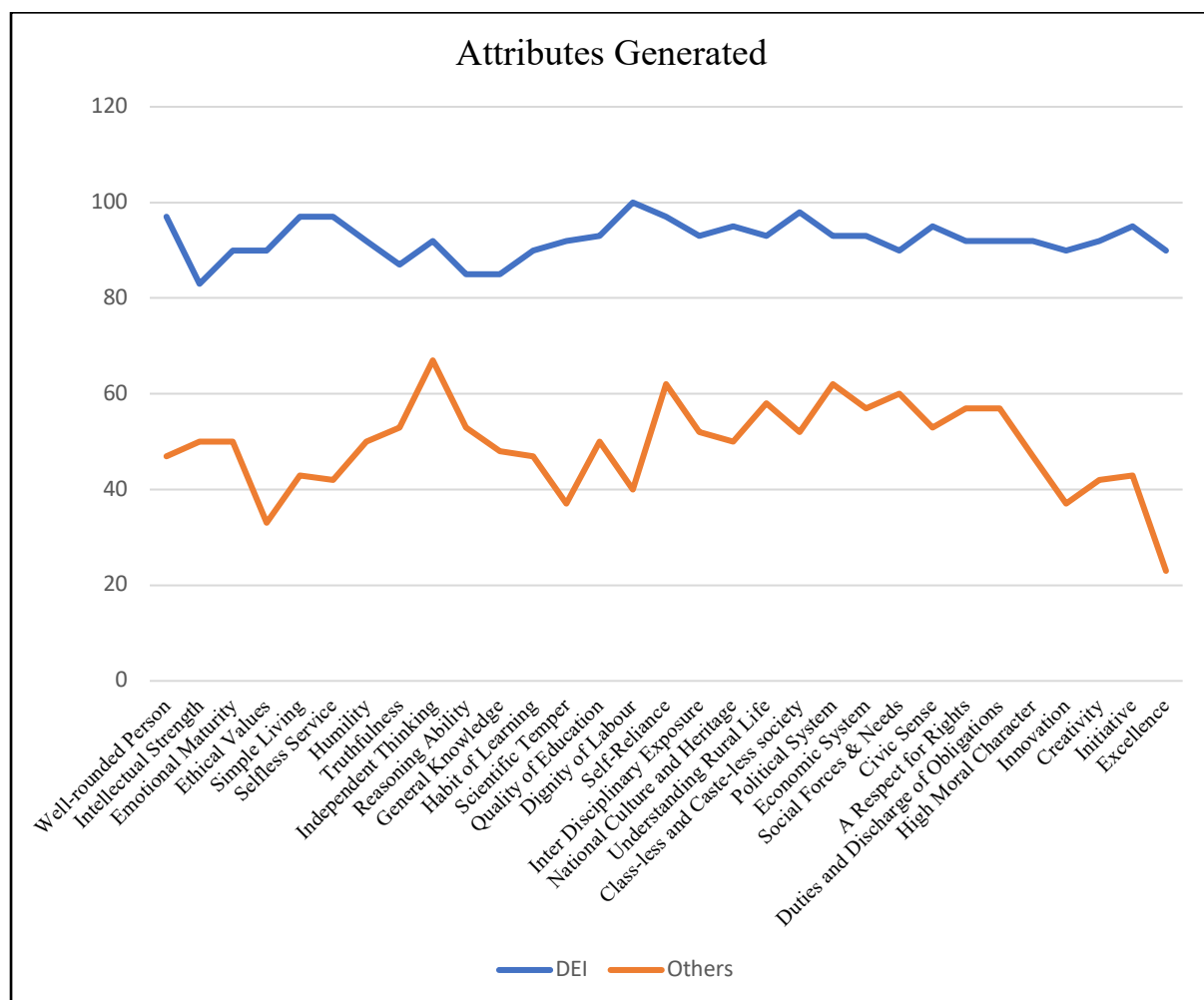
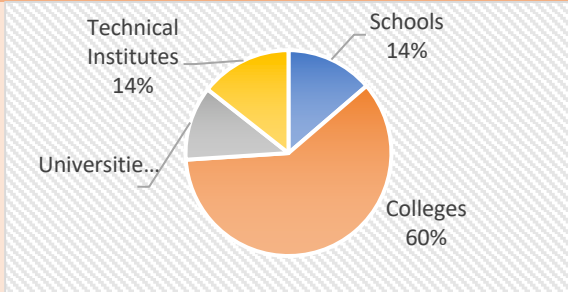


Figure 9: A comparative view of attributes generated in students.

The activities, features and attributes under study were derived from the ISM and TQM model which form the basic framework of the education at DEI, therefore alignment with it is pre-requisite for DEI but such comparative studies indicate their essential place in all the educational institutes.

Box No. 7
Survey 6

OBJECTIVE	To assess the perception of other Educational Institutes towards activities and features of DEI.												
SAMPLE SIZE (N)	146 Faculty members from Educational Institutes other than DEI.		 <table><caption>Distribution of Participating Educational Institutes</caption><tr><th>Institute Type</th><th>Percentage</th></tr><tr><td>Colleges</td><td>60%</td></tr><tr><td>Schools</td><td>14%</td></tr><tr><td>Technical Institutes</td><td>14%</td></tr><tr><td>Universities</td><td>12%</td></tr></table>	Institute Type	Percentage	Colleges	60%	Schools	14%	Technical Institutes	14%	Universities	12%
Institute Type	Percentage												
Colleges	60%												
Schools	14%												
Technical Institutes	14%												
Universities	12%												

The survey highlighted the need to understand the perception of the educational institutes in close proximity to DEI geographically as well as academically, leading to mutual visits and opportunities to understand culture and system of DEI.

An interview schedule was prepared by a team of two members based on the discussion and suggestions received from a brainstorming session attended by 20 senior faculty members. The session focused on framing of questions for the interview and later separate teams worked and prepared a list of questions and information to be gathered from different institutes.

The schedule had questions as well as prompts to guide the interviewer about the type of information required for the relevant question (see Annexure-15).

The information asked was broadly classified under following heads: General Information, Administration/Infrastructure and Academics. An online form was also developed on the basis of the interview schedule for ease in collection of data.

The schedule was distributed to a team of 30 Professors, Associate Professors and Assistant Professors. They established contacts with faculty members from different Educational Institutes telephonically as well as personally.

The qualitative data collected was refined and analyzed by a team of 8 faculty members and 4 non-teaching staff.

Result:

The interview results highlighted the areas where different institutes seek cooperation and collaboration of DEI and also the innovations appreciated by them, as shown below:

Innovations	Areas of Collaboration & Cooperation
DEI Education System	Research
Vocational Courses	Academics
Consciousness Studies & Agriculture	Social Contribution
DHA/SGD/Continuous Evaluation System	Skill Development
Research, Training Programs, Workshops	Innovation
Technological Interventions	Infrastructure

The brief profile of participating Institutes can be seen in Annexure-16.

Box No. 8
Survey 7

OBJECTIVE To compare the features of DEI and attributes generated among its students with the other Educational Institutes of Agra.

The study was designed to compare the features of DEI with other colleges of Agra and also the attributes generated in the students.

A team of six experts, three from DEI and three academic experts from other colleges of Agra provided inputs to design the study. The Interpretive Structural Model (ISM) and TQM Model in Higher Education formed the base for listing of essential attributes and features a student and the Institute must have respectively. A total of 31 attributes and 33 features were listed for the comparison.

The exercise was performed in two parts.

- 1) Firstly, a perceptual response on the attributes generated in students in DEI and other colleges of Agra was collected.
- 2) Secondly, an objective evaluation of features of various activities in DEI and other colleges was carried out.

Presence of attributes were scored on a scale from 1 to 100 and features were assessed for their presence or absence.

Result:

The average score for attributes generated among students was found to be 92 in DEI and 49 for other colleges of Agra (see Annexure-17).

The comparison of features found 100% presence of all features in DEI and 70% in other Colleges of Agra (see Annexure-18).

Table 8.1: Prominent Attributes generated in students at DEI.

SN	Attributes in Students	DEI	Others
1.	Well-rounded Person	97	47
2.	Simple Living	97	43
3.	Selfless Service	97	42
4.	Dignity of Labour	100	40
5.	Self-Reliance	97	62
6.	Class-less and Caste-less society	98	52

Table 8.2: Features of Educational System absent in other Colleges of Agra.

SN	Educational System Features	DEI	Others
1.	Integrated and Broad-based	Yes	No
2.	High Performance Standard	Yes	No
3.	Breadth of Coverage	Yes	No
4.	Foundation Courses like Comparative Study of Religion	Yes	No
5.	Foundation Courses like General Knowledge	Yes	No
6.	Field Experience (work experience) in farms	Yes	No
7.	Agricultural Operations	Yes	No
8.	Continuous Assessment	Yes	No
9.	Competence in English	Yes	No
10.	One other Modern Indian Language	Yes	No

3.0 Towards a Sustainable World

Sustainable Development has garnered interest of majority of nations across globe since the beginning of this century. Humans have successfully caused excessive damage to the environment and exploited resources, drastically changing the conditions and course of life for the present and the next generation.

The Sustainable Development Goals of United Nations have acknowledged the prevailing conditions and provided an elaborate road map for an all-inclusive development. These goals evolve from the previous Millennium Development Goals and comprehensively cover all aspects of human life for the present and future both. The 17 SDGs are given below;

- Goal 1: No Poverty
- Goal 2: Zero Hunger
- Goal 3: Good Health and Well-Being
- Goal 4: Quality Education
- Goal 5: Gender Equality
- Goal 6: Clean Water and Sanitation
- Goal 7: Affordable and Clean Energy
- Goal 8: Decent Work and Economic Growth
- Goal 9: Industry, Innovation, and Infrastructure
- Goal 10: Reduced Inequalities
- Goal 11: Sustainable Cities and Communities
- Goal 12: Responsible Consumption and Production
- Goal 13: Climate Action
- Goal 14: Life Below Water
- Goal 15: Life on Land
- Goal 16: Peace, Justice and Strong Institutions
- Goal 17: Partnerships

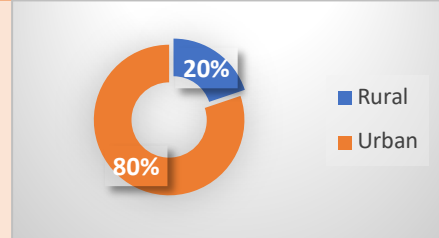
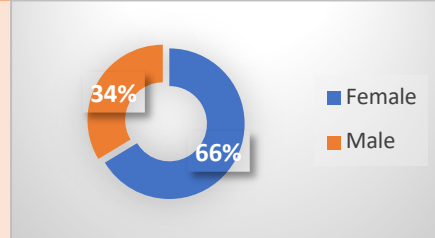
Moving beyond the development of global competencies, studies were conducted to assess the contribution of activities and features of DEI towards the achievement of SDGs. A list of 34 activities and features of DEI were mapped with 17 SDGs of UN (see Box 9).

The complete coverage of all the 17 goals with extensive contribution towards major goals demonstrate the comprehensive education system of DEI which aims at holistic development of the learner and contribution to society at large.

Box No. 9
Survey 8

OBJECTIVE To identify the activities and features of DEI which contribute to the 17 Sustainable Development Goals of the UN.

**SAMPLE
SIZE (N)**
2387



United Nation has identified 17 goals for a better world with indicators under all goals. The survey was conducted to map how the activities at DEI move beyond global competencies as assessed in previous surveys and impact the world through sustainable development.

A set of 34 activities were identified by a team of 8 faculty members through brainstorming sessions. These 34 activities were listed against 17 Sustainable Development Goals in form of a checklist (see Annexure-19) and participants were asked to check the activities which they believed contributed to a particular goal. There was no limit set for the number of activities checked by respondents for a goal, as it was initial survey meant to identify activities for every goal.

The survey took place through online as well as pen and paper mode. The links were shared over email and also on the Institute website for online mode and a team of NSS officers conducted pen and paper study during NSS camp in the Institute.

Result:

The given chart shows the activities selected by 75% & above respondents for every goal. The detailed scores of the survey are shown in Annexure-20.

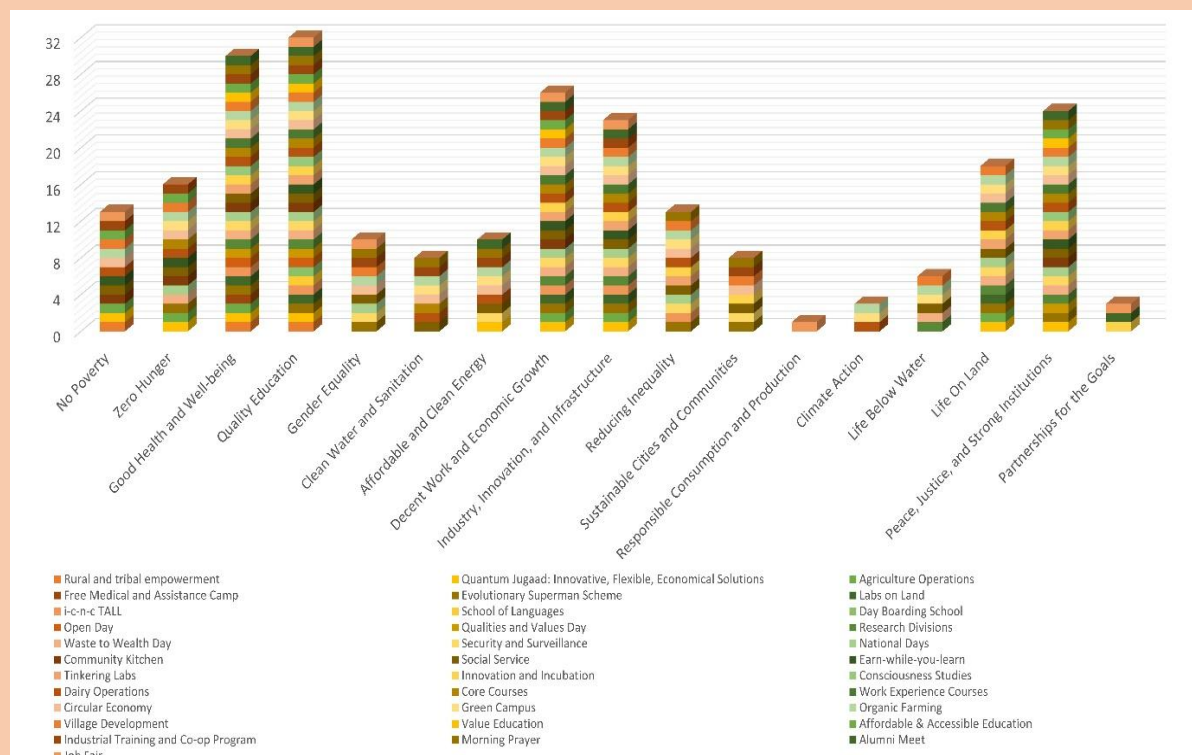


Figure 9.1: Activities at DEI corresponding to 17 Sustainable Development Goals.

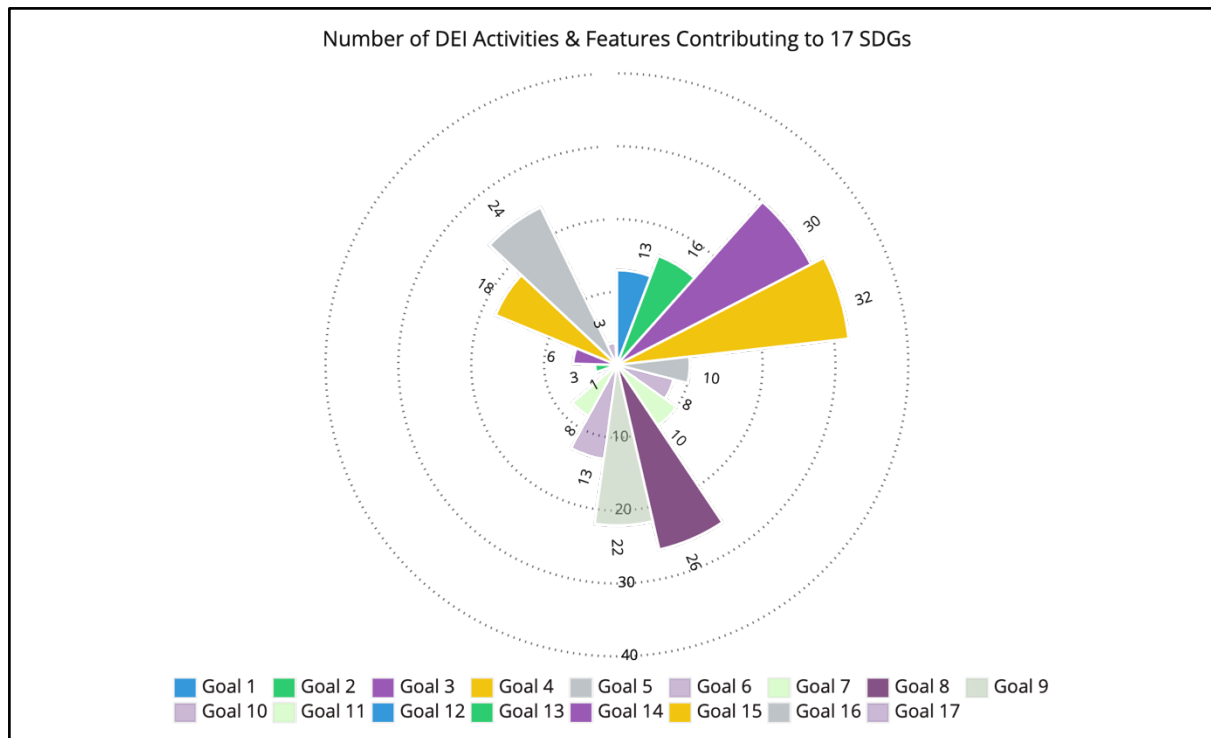


Figure 10: Mapping of number of DEI activities and 17 SDGs.

The mapping shows complete coverage of all the 17 SDGs (Fig 10), with the number of activities per goal varying from 1 for Goal-12: Responsible Consumption and Production to 32 for Goal-4: Quality Education. Out of 34, where 32 were found to contribute to the Goal-4: Quality Education, 30 contributed for Goal-3: Good Health and well-being, 26 for Goal-8: Decent Work and Economic Growth and 24 for Goal-16: Peace, Justice and Strong Institutions.

Respondents believed that activities and features of DEI like Rural and Tribal Empowerment, Quantum Jugaad, Agriculture Operations were prominent contributors towards not one but many goals:

Rural and Tribal Empowerment's contribution was found in Goal-1: No Poverty, Goal-2: Zero Hunger, Goal-3: Good Health and Well-Being, Goal-4: Quality Education, Goal-7: Affordable and Clean Energy, Goal-8: Decent Work and Economic Growth and Goal-13: Climate Action.

This shows how the empowerment initiatives of a certain marginalized section of the society not only improves the quality of life of the concerned group but has the potential to influence the environment and economy.

Quantum Jugaad contributed towards Goal-1: No Poverty, Goal-2: Zero Hunger, Goal-3: Good Health and Well-Being, Goal-4: Quality Education, Goal-8: Decent Work and Economic Growth and Goal-9: Industry, Innovation, and Infrastructure, highlighting the role of frugal innovations and entrepreneurial development in solving key challenges faced by the world today.

Agriculture Operations scored high for Goal-2: Zero Hunger, Goal-3: Good Health and Well-Being, Goal-8: Decent Work and Economic Growth, Goal-9: Industry, Innovation, and Infrastructure and Goal-15: Life on Land, thus reinforcing the position of agriculture operations as an important activity which influences life in multiple ways. Dairy Operations also showed prominent contribution in a number of goals.

Earn While You Learn Scheme contributed significantly to Goal 4: Quality Education & Goal 8: Decent Work and Economic Growth. *Community kitchen* was found relevant for Goal 2: Zero Hunger and Goal 3: Good Health and Well-Being.

The highest scoring activity was the *Free Medical and Assistance Camp* which contributed to the Goal 3: Good Health and Well-Being along with Rural and Tribal Empowerment, Agriculture Operations and Quantum Jugaad. Affordable and Accessible education feature of DEI showed remarkable contribution to a number of goals as education forms the base for any form of development.

Activities like Alumni Meet, Job Fairs, Morning Prayer, Work Experience courses which held high impact on development of attributes, were not found very influential towards their contribution to SDGs. But the contribution of Open Day, Evolutionary Superman Scheme, and Core Courses was found notable.

The top five activities for every goal is listed in Annexure 21. The activities with high frequency of occurrence among top five activities (Fig 11) were: Rural & Tribal Empowerment, Quantum Jugaad, Agriculture Operations and Affordable and Accessible Education. They were followed by Core Courses, Evolutionary Superman Scheme, Dairy Operations, Open Day, Value Education and Waste to wealth.

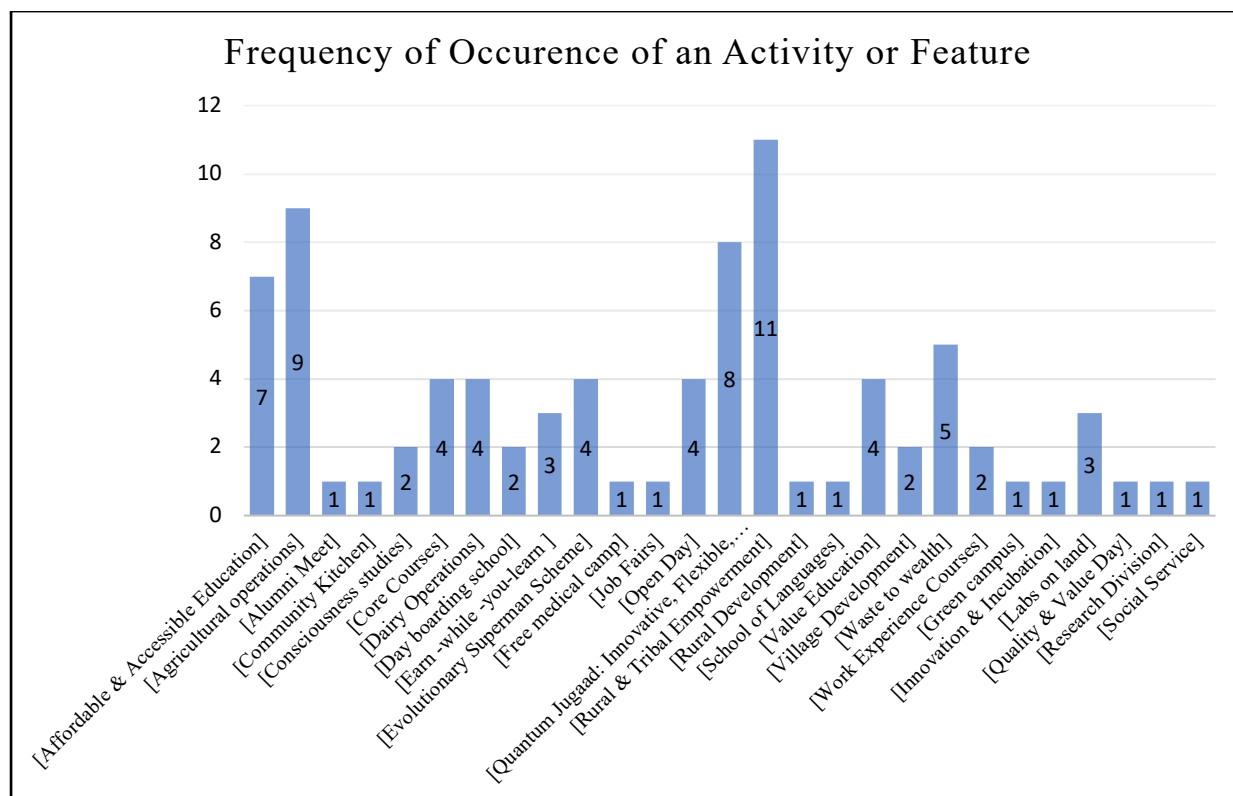


Figure 11: Mapping of number of DEI activities and 17 SDGs.

It is in particular a significant finding that *Value Education* contributes to four SDGs, Goal 4: Quality Education, Goal 12: Responsible Consumption and Production, Goal 14: Life Below Water and Goal 16: Peace, Justice and Strong Institutions, a close look at the goals indicate the need for values to drive them to accomplishment.

Similarly, *Core Courses* contributed to Goal 6: Clean Water and Sanitation, Goal 12: Responsible Consumption and Production, Goal 13: Climate Action and Goal 16: Peace, Justice and Strong Institutions, which target environment consciousness and awareness of the world around.

Open Day showed remarkable contribution towards Goal 4: Quality Education, Goal 5: Gender Equality, Goal 10: Reduced Inequalities and Goal 17: Partnerships, displaying its pronounced impact on bringing everyone at common platform and providing opportunity for inclusive networking and partnership devoid of background or seeded inequalities.

The study was crucial in identifying subtle and profound connections between activities and features of DEI with SDGs of UN, and changing the overall perception of the initiatives undertaken by DEI.

4.0 Building an International Perspective

SDGs are well recognized goals by member countries of UN and hold a strong international relevance. Given the work of DEI with respect to SDGs, need was felt to bring in International perspective to assess its efforts by taking response for Survey-9 (see Box 10) from International visitors at DEI.

The findings of survey-9 showed that *affordable and accessible education* established itself as one of the most prominent feature of DEI as it showed maximum contribution to six SDGs, Goal-1: No Poverty, Goal-4: Quality Education, Goal-6: Clean Water and Sanitation, Goal-11: Sustainable Cities and Communities, Goal-15: Life on Land and Goal-16: Peace, Justice and Strong Institutions, thus aligning itself with the fact that education is one of the key to achievement of sustainable development.

Agriculture Operations and dairy operations became the top activity for Goal-9: Industry, Innovation, and Infrastructure and Goal-12: Responsible Consumption and Production, emphasizing their role in driving the economy of the nation and need for further revival. Other goals they catered to were Goal-13: Climate Action and for Goal-7: Affordable and Clean Energy, Goal-10: Reduced Inequalities.

Goal-1: *Affordable and accessible education, rural and tribal empowerment, agriculture operations and earn while you learn scheme* were all found very close in contribution to achievement of no poverty goal, thus showing multi-disciplinary approach for tackling poverty.

Goal-2 & Goal-3: *Community Kitchen, agriculture operations and dairy operations* significantly contributed to zero hunger; whereas, free medical camp and agriculture operations scored very high for good health and well-being. *Free medical camp* scored the highest among all the activities and features assessed.

Goal-7: Green Campus, Dairy Operations and Rural and Tribal Empowerment contributed substantially to affordable and clean energy, highlighting the cost effective initiatives by DEI to make clean energy available and affordable.

Goal-11: *Consciousness studies & affordable & accessible education* were found relevant for building sustainable cities and communities.

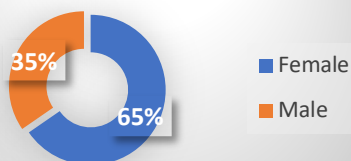
Survey-9

OBJECTIVE To assess the contribution of activities and features of DEI for the achievement of 17 SDGs.

SAMPLE SIZE

(N)

26



The survey was intended to capture the activities being conducted at DEI that members of International community find most relevant for achieving SDGs.

The participants for the survey were students visiting DEI under Honk Kong University-DEI Exchange program. All the students were living and studying at Hong Kong and had completed one-week residential program in India at Dayalbagh. They had exposure to activities and programs at DEI. The coordinators for their visit at DEI administered the survey. It was conducted via online mode, participants responded to the survey form shared on their mobile devices.

Based on the results of Survey-8, top five activities at DEI for every sustainable development goal were identified. A survey questionnaire was developed by a team of two faculty members based on the response of survey-8 (see Annexure-21). Every sustainable development goal had five activities listed and participants were required to respond on a 5-point scale, where;

1- Strongly Disagree, 2-Disagree, 3-Neutral, 4- Agree and 5-Strongly Agree

Result:

The result of the survey assessed five DEI activities for each goal (see Annexure-23), some of the prominent goals and activities identified are given below:

UN SDGs	Weighted Mean	DEI Activities
Goal 1: No Poverty	4.45	Affordable and Accessible Education
Goal 2: Zero Hunger	4.52	Community Kitchen
Goal 3: Good Health and Well-Being	4.79	Free Medical Camp
Goal 4: Quality Education	4.38	Affordable and Accessible Education
Goal 5: Gender Equality	4.17	Village Development
Goal 6: Clean Water and Sanitation	4.37	Affordable & Accessible Education
Goal 7: Affordable and Clean Energy	4.47	Dairy Operations
Goal 8: Decent Work and Economic Growth	4.31	Earn While You Learn
Goal 9: Industry, Innovation, and Infrastructure	4.29	Agriculture Operations
Goal 10: Reduced Inequalities	4.20	Dairy Operations
Goal 11: Sustainable Cities and Communities	4.39	Affordable & Accessible Education
Goal 12: Responsible Consumption and Production	4.42	Agricultural operations
Goal 13: Climate Action	4.44	Agriculture Operations
Goal 14: Life Below Water	4.13	Value Education
Goal 15: Life on Land	4.36	Affordable & Accessible Education
Goal 16: Peace, Justice and Strong Institutions	4.21	Affordable & Accessible Education
Goal 17: Partnerships	4.23	Consciousness studies

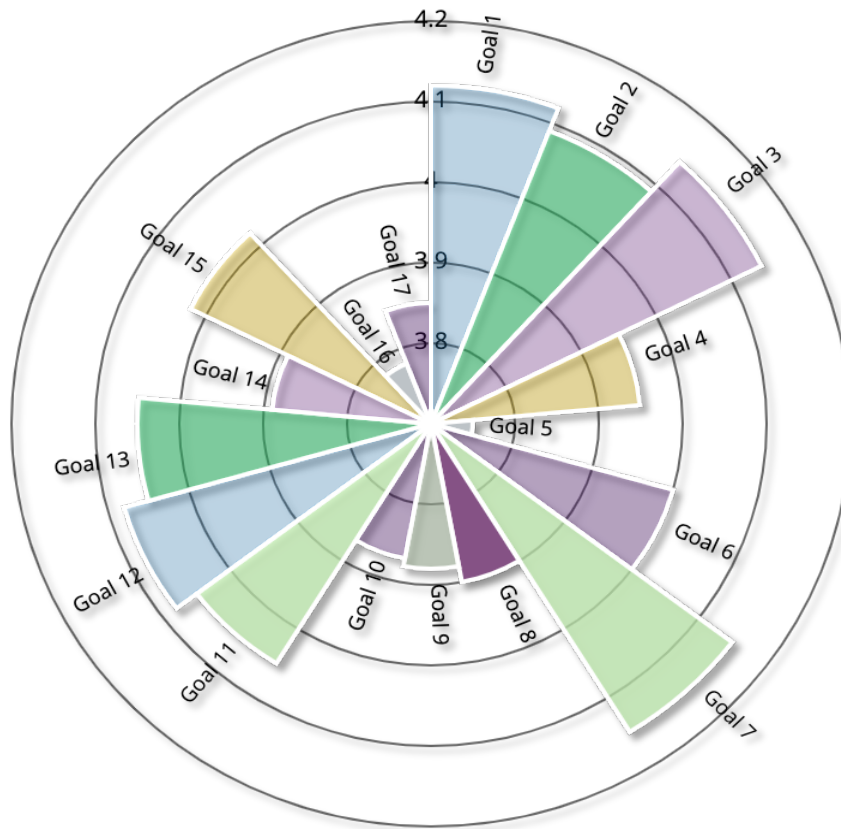


Figure 12: Mapping of number of DEI activities and 17 SDGs.

There was a very high degree of agreement for contribution of selected activities towards the achievement of Goal-1: No Poverty, Goal-2: Zero Hunger, Goal-3: Good Health and Well-Being, Goal-6: Clean Water and Sanitation, Goal-7: Affordable and Clean Energy, Goal-11: Sustainable Cities and Communities, Goal-12: Responsible Consumption and Production, Goal-13: Climate Action, Goal-15: Life on Land with cumulative weighted average of *4 and above* (Fig 12).

This was followed closely by Goal-4: Quality Education, Goal-8: Decent Work and Economic Growth, Goal-9: Industry, Innovation, and Infrastructure, Goal-10: Reduced Inequalities, Goal-14: Life Below Water and Goal-17: Partnerships with average *3.8 and above*.

Activities at DEI targeted towards Affordable and clean energy, good health and well-being, no poverty saw the maximum agreement among the respondents.

5.0 Maslow's Hierarchical Needs and Dayalbagh Educational Institute

Maslow's Hierarchical Needs theory suggests a need-based framework for human behavior, recognizing five needs/motivations:

Physical	1. Basic physiological needs (air, food, water, shelter) 2. Safety (protection, law & order, stability)
Mental	3. Belongingness and love (family, relationships, community building, God) 4. Esteem or social accomplishment/recognition (confidence, reputation, status).
Spiritual	5. Self-actualization: selflessness, ultra-transcendence (unity with duality at will-a unique model of Dayalbagh Science of Consciousness).

The societal impact of DEI lies in enabling the balanced fulfillment of all five needs at the level of individuals, and collective needs at the levels of the community, the nation, and humanity as a whole.

The educational framework of the Dayalbagh Educational Institute differs from that of other such institutes by addressing physical, mental and spiritual needs through a blend of intrinsic and extrinsic education. The features & activities at DEI are planned in such a way that they provide opportunity to every learner to fulfill their deficiency needs and reach self-actualization state, which leads to infinite opportunities.

The individual needs are catered collectively, where learners come together as a community to learn and work. The progression may vary from individual to individual but collective response as evident in the survey results demonstrate high degree of agreement for the development of given attributes among learners of DEI.

In figure-14, it has been redesigned for an individual (learner) and aligned with the findings of the survey study. In stage 1, all the physiological needs of the learner are taken care of by the institute at minimum or no cost making it accessible for all. In stage 2, learner feels safe and secure, evident with high enrolment rate of girls in DEI. They develop attribute for self-reliance, self-assessment and ability to take decisions. They achieve financial self-reliance with low fee structure and financial schemes like EWYL.

The first two stages equalize the inequality in the background of the learners. In stage 3, learners with community-based approach and collaborative

practices like agriculture operations, social service camps, group works, develop respect for diversity, team spirit, social sensibilities, and an undying spirit of belongingness.

In stage 4, learners through participation in internship, work experience courses, national and rural missions, develop dignity of labor, learning by doing approach, cognitive flexibility and ability to not just empower themselves but others as well.

By stage 5, the state of self-actualization is achieved by empowering others, ethically conducting oneself, maintaining self-discipline and developing the sense of service and sacrifice which is the very foundation of the education at the Dayalbagh Educational Institute.

The role of an educational institute in fulfilling the needs of a learner is visible in the form of infrastructure, features & activities and opportunities. It can be easily inferred from the figure-14, that DEI has been successful in fulfilling needs of the learners across five levels, initiating self-growth and actualization much earlier than it is expected normally as shown in the figure 13.

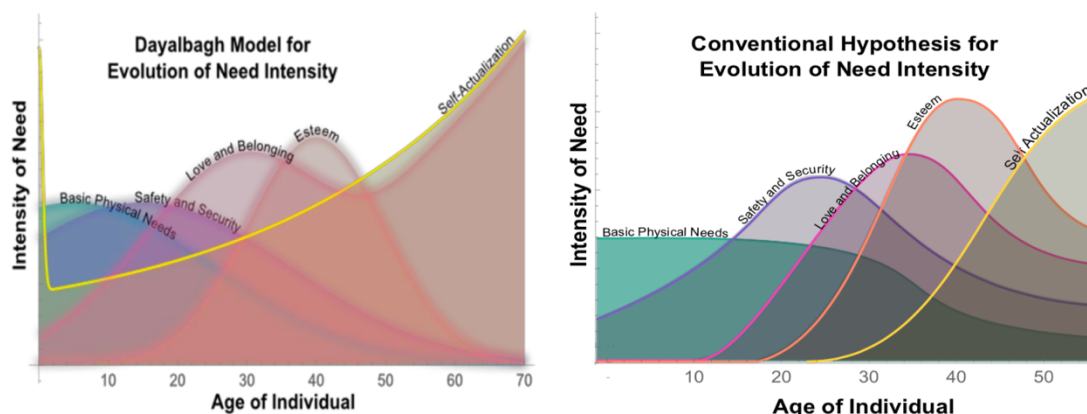


Figure 13: Comparison of the need growth of individual through blended (intrinsic- extrinsic) model of education at Dayalbagh with the conventional extrinsic approach.

The combination of DEI's intrinsic and extrinsic education ensures development of a 'person-for-community' approach, rather than 'person-for-self'. DEI has implemented this framework by synergistically harnessing strength from the community of Dayalbagh, which has been its founder, sponsoring body and mentor for the last 200 years.

TOWARDS ∞ OPPORTUNITIES					
SELF-ACTUALIZATION			Ethical Conduct Self-discipline Minimalism Project for empowerment of others Excellence with social relevance	Self. Discipline Sense of Service & Sacrifice Spiritual Values National Integration	Selfless service
ESTEEM		Continuous and Comprehensive Evaluation & interdisciplinary courses Internship, Training, Work experience with support & mentoring, Peer tutoring Rural/tribal/national missions & projects Startup/entrepreneurial cell Ethical Framework	Academic achievement and Work Experience & Experiential learning Express and implement ideas learning & sharing with others Volunteer in projects & missions Proper Conduct, quality, values & attributes Entrepreneurial activity Self-discipline	Enterprising Attitude, Dignity of labour, Creative Expression, Punctuality, collective problem solving, smart resilient, progressive, self-worth, critical thinking, creative representation of idea, experimental thinking, learning by doing, cognitive flexibility, Peer learning, nurturing, casteless & creedless society	To be empowered & to empower others, to have a dignified conduct & take wise decisions, a sense of achievement, respect himself and others, to work for society
LOVE & BELONGINGNESS		Group activities and collaborative learning methods, study of all religions, events, agricultural operations, social service, Proctorial system for guidance & counselling	Represent class/faculty/institute at events & network free to volunteer for community work Equal opportunity to all for participation in events To work in group/ collaboration	Team Work, Team spirit, Platform for networking, knowledge broadcasting, cultural diversity, religious tolerance, social sensibility, respect for diversity, cooperative, inclusive thinking	To be respected & be accepted as part of a group, to find value in membership, to work for & with others, to receive support and guidance, to network.
SAFETY & SECURITY NEEDS	Safe and secure campus Manual and CCTV surveillance system, special concern for female (≅ 80%) Safety measures for all labs, instruments, devices, food items.	Scholarship and EWYL (Financial security) Multiple entry and exit points (secure career path) Remedial system High level discipline & transparency Ragging free campus	Inclusive Learning environment without any form of discrimination and promotes learning for all from diverse background. Career security to make changes and financial security to earn fees.	Self-assessment, Self-Reliance, Risk Management, Decision Making, Independent Thinking, Resourcefulness, Methodological, Self-Confidence, Disciplined Behaviour, Passion for learning	Safety from bullying / ragging Discrimination free environment, respect of individuality, Confidence to pursue education in a chosen field, with or without means
	Clean and green environment. Pure drinking water, sanitation and hygiene Hostel, hospital, canteen.	Low cost Health/medical service, food and hostel accommodation. Affordable uniform and tuition fees with no additional cost or burden	To get nutritious food, medical care and accommodation in affordable pricing. basic needs and achieve education beyond means/ no means.	Physical and mental wellbeing Civic Sense General Awareness	Nutritious Food Sanitation & Hygiene Healthy Environment Access to Education Medical Care Accommodation
INFRASTRUCTURE		FEATURES & ACTIVITY	OPPORTUNITY	ATTRIBUTES	NEEDS
EDUCATIONAL INSTITUTE				INDIVIDUAL	

Figure 14: Maslow's Hierarchical Needs and Dayalbagh Educational Institute

6.0 Conclusion

The features and activities of DEI showed significant impact on the development of global competencies and almost all the activities at DEI were found to inculcate desirable attributes and competencies. Other Educational Institutes also acknowledged the development of attributes in students and innovative activities and features of DEI which makes it a unique model of education. The comparison found an appreciable difference in the activities as well as the development of attributes among the students of DEI and other colleges of Agra.

The activities which form the intrinsic component of the curriculum at DEI, like agriculture operations/ rural development/ NSS, core courses, internship, work based courses, vocational programmes, continuous assessment, participation in missions and events like Open Day contributed significantly towards development of attributes and competencies and also many of them found prominent position as contributors for sustainable development goals, which was further validated by international visitors at DEI.

Thus, the findings of the study demonstrated the development of attributes and competencies among the students of DEI through various activities and features which also contributed on a larger scale to a sustainable world. The innovative education scheme at DEI strikes perfect balance between extrinsic and intrinsic development by preparing citizens with character for building the community, nation and the world at large, thus creating an impact on the society as a whole with its unique education policy and endless efforts to evolve a complete man.

7.0 Way Forward

The preliminary survey studies have laid down ground and reinforced the attempt of DEI to establish societal impact of its education. Further, the sample could be extended to other stakeholders including teachers, non-teaching staff and parents who are closely associated with the activities of DEI. The study could also be replicated with different groups and sub groups to compare the impact of activities across categories like the course of study, age, gender, socio-economic background and year of study.

Under an integrated education system, one of the six pillars of education at DEI is school education, therefore, perception of students for development of competencies at school level could also be studied. A longitudinal study to assess the evolution of learner in education system of DEI and other Institutes would be able to provide deep insight on the long term impact of education at DEI.

The results have shown impact of a single activity like morning prayer on the development of desirable traits like self-discipline and punctuality, therefore, different activities could be taken up and their impact could be analysed in depth. Multiple aspects can be covered across studies, like, exposure time or frequency at which an activity should be performed, nature of an activity, or the factors affecting successful implementation of an activity.

Moving beyond the perception of individuals, an attempt could be made to establish the causal-relation between activities, attributes, competencies, SDGs experimentally. Studies can be initiated to find correlation between development of competencies and ability to achieve sustainable development goals.

The present study highlights the need to study the impact of education on an individual, community and society. Future studies could be directed to identify indicators and develop a universal model to study social impact of education.

LIST OF ANNEXURES

Annexure-1	List of 200 Activities and their attributes for 11 Global Competencies.
Annexure-2	Survey-1: Result
Annexure-3	List of 69 Activities and their Attributes for 11 Global Competencies.
Annexure-4	List of 55 Unique Activities
Annexure-5	List of Attributes for each Global Competency.
Annexure-6	Survey 2: Activities with more than 50% respondents.
Annexure-7	Survey-2: Result
Annexure-8	List of top 3 scoring attributes and their corresponding activities from Survey-2.
Annexure-9	Survey-3 Questionnaire
Annexure-10	Survey-3: Result
Annexure-11	Survey-4: Questionnaire
Annexure-12	Survey-4: Result
Annexure-13	Survey-5: Questionnaire
Annexure-14	Survey-5: Result
Annexure-15	Survey-6: Interaction Schedule
Annexure-16	A) Student's gender ratio and number of teachers in DEI and other Educational Institutes participating in Survey-6. B) Details of Acreage, shift session, Total Classrooms and classroom capacities in DEI and other Educational Institutions.
Annexure-17	Survey-7: Attributes generated in students System of DEI and other Colleges of Agra.
Annexure-18	Survey-7: Comparative study of Features of Educational System of DEI and other Colleges of Agra.
Annexure-19	Survey-8: Questionnaire
Annexure-20	Survey-8: Result
Annexure-21	Survey-8: Top five activities and Features at DEI contributing to 17 SDGs.
Annexure-22	Contribution of Top-5 Activities and features to SDGs.
Annexure-23	Survey-9: Result
Annexure-24	Summary Chart of Survey-2,3,4 and 5 results.

Annexure-1

List of 200 Activities and their attributes for 11 Global Competencies.

SN	Competency	Activity	Attributes inculcated		
1	Ability to work with a wide variety of people	Internship (UG/PG)	Team Work	Self-Reliance	Market Orientation
		Work-Based Courses	Creativity	Critical Thinking	Innovation
		Projects	Analytical Thinking	Acquisition Of Knowledge	Current Trends Of Thought
		Earn While Learn	Self-Reliance	Industrious	Frugal
		NSS, NCC	Self-Sacrifice	Sense Of Service	Dignity Of Labour
		Rural Development Course	Understanding Rural Life	Classless And Casteless Society	Sensitive
		Student Research Colloquia	Habit Of Learning	Interdisciplinary Thinking	Enhancement Of Intellectual Calibre
		National & International Conferences	Interdisciplinary Thinking	Enhancement Of Intellectual Calibre	Current Trends Of Thought
		Student & Faculty Exchange Programme	Temperance	Tolerance	Respect For Diverse Cultures
		Sci-Hi Workshop	Scientific Temper	Inquisitiveness	Trail Blazing
		Inter and Trans-disciplinary research divisions	Holistic Thinking	Systems Thinking	Inclusive Learning
		B.Ed. internship in rural and tribal areas	Understanding The Issues Of The Least And Lowest	Empathy	Inclusive Problem Solving
		Youth Parliaments/Youth Festivals	Constitutional	Constructive Citizen	Cultural Diversity
		Intra-inter-state and national level competition	Team Work	Competitiveness	Excellence
		Hackathon	Problem Solving	Critical	Out Of The Box

			Thinking	Thinking
	Alumni meet	Experiential Learning	Market Orientation	Professional Networking
	Research Day	Networking	Peer Learning	Critical Thinking
	Waste to Wealth Day	Frugal Thinking	Economy	Environmental Sensitivity
	Winter Training Camps	Leadership	Handholding The Younger Peers	Imaginative
	Summer Schools	Habit Of Self-Learning	Planning	Insightful
	Musical afternoons	Work-Life Balance	Creative Experimenting	Invigorating
	Drama (English/hindi)	Language Skills	Presentations	Voice Projection
	Nukkad Natak	Understanding Social Issues	Language Skills	Presentation
	Debate	Understanding Social Issues	Language Skills	Presentation
	other literary activities	Creativity	Language Skills	Presentation
	Agricultural Operations Course	Emotional Maturity	Dignity Of Labour	Humility
	Medical Camps & hole in the Wall	Emotional Maturity	Ethical Values	High Moral Character
	Unnat Bharat Abhiyaan	Nationalism	National Integration	Social Forces And Needs
	Swachhta Mission	Civic Sense	Duty And Discharge Of Obligation	Attitude
	Yoga Day and	Moral Character	Self-Control	Physical And Mental Well Being
	Scouting and Guiding Camps	Nationalism	National Integration	Social Forces And Needs
	Soft Skills	Effective Communication	Language Sense	Civic Sensitivity
	Comparative Study of Religion and Cultural Education Core Course	Temperance	Respect For All Religions	Social Sensibilities
	Learning of various languages	Adaptability	Intellectual Calibre	Appreciation Linguistic

					Diversity
		MoU and Collaborations	Networking	Diversity In Thought Process	Open Mind
2	Time Management and ability to prioritize	Adherence to well-planned academic calendar	Time Management	Management Skill	Methodical
		Morning Prayers	Punctuality	Self-Control	Inculcation of Higher Order Thought Process
		Daily Home and Class Assignments, Class tests	Retention	Summarization	Recollection
		Seminar & Group Discussion	Presentation	Self-Marketing	Assertive
		Remedial Teaching	Psychological Resilience	Self-Esteem	Confidence Building
		CBCS	Capacity Building	Adaptability	Independent Thinking
		360 degree transition pathways	Passion For Learning	Flexibility To Take Risk At No Loss	Enterprising Attitude
		Community Development as part of curriculum	Social Sensibilities	Problem Solving	Ability To See The Whole
		core courses and co-curricular courses	Time Management	Well-Rounded Personality	Ability To Deliver Under Pressure
		Programmes in shifts	Time Management	Flexibility For Horizontal Learning	Discipline
		Open Online programmes	Self-Learning	Self-Paced	Habit Of Continuous Learning
		Student run mini production plants	Self-Marketing	Planning	Prioritization
3	Understanding Digital Impact of Business	ICT Infrastructure: e-class rooms, data centres,	Adaptability	Forecasting Change	Futuristic Vision Point

		Digital Life	Transdisciplinary Thinking	Open Minded	Logical
		Lectures through videoconference	Excellence	Accessibility To Best Minds	Intellectual Calibre
		e-content generation	Dynamic Knowledge Acquisition	Creative Writing	Habit Of Learning
		Virtual & remote Laboratories	Self-Paced Learning	Tinkering	Technological Hands-On
		Interaction with peers in remote rural areas	Empathy With Grassroots	Problem Solving	Understanding Rural Life
		Online tablet based teaching	Understanding The Potential Of Digital Media	Flexibility In Teaching	Nurturing
		Training on MOOC on skilling and Entrepreneurship Networks (MOOSCKENE BHARAT)	Understanding The Potential Of Digital Media	Innovative	Self-Reliance
		Student centric activities i-c-n-c TALL	Enhancement Of Various Language Abilities	Cognitive Development	Appreciation
		Surveillance	Social Sensitivities	High Moral Character	Civic Sense
		EdRP: Course registration, online Course Management	Governance	Planning	Self-Assessment
		Library Automation, e-journal and e-books	Access To Advanced Learning Content	Self-Paced	Habit Of Learning
		Student projects on connected cars, smart cities, smart agriculture, smart grid	Independent Thinking	Critical And Out Of The Box Thinking	Understanding Social Needs
		Telemedicine as part of NSS	Social Forces And Needs	Sense Of Equitable Health Services	Real Life Experience

4	Ability to build, sustain and expand new network of people	Partnering with premier institutes and industries in the country and globally	Brand Ownership	Access To Cutting Edge Technology	Awareness Emergent Ar
		International research collaborations on socially relevant problems	Emotional Maturity	Access To Cutting Edge Technology	Awareness Emergent Ar
		co-op training	Industrial Orientation	Ability To Connect And Market And Academia	Industrial W Culture
		Two-way international exchange programmes	Cultural Exposure	Higher Order Thought Process	Effective Communica
		Interactive teaching learning through video conferencing	Multi-Faceted	Ability To Innovate Through Cross-Fertilization Of Idea	Effective Communica
		International conferences on consciousness	Higher Order Thinking	Ability To Scientifically Study The Eastern Philosophical Framework	Profession Networkin
		Doing more with less	Frugality	Financial Management	Resource Management Sharing
		Labs on Land	Real Life Field Experience	Appreciation For Eco-Friendly Technology	Practical
		Mini Plants	Enterprising	Industrious	Realistic
		Real life experience in villages	Real Life Field Experience	Understanding The Issues Of The Least And Lowest	Inclusive Problem Solv
		Community bio-diversity parks	Environmental Sensibilities	Accountability	Understand Of Nature
		Open Day	Networking	Branding	

		Organizing Events Simultaneously	Multi-Tasking	Planning	Event Management
		Participating in Institute Events	Multi-Tasking	Planning	Event Management
		Teaching Assistantship	Self-Reliance	Intellectual And Emotional Strengths	Ethical Values
		Youth Parliament	Constitutional	Constructive Citizen	Cultural Diversity
		Student-run on-campus enterprises	Multi-Tasking	Planning	Event Management
		Export of goods produced in mini plants	Marketing	Advertising	Export And Import Techniques
		UGRA	Scientific Temper	Intellectual Calibre	-
		B.Ed. internship in rural and tribal areas	Understanding The Issues Of The Least And Lowest	Empathy	Inclusive Problem Solving
		Nano enterprises	Resource Optimization	Market Forces	Financial Forecasting
		Compulsory interest based skilling and entrepreneurial activities	Experiential Knowledge	Passion For Learning	Skill Acquisition
5	Skills of problem solving, critical Thinking and creativity	Children Recreation Centre	Understanding Of Self, Environment And Nature	Team Spirit	Focused
		Tinkering Labs	Creativity	Working With Own Hands	Experimental
		Integration of Skilling and Entrepreneurial platforms in curriculum	Entrepreneurial Acumen	Courageous	Methodical
		Quantum Jugaad (On campus marketing platform)	Optimism	Self-Assessment	Market Analysis

		By students for students enterprises	Peer Learning	Healthy Criticism	Cooperativ
		Undergraduate Research Award	Higher Order Thinking	Critical Analysis	Logical
		Core Courses for Community Connect	Understanding Society, Environment And Markets	Problem Identification	Inclusive Thinking
		Co-op programme	Industrial Connection	Problem Solving Approach	Civic Sens
		Labs on Land	Real Life Field Experience	Appreciation For Eco-Friendly Technology	Practical
		Open Day	Networking	Planning On Large Scale	Organizatio
		Earn While Learn	Independent Thinking	Professional Aptitude	Connecting With The Surroundin
		Work Experience Courses	Acquisition Of Skills	Creativity	Resourcefu
6	Stackable and inclusive learning pathways	core courses	Understanding Of Social Systems	Critical Problem Solving	Systems Thinking
		Vocational Programmes	Team-Work	Design And Synthesis Skills	Time Manageme
		Dual Degree	Acquisition Of Supplementary And Complementary Skills	Flexibility And Adaptability	Multi-Disciplinar Approach
		Children Recreation Centres	Team Work	Creativity	Initiative
		Tinkering Labs	Critical Thinking	Ideation Skills	Experienti Thinking
		Superman Scheme	Learning By Observation And Doing	Team Work	Exploratio
		Transition Pathways	Flexibility	Decision Making	Sense Of Discriminat

		Rural Development	Real Life Problem Solving	Social Engineering	Realization / Acceptance / Cognitive Distances
		Research Divisions	Identifying Social Needs	Inter-Multi And Trans-Disciplinary Approach To Problem Solving	Thought Lea
		Compulsory inter-disciplinary courses at UG level	Connecting The Silos Of Discipline	Trans-Disciplinary Approach	Inclusive Learning
		Work-based experience courses at UG level	Experiential Knowledge	Passion For Learning	Skill Acquisi
		Lab on Land	Habit Of Observational Learning	Over-Arching	Pragmatic
		Mini Plants	Marketing	Advertising	Export An Import Technique
7	Ability to use social media to benefit business	News Letters	Ability To Communicate	Branding	Knowledge Broadcasting
		Email, WhatsApp, Google Groups	Exchange Of Ideas	Platform For Networking	Knowledge Broadcasting
		Student Magazines	Creative Language Skills	Functional Language Skills	Art And Aesthetic
		Blogs	Idea Sharing	Advertising	Branding
		TED Talks/You Tube	Branding	Knowledge Acquisition	Ownership
		Twitter	Exchange Of Ideas	Platform For Networking	Refining Wri Skills
		Vidya Prasara	Knowledge Acquisition	Deep Learning	Ability To Question
		Websites	Information Enrichment	General Awareness	Connectedn
		Photo Journalism	Creative Representation Of Ideas	Out of the Box Thinking	Art of Aesthe
		Media for entertainment	Creative Representation Of Ideas	Out of The Box Thinking	Art of Aesthe

		School of Education	Out of The Box Thinking	Disruptive	Ideation
		Online lectures	Knowledge Acquisition	Deep Learning	Ability To Question
		Training community through camps	We Feeling	Understanding Social Problems	Leadership
		Experiential Learning	Learning through Mentoring	Continuous Knowledge Building	Discrimination Between Knowledge & Wisdom
		Team work	Resource Sharing	Communicating With People At Different Social Levels	Respect For Others
		Class Committee	Peer Mentoring	Governance	Leadership
		Proctorial System	Discipline	Obedience	Law Abiding
		Peer mentoring and counselling	Inhibition Free Problem Sharing	Ability To Solve Problems	Societal Ownership
		Jugaad	Frugality	Business Modelling	Self-Reliance
		Budgeting	Planning	Resource Management	Financial Discipline
		Agriculture	Understanding Nature	Functional Understanding Agri-Operations	Rural Economy
		Community Work	Selfless Service	Humility	Truthfulness
		International cultural exchange through student exchange programmes	Temperance	Tolerance	Respect For Diverse Cultures
		Soft Skills	Effective Communication	Language Sense	Civic Sense
		Medical Camps	Emotional Maturity	Ethical Values	Simple Living
		Dairy and Food Product Testing	Creating Awareness In Society	Problem Identification	Understanding Of Social Forces And Avenue For Change
		School of Language	Cognitive Flexibility	Cultural Adaptability	Temperance
		On Campus enterprises and	Thrifty	Imaginative	Planning

		mini plants			
8	Ability to train and coach others	Training Through Camps	Nurturing	Assertive	Convincin
		Experiential learning	Wise	Pragmatic	Considera
		Export of goods	Laws Of Other Lands	Understanding Of Global Markets	Constitution Profession
		Class committee	Collective Problem Solving	Critical Thinking	Modest
		Proctorial System	Ability To Communicate With Diverse Age Groups	Peer Networking	Cooperatio
		Jugaad	Resourceful	Tactful	Logical
		Budgeting	Frugality	Thrifty	Smart
		Agricultural operation	Economical	Open Minded	Functiona
		Medical Camp	Empathy	Social Accountability	Considera
		Hole in The Wall	Assertive	Free Thinking	Leadershi
		International Exchange Programmes	Appreciation For Cultural Diversity	Innovative Approach	Well-Round Personalit
		SC/ST Training	Empathy For Weaker Sections	Nurturing	Selfless
		Civil Services coaching	Aspiring	Hardworking	Constitution
		Peer training in mini plants	Handholding	Progressive	Team Spin
		Language Laboratories	Adaptable	Smart	Adjusting
		Music School	Creativity	Emotional Balance	Deep Think
9	Ability to Financial Forecasting	Entrepreneurial ventures	Tactful	Responsible	Problem Solv
		Participation in Rural Nano enterprise development	Understanding Of Rural Economics	Inclusive Thinking	Motivatin
		ATMA, AdyNaM, AAM	Understanding Of Rural Economics	Inclusive Thinking	Motivatin

		Earn While Learn	Self-Reliance	Independent Thinking	Self-Assessment
		Quantum Jugaad	Risk Management	Resilience	Outcome Based Decision Making
		Scenario building	Optimization Of Resources	Resilience	Outcome Based Decision Making
		Student immersion into voluntary community services	Problem Identification	Understanding Of Social Forces And Avenues Of Change	Selfless Service
		Financial effluence	Thrifty	Optimizer	Logical
		Internship for students	Methodical	Practical	Resourcefulness
		Part-time/ full-time work on different projects	Risk Management	Resilience	Outcome Based Decision Making
		Interest Free Loans			
		Avenues for investment and returns through on-campus activities			
		More With Less	Thrifty	Optimizer	Logical
		Zero inflation Budget Model	Thrifty	Optimizer	Logical
		Scholarship	Goal Oriented	Drive For Excellence	Enduring
		Subsidized Uniform	Equity	Sensibility	Optimism
		Subsidized food	Quality	Ethical Values	Hygiene
		Complete recycling of waste	Thrifty	Economical	Enterprising Attitude
10	Ability of Big Data Analysis	ICT Infrastructure: e-class rooms, data centres,	Excellence	Accessibility To Best Minds	Intellectual Calibre
		Lectures through videoconference	Dynamic Knowledge Acquisition	Adaptable Learning	Resilient
		e-content generation	Self-Paced Learning	Tinkering	Technological Hands-On

		Virtual & remote Laboratories	Empathy With Grassroots	Problem Solving	Understanding Rural Life
		Interaction with peers in remote rural areas	Understanding Rural Life	Nurturing	Inclusive And Equitable Approach
		Online tablet based teaching	Flexibility In Teaching	Technology Hands-On	Balanced
		Training on MOOC on skilling and Entrepreneurship Networks (MOOSCKENE BHARAT)	Understanding The Potential Of Digital Media	Modest	Optimistic
		Student centric activities i-c-n-c TALL	Enhancement Of Various Language Abilities	Cognitive Development	Insightful
		Surveillance	Social Sensitivities	High Moral Character	Civic Sens
		EdRP: Course registration, online Course Management	Access To Advanced Learning Content	Self-Paced	Technology Hands-On
		Library Automation, e-journal and e-books			
		Student projects on connected cars, smart cities, smart agriculture, smart grid	Independent Thinking	Critical And Out Of The Box Thinking	Scientific Temper
		2G to 5G Technology Laboratories	Futuristic	Appreciation For Change	Dynamic
		Multimedia Laboratories	Creative	Expressive	Connotative
		440 ICT centres and their data analytics	Systems Thinking	Extract Wisdom From Data And Knowledge	Visionary
11	Ability to engage in Brand Story	Student Orientation Programmes	Holistic Thinking	Brand Ownership	Loyal

	Telling	Student Participation in National and State Developmental Schemes	Presentation	Expressive	Cooperativ
		NSS/ NCC	Cooperation	Selflessness	Compassio
		Medical Camps	Emotional Maturity	Ethical Values	Selfless Serv
		Job Fairs	Self-Worth	Goal Oriented	Smart
		Alumni Meet	Networking	Communication	Industry Orientation
		Support for participation by students from UG level in International Conference	Deep Thinking	Habit Of Learning	Transdiscipli Approach
		Unnat Bharat	National Integration	Connecting To Social System	Nationalis
		Village Adoption	Problem Identification	Minimalism	Equitable Sta
		Exchange Visit Programmes	Accepting Diversity	Harmonious	Perceptiv
		Open Day	Resourceful	Loyal	Understand
		Industrial visits and Co-op programmes	Resourceful	Courageous	Analytica
		Industrial Projects	Resourceful	Courageous	Analytica
		Drama Festivals	Creativity	Subjectivity	Invigoratin
		Alumni Magazines	Marketing	Advertising	Communica

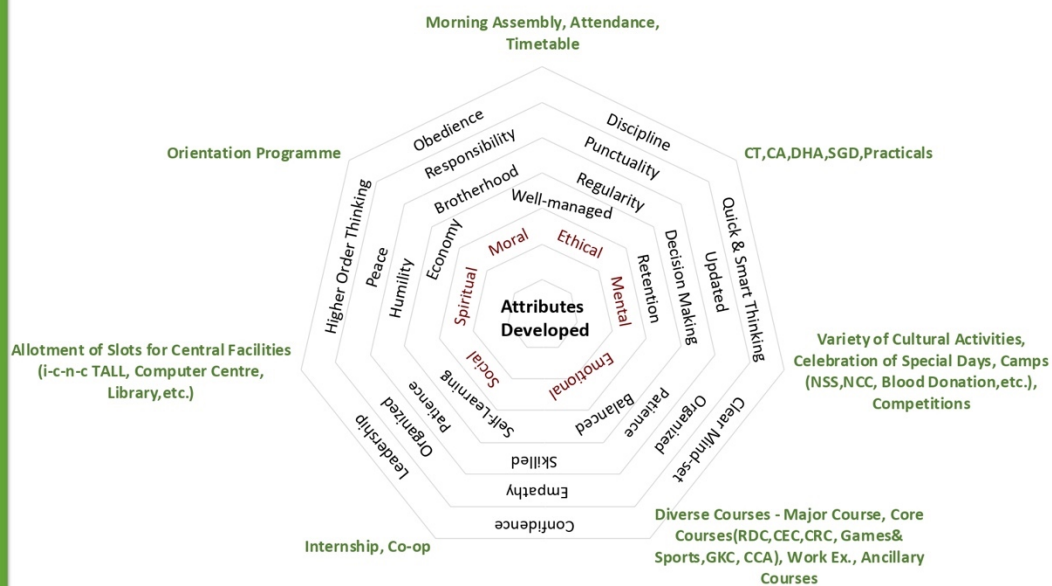
Annexure: 2

Survey-1: Result

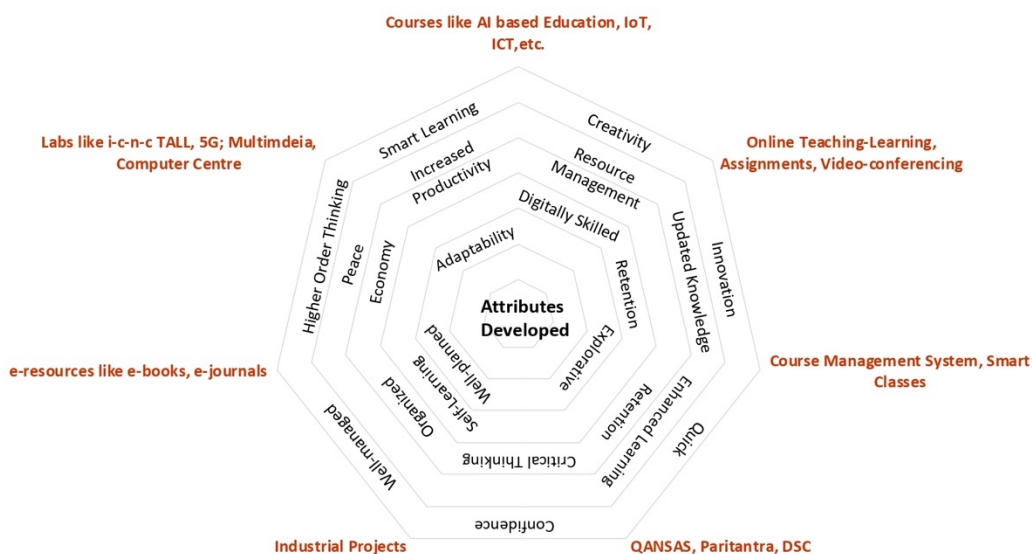
1. Ability to deal with wide variety of people



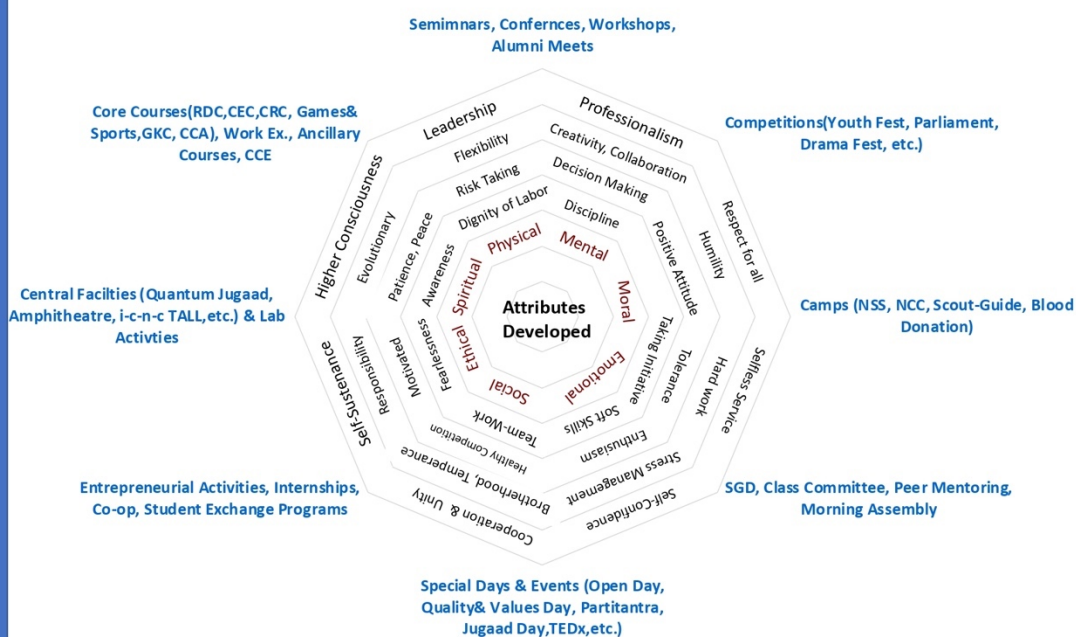
2. Time management and ability to prioritize



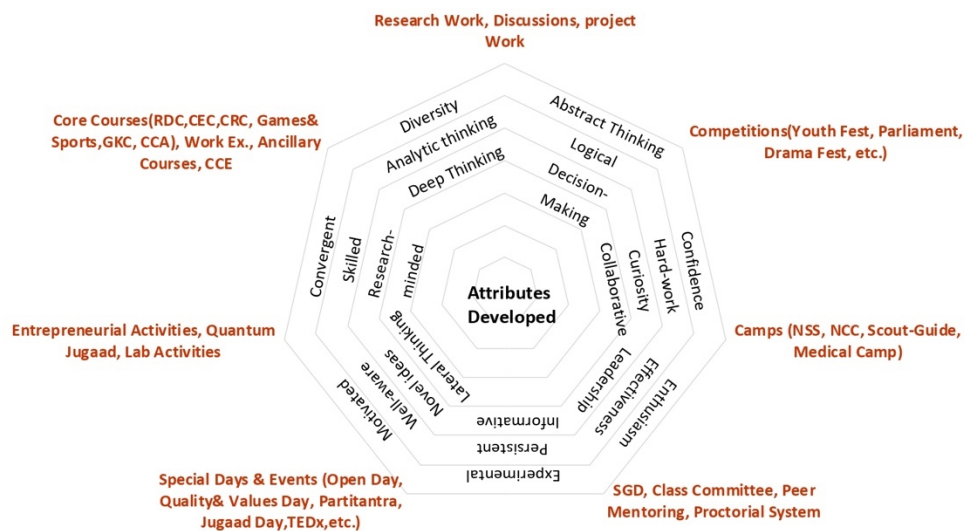
3. Understanding digital impact of business



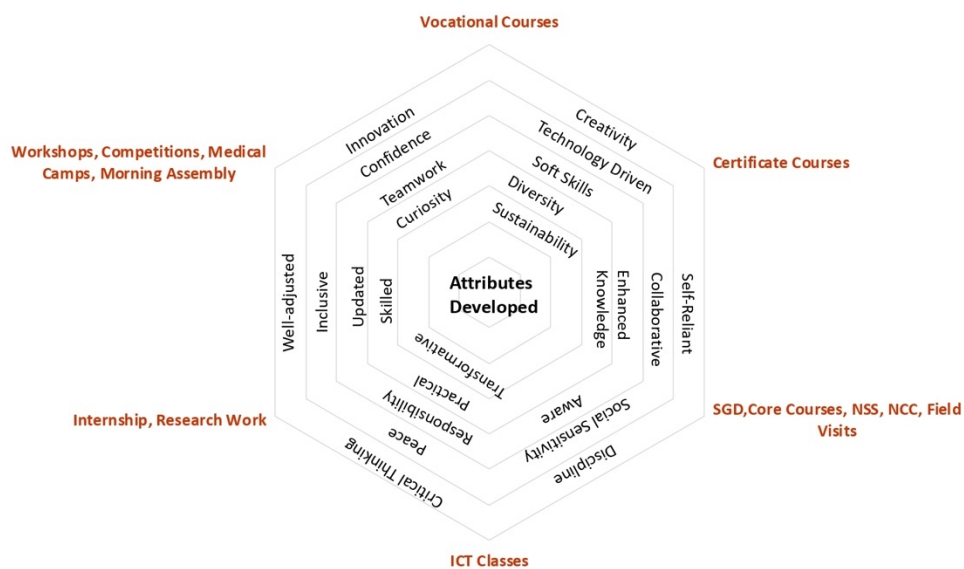
4. Ability to build , sustain and expand new network of people



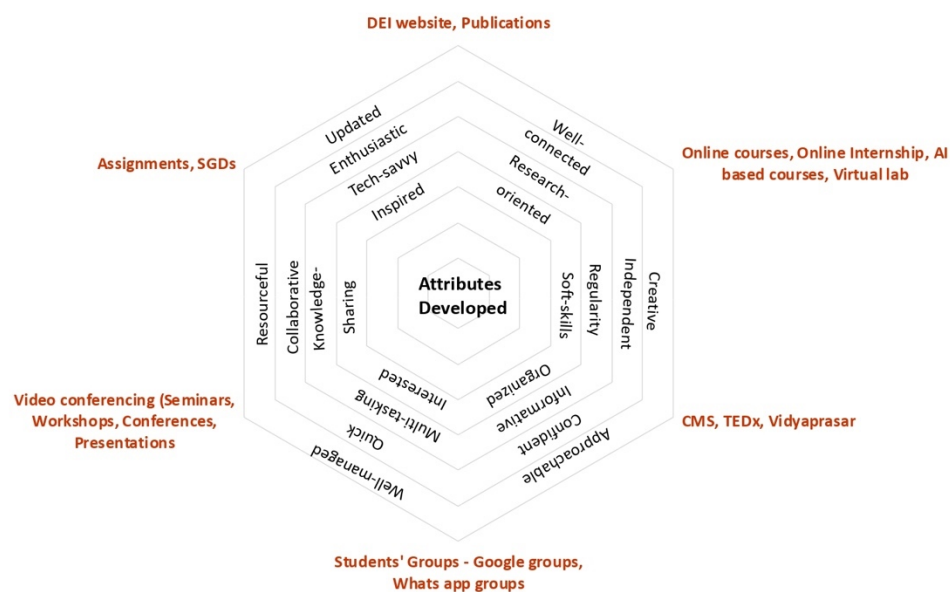
5. Skills of Problem solving, critical thinking and creativity



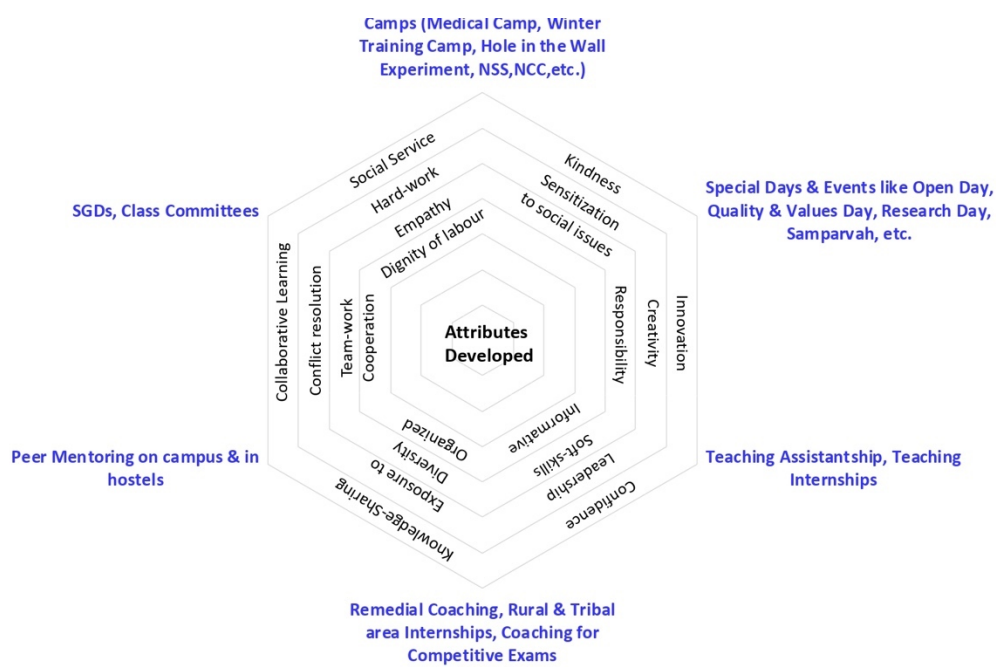
6. Stackable and inclusive learning pathways



7. Ability to use social media to benefit business



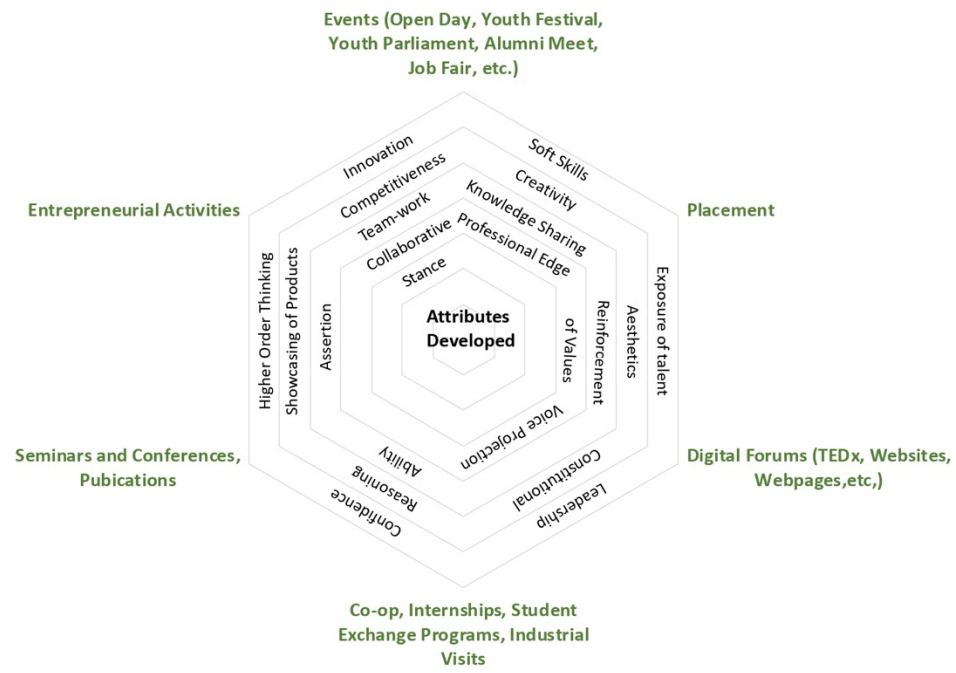
8. Ability to use train and coach others



9. Ability to Financial Forecasting



11. Ability to Engage in Brand Story Telling



Annexure: 3

List of 69 Activities and their Attributes for 11 Global Competencies.

Competency	Activity	Attribute 1	Attribute 2	Attribute 3
ABILITY TO WORK WITH A WIDE VARIETY OF PEOPLE	Internship Programs	Teamwork	Self-Reliance	Market orientation
	Social Service/NSS/Scouting Guiding Camp	Sense of service and sacrifice	Dignity of labour	National integration
	National and State Level Competitions (Youth Parliament/Youth Festivals etc.)	Teamwork	Competitiveness	Cultural diversity
	Literary Co-curricular Activities(Music/drama/nukkad-natak debates/other literary)	Creative expression	Language skills	Voice projection
	Agricultural operations/Rural Development	Understanding rural life	Dignity of labour	Classless and casteless society
	Participation in national mission (Unnat Bharat/Swachh Bharat/Yoga Day)	Civic sense	National integration	Physical and mental well being
	Core courses (CEC and CRC)	Temperance	Religious tolerance	Social sensibility
TIME MANAGEMENT AND ABILITY TO PRIORITIZE	Morning prayer	Punctuality	Self-discipline	Spiritual values
	DHAs, CAs and CTs	Retention of knowledge	Recall and recognition	Summarization
	Seminar and Group Discussion	Self confidence	Assertiveness	Marketing skills
	Shifts in Time Table	Time management	Disciplined behaviour	Flexible approach of learning

	Choice based credit system	Capacity building	Independent thinking	Adaptability
	Transition pathways (lateral entry/multi entry-exit system)	Flexibility to take risk	Passion for learning	Enterprising attitude
UNDERSTANDING DIGITAL IMPACT OF BUSINESS	Access/generation of e-content	Knowledge acquisition	Habit of learning	Creative and technical skills
	Library automation, e-journals and e-books	Self-paced learning	Advanced learning	Habit of learning
	Virtual and remote laboratories	Hands on experiences	Self-paced learning	Tinkering
	Online tablet based teaching	Flexibility	Nurturing	Access to digital media
	Training on MOOC on skilling and entrepreneurship	Innovativeness	Self-reliance	Potentiality of digital media
ABILITY TO BUILD, SUSTAIN AND EXPAND NEW NETWORK OF PEOPLE	Partnering with premiere institutions	Brand ownership	Awareness on emerging area	Access to technology
	Co-op training	Industrial orientation	Work culture	Ability to connect with market
	International Conferences on Consciousness	Higher order thinking skills	Scientific ability	Professional networking
	Participation in events (Open day, National festivals, Quality and Value day etc.)	Multi-tasking skills	Planning and organizing	Event management
	Entrepreneurship by students	Multi-tasking skills	Planning and organizing	Event management

SKILLS OF PROBLEM SOLVING, CRITICAL THINKING AND CREATIVITY	Children recreation centre	Understanding of self, environment and nature	Team Spirit	Focus
	Quantum Jugaad (On campus market platforms)	Optimism	Self-assessment	Market analysis
	Earn while Learn	Independent thinking	Professional aptitude	Connecting self with surroundings
	Open Day	Networking	Planning on large Scale	Organization
	Co-op Programme	Industrial Connection	Problem solving approach	Civic sense
	Core courses for Community connect	Understanding society, environment and market	Problem identification	Inclusive thinking
	By student for student enterprises	Peer learning	Healthy criticism	Cooperative
STACKABLE AND INCLUSIVE LEARNING PATHWAYS	Work Experience Courses	Experimental Knowledge	Passion for learning	Skill Acquisition
	Vocational programmes	Team work	Design and Synthesis skills	Time Management
	Tinkering Labs	Critical thinking	Ideation skills	Experimental Thinking
	Superman Scheme	Learning by observation and doing	Team work	Exploration
	Transition Pathways	Flexibility	Decision making	Sense of discrimination
	Rural Development	Real life problem solving	Social engineering	Realization and acceptance

				of cognitive distances
	Compulsory interdisciplinary courses at UG level	Connecting the silos of discipline	Trans disciplinary approach	Inclusive learning
	Work based experience courses at UG level	Experiential knowledge	Passion for learning	Skill acquisition
	Lab on Land	Habit of observational learning	Over-arching	Pragmatic
ABILITY TO USE SOCIAL MEDIA TO BENEFIT BUSINESS	Email, WhatsApp, Google Groups	Exchange of Ideas	Platform for networking	Knowledge Broadcasting
	Blogs	Idea sharing	Advertising	Branding
	Websites	Information enrichment	General awareness	Connectedness
	Media for entertainment	Creative representation of ideas	Out of the box thinking	Art of aesthetics
	Online lectures	Knowledge acquisition	Deep learning	Ability to question
	International Cultural exchange through student exchange programmes	Temperance	Tolerance	Respect for diverse culture
	School of languages	Cognitive flexibility	Cultural Adaptability	Temperance
ABILITY TO TRAIN AND COACH EACH OTHER	Class committee	Collective problem solving ability	Critical thinking	Leadership
	Hole in the wall	Assertiveness	Free thinking	Leadership
	Civil services coaching	Hardworking	Aspiring mindset	Ability to take challenge
	Music school	Emotional balance	Creativity	Focus and Attention

	Peer training in mini plants	Hand holding	Team spirit	Progressive attitude
ABILITY FOR FINANCIAL FORECASTING	Participation in rural Nano- Enterprise development	Understanding rural economics	Inclusive thinking	Reinforcement
	ATMA/AdyNaM/AA M	Understanding rural economics	Inclusive thinking	Reinforcement
	Earn while you learn scheme	Self-reliance	Self-assessment	Independent thinking
	Quantum Jugaad	Risk management	Resilience	Decision making
	Internship programs	Methodological ability	Practical exposure	Resourcefulness
	Avenues for investment and returns through on campus activities	Risk management	Resilience	Decision making
ABILITY OF BIG DATA ANALYSIS	Lecture through video conferences	Dynamic knowledge acquisition	Adaptable learning	Resilient
	e-Content generation	Self-pace learning	Tinkering	Technology hands-on
	Online Tablet based teaching	Flexibility in teaching	Technology hands-on	Balanced
	Training on MOOC on skilling and entrepreneurship Networks (MOOSCKENE BHARAT)	Innovativeness	Self-reliance	Potentiality of digital media
	Student centric activities i-c-n-c TALL	Enhancement of various language abilities	Cognitive development	Insightful
	Surveillance	Social Sensitivity	High moral character	Civic sense
	EDRP: Course Registration, Online Course Management	Access to advance learning	Self- paced	Technology hands-on

		contents		
ABILITY TO ENGAGE IN BRAND STORY TELLING	Job fairs	Self-worth	Goal oriented	Smart
	Alumni meet	Networking	Communication	Industry orientation
	Exchange visit programs	Diversity acceptance	Harmony	Perceptive building
	Industry visits	Resourcefulness	Courage	Analytical skills
	Alumni magazines	Marketing	Advertising	Communication skills

Annexure:4

List of 55 Unique Activities.

SN	Activity
1.	Access/generation of e-content
2.	Agricultural operations/Rural Development
3.	Alumni magazines
4.	Alumni meet
5.	ATMA/AdyNaM/AAM
6.	Avenues for investment and returns through on campus activities
7.	Blogs
8.	Children recreation centre
9.	Choice based credit system
10.	Civil services coaching
11.	Class committee
12.	Co-op training
13.	Compulsory interdisciplinary courses at UG level
14.	Core courses (CEC and CRC)
15.	DHAs, CAs and CTs
16.	Earn while Learn
17.	EDRP: Course Registration, Online Course Management
18.	Email, WhatsApp, Google Groups
19.	Entrepreneurship by students
20.	Hole in the wall
21.	Industry visits
22.	International Conferences on Consciousness
23.	International Cultural exchange through student exchange programmes
24.	Internship Programs
25.	Job fairs
26.	Lab on Land
27.	Lecture through video conferences
28.	Library automation, e-journals and e-books
29.	Literary Co-curricular Activities(Music/drama/nukkad-natak debates/other literary)
30.	Media for entertainment
31.	Morning prayer
32.	Music school
33.	National and State Level Competitions (Youth Parliament/Youth Festivals etc.)
34.	Online lectures
35.	Online tablet based teaching

36.	Participation in events (Open day, National festivals, Quality and Value day etc.)
37.	Participation in national mission (Unnat Bharat/Swachh Bharat/Yoga Day)
38.	Participation in rural Nano- Enterprise development
39.	Partnering with premiere institutions
40.	Peer training in mini plants
41.	Quantum Jugaad (On campus market platforms)
42.	School of languages
43.	Seminar and Group Discussion
44.	Shifts in Time Table
45.	Social Service/NSS/Scouting Guiding Camp
46.	Student centric activities i-c-n-c TALL
47.	Superman Scheme
48.	Surveillance
49.	Tinkering Labs
50.	Training on MOOC on skilling and entrepreneurship
51.	Transition pathways (lateral entry/multi entry-exit system)
52.	Virtual and remote laboratories
53.	Vocational programmes
54.	Websites
55.	Work Experience Courses

Annexure:5

List of Attributes for each Global Competency.

Parameter	Attributes
ABILITY TO WORK WITH A WIDE VARIETY OF PEOPLE	Civic sense Classless and caste less society Competitiveness Creative expression Cultural diversity Dignity of labour Language skills Market orientation National integration Physical and mental well being Religious tolerance Self-Reliance Sense of service and sacrifice Social sensibility Teamwork Temperance Understanding rural life Voice projection
TIME MANAGEMENT AND ABILITY TO PRIORITIZE	Adaptability Assertiveness Capacity building Disciplined behaviour Enterprising attitude Flexibility to take risk Flexible approach of learning Independent thinking Marketing skills Passion for learning Punctuality Recall and recognition Retention of knowledge Self confidence Self- discipline Spiritual values Summarization Time management
UNDERSTANDING DIGITAL IMPACT OF BUSINESS	Access to digital media Advanced learning Creative and technical skills

	Flexibility Habit of learning Hands on experiences Innovativeness Knowledge acquisition Nurturing Potentiality of digital media Self-paced learning Self-reliance Tinkering
ABILITY TO BUILD, SUSTAIN AND EXPAND NEW NETWORK OF PEOPLE	Ability to connect with market Access to technology Awareness on emerging area Brand ownership Event management Higher order thinking skills Industrial orientation Multi-tasking skills Planning and organizing Professional networking Scientific ability Work culture
SKILLS OF PROBLEM SOLVING, CRITICAL THINKING AND CREATIVITY	Civic sense Connecting self with surroundings Cooperative Focus Healthy criticism Inclusive thinking Independent thinking Industrial Connection Market analysis Networking Optimism Organization Peer learning Planning on large Scale Problem identification Problem solving approach Professional aptitude Self-assessment Team Spirit Understanding of self, environment and nature Understanding society, environment and

	market
STACKABLE AND INCLUSIVE LEARNING PATHWAYS	<p>Connecting the silos of discipline</p> <p>Critical thinking</p> <p>Decision making</p> <p>Design and Synthesis skills</p> <p>Experiential knowledge</p> <p>Experimental Knowledge</p> <p>Experimental Thinking</p> <p>Exploration</p> <p>Flexibility</p> <p>Habit of observational learning</p> <p>Ideation skills</p> <p>Inclusive learning</p> <p>Learning by observation and doing</p> <p>Over-arching</p> <p>Passion for learning</p> <p>Pragmatic</p> <p>Real life problem solving</p> <p>Realization and acceptance of cognitive distances</p> <p>Sense of discrimination</p> <p>Skill Acquisition</p> <p>Social engineering</p> <p>Team work</p> <p>Time Management</p> <p>Trans disciplinary approach</p>
ABILITY TO USE SOCIAL MEDIA TO BENEFIT BUSINESS	<p>Ability to question</p> <p>Advertising</p> <p>Art of aesthetics</p> <p>Branding</p> <p>Cognitive flexibility</p> <p>Connectedness</p> <p>Creative representation of ideas</p> <p>Cultural Adaptability</p> <p>Deep learning</p> <p>Exchange of Ideas</p> <p>General awareness</p> <p>Idea sharing</p> <p>Information enrichment</p> <p>Knowledge acquisition</p> <p>Knowledge Broadcasting</p> <p>Out of the box thinking</p> <p>Platform for networking</p> <p>Respect for diverse culture</p>

	Temperance Tolerance
ABILITY TO TRAIN AND COACH EACH OTHER	Ability to take challenge Aspiring mindset Assertiveness Collective problem solving ability Creativity Critical thinking Emotional balance Focus and Attention Free thinking Hand holding Hardworking Leadership Progressive attitude Team spirit
ABILITY FOR FINANCIAL FORECASTING	Decision making Inclusive thinking Independent thinking Methodological ability Practical exposure Reinforcement Resilience Resourcefulness Risk management Self-assessment Self-reliance Understanding rural economics
ABILITY OF BIG DATA ANALYSIS	Access to advance learning contents Adaptable learning Balanced Civic sense Cognitive development Dynamic knowledge acquisition Enhancement of various language abilities Flexibility in teaching High moral character Innovativeness Insightful Potentiality of digital media Resilient Self- reliance Self-pace learning

	Self- paced Social Sensitivity Tinkering
ABILITY TO ENGAGE IN BRAND STORY TELLING	Advertising Analytical skills Communication Communication skills Courage Diversity acceptance Goal oriented Harmony Industry orientation Marketing Networking Perceptive building Resourcefulness Self-worth Smart

Annexure: 6

Survey 2: Activities with more than 50% respondents.

SN	Activity	Percentage
1.	Internship Programs	57.8
2.	Social Service/NSS/Scouting Guiding Camp	90
3.	Literary Co-curricular Activities(Music/drama)	74.9
4.	Agricultural operations/Rural Development	85
5.	Participation in national mission	68.8
6.	Core courses (CEC and CRC)	82.4
7.	Morning prayer	97.3
8.	DHAs, CAs and CTs	96.6
9.	Seminar and Group Discussion	95.5
10.	Shifts in Time Table	83.4
11.	Choice based credit system	68
12.	Access/generation of e-content	70.5
13.	Library automation, e-journals and e-books	68.7
14.	Virtual and remote laboratories	50.3
15.	Co-op training	56.8
16.	International Conferences on Consciousness	53.1
17.	Participation in events (Open day, National festivals)	88.2
18.	Entrepreneurship by students	52.8
19.	Quantum Jugaad (On campus market platforms)	51.4
20.	Open Day	83
21.	Co-op Programme	53.9
22.	Core courses for Community connect	67.7
23.	Work Experience Courses	79
24.	Vocational programmes	56.6
25.	Rural Development	71.6
26.	Compulsory interdisciplinary courses at UG level	72.1
27.	Work based experience courses at UG level	68.2
28.	Lab on Land	56.2
29.	Email, WhatsApp, Google Groups	87.1
30.	Websites	71.7
31.	Media for entertainment	56.5
32.	Online lectures	54.9
33.	School of languages	51.7
34.	Class committee	72.8
35.	Internship programs	63
36.	e-Content generation	53.4
37.	Surveillance	57.2
38.	EDRP: Course Registration, Online Course Management	69.5
39.	Alumni meet	52.6
40.	Industry visits	67.1

Annexure: 7

Survey-2: Result

SN	Competence	Activity	Attribute	Weighted Average of Attributes	Cumulative weighted average of	
					Activities	Competencies
1	ABILITY TO WORK WITH WIDE VARIETY OF PEOPLE	Internship Programs	Teamwork	4.00	3.92	4.14224
			Self-Reliance	4.09		
			Market orientation	3.67		
		Social Service/NSS/Schooling Guiding Camp	Sense of service and sacrifice	4.17	4.21	
			Dignity of labour	4.26		
			National integration	4.21		
		National and State Level Competitions (Youth Parliament/Youth Festivals etc.)	Teamwork	4.14	4.15	
			Competitiveness	4.17		
			Cultural diversity	4.15		
		Literary Co- curricular Activities (Music/drama/nukkad natak/debates/other literary)	Creative expression	4.19	4.10	
			Language skills	4.09		
			Voice projection	4.02		
		Agricultural operations/Rural Development	Understanding rural life	4.19	4.22	
			Dignity of labour	4.26		
			Classless and caste less society	4.22		
		Participation in national mission (Unnat Bharat/Swachh	Civic sense	4.14	4.22	
			National integration	4.23		
			Physical and	4.29		

		Bharat/Yoga Day)	mental well being				
		Core courses (CEC and CRC)	Temperance	4.11	4.15		
			Religious tolerance	4.12			
			Social sensibility	4.22			
2	TIME MANAGEMENT AND ABILITY TO PRIORITIZE	Morning prayer	Punctuality	4.43	4.41	4.155862	
			Self- discipline	4.44			
			Spiritual values	4.36			
		DHAs, CAs and CTs	Retention of knowledge	4.06	4.08		
			Recall and recognition	4.08			
			Summarization	4.11			
		Seminar and Group Discussion	Self confidence	4.44	4.21		
			Assertiveness	4.26			
			Marketing skills	3.92			
		Shifts in Time Table	Time management	4.07	4.09		
			Disciplined behaviour	4.22			
			Flexible approach of learning	3.99			
		Choice based credit system	Capacity building	4.04	4.08		
			Independent thinking	4.13			
			Adaptability	4.08			
		Transition pathways (lateral entry/multi entry-	Flexibility to take risk	3.99	4.06		
			Passion for learning	4.17			
			Enterprising attitude	4.02			
3	UNDERSTANDING DIGITAL IMPACT OF BUSINESS	Access/generation of e-content	Knowledge acquisition	4.11	4.14	4.054297	
			Habit of learning	4.13			
			Creative and technical skills	4.17			

		Library automation, e-journals and e-books	Self- Paced	4.13	4.11			
			Access to Advance Learning content	4.08				
			Habit of Learning	4.11				
		Virtual and remote laboratories	Hands on experiences	4.03	3.99			
			Self- paced learning	4.07				
			Tinkering	3.87				
		Online tablet based teaching	Flexibility	3.95	3.94			
			Nurturing	3.92				
			Access to digital media	3.96				
		Training on MOOC on skilling and entrepreneurship	Innovativeness	4.07	4.07			
			Self- reliance	4.10				
			Potentiality of digital media	4.02				
		4	ABILITY TO BUILD, SUSTAIN AND EXPAND NEW NETWORK OF PEOPLE	Partnering with premiere institutions	Brand ownership		3.90	3.99
					Awareness on emerging areas		3.98	
					Access to technology		4.09	
Co-op training	Industrial orientation			4.18	4.14			
	Work culture			4.19				
	Ability to connect with market			4.05				
International Conferences on Consciousness	Higher order thinking skills			4.16	4.14			
	Scientific ability			4.13				
	Professional networking			4.11				
Participation in events (open day, national days, festivals,	Multi-tasking skills			4.32	4.30			
	Planning and organizing			4.33				

		Quality and Value day etc.)	Event management	4.25		
		Entrepreneurship by students	Multitasking skills	4.18	4.17	
			Planning and organizing	4.19		
			Event management	4.13		
5	SKILLS OF PROBLEM SOLVING, CRITICAL THINKING AND CREATIVITY	Children recreation centre	Understanding of self, environment and nature	4.21	4.22	4.149068
			Team Spirit	4.23		
			Focus	4.22		
		Quantum Jugaad (On campus market platforms	Optimism	4.12	4.09	
			Self-assessment	4.14		
			Market analysis	4.02		
		Earn while Learn	Independent thinking	4.19	4.17	
			Professional aptitude	4.17		
			Connecting self with surroundings	4.16		
		Open Day	Networking	4.17	4.17	
			Planning on large scale	4.17		
			Organization	4.18		
		Co-op Programme	Industrial Connection	4.10	4.11	
			Problem solving approach	4.17		
			Civic sense	4.07		
		Core courses for Community connect	Understanding society, environment and market	4.18	4.15	
			Problem identification	4.12		
			Inclusive thinking	4.15		

		By student for student enterprises	Peer learning	4.14	4.12	
			Healthy criticism	4.06		
			Cooperative	4.15		
6	STACKABLE AND INCLUSIVE LEARNING PATHWAYS	Work Experience Courses	Experimental Knowledge	4.18	4.16	4.126739
			Passion for learning	4.14		
			Skill Acquisition	4.15		
		Vocational programmes	Team work	4.23	4.18	
			Design and synthesis skills	4.11		
			Time management	4.20		
		Tinkering Labs	Critical thinking	4.08	4.10	
			Ideation skills	4.11		
			Experimental Thinking	4.13		
		Superman Scheme	Learning by observation and doing	4.22	4.18	
			Team work	4.18		
			Exploration	4.16		
		Transition Pathways	Flexibility	4.11	4.06	
			Decision making	4.12		
			Sense of discrimination	3.97		
		Rural Development	Real life problem solving	4.19	4.09	
			Social engineering	4.02		
			Realization and acceptance of cognitive distances	4.05		
		Compulsory interdisciplinary courses at UG level	Connecting the silos of discipline	4.13	4.11	
			Transdisciplina	4.09		

			ry approach		4.12	
			Inclusive learning	4.11		
			Work based experience courses at UG level	Experiential knowledge		
				Passion for learning	4.11	
				Skill acquisition	4.12	
				Lab on Land	Habit of observational learning	
			Over-arching	3.99		
			Pragmatic	4.01		
		7	ABILITY TO USE SOCIAL MEDIA TO BENEFIT BUSINESS	Email, WhatsApp, Google Groups	Exchange of Ideas	
Platform for networking	4.25					
Knowledge Broadcasting	4.21					
Blogs	Idea sharing			4.07	3.94	
	Advertising			3.87		
	Branding			3.89		
Websites	Information enrichment			4.20	4.17	
	General awareness			4.19		
	Connectedness			4.13		
Media for entertainment	Creative representation of ideas			4.13	4.08	
	Out of the box thinking			4.09		
	Art of aesthetics			4.02		
Online lectures	Knowledge acquisition			4.15	4.05	
	Deep learning			4.05		
	Ability to question			3.97		
International Cultural exchange	Temperance			4.01	4.03	
	Tolerance			3.99		
	Respect for			4.10		

		through student exchange programmes	diverse culture			
		School of languages	Cognitive flexibility	4.08	4.08	
			Cultural Adaptability	4.11		
			Temperance	4.06		
8	ABILITY TO TRAIN AND COACH OTHERS	Class Committee	Collective problem solving ability	4.09	4.09	4.065414
			Critical thinking	4.04		
			Leadership	4.15		
		Hole in the wall	Assertiveness	4.08	4.08	
			Free thinking	4.06		
			Leadership	4.11		
		Civil services coaching	Hardworking	4.13	4.12	
			Aspiring mindset	4.10		
			Ability to take challenge	4.12		
		Music school	Emotional balance	4.09	4.12	
			Creativity	4.10		
			Focus and Attention	4.17		
		Peer training in mini plants	Hand holding	4.05	4.08	
			Team spirit	4.09		
			Progressive attitude	4.11		
9	ABILITY FOR FINANCIAL FORECASTING	Participation in rural Nano-Enterprise development	Understanding rural economics	3.98	3.98	4.03546
			Inclusive thinking	3.99		
			Reinforcement	3.96		
		ATMA/AdyNaM /AAM	Understanding rural economics	3.98	3.97	
			Inclusive thinking	3.98		
			Reinforcement	3.96		

		Earn while you learn scheme	Self-reliance	4.10	4.13				
			Self-assessment	4.12					
			Independent thinking	4.16					
		Quantum Jugaad	Risk management	4.02	4.05				
			Resilience	4.03					
			Decision making	4.11					
		Internship programs	Methodological ability	4.09	4.13				
			Practical exposure	4.20					
			Resourcefulness	4.10					
		Avenues for investment and returns through on campus activities	Risk management	3.99	3.99				
			Resilience	3.95					
			Decision making	4.03					
		10	ABILITY TO DO BIG DATA ANALYSIS	Lecture through video conferences	Dynamic knowledge acquisition		4.01	3.99	3.986936
					Adaptable learning		4.04		
					Resilient		3.93		
e-Content generation	Self-pace learning			4.06	4.00				
	Tinkering			3.91					
	Technology hands-on			4.02					
Online Tablet based teaching	Flexibility in teaching			3.99	3.96				
	Technology hands-on			3.95					
	Balanced			3.93					
Training on MOOC on skilling and entrepreneurship Networks (MOOSCKENE BHARAT)	Understanding the potential of digital media			3.95	3.92				
	Modest			3.89					
	Optimistic			3.92					

		Student centric activities i-c-n-c TALL	Enhancement of various language abilities	3.96	3.98	
			Cognitive development	3.99		
			Insightful	3.97		
		Surveillance	Social Sensitivity	4.09	4.06	
			High moral character	4.09		
			Civic sense	4.00		
		EDRP: Course Registration, Online Course Management	Access to advance learning contents	4.00	4.00	
			Self- paced	3.98		
			Technology hands-on	4.03		
		11	ABILITY TO ENGAGE IN BRAND STORY TELLING	Job fairs	Self-worth	
Goal oriented	4.07					
Smart	4.15					
Alumni meet	Networking			4.15	4.13	
	Communication			4.16		
	Industry orientation			4.07		
Exchange visit programs	Diversity acceptance			4.05	4.02	
	Harmony			4.02		
	Perceptive building			3.99		
Industry visits	Resourcefulness			4.07	4.07	
	Courage			4.04		
	Analytical Skills			4.10		
Alumni magazines	Marketing			3.96	3.99	
	Advertising			3.92		
	Communication skills			4.10		

Annexure:8

List of top 3 scoring attributes and their corresponding activities from Survey-2.

S N	Competence	Activity	Attribute	Weighted Average of Attributes
1	Ability to work with a wide variety of people.	Social Service/NSS/Scouting Guiding Camp	Dignity of labour	4.26
			National integration	4.21
		Agricultural operations/Rural Development	Dignity of labour	4.26
			Classless and caste less society	4.22
		Participation in national mission (Unnat Bharat/Swachh Bharat/Yoga Day)	National integration	4.23
			Physical and mental well being	4.29
		Core courses (CEC and CRC)	Social sensibility	4.22
2	Time management and ability to prioritize.	Morning prayer	Punctuality	4.43
			Self- discipline	4.44
			Spiritual values	4.36
		Seminar and Group Discussion	Self confidence	4.44
3	Understanding digital impact of business	Access/generation of e-content	Knowledge acquisition	4.11
			Habit of learning	4.13
			Creative and technical skills	4.17
		Library automation, e-journals and e-books	Self- Paced	4.13
			Habit of Learning	4.11
4	Ability to build, sustain, expand new networks of people.	Participation in events (open day, national festivals, Quality and value day etc.)	Multi-tasking skills	4.32
			Planning and organizing	4.33
			Event management	4.25
5	Skills of problem solving, critical thinking and creativity.	Children recreation center	Understanding of self, environment and nature	4.21
			Team Spirit	4.23
			Focus	4.22
		Earn while Learn	Independent thinking	4.19

		Core courses for Community connect	Understanding society, environment and market	4.18
6	Stackable and inclusive learning pathways.	Vocational programme	Team work	4.23
			Time management	4.20
		Superman Scheme	Learning by observation and doing	4.22
7	Ability to use social media to benefit business.	Email, WhatsApp, Google Groups	Exchange of Ideas	4.22
			Platform for networking	4.25
			Knowledge Broadcasting	4.21
8	Ability to train or coach others.	Class Committee	Leadership	4.15
		Civil services coaching	Hardworking	4.13
		Music school	Focus and Attention	4.17
9	Ability of financial forecasting	Earn while you learn scheme	Self-assessment	4.12
			Independent thinking	4.16
		Internship programs	Practical exposure	4.20
10	Ability to do big data analysis.	Lecture through video conferences	Adaptable learning	4.04
		e-Content generation	Self-pace learning	4.06
		Surveillance	Social Sensitivity	4.09
			High moral character	4.09
11	Ability to engage in brand storytelling.	Job fairs	Smart	4.15
		Alumni meet	Networking	4.15
			Communication	4.16
		Industry visits	Analytical Skills	4.10
		Alumni magazines	Communication skills	4.10

Annexure: 9

Survey-3 Questionnaire

The Dayalbagh Educational Institute (DEI) is thankful to you for participating in the earlier, extensive survey on Global Competencies of DEI. Your response has helped us in finding the most impacting activities and its attributes. Your opinion and views are very invaluable.

We request you, yet again, to give your valuable inputs through this brief survey on the four-point scale where:

1=> Strongly Disagree

2=> Disagree

3=> Agree

4=> Strongly Agree

1. ABILITY TO WORK WITH A WIDE VARIETY OF PEOPLE

- A. I am able to build and maintain good relationships with others.
- B. I can do any type of physical work at my home, community and the work place.
- C. I do not discriminate on the basis of cast, creed and religion.

2. TIME MANAGEMENT AND ABILITY TO PRIORITIZE

- A. I stick to punctuality in all social, professional and personal walks of life.
- B. Self-discipline is a must for time management and ability to prioritize.
- C. Passion for learning develops wisdom in individuals.

3. UNDERSTANDING DIGITAL IMPACT OF BUSINESS

- A. I can interact with wide variety of people in diverse settings.
- B. Creativity in technical skills helps in solving problem with minimum resources.
- C. Access to e-content, e-resources and automated library aid in self-paced leaning.

4. ABILITY TO BUILD, SUSTAIN AND EXPAND NEW NETWORK OF PEOPLE

- A. Co-op training helps in industrial orientation among students.
- B. Entrepreneurial opportunities during course help in planning and organizing life for self-sustenance.
- C. Participation in various events with academic activity helps to develop multitasking skills.

5. SKILLS OF PROBLEM SOLVING, CRITICAL THINKING AND CREATIVITY

- A. Ability to identify social issues keeps people away from crowd mentality.
- B. Planning at large scale helps in optimum utilization of human and physical resources.
- C. Networking leads to new ideas and solving the problem through cooperation and collaboration.

6. STACKABLE AND INCLUSIVE LEARNING PATHWAYS

- A. Participation in rural development activities help in solving real life problems
- B. Real life problem solving helps in better social adjustment
- C. Learning by observing and doing in the lap of nature create better learning pathways for toddlers.

7. ABILITY TO USE SOCIAL MEDIA TO BENEFIT BUSINESS

- A. Social media benefits in exchange of ideas
- B. Social media provides platform for networking
- C. Social media is useful for information enrichment and knowledge broadcasting

8. ABILITY TO TRAIN AND COACH OTHERS

- A. Avenues for group coaching for various national level competitive exams boost peer coaching and learning.
- B. Quarterly or half yearly meetings among smaller peer groups facilitate in understanding learning objectives and outcomes.
- C. Platforms for group musical performances create opportunity for coaching and learning from people coming from different discipline and professional spheres

9. ABILITY FOR FINANCIAL FORECASTING

- A. Student internships are essential in acquiring practical exposure of a trade and in forecasting market trends
- B. 'Earn-while learn' schemes help even the students with no-means to afford higher education.
- C. Entrepreneurial and marketing platforms in the university can boost nano and micro startups leading to local economy building

10. ABILITY TO DO BIG DATA ANALYSIS

- A. e-contents and video lectures help in dynamic acquisition of knowledge and industry cum market oriented adaptable learning
- B. Sensitivity to technology enabled social surveillance is crucial for women empowerment
- C. Ability to see the connection between social, economic and political systems helps in visualizing the big picture and in inculcating holistic thinking

11. ABILITY TO ENGAGE IN BRAND STORY TELLING

- A. Institutional alumni meet helps in networking and effectively communicate with different stakeholders of the society.
- B. Alumni magazines are helpful in creative communication of social issues like employability and market forecasting.
- C. Job fairs help in becoming smart, resilient and progressive to minimize societal problems.

Calculated value of t is 1.149 was less than 1.96, so our null hypothesis:

- There is no significant difference in the perception of DEI and non-DEI is *accepted* at 0.05 level of significance and we can say with 95% confidence that the difference in their perception was not significant.

Annexure: 10

Survey-3: Result

Competency	% response	Attribute
1.ABILITY TO WORK WITH A WIDE VARIETY OF PEOPLE	83.83	Physical & Mental well being
	82.96	Dignity of Labour
	87.17	Casteless and Creedless
2. TIME MANAGEMENT AND ABILITY TO PRIORITIZE	82.13	Punctuality
	87.36	Self-Discipline
	84.93	Passion for Learning
3. UNDERSTANDING DIGITAL IMPACT OF BUSINESS	79.13	Habit of Learning
	82.88	Creativity and Technical skills
	80.11	Self-paced Learning
4. ABILITY TO BUILD, SUSTAIN AND EXPAND	81.20	Industrial Orientation
	81.57	Planning and Organizing
	85.28	Multitasking Skills
5.SKILLS OF PROBLEM SOLVING, CRITICAL THINKING	79.66	Understanding of self, environment and nature
	81.37	Planning at Large Scale
	83.43	Team Spirit
6. STACKABLE AND INCLUSIVE LEARNING PATHWAYS	81.79	Real life problem solving
	82.74	Team Work
	82.84	Learning by Observation & Doing
7. ABILITY TO USE SOCIAL MEDIA TO BENEFIT BUSINESS	81.69	Exchange of Ideas
	82.94	Platform for Networking
	83.36	Knowledge Broadcasting
8. ABILITY TO TRAIN AND COACH EACH OTHER	79.10	Hardworking
	79.41	Leadership
	79.63	Focus and Attention
9. ABILITY FOR FINANCIAL FORECASTING	83.02	Practical Exposure
	82.31	Self-Reliance & Self-Assessment
	81.15	Decision Making
10. ABILITY OF BIG DATA ANALYSIS	80.76	Adaptable Learning
	80.02	Social Sensitivity
	81.10	Insightful
11. ABILITY TO ENGAGE IN BRAND STORY TELLING	80.33	Networking & Communication
	79.32	Creative Communication
	80.72	Smart, Resilient and progressive

Annexure: 11

Survey-4: Questionnaire

1. The activities such as NSS, NCC, Scouting and Guiding, Rural Development has contributed to the development of the ability to work with a wide variety of people, thus

1. I am able to tolerate different viewpoints and resolve conflict amicably.
2. I am able to lead and work in a team with a spirit of brotherhood.
3. I am able to build and maintain good relationships with others based on honesty and accountability.
4. I am able to maintain harmony

2. The activities such as continuous and timely evaluation, seminar and group discussions and morning prayer has contributed to the development of the ability to prioritize and manage time, thus

1. I am able to manage my work effectively and efficiently within the given timeframe.
2. I am able to respect and value my own time and that of others.
3. I am able to manage time to perform multiple tasks.
4. I am able to create work-life balance by optimally managing my time.

3. The activities such as access/generation of e-content, virtual and remote labs and online learning has contributed to the development of the understanding Digital Impact of Business, thus

1. I am able to continuously learn and update my knowledge.
2. I am able to verify information and develop scientific temper.
3. I am able to generate knowledge and create access to it with minimum resources.
4. I am able to optimally utilize resources and time.

4. The activities such as entrepreneurship, Training/Internship and participation in conferences has contributed to the development of the ability to Build, Sustain and Expand New Network of People, thus

1. I am able to adjust in a new environment and create links with people of different skill sets.
2. I am able to strengthen my links by mentoring from a new set of people for problem solving.
3. I am able to solve the problem of unemployment by marketing of new ideas as a job provider rather than a job speaker.
4. I am able to build human resources.

5. The activities such as Open Day Celebration and on campus entrepreneurial platforms has contributed to the development of the skills of problem solving, critical thinking and creativity, thus

1. I am able to find novel solutions to real life problems.
2. I am able to create cost-effective solution for sustainable livelihood.
3. I am able to develop products/solutions through value addition of existing solutions.
4. I am able to create innovative products and ideas.

6. The activities such as Lab on Land and Work experience courses has contributed to the Stackable and Inclusive Learning Pathways, thus

1. I am able to generate multiple perspectives for deeper understanding of a phenomenon.
2. I am able to scale up the solutions from micro to macro level.
3. I am able to identify need based alternate solutions in a challenging environment.
4. I am able to build next generation solutions.

7. The activities such as newsletter/magazine, blogs, emails and google groups has contributed to the development of the Ability to Use Social Media to Benefit Business, thus

1. I am able to display my creativity through diverse platforms.
2. I am able to spread the value system of my institute/organization.
3. I am able to appreciate the importance of open and transparent communication with all stakeholders.
4. I am able to leverage the potential of social platforms for generation of employment opportunities.

8. The activities such as Hole in the wall, training in mini plants, music school has contributed to the development of the ability to train and coach each other, thus

1. I am able to experiment, illustrate and demonstrate my knowledge.
2. I am able train others based on the analysis of their needs.
3. I am able to motivate others to learn and enhance their knowledge and skills.
4. I am able to promote peer to peer interaction for learning.

9. The activities such as Earn While You Learn, Participation in Nano Enterprises, Scholarships has contributed to the development of the ability for financial forecasting, thus

1. I am able to draw the budget line for managing my financial needs and support others.

2. I am able to optimally allocate financial resources to achieve financial stability.
3. I am able to make rational and value based financial decisions.
4. I am able to explore public financial resources and fundings for managing finance for self and for organization.

10. The activities such as e-content generation, online course management and MOOSCKENE Bharat has contributed to the development of the ability of big data analysis, thus

1. I am able to prioritize and filter the relevant information.
2. I am able to ethically share, store and utilize data to maintain confidentiality of private data.
3. I am able to utilize the new information generated and patterns recognized after analysis of data.
4. I am able to appreciate data driven decisions.

11. The activities such as Alumni meet, job fairs and Exchange Programs has contributed to the development of the ability to engage in brand storytelling, thus

1. I am able to connect work with the value system of my organization.
2. I am able to successfully establish and strengthen socio-economic linkages with the society.
3. I am able to bridge the gap and establish a connection with the right audience.
4. I am able to appreciate pluralism in the society, its characteristics and demands.

Annexure: 12

Survey-4: Result

			Weighted Average
1. The activities such as NSS, NCC, scouting and guiding, rural development have contributed to the development of the ability to work with a wide variety of people, thus	1	understand different viewpoints.	2.59
	2	resolve conflicts amicably.	2.56
	3	lead and work in a team	2.71
	4	build and maintain good relationships	2.73
2. The activities such as continuous and timely evaluation, seminar and group discussions and morning prayer have contributed to the development of the ability to prioritize and manage time, thus	1	work effectively and efficiently	2.62
	2	respect and value time	2.69
	3	perform multiple tasks.	2.65
	4	optimally manage time	2.62
3. The activities such as access/generation of e-content, virtual and remote labs and online learning have contributed to understanding digital impact of business, thus	1	continuously learn and update my knowledge.	2.61
	2	verify information and develop scientific temper.	2.57
	3	generate knowledge	2.59
	4	optimally utilize resources	2.64
4. The activities such as entrepreneurship, training/internship and participation in conferences have contributed to the development of the ability to build, sustain and expand new network of people, thus	1	adjust in a new environment	2.67
	2	strengthen links with new set of people	2.63
	3	market new ideas	2.54
	4	build human resources.	2.61
5. The activities such as Open Day celebration and on campus entrepreneurial platforms have contributed to the development of the skills of problem solving, critical thinking and creativity, thus	1	find novel solutions	2.57
	2	create cost-effective solutions	2.60
	3	value addition to existing solutions.	2.59
	4	create innovative products and ideas.	2.64
6. The activities such as lab on land and work experience courses have contributed to the stackable and inclusive learning pathways, thus	1	generate multiple perspectives	2.62
	2	scale up the solutions	2.58
	3	identify need based alternate solutions	2.65
	4	build next generation solutions	2.64

7. The activities such as newsletter/magazine, blogs, emails and google groups have contributed to the development of the ability to use social media to benefit business, thus	1	display my creativity	2.59
	2	propagate the value system	2.60
	3	appreciate open and transparent communication	2.60
	4	leverage the potential of social platforms	2.59
8. The activities such as hole in the wall, training in mini plants,music school have contributed to the development of the ability to train and coach others, thus	1	experiment, illustrate and demonstrate my knowledge	2.58
	2	effectively deliver need based knowledge transfer solutions.	2.62
	3	motivate others to learn	2.66
	4	promote peer to peer learning	2.68
9.The activities such as earn while you learn, participation in nano enterprises , scholarships have contributed to the development of the ability for financial forecasting, thus	1	draw the budget line for managing finance	2.60
	2	optimally allocate financial resources	2.57
	3	make rational and value based financial decisions	2.64
	4	explore public financial resources and funding	2.64
10. The activities such as e-content generation, online course management and MOOSCKENE Bharat have contributed to the development of the ability of big data analysis, thus	1	prioritize and filter the relevant information	2.58
	2	ethically share, store and utilize data	2.60
	3	utilize the new information generated	2.61
	4	appreciate data driven decisions.	2.60
11. The activities such as alumni meet, job fairs and exchange programs have contributed to the development of the ability to engage in brand storytelling, thus	1	connect work with the value system	2.64
	2	establish and strengthen socio-economic linkages	2.61
	3	establish a connection with the right audience.	2.62
	4	appreciate pluralism in the society	2.65

Following are the null hypotheses, accepted and rejected after calculating the t-value for comparison at 95% and 99% level of confidence for the given study.

1. Calculated value of t is 3.599, which is greater than 2.58, so our null hypothesis: There is no significant difference in the perspective of Non-working and working was *rejected* at 0.01 level of significance and we

can say with 99% confidence that the difference in their perception is significant.

2. Calculated value of t is 2.914, which is greater than 2.58, so our null hypothesis: There is no significant difference in the perception of rural and urban people was *rejected* at 0.01 level of significance and we can say with 99% confidence that the difference in their perception is significant.
3. Calculated value of t is 2.214, which is greater than 1.96, so our null hypothesis: There is no significant difference in the perception of alumni and student was *rejected* at 0.05 level of significance and we can say with 95% confidence that the difference in their perception is significant.

Annexure:13

Survey-5: Questionnaire

Ability to work with a wide variety of people

1. Sense of equality, dignity of labour, social sensibilities inculcated through Core Courses, Rural Development activities and National Social Service helps in connecting with the surroundings and contributing in its development.
 2. Cultural Education and Comparative Study of Religion are essential in developing temperance and secularism, which has helped students in being more harmonious towards religious and cultural diversity.
 3. Student internships and participation in national level extracurricular activities like youth festivals and youth parliament are important to make students self-reliant and competitive, which help in becoming adaptable and thriving.
-

Time Management And Ability To Prioritize

1. Starting the day with group prayers or short group meditation helps in organizing oneself mentally to strike a balance between different activity sphere of the day, which helps in becoming goal oriented.
 2. Transition pathways offer flexibility to plan my learning pathways through choice-based credit accumulation and develop time management skills and the ability to learn and re-learn in short time.
 3. Continuous evaluation system facilitates habit of incremental learning with reduced cognitive/mental stress which is necessary for sustainability and success.
-

Understanding Digital Impact of Business

1. Access to e-resources like e-books, e-journals, institute library and Massive Open Online courses have inculcated habit of continuous, adaptable and need based learning
 2. Virtual remote laboratories are very important for equitable development and access to such technology has impacted in minimizing the rural and urban academic divide.
 3. Online synchronous teaching creates opportunity for learning in an open ended class room with exchange of ideas from diverse background, which is necessary for nurturing creativity, flexibility and innovation and leads to better understanding of remote rural life.
-

Ability To Build, Sustain And Expand New Network Of People

1. Open day (one day even where all the stakeholders are invited to the institute) is an important even which develops multitasking, planning

and organizing, ability to interact and build networks with people from different walks of life.

2. Entrepreneurial and marketing platforms in the university provide a platform to identify network with professionally beneficial groups for achieving a purpose
 3. Opportunity for participating in conference from undergraduate level and visiting international university under student exchange programs broadens understanding of life through experiential learning
-

Skills of problem solving, critical Thinking and creativity

1. Critical thinking and problem solving are the essential quality for sustenance, in DEI schemes like Co-op industrial training, curricular components for community connect has helped in understanding the surrounding its challenges well.
 2. Student managed institutional enterprises facilitate in identifying local needs and create solutions, which helps in development of holistic thinking and taking the leadership role
-

Stackable And Inclusive Learning Pathways

1. Interdisciplinary courses at UG level inculcates ability to see the connection between different disciplines, which help in connecting social, environmental and political system for holistic problem solving
 2. Work experience courses, living labs like solar plants, mini dairy plants, surveillance network give student an academic platform to understand and solve large scale field problems, which increases employability skills and work place leadership possibilities
 3. Transition pathways and opportunity to learn multiple skills increases competitiveness, flexibility and adaptability in setting goals
-

Ability To Use Social Media To Benefit Business

1. WhatsApp groups, social and professional networking sites inculcate ability to effectively and respectfully communicate broadcast ideas to large audience.
2. Online lectures, blogs, and social networking sites create ability to accept correct and steer purposeful ideas with temperance and flexibility.

Ability to train and coach Trainers

1. Opportunity for open learning through institutional coaching for national competitive exams boosts peer learning, crowd sourcing of ideas and learning by sharing.

2. Proctorial groups initiate peer coaching and training on specific topics and ability to assertively and convincingly communicate in a multidisciplinary peer group.
 3. Opportunity to interact with peers from diverse disciplines develops free thinking and unbiased approach to solving problem at individual and social level.
-

Ability to Financial Forecasting

1. On-campus business and marketing platforms give opportunity to learn the nuances of investment and returns and ability to foresee the market disruption, which makes student resilient, risk taking and pragmatic
 2. Avenues for mentoring and assisting rural artisans/ folk practitioners in starting enterprises, develops understanding of rural markets, inclusive thinking and decision making
 3. Creation of resource centres for incubation of ideas has created awareness and potential of start-up
-

Ability of Big Data Analysis

1. Concept of living laboratories like surveillance, solar network, student run mini plants and their maintenance network act as aggregator of data from different system and inculcates ability to summarize meaningful outputs
 2. Social immersion of the university through technology develops ability to accept views and opinion from large network and see the commonality between seemingly disjoint systems for solving pressing socio-technical problems
 3. Students participation in teaching remote students through ICT helps students in seeing the underlying connect between behavioural aspect and technological challenges, which helps in strengthening moral and ethical values for a balanced approach in life
-

Ability of Brand Story Telling

1. Networking, discussions through alumni meet give students pitching platform to market themselves as a brand ambassador of the institute.
2. Industrial visits and exchange programs and interaction with peers from culturally diverse organization opens resources for networking, brand story telling.

Annexure: 14

Survey-5: Result

Ability to work with a wide variety of people	1. Sense of equality, dignity of labour, social sensibilities inculcated through Core Courses, Rural Development activities and National Social Service helps in connecting with the surroundings and contributing in its development.	3.53
	2. Cultural Education and Comparative Study of Religion are essential in developing temperance and secularism, which has helped students in being more harmonious towards religious and cultural diversity.	3.49
	3. Student internships and participation in national level extracurricular activities like youth festivals and youth parliament are important to make students self-reliant and competitive, which help in becoming adaptable and thriving.	3.44
Time Management And Ability To Prioritize	1. Starting the day with group prayers or short group meditation helps in organizing oneself mentally to strike a balance between different activity sphere of the day, which helps in becoming goal oriented.	3.49
	2. Transition pathways offer flexibility to plan my learning pathways through choice-based credit accumulation and develop time management skills and the ability to learn and re-learn in short time.	3.34
	3. Continuous evaluation system facilitates habit of incremental learning with reduced cognitive/mental stress which is necessary for sustainability and success.	3.46
Understanding Digital Impact of Business	1. Access to e-resources like e-books, e-journals, institute library and Massive Open Online courses have inculcated habit of continuous, adaptable and need based learning	3.41
	2. Virtual remote laboratories are very important for equitable development and access to such technology has impacted in minimizing the rural and urban academic divide.	3.37
	3. Online synchronous teaching creates opportunity for learning in an open ended class room with exchange of ideas from diverse background, which is necessary for nurturing creativity, flexibility and innovation and leads to	3.40

	better understanding of remote rural life.	
Ability To Build, Sustain And Expand New Network Of People	1. Open day (one day even where all the stakeholders are invited to the institute) is an important even which develops multitasking, planning and organizing, ability to interact and build networks with people from different walks of life.	3.53
	2. Entrepreneurial and marketing platforms in the university provide a platform to identify network with professionally beneficial groups for achieving a purpose	3.40
	3. Opportunity for participating in conference from undergraduate level and visiting international university under student exchange programs broadens understanding of life through experiential learning	3.45
Skills of problem solving, critical Thinking and creativity	1. Critical thinking and problem solving are the essential quality for sustenance, in DEI schemes like Co-op industrial training, curricular components for community connect has helped in understanding the surrounding its challenges well.	3.41
	2. Student managed institutional enterprises facilitate in identifying local needs and create solutions, which helps in development of holistic thinking and taking the leadership role	3.41
Stackable And Inclusive Learning Pathways	1. Interdisciplinary courses at UG level inculcates ability to see the connection between different disciplines, which help in connecting social, environmental and political system for holistic problem solving	3.41
	2. Work experience courses, living labs like solar plants, mini dairy plants, surveillance network give student an academic platform to understand and solve large scale field problems, which increases employability skills and work place leadership possibilities	3.46
	3. Transition pathways and opportunity to learn multiple skills increases competitiveness, flexibility and adaptability in setting goals	3.41
Ability To Use Social Media To Benefit	1. WhatsApp groups, social and professional networking sites inculcate ability to effectively and respectfully communicate broadcast ideas to	3.43

Business	large audience.	
	2. Online lectures, blogs, and social networking sites create ability to accept correct and steer purposeful ideas with temperance and flexibility.	3.38
Ability to train and coach Trainers	1. Opportunity for open learning through institutional coaching for national competitive exams boosts peer learning, crowd sourcing of ideas and learning by sharing.	3.41
	2. Proctorial groups initiate peer coaching and training on specific topics and ability to assertively and convincingly communicate in a multidisciplinary peer group.	3.34
	3. Opportunity to interact with peers from diverse disciplines develops free thinking and unbiased approach to solving problem at individual and social level.	3.43
Ability to Financial Forecasting	On-campus business and marketing platforms give opportunity to learn the nuances of investment and returns and ability to foresee the market disruption, which makes student resilient, risk taking and pragmatic	3.34
	Avenues for mentoring and assisting rural artisans/ folk practitioners in starting enterprises, develops understanding of rural markets, inclusive thinking and decision making	3.34
	Creation of resource centres for incubation of ideas has created awareness about the potential of start-ups	3.34
Ability of Big Data Analysis	Concept of living laboratories like surveillance, solar network, student run-mini plants and their maintenance network act as aggregator of data from different system and inculcates ability to summarize meaningful outputs	3.41
	Social immersion of the university through technology develops ability to accept views and opinion from large network and see the commonality between seemingly disjoint systems for solving pressing socio-technical problems	3.36
	Students participation in teaching remote students through ICT helps students in seeing the underlying connect between behavioural aspect and technological challenges, which helps in strengthening moral and ethical values for a	3.39

	balanced approach in life	
Ability of Brand Story Telling	Networking, discussions through alumni meet give students pitching platform to market themselves as a brand ambassador of the institute.	3.39
	Industrial visits and exchange programs and interaction with peers from culturally diverse organizations open resources for networking and brand story telling.	3.43

Annexure: 15

Survey-6: Interaction Schedule

Interaction Schedule for School/College/University	
Name of the Institute	
Name of the Respondent	
Designation	
Name of DEI Personnel Conducting Interaction	

GENERAL INFORMATION

1. As a well-established educational Institute of Agra what are the features and activities of your Institute that other Institutes like DEI should learn and implement?
2. In which areas your Institute can provide support to DEI and other Institutes of Agra?
3. What are some of the salient points in the Institute's vision for future growth?
4. In which areas and how can DEI improve its education system?
5. What are the activities at present being conducted in DEI that you find innovative and would like to bring to your own Institution?
6. In which areas can DEI provide support to your Institute and other Institutes of Agra?
7. In which areas do you foresee a possible collaboration with DEI for productive sharing of facilities and resources?

In order to understand and learn more about your institute and its working we are curious to know a few more things like: (Tentative facts and figures are accepted!)

ADMINISTRATION/ INFRASTRUCTURE

1. What is the strength (in numbers) of students enrolled and teachers working at your institute?
 - a. Student (Male / Female):
 - b. Teachers:
2. How do you accommodate such a large number of students and teachers at your campus?
 - a. What is the area of the campus?
 - b. Do you organize classes in shifts?
 - c. How many classrooms are available?
 - d. Do all classrooms accommodate the same number of students?
 - e. Are you able to provide separate rooms to teachers?
3. What are the steps taken by your Institute to maintain a clean and green campus?
 - a. Green Cover:
 - b. Waste disposal/management plans:
 - c. Other Initiatives:
4. How does your Institute ensure safe, secure and disciplined campus?
 - a. CCTV Camera
 - b. Discipline
 - c. Other initiatives
5. What are some of the strategies for hiring teachers with desired qualifications? (B.Ed./NET/PhD)
6. How has your Institute ensured maintenance of sanitation and hygiene throughout the campus?
 - a. Availability of toilets across campus
 - b. Safe Drinking water
7. How are various physical activities, sports and yoga promoted at the Institute for students?
 - a. Facilities and equipment
 - b. Coaching and Training
 - c. Representation at state or National level
8. How does the Institute library serve the large number of students at your campus?
 - a. Library Capacity?
 - b. E-book services?
 - c. Textbooks referred (International/National)
 - d. Access to journal of repute

9. What are the facilities provided to students from outside town?
 - a. Hostel accommodation?
 - b. Number of Hostel
 - c. Seats in the hostel
10. What are some of the other institutions that the institute has partnerships / MoUs / collaborations with?
 - a. National
 - b. International
11. Does the institute engage in any international activities?
 - a. Faculty visits,
 - b. Exchange programs,
 - c. Others
12. How does the Institute ensure representation of students from diverse socio-economic backgrounds and promote their inclusion?
 - a. Financial support & scholarship provisions
 - b. Other initiatives
13. What are the key initiatives by the Institute for increasing employment opportunities of its students?
 - a. Placement Office
 - b. Programs/Courses
 - c. Job fairs
 - d. Personality Development Course
 - e. Students Counselling
14. Any Annual Institutional event organized?
 - a. Institute Days
 - b. Institute Events
15. What are the key initiatives taken by the institute for the promotion of
 - a. Sustainability
 - b. Equity
16. What is the ratio of applicants to admitted students?
 - a. Components/criteria for admission of the students
 - b. Any flexibility/management quota/ other criteria for admitting students

ACADEMICS

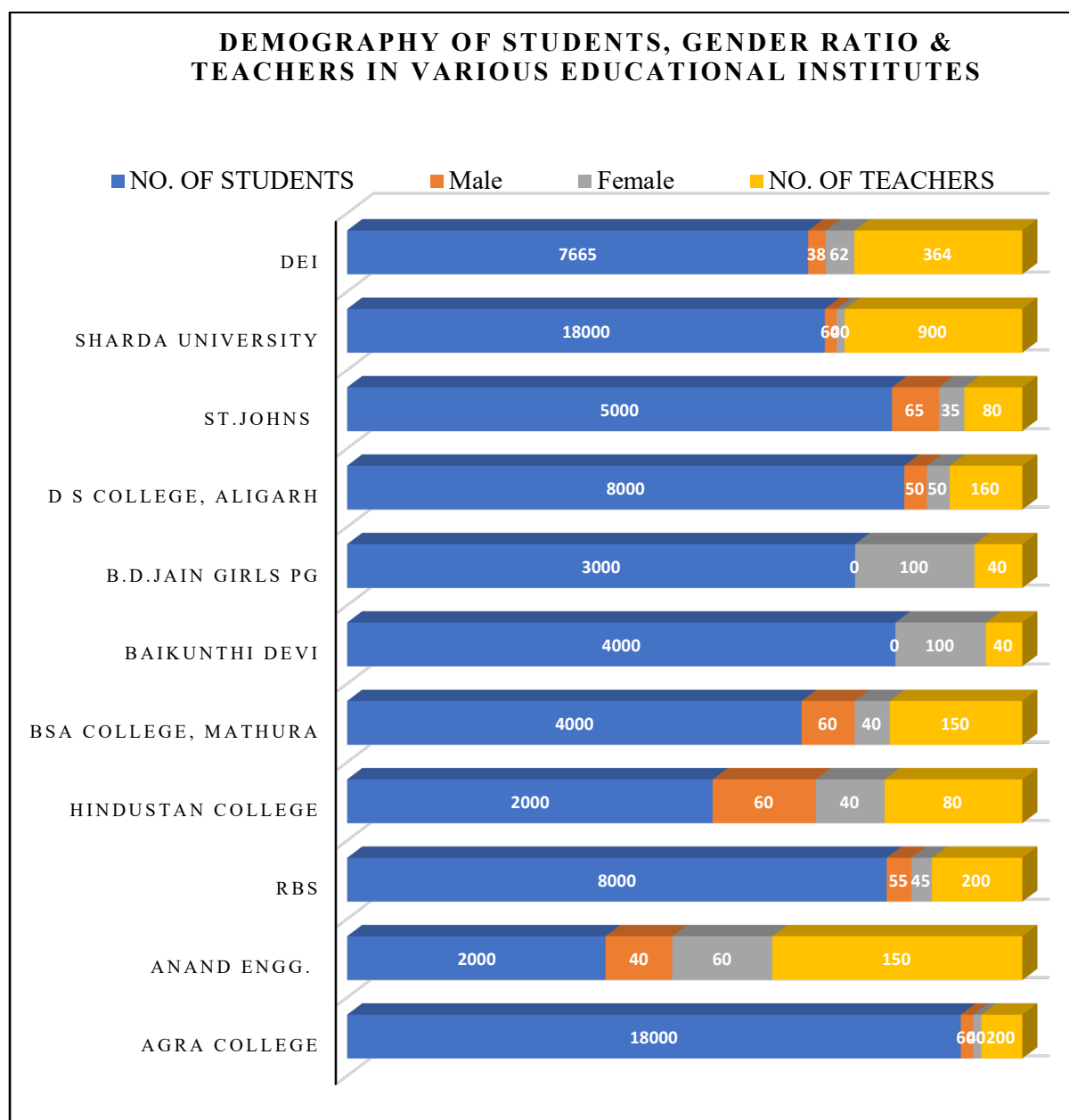
1. What are the diverse set of courses running at your Institute?

- a. What is the general distribution of students across these courses?
 - b. Which courses/programs have the highest demand?
2. How does the institute establish synergy between different departments?
 - a. Interdisciplinary /multidisciplinary courses
 - b. Interdepartmental research
3. In order to provide hands on experiential learning to students, what types of labs have been established at your Institute?
 - a. Types:
 - b. Numbers:
 - c. Batch size of students:
4. What are the co-curricular activities planned by your Institute for overall development of the students?
 - a. Variety
 - b. Frequency
 - c. Coverage
 - d. Assessment
 - e. Representation at National/State level competitions
5. How is the student's assessment planned by the Institute throughout the year?
 - a. Annual or semester
 - b. Frequency of assessment
 - c. Methodologies adopted - formal and informal
6. In order to promote achievement of learning outcomes how is the teaching learning planned?
 - a. Learning methodologies adopted
 - b. Any novel practices?
7. In the digital age, what are the attempts being made towards modernization through technology?
 - a. Use of technology by the Institute
8. What is the action plan for Institute in case a student fails?
 - a. Do they readmit students?
 - b. Pass percentage of the Institute?
9. What are the Institute level initiatives for social outreach?
 - a. NSS/NCC/Social service part of curriculum?
 - b. Other initiatives/beneficiaries

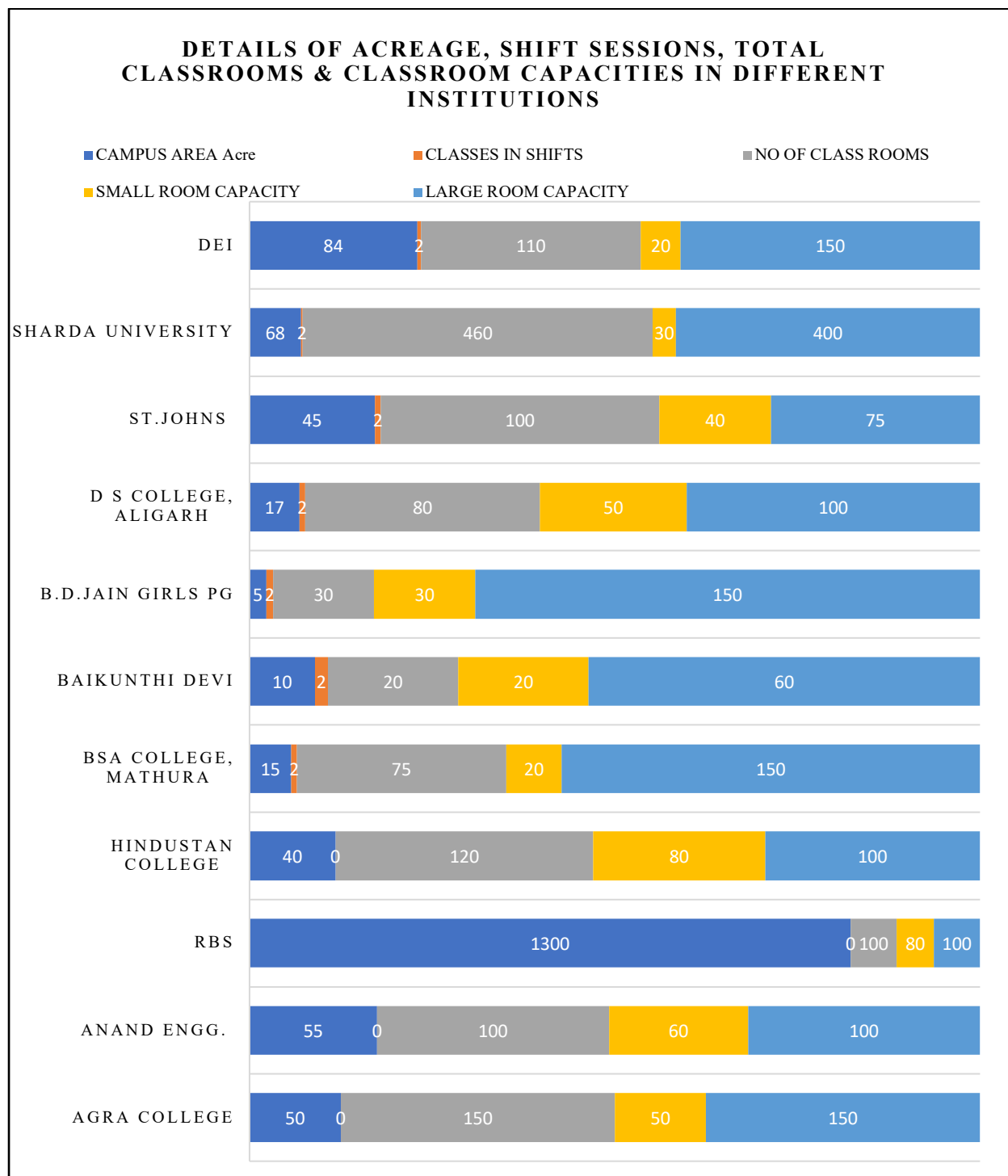
10. How does the Institute maintain network and communication channels with various stakeholders?
- With Students
 - With Alumni
 - With Parents
 - With Employers
11. What are the key strategies of your institute to develop skills of your students for the dynamic global world order?
- Social skills
 - Life skills
 - Other
12. What are the key areas of research of the Institute and its Initiatives for promoting high quality research?
- Number of PhD students
 - Number of MPhil Students
 - Organization of workshops/conferences
 - Provision of Support to faculty and students for participation in academic events
13. How does the Institute foster value development among its students?
- Methodology
 - Initiatives
14. How does your institute promote participation of students and teachers in national programs such as
- Skill India
 - Unnat Bharat
 - Rural / Village development / adoption.
 - Any other program:
1. Does the Institute have provision for core courses common to students of all disciplines? Are there any courses from the DEI core program that you would like to adopt?
16. How does the Institute promote exchange of knowledge and skills with industry?
- Internship
 - Projects
 - Any other

Annexure:16

A) Student's gender ratio and number of teachers in DEI and other Educational Institutes participating in Survey-6.



B) Details of Acreage, shift session, Total Classrooms and classroom capacities in DEI and other Educational Institutions.



Annexure: 17

Survey-7: Attributes generated in students System of DEI and other Colleges of Agra.

S.NO.	Attributes in Students	DEI	Other Colleges of Agra
1	Well-rounded Person	97	47
2	Intellectual Strength	83	50
3	Emotional Maturity	90	50
4	Ethical Values	90	33
5	Simple Living	97	43
6	Selfless Service	97	42
7	Humility	92	50
8	Truthfulness	87	53
9	Independent Thinking	92	67
10	Reasoning Ability	85	53
11	General Knowledge	85	48
12	Habit of Learning	90	47
13	Scientific Temper	92	37
14	Quality of Education	93	50
15	Dignity of Labour	100	40
16	Self-Reliance	97	62
17	Inter Disciplinary Exposure	93	52
18	National Culture and Heritage	95	50
19	Understanding Rural Life	93	58
20	Class-less and Caste-less society	98	52
21	Political System	93	62
22	Economic System	93	57
23	Social Forces & Needs	90	60
24	Civic Sense	95	53
25	A Respect for Rights	92	57
26	Duties and Discharge of Obligations	92	57
27	High Moral Character	92	47
28	Innovation	90	37
29	Creativity	92	42
30	Initiative	95	43
31	Excellence	90	23
	Overall	92	49

Annexure:18

Survey-7: Comparative study of Features of Educational System of DEI and other Colleges of Agra.

SN	Educational System Features	DEI	Other
1	Integrated and Broad-based	Yes	No
2	Inter-disciplinary Approach	Yes	Yes
3	Physical Activities	Yes	Yes
4	Intellectual Activities	Yes	Yes
5	Social Activities	Yes	Yes
6	High Performance Standard	Yes	No
7	Breadth of Coverage	Yes	No
8	Most recent trends of Thought	Yes	Yes
9	Concentrates of Academics	Yes	Yes
10	Primarily Vocational and Technical	Yes	Yes
11	Limited Specialization in Natural Sciences	Yes	Yes
12	Limited Specialization in Social Sciences	Yes	Yes
13	Foundation Courses and Value System	Yes	Yes
14	Foundation Courses like Comparative Study of Religion	Yes	No
15	Foundation Courses like General Knowledge	Yes	No
16	Field Experience (work experience) in farms	Yes	No
17	Field Experience (work experience) in factories	Yes	Yes
18	Field Experience (work experience) in Commercial establishments	Yes	Yes
19	Agricultural Operations	Yes	No
20	Village Development Programmes	Yes	Yes
21	Democratic Processes in Student Activities	Yes	Yes
22	Indian Constitution and other forms of Government	Yes	Yes
23	Co-curricular Activities	Yes	Yes
24	Cultural Activities	Yes	Yes
25	Fundamental and basic Principles	Yes	Yes
26	Inter Linkage between Educational System and Environment	Yes	Yes
27	Learning by Observation	Yes	Yes
28	Learning by Analysis	Yes	Yes
29	Learning by acquisition of Knowledge	Yes	Yes
30	Continuous Assessment	Yes	No
31	Hindi as Medium of Instruction	Yes	Yes
32	Competence in English	Yes	No
33	One other Modern Indian Language	Yes	No
	Total Score (%)	100	70

Annexure:19
Survey-8: Questionnaire

DEI Initiatives Towards the Achievement of Sustainable Development Goals	General Information:	
	Roll Number	
	NAME	
	Course	
	Select one Category:	
	Male/Female	
	Rural/Urban	
	GEN/OBC/SC/ST	

Various activities and features implemented at Dayalbagh Educational Institute effectively contribute to the attainment of SDGs given by United Nations. The survey demonstrates the holistic initiatives of Dayalbagh Educational Institute in terms of the United Nations Sustainable Development Goals.	दयालबाग शैक्षणिक संस्थान में कार्यान्वित विभिन्न गतिविधियाँ और सुविधाएँ संयुक्त राष्ट्र द्वारा दी गई SDGs की प्राप्ति में प्रभावी रूप से योगदान करती हैं। सर्वेक्षण संयुक्त राष्ट्र के सतत विकास लक्ष्यों के संदर्भ में दयालबाग शैक्षिक संस्थान की समग्र पहल को प्रदर्शित करता है।
The Sustainable Development Goals are:	सतत विकास लक्ष्य हैं:
1. No Poverty	1. शून्य गरीबी
2. Zero Hunger	2. शून्य भूख
3. Good Health and Well-being	3. उत्तम स्वास्थ्य और खुशहाली
4. Quality Education	4. गुणवत्ता शिक्षा
5. Gender Equality	5. लैंगिक समानता
6. Clean Water and Sanitation	6. स्वच्छ जल और स्वच्छता
7. Affordable and Clean Energy	7. सस्ती और प्रदूषण मुक्त ऊर्जा
8. Decent Work and Economic Growth	8. उत्कृष्ट कार्य और आर्थिक वृद्धि
9. Industry, Innovation, and Infrastructure	9. उद्योग नवाचार और बुनियादी सुविधाएँ
10. Reducing Inequality	10. असमानताओं की कमी
11. Sustainable Cities and Communities	11. सवहनीय शहर और समुदाय
12. Responsible Consumption and Production	12. सवहनीय उपभोग और उत्पादन
13. Climate Action	13. जलवायु कार्यवाही

14. Life Below Water	14. पानी के नीचे जीवन
15. Life On Land	15. जमीन पर जीवन
16. Peace, Justice, and Strong Institutions	16. शांति, न्याय और मजबूत संस्थान
17. Partnerships for the Goals	17. लक्ष्यों के लिए साझेदारी

Kindly tick all the activities at DEI which contribute to the achievement of the given Sustainable Development Goals:

SUSTAINABLE DEVELOPMENT GOALS		Partnerships for the Goals	17																
		Peace, Justice, and Strong Institutions	16																
		Life On Land	15																
		Life Below Water	14																
		Climate Action	13																
		Responsible Consumption	12																
		Sustainable Cities and	11																
		Reducing Inequality	10																
		Industry, Innovation, and	9																
		Decent Work and Economic	8																
Affordable and Clean Energy	7																		
Clean Water and Sanitation	6																		
Gender Equality	5																		
Quality Education	4																		
Good Health and Well-being	3																		
Zero Hunger	2																		
No Poverty	1																		
DEI ACTIVITY																			
1.	Rural and tribal empowerment																		
2.	Quantum Jugaad: Innovative, Flexible, Economical Solutions																		
3.	Agriculture Operations																		
4.	Free Medical and Assistance Camp																		
5.	Evolutionary Superman Scheme																		
6.	Labs on Land																		
7.	i-c-n-c TALL																		
8.	School of																		

	Languages																	
9.	Day Boarding School																	
10.	Open Day																	
11.	Qualities and Values Day																	
12.	Research Divisions																	
13.	Waste to Wealth Day																	
14.	Security and Surveillance																	
15.	National Days																	
16.	Community Kitchen																	
17.	Social Service																	
18.	Earn-while-you-learn																	
19.	Tinkering Labs																	
20.	Innovation and Incubation																	
21.	Consciousness Studies																	
22.	Dairy Operations																	
23.	Core Courses																	
24.	Work Experience Courses																	
25.	Circular Economy																	
26.	Green Campus																	
27.	Organic Farming																	
28.	Village Development																	
29.	Value Education																	
30.	Affordable & Accessible Education																	
31.	Industrial Training and Co-op Program																	
32.	Morning Prayer																	
33.	Alumni Meet																	
34.	Job Fair																	

Annexure:20

Survey-8: Result

Activities	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
Rural and tribal empowerment	1099	790	924	867	671	635	812	777	686	651	601	489	753	531	682	635	500
Quantum Jugaad: Innovative, Flexible, Economical Solutions	838	821	819	814	624	516	666	871	827	627	609	494	515	572	682	678	510
Agriculture Operations	735	866	867	625	455	579	591	726	714	601	530	594	647	563	809	549	384
Free Medical and Assistance Camp	583	534	1101	664	498	510	550	622	553	591	435	412	428	514	621	656	486
Evolutionary Superman Scheme	546	626	777	775	629	474	514	674	596	601	586	475	489	535	635	637	514
Labs on Land	513	597	676	834	535	540	517	638	709	575	561	451	429	527	720	625	504
i-c-n-c TALL	380	429	646	756	560	472	514	617	579	596	459	355	432	522	533	565	534
School of Languages	389	421	686	989	561	462	491	692	564	560	479	378	417	489	512	681	573
Day Boarding School	430	478	678	942	594	445	533	644	605	588	483	419	491	510	525	660	604

Open Day	513	557	798	1024	677	486	572	699	644	621	531	416	505	538	548	676	678
Qualities and Values Day	397	478	625	808	477	412	507	604	595	565	489	386	430	506	579	608	444
Research Divisions	514	582	726	789	569	527	570	654	677	561	525	443	548	620	652	675	459
Waste to Wealth Day	544	586	767	664	534	544	565	656	618	559	566	464	540	613	668	630	388
Security and Surveillance	398	468	678	692	555	458	550	610	595	556	520	425	463	463	622	657	381
National Days	522	567	639	715	558	478	508	658	572	555	524	399	473	536	616	657	504
Community Kitchen	662	822	749	665	512	522	475	675	612	573	541	462	495	522	606	617	516
Social Service	557	572	658	660	575	541	523	637	591	568	537	443	465	508	587	590	490
Earn-while-you-learn	700	666	604	816	598	480	532	710	690	569	572	452	505	463	605	643	529
Tinkering Labs	392	417	619	741	478	482	479	615	692	598	482	443	458	459	599	595	455
Innovation and Incubation	511	565	663	747	527	470	538	679	760	573	598	432	501	563	605	651	570
Consciousness Studies	495	502	715	842	552	476	500	606	597	570	508	418	490	546	613	670	589
Dairy Operations	614	736	765	693	551	590	742	652	665	669	546	491	574	567	618	627	506
Core Courses	553	633	726	800	564	601	531	685	722	580	558	508	551	579	617	622	557
Work Experience Courses	556	541	703	811	556	511	549	734	617	555	540	463	542	604	641	636	542

Circular Economy	564	562	645	693	534	527	539	663	598	553	520	411	484	486	590	615	381
Green Campus	458	535	670	568	455	586	538	631	584	521	500	430	511	574	602	607	459
Organic Farming	532	550	601	566	456	456	472	581	541	473	437	438	469	527	608	560	421
Village Development	687	672	730	695	600	547	534	650	610	561	585	476	502	597	610	641	515
Value Education	600	540	697	913	594	514	525	696	616	558	567	455	521	607	596	685	490
Affordable & Accessible Education	688	686	786	896	626	614	603	707	670	596	585	520	543	515	661	694	534
Industrial Training and Co-op Program	622	630	532	692	540	626	616	540	610	516	562	448	384	336	514	484	438
Morning Prayer	438	388	632	480	486	544	542	446	454	496	506	386	342	308	460	496	450
Alumni Meet	432	422	664	704	524	508	536	632	540	414	484	496	424	308	414	558	684
Job Fair	554	420	448	646	506	426	376	604	546	450	428	508	440	474	446	476	592

Annexure: 21

Survey-8: Top five activities and Features at DEI contributing to 17 SDGs.

Goal	Activities and Features at DEI
1	[Rural and tribal empowerment]
	[Affordable and accessible education]
	[Earn -while -you-learn]
	[Quantum Jugaad: Innovative, Flexible, Economical Solutions]
	[Agriculture Operations]
2	[Community Kitchen]
	[Agriculture operation]
	[Quantum Jugaad: Innovative, Flexible, Economical Solutions]
	[Rural Development]
	[Dairy Operations]
3	[Free medical camp]
	[Agriculture operation]
	[Evolutionary Superman Scheme]
	[Quantum Jugaad]
	[Rural & Tribal Empowerment]
4	[Affordable and accessible education]
	[Day boarding school]
	[Value Education]
	[School of Languages]
	[Open Day]
5	[Rural & Tribal Empowerment]
	[Quantum Jugaad]
	[Evolutionary Superman Scheme]
	[Open Day]
	[Village Development]
6	[Waste to wealth]
	[Rural & Tribal Empowerment]
	[Dairy Operations]
	[Core Courses]
	[Affordable & Accessible Education]
7	[Quantum Jugaad: Innovative, Flexible, Economical Solutions]
	[Waste to wealth]
	[Green campus]
	[Dairy Operations]
	[Rural & Tribal Empowerment]
8	[Rural and tribal empowerment]
	[Quantum Jugaad: Innovative, Flexible, Economical Solutions]
	[Agriculture Operations]
	[Earn While You Learn]
	[Evolutionary Superman Scheme]

9	[Quantum Jugaad: Innovative, Flexible, Economical Solutions]
	[Labs on land]
	[Innovation & Incubation]
	[Agriculture Operations]
	[Rural & Tribal Empowerment]
10	[Rural and tribal empowerment]
	[Agriculture operations]
	[Evolutionary Superman Scheme]
	[Open Day]
	[Dairy Operations]
11	[Rural & Tribal Empowerment]
	[Quantum Jugaad]
	[Labs on Land]
	[Consciousness Studies]
	[Affordable & Accessible Education]
12	[Agricultural operations]
	[Core Courses]
	[Affordable & Accessible Education]
	[Job Fairs]
	[Value Education]
13	[Rural & Tribal Empowerment]
	[Agriculture Operations]
	[Work Experience]
	[Core Courses]
	[Waste to Wealth]
14	[Research Division]
	[Village development]
	[Value Education]
	[Work Experience Courses]
	[Waste to Wealth]
15	[Agriculture Operations]
	[Waste to Wealth]
	[Labs on Land]
	[Affordable & Accessible Education]
	[Rural & Tribal Empowerment]
16	[Value Education]
	[Core Courses]
	[Quality & Value Day]
	[Social Service]
	[Affordable & Accessible Education]
17	[Consciousness studies]
	[Alumni Meet]
	[Day Boarding]

	[Open Day]
	[Earn While you learn]

Annexure:22

Contribution of Top-5 Activities and features to SDGs.

SN	Activity and Features at DEI	Contribution to Number of Goals
1	[Affordable & Accessible Education]	7
2	[Agricultural operations]	9
3	[Alumni Meet]	1
4	[Community Kitchen]	1
5	[Consciousness studies]	2
6	[Core Courses]	4
7	[Dairy Operations]	4
8	[Day boarding school]	2
9	[Earn -while -you-learn]	3
10	[Evolutionary Superman Scheme]	4
11	[Free medical camp]	1
12	[Job Fairs]	1
13	[Open Day]	4
14	[Quantum Jugaad: Innovative, Flexible, Economical Solutions]	8
15	[Rural & Tribal Empowerment]	11
16	[Rural Development]	1
17	[School of Languages]	1
18	[Value Education]	4
19	[Village Development]	2
20	[Waste to wealth]	5
21	[Work Experience Courses]	2
22	[Green campus]	1
23	[Innovation & Incubation]	1
24	[Labs on land]	3
25	[Quality & Value Day]	1
26	[Research Division]	1
27	[Social Service]	1

Annexure:23

Survey-9: Result

Goal	Weighted Mean	Activities and Features at DEI
1	4.15	[Rural and tribal empowerment]
	4.35	[Affordable and accessible education]
	4.19	[Earn -while -you-learn]
	3.65	[Quantum Jugaad: Innovative, Flexible, Economical Solutions]
	4.27	[Agriculture Operations]
2	4.35	[Community Kitchen]
	4.27	[Agriculture operation]
	3.65	[Quantum Jugaad: Innovative, Flexible, Economical Solutions]
	3.96	[Rural Development]
	4.23	[Dairy Operations]
3	4.73	[Free medical camp]
	4.38	[Agriculture operation]
	3.81	[Evolutionary Superman Scheme]
	3.88	[Quantum Jugaad]
	3.88	[Rural & Tribal Empowerment]
4	4.23	[Affordable and accessible education]
	4.04	[Day boarding school]
	4.08	[Value Education]
	3.92	[School of Languages]
	3.46	[Open Day]
5	3.85	[Rural & Tribal Empowerment]
	3.73	[Quantum Jugaad]
	3.62	[Evolutionary Superman Scheme]
	3.62	[Open Day]
	3.96	[Village Development]
6	3.73	[Waste to wealth]

	3.88	[Rural & Tribal Empowerment]
	4.23	[Dairy Operations]
	3.88	[Core Courses]
	4.27	[Affordable & Accessible Education]
7	3.96	[Quantum Jugaad: Innovative, Flexible, Economical Solutions]
	3.96	[Waste to wealth]
	4.27	[Green campus]
	4.38	[Dairy Operations]
	4.15	[Rural & Tribal Empowerment]
8	3.85	[Rural and tribal empowerment]
	3.85	[Quantum Jugaad: Innovative, Flexible, Economical Solutions]
	4.15	[Agriculture Operations]
	4.15	[Earn While You Learn]
	3.50	[Evolutionary Superman Scheme]
9	3.58	[Quantum Jugaad: Innovative, Flexible, Economical Solutions]
	3.85	[Labs on land]
	3.88	[Innovation & Incubation]
	4.12	[Agriculture Operations]
	4.00	[Rural & Tribal Empowerment]
10	3.88	[Rural and tribal empowerment]
	4.04	[Agriculture operations]
	3.62	[Evolutionary Superman Scheme]
	3.77	[Open Day]
	4.04	[Dairy Operations]
11	4.00	[Rural & Tribal Empowerment]
	3.81	[Quantum Jugaad]
	3.96	[Labs on Land]
	4.23	[Consciousness Studies]
	4.27	[Affordable & Accessible Education]

12	4.27	[Agricultural operations]
	3.81	[Core Courses]
	4.27	[Affordable & Accessible Education]
	3.85	[Job Fairs]
	4.19	[Value Education]
13	3.96	[Rural & Tribal Empowerment]
	4.27	[Agriculture Operations]
	4.00	[Work Experience]
	4.00	[Core Courses]
	4.04	[Waste to Wealth]
14	3.92	[Research Division]
	3.88	[Village development]
	3.96	[Value Education]
	3.77	[Work Experience Courses]
	3.92	[Waste to Wealth]
15	4.12	[Agriculture Operations]
	3.96	[Waste to Wealth]
	3.81	[Labs on Land]
	4.23	[Affordable & Accessible Education]
	4.00	[Rural & Tribal Empowerment]
16	3.92	[Value Education]
	3.65	[Core Courses]
	3.46	[Quality & Value Day]
	3.88	[Social Service]
	4.00	[Affordable & Accessible Education]
17	4.12	[Consciousness studies]
	3.62	[Alumni Meet]
	3.92	[Day Boarding]
	3.65	[Open Day]
	3.96	[Earn While you learn]

Annexure-24
Summary Chart of Survey-2,3,4 and 5 results.

S	Compe N tence	Survey-2		Surve y-3	Survey-4	Surve y-5
		Activity	Attribute	Attrib ute	Activity	Activit y
1	Ability to work with a wide variety of people .	Social Service/NS S/Scouting Guiding Camp Agricultural operations /Rural Development Participati on in national mission Core courses (CEC and CRC)	Dignity of labour National integration Classless and caste less society Physical and mental well being Social sensibility	Castel ess and Creed less	NSS, NCC, scouting and guiding, rural development	Core Cours es, Rural Devel opme nt activit ies and Natio nal Social Servic e
2	Time manag ement and ability to priorit ize.	Morning prayer Seminar and Group Discussion	Punctuality Self- discipline Spiritual values Self confidence	Self- Discip line	continuous and timely evaluation, seminar and group discussions and morning prayer	group prayer s or short group medit ation
3	Unders tandin g digital impact of busine ss	Access/ge neration of e-content Library automatio n, e- journals and e- books	Knowledge acquisition Habit of learning Creative and technical skills Self- Paced	Creati vity and Techn ical skills	access/generatio n of e-content, virtual and remote labs and online learning	e- books, e- journa ls, institu te library

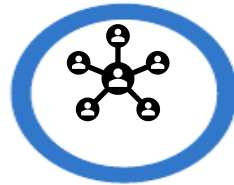
						and Massive Open Online courses
4	Ability to build, sustain, expand new networks of people.	Participation in events	Multi-tasking skills Planning and organizing Event management	Multitasking Skills	entrepreneurship, training/internship and participation in conferences	Open day
5	Skills of problem solving, critical thinking and creativity.	Children recreation centre Earn while Learn Core courses for Community connect	Understanding of self, environment and nature Team Spirit Focus Independent thinking Understanding society, environment and market	Team Spirit	Open Day celebration and on campus entrepreneurial platforms	Co-op industrial training, curricular components for community connect
6	Stackable and inclusive learning pathways.	Vocational programmes Superman Scheme	Team work Time management Learning by observation and doing	Learning by Observation	lab on land and work experience courses	Work experience courses, living labs like solar plants, mini

						dairy plants , surveillance network
7	Ability to use social media to benefit business.	Email, WhatsApp, Google Groups	Exchange of Ideas Platform for networking Knowledge Broadcasting	Knowledge Broadcasting	newsletter/magazine, blogs, emails and google groups	WhatsApp groups, social and professional networking
8	Ability to train or coach others.	Class Committee Civil services coaching Music school	Leadership Hardworking Focus and Attention	Focus and Attention	hole in the wall, training in mini plants, music school	Opportunity to interact with peers from diverse disciplines
9	Ability of financial forecasting	Earn while you learn scheme Internship programs	Self-assessment Independent thinking Practical exposure	Practical Exposure	earn while you learn, participation in nano enterprises , scholarships	resource centers for incubation of ideas
10	Ability to do big data analysis.	Lecture through video conferences e-Content generation	Adaptable learning Self-pace learning Social Sensitivity High moral	Insightful	e-content generation, online course management and MOOSCKENE Bharat	surveillance, solar network, student run-

		Surveillance	character			mini plants and their maintenance network
11	Ability to engage in brand storytelling.	Job fairs Alumni meet Industry visits Alumni magazines	Smart, Resilient & Progressive Networking Communication Analytical Skills	Smart, Resilient and progressive	alumni meet, job fairs and exchange programs	Industrial visits and exchange programs

Total Survey Studies

9



**Total Questions/
Statements**

545



Total Respondents

10149



Total Institutions

10



Total Team Members

39

