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In This Issue

Teaching Model for Community Education: An Implication of National Education Policy—2020

Bharat Joshi* and Mahesh Narayan Dixit**

First education policy of 21st century has been presented by government of India. It is a document of hope and guiding actions to shape the destiny of nation. Obviously, learners and teachers are the key elements of this document. The National Education Policy (NEP) 2020, gives a lot of hope to strengthen teacher education programme vis a vis to strengthen the society. Educational institutions are the subsystems of society. They are established by, from and for the society. The welfare of society is the prime concern of any education system. Teacher education institutions are not just having the responsibility of teaching in the classroom, but they are highly expected to discharge their duties regarding community education too. Developing knowledgeable, skilled, and socially worthy teachers are the need of today's society. According to NEP–2020, social issues and concerns must be addressed by educational institutions. For this purpose, Joshi's Model of Community Education (JMCE) will be very useful. The JMCE is in use in teacher education programme run by Gujarat Vidyapith since 2009 successfully. An introduction, conceptual framework, importance and implementation of the JMCE has been discussed in the special context of expectations of NEP–2020 from teacher education programme.

Educational institutions are the sub systems of society which are emerged from, by and for the society. The welfare of society is the prime concern of any education system and society has great expectation from teacher training institutions. These institutions have the responsibility to provide knowledgeable, skilled, and socially worthy teachers to society. As a subsystem of society, all higher education institutions must address the challenges of society and participate actively in their solution. Teachers are the torchbearers of society. They have the responsibility to lead society along with their classroom teaching. Educational institutions are considered as the laboratory of society. Finding practical solutions to the problems of society is a major goal of these educational institutions. Society fulfils the organizational, economical as well as operational responsibilities of these institutions in direct or indirect way to keep itself strong, organized and to accelerate the positive changes in its functions. So, educational institutions should try to meet the expectations of the society.

The purpose of the education system is to develop good human beings capable of rational thought and action, possessing compassion

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and empathy, courage and resilience, scientific temper, and creative imagination, with sound ethical moorings and values. It aims at producing engaged, productive, and contributing citizens for building an equitable, inclusive, and plural society as envisaged by our Constitution (Ministry of HRD, 2020, p.4-5).

This is a challenging task. Just classroom teaching related training is not enough to prepare prospective teachers. A teacher is not only responsible for school-based activities, but he/she also has the same amount of accountability for his/her social duties too. Unfortunately, there is no formal provision in practice to make our teachers oriented towards their social duties and responsibilities during their training programme. Even, they are not properly trained to organize awareness programmes, constructive social activities, conduction of action research, and team work.

Therefore, we need to implement such type of educational program or model of teaching by which our prospective teachers can be oriented and trained to discharge their social duties too. To serve this purpose Joshi's Model of Community Education (JMCE) developed by Joshi in 2009 and implemented by Gujarat Vidyapith, Ahmedabad, since 2009-10(Joshi and Dixit, 2012) is the best tool to implement NEP--2020 objectives of teacher education regarding their social concerns. A detailed description about JMCE and its implicational values in the context of NEP 2020's suggestions are being explained in this paper.

Joshi's Model of Community Education (JMCE)

Model of community education associates the training of teacher with real social setting. It is a well-structured plan to train prospective teachers to make them aware about social issues, develop a sense of commitment and capability to deal effectively with these issues. It provides a framework to orient and sensitize prospective teachers towards current issues of community in a real situation from where they can acquire knowledge, attitude, competency, and commitment to deal with social issues. Community education programme, based on this model, is an integrated part of B.Ed. training course run by Gujarat Vidyapith since academic year 2009-10. This model has four basic components as its structure namely, basic procedure, content as well as related methods, and evaluation are the four basic components of this model.

The prime concern of this model is to orient prospective teachers towards their social responsibility and create a positive attitude, and mind-set to discharge their social duties. As per this model, the prospective teachers are:

i.   to be introduced to the reality of present society.
ii. to enhance the ability to be associated with the community.
iii. to present the probable solutions of the issues of the society.
iv. to acquire the skills to present the solution before the community.
v.   to have training of the group tasks.

There is a set procedure to provide training on community education. A lesson plan based on JMCE is prepared at first stage of this model. There are five tasks that must be decided initially. These tasks are:

i.   To decide the area of the community (it can be a village, a town, or a locality in a city).
ii. Formation of groups having one supervisor and ten to fifteen prospective teachers to complete the assigned task in a smooth way. Each group with its supervisor must visit the area of community to work with members. Groups are expected to arrange their necessary facilities from and within the community by their own efforts.
iii. Acquire basic information regarding the population, categories, occupation, literacy rate, and problems about the community.
iv. Make arrangements of related literature, tools and basic equipments that will be required during the programme.
v.   Develop the lesson plan and relevant activities which are to be performed in each area.

Content, Method and Other Activities Related with JMCE

Burning issues, problems, good and bad rituals/traditions may be considered as the content of this model. Different types of methods, supportive techniques and activities are chosen to execute the lesson plan before the community at a public place expecting the participation of community members. Details about content, methods and activities that are useful in community education can be seen in the Table 1.

Teaching at a public place is relatively a complex and challenging task. The target group may be diversified in their age, interest, attitude, religion, and assumptions. So, activity based, and

entertaining teaching methods are used. According to Joshi and Dixit (2012), "The nature of community teaching is totally different from classroom teaching. Therefore, those entertainment based, and activity-oriented teaching methods are required to convey the messages to community members in an interesting and effective manner". Table-1 shows some of the methods that can be used to present and communicate the message. Most of all methods are activity based and have the attribute of entertainment. More than eighty activities are highlighted to convey messages and thoughts. A research has shown that about 80 activities were used during the implementation of JMCE (Joshi, 2014).

Evaluation Scheme

A well-structured evaluation scheme is developed to evaluate the performance of prospective teachers in the context of addressing social issues in real social situation. Generally, the supervisor of the group is responsible for evaluation of the prospective teachers. There are eight criteria included to judge the performance of the prospective teachers. Table 2 shows the criteria and their weightages in evaluation scheme.

Importance of JMCE in Teacher Education

Highlighting the importance of sensitive linkage between teacher education programme and society, NCTE (2004 p. 34) has wrote, "as an integral component of education system, teacher education has to address itself to the challenges of society and participate actively in their solution. A teacher education which is not sensitive to the problems of society is a burden on the national exchequer which meets its cost". "There is a need to shift the focus from overwhelming emphasis on psychological characteristics of the individual learner to his/her social, cultural, economic and political contexts. Therefore, a rigorous engagement with issues of contemporary Indian society must necessarily be examined through an engagement with concepts drawn from diverse set of disciplines (NCTE, 2009, p. 30)".

Social problems and its impact on humanity must be included in the curriculum of teacher education, so that teacher be able to understand students in the light of their social environment and develop a sense of responsibility towards social problems. Teacher education has a unique coordination of professional teaching services and social services. While a teacher is formally appointed for promoting teaching and learning process in school setting, but he/she also highly expected from society to live a dignified life and to have positive concerns towards social upliftment too. Teachers are always a role model of their students. Therefore, if we want to promote healthy environment and positive participation of all members of society then it is the responsibility of teachers to take leadership in this concern. This type of teachers' initiation will motivate future generation to be sensitive and proactive members of the society.

Integration of Joshi's Model of Community Education will serve the above purpose. Model of community education has the capacity to orient prospective teachers towards social issues, problems, and their social responsibility; and also to provide an environment to work like a team (Dixit, 2017). Training programme based on this model has two-way importance. Basically, this model is developed for teachers' social training, but it is much beneficial for society too. Prospective teachers are to choose social issues and problems for their teaching practices within and with the help of community. Through their activity people also become aware about problems and be motivated to rectify them. Awareness, insight, and solution of social problems are proposed by prospective teachers through their different activities among society. There is an opportunity for betterment of society. It is helpful in

Table -1: Details of Issues, Teaching Methods and Activities

Content of JMCE	Methods	Main Activities
Illiteracy, cleanliness, hygiene, superstition, secularism' work of gram sabha, harmony, child labor, addiction, constitutional values, voting in election, RTE Act, family planning, fundamental rights and duties (It's a suggestive list)	Play, mime, mono active, group song, dance and song, demonstration, group discussion, rally, street-play, lecture, storytelling, Gram Sabha etc.	Interviews, talks, visit of important places, slogans, cultural activities, games, help in food preparation, active participation in religious and social activities, visit of community centers, writing slogans on the wall, cleaning, singing, distribution of the books, pamphlets and handouts, playing different musical instruments, preparing stage and inviting community members, address on different issues, etc.

establishing harmony and developing good habits in society (Joshi & Dadhodara, 2019).

Implicational Spot of NEP–2020 in Teacher Education

Modernization and Indianization of entire education system are the prime objectives of NEP 2020. Writing the vision of NEP–2020 it is clearly stated, "vision of the policy is to instil among the learners a deep-rooted pride in being Indian, not only in thought, but also in spirit, intellect, and deeds, as well as to develop knowledge, skills, values, and dispositions that support responsible commitment to human rights, sustainable development and living, and global well-being, thereby reflecting a truly global citizen," (MHRD, 2020). Emphasis has been made to promote ethical and Constitutional values like empathy, respect for others, cleanliness, courtesy, democratic spirit, social service, respect for public property, scientific temper, liberty, responsibility, pluralism, equality, and justice; along with subject knowledge. Social concerns are clearly addressed in the principals of NEP–2020. Promotion of multilingualism and Indian language in teaching learning programmes has been emphasized. Developing life skills such as communication, cooperation, teamwork, and resilience; and promote a sense of respect towards diversity and for the local context in all curriculum, pedagogy, and policy are key areas where model of community education has great implicational value. The implicational values of JMCE in the context of NEP 2020 can be understood on the basis of points presented here.

To Promote Sustainable Development Goals

Sustainable Development Goals (SDG) are the unanimously decided goals of united Nation to make 21st century more peaceful, healthy, and prosperous. The global education development agenda reflected in the Goal 4 (SDG4) of the 2030 Agenda for Sustainable Development, adopted by India in 2015 - seeks to "ensure inclusive and equitable quality education and promote lifelong learning opportunities for all" by 2030 (MHRD, 2020). Inclusion of differently abled, as well as socially and economically marginalized people are the prime concern of SDG 4. Therefore, teachers should be trained, aware and devoted towards inclusion of such type of students. For this purpose, concrete experience in real situation is required. JMCE provides a chance to work in society with social issues.

To Develop a Sense of Social Leadership among Prospective Teachers

NEP–2020 desires to develop leadership quality among new generation. Supportive environment, challenging task, developed sense of teamwork, awareness towards right and duties and devotion towards social service are the key point that are required in a democratic leader. The activities initiated with JMCE is directly associated with the development of leadership qualities among prospective teachers. This model provides an opportunity to be aware, initiate, demonstrate, and to lead society for betterment. Every participant of this programme has to lead the entire team in a particular task assigned to him/her. This is a cultural or entertaining activity to train the prospective teachers in social leadership.

Establish Linkage Between Education and Social Need

Poor linkage with social issues and over theoretical approach of training is the biggest criticism of today's teacher education programme. Providing

Table 2: Criteria and their Weightage in Evaluation Scheme of JMCE

Sr. No.	Criteria	Weightage
1	Relevancy of selected content/issue/problem for community	10%
2	Prepared lesson plan	20%
3	Skill to establish rapport with community	10%
4	Participation of community members	10%
5	Creativity in preparation and use of TLM	10%
6	Commitment towards assigned task to teamwork	10%
7	Level of mastery in the use of different methods and techniques	10%
8	Personal Attribute (Attitude, Punctuality, Adjustment, Confidence, and Leadership).	20%
Total		**100%**

the guiding principle, NEP 2020(p.5) stated,"… respect for diversity and respect for the local context in all curriculum, pedagogy, and policy should be addressed". One of the aims of JMCE is to establish linkage between social need and teacher education. It is designed to orient prospective teachers towards solving social issues, their responsibility and to make them able to interact with problems of society. This type of practice work in real situation will be beneficial to establish a link between social need and teacher education programme.

Promotion of Multilingualism

Promoting multilingualism and the power of language in teaching and learning is important. JMCE is very useful to make aware about the lingual diversity of Indian community. For better performance and achieving support of community members in educational programme it is important to be aware about the dialect, custom and value system of the community which help a teacher to understand student too. Work within community is also beneficial to know and learn new dialects. This learning is helpful to know the ethos, culture, literature, and good practices of related community.

Learning of Life Skills

Life skills such as communication, cooperation, teamwork, and resilience are very essential for harmonious social life. Our future generation must be educated for them. JMCE has great potential to inculcate life skills among prospective teachers. The tasks under JMCE are based on participation, cooperation, appealing communication, and teamwork. The success of JMCE depends on the support of community. This programme compels prospective teachers to be humble, have clear communication, and good habits to gain the community support, cooperation, and participation in different activities. This model teaches how to build rapport.

Preparing Socially Aware and Responsible Teacher

According to NPE–2020, "Teacher education is vital in creating a pool of schoolteachers that will shape the next generation. Teacher preparation is an activity that requires multidisciplinary perspectives and knowledge, formation of dispositions and values, and development of practice under the best mentors. Teachers must be grounded in Indian values, languages, knowledge, ethos, and traditions including tribal traditions, while also being well-versed in the latest advances in education and pedagogy (MHRD, 2020, p.42)". These expectations from teachers only will be fulfilled when they could aquaria such type of orientation and training in real situation. Just a theoretical orientation will not be enough. Implementation of JMCE in in-service and pre-service teacher education will be helpful to develop a socially aware and responsible teacher. Researchers reported that all prospective teachers who participated in community education programme, showed high level of commitment and accepted that they had responsibility which they have to discharge for the betterment of society (Dixit,2013; Joshi, 2014).

Conclusion

A quality education system always works for the betterment of society. The positive and rapid changes must be welcomed by a leading society. For this purpose, well skilled and committed teachers are required. JMCE can be a catalyst in the process of preparing socially responsible teachers expected in the NEP-2020 document. Teacher education is aptly focused in the policy as it has tremendous impact on teachers of all levels who are to shape the future generations to ensure the social harmony.

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Strategic Mentoring Programme for Higher Education Institutions in the Context of National Education Policy—2020

Pratibha Bundela Gupta* and B L Gupta**

In the National Education Policy–2020, there was a recomondation regarding the provision of mentoring facilities at Higher Educational Institutions (HEIs) for faculty members and leaders of education (NEP, 2020). This recommendation is very crucial because the policy envisioned reengineering and revamping of higher education in the country. The stakeholders of HEIs (educational leaders, faculty members, technical and ministerial staff, and students) must be prepared to accept, own, implement, and enjoy the fruits of significant change. Mentoring of faculty members and educational leaders has gained importance in recent years in the higher and technical education system of the country because reform-oriented projects and programmes are being implemented at the national level to achieve quality and excellence in education. The authors conceptualized strategic mentoring based on the research review, mentoring experiences, and primary research they are conducting in the context of NEP 2020 for the higher education system. The paper is based on an analysis of content available in the literature and quantitative primary research conducted in the higher and technical institutions. The main purpose of the paper is to introduce the structure of strategic mentoring in the institutions and make the readers appreciate that mentoring programmes need to be professionally designed and implemented strategically in the context of NEP 2020 which envisions reengineering and revamping of higher and technical education. The strategic mentoring programmes at the institute level need to be focussed on the principle of human behaviour change management to achieve the quality education vision and sustain it. The multidimensional, multi-level, multiple, and diverse processes, multiple mentors with a specific purpose, multiple goal-oriented mentoring programme need to be designed at the institute level. The mentoring programme at the institute level needs to be designed in the

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context of NEP –2020. Therefore, the mentoring model should be implemented in three phases viz unfreezing the conventional education system and processes, changing according to requirements of NEP–2020, and refreezing for sustenance.

Strategic Mentoring

The authors define strategic mentoring in a broader term as developing the capability, capacity, institutional core competence, commitment, owning of educational leaders, faculty members, staff members, students, and external stakeholders to create favourable culture and climate for innovation and change in order to harness the full potential of individuals, groups, and organization to achieve the goals of the mentoring programme and vision of the institution.

The Strategic Mentoring Programme at Institute Level

The strategic mentoring programme at the institute level focuses on implementing change, innovation, reengineering, adoption of technology, habits, and practices aligned to the vision of the institution. The higher education institutions are already existing and having human resources that are trained and experienced in managing the traditional education system. The human resources need to be strategically mentored for the near and farther future especially in a collaborative manner to accept the challenges, face the uncertainty, take the risk, undertake experimentation, manage with limited resources, mobilize the resources of stakeholders, prevent human obsolescence in a dynamic manner, and keep high collective motivation for the change. The strategic mentoring programme should be based on distinct human nature to learn, think, experience, experiment, criticize, communicate, share, influence, and mutually grow to the highest level of satisfaction. The authors emphase that strategic mentoring programme should not be limited to inductee teachers training, internship, and working under an experienced person for personal and professional development. Higher education institutions are human enterprises and

are not simply a collective sum of individuals, they work as community through teams and groups, so the strategic purpose should not be limited to newly inducted individual development, but it should expand to the collective development of the institution as a whole which produces a synergetic effect, double-loop learning, and which thrives on culture and climate for innovation and change. Higher education institutions are offering noble services to future generations therefore mentoring programme in the context of higher education institutions should be designed and aligned to achieve the missions and vision of the institute or in other words superordinate goals. The strategic mentoring programme at institute level is designed on inputs, to strategic mentoring, strategic mentoring, and outcomes of strategic mentoring. The details are shown in Figure-1.

Mentoring Mix Approaches at Institute Level

The strategic mentoring programme at the institute level is designed using mentoring mix approaches to harness the full potential of the mentoring programme for the institute. The mentoring mix takes care of the strengths and limitations of different types of mentoring approaches. In figure 2 the mentoring mix of approaches is stated which can be optimally used for designing the mentoring programme at the institute level.

Levels of Mentoring

We want to simply stress upon that mentoring should not be restricted to new inductee teachers, but it should be for all the faculty members using individual, small group, and large groups as stated in figure 3. Mentoring should not be limited to training on predefined modules but cross the boundaries of predefined training modules.

All Faculty Mentoring

There will be common areas in which all faculty members will require mentoring like outcome-based education, domain-specific and pedagogical research, publication, vocationalization, use of technology, documentation, accreditation, systems, and processes, rules and regulations, statutory requirements, mentoring students, brand building of the institute, learner-centric teaching-learning, use of information communication technology, educational technology, e-content development, and use, and the like.

Small Group Mentoring

There will be specific areas in which small groups of faculty members will require mentoring like coordinators of entrepreneurship development, curriculum development cell, examination cell, mentoring cell for students, training and placement

Figure 1: Strategic Mentoring Programme at Institute Level

Inputs to strategic mentoring
Professionally trained and committed mentors, Willing mentees, Repository of mentors, Professionally designed learning resources, Best practices, Adequate funds

Strategic mentoring
Briefing, Debriefing, Offering feedback, Collaborating, Mutuality, Induction, Orientation for change, Observing, Training, Coaching, Guiding, Counselling, Confidencebuilding, hand holding, Experimenting, Investigating, Sponsoring, Conferencing, Goal setting, Providing socio emotional support, Apprenticeship/ internship, Discussing, Listening, Creativity sessions, Action learning,Advising, Team building, Leading, , scaffolding

Outcomes of strategic mentoring
Latent potential (individual and collective) is discovered, Capacity, capability, and confidence (individual and collective) developed, Prevention of human obsolesce on continual basis, Lifelong learning, Full potential (individual and collective) harnessed in the context of NEP 2020, High level of (individual and collective) satisfaction, Competitive edge developed, Brand image developed

Figure 2: Mentoring Mix Approaches

External and internal

Formal and informal   Face to face and e-mentoring

Reciprocal or reverse mentoring

Hierarchical and peer mentoring   One to one and group mentoring
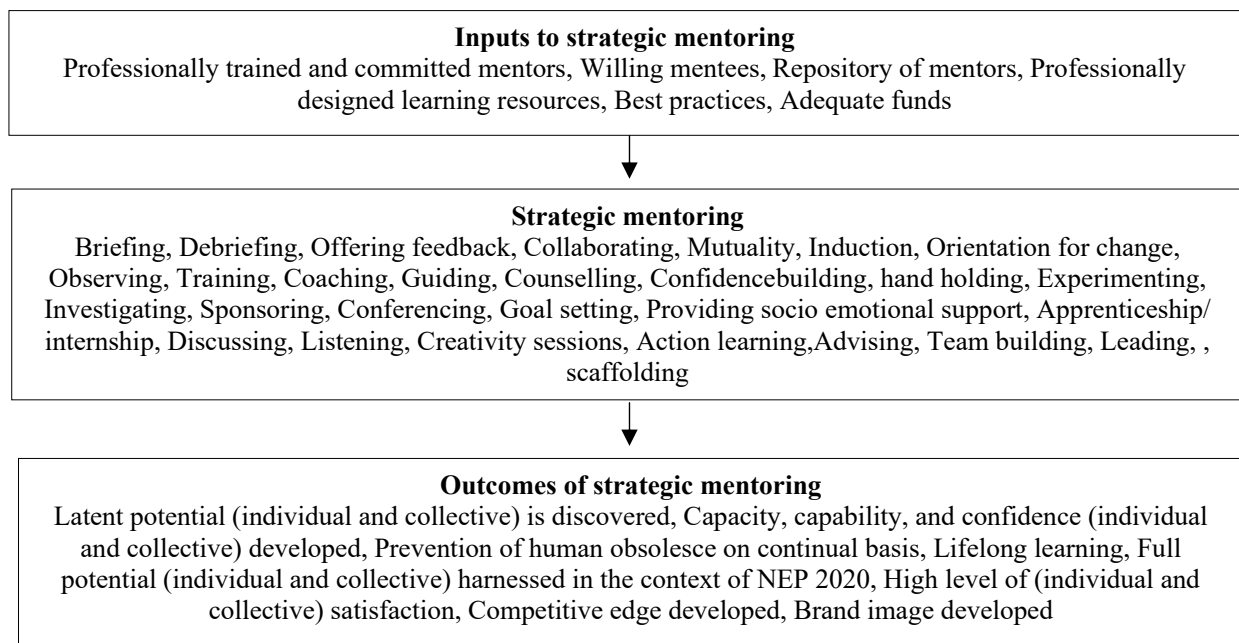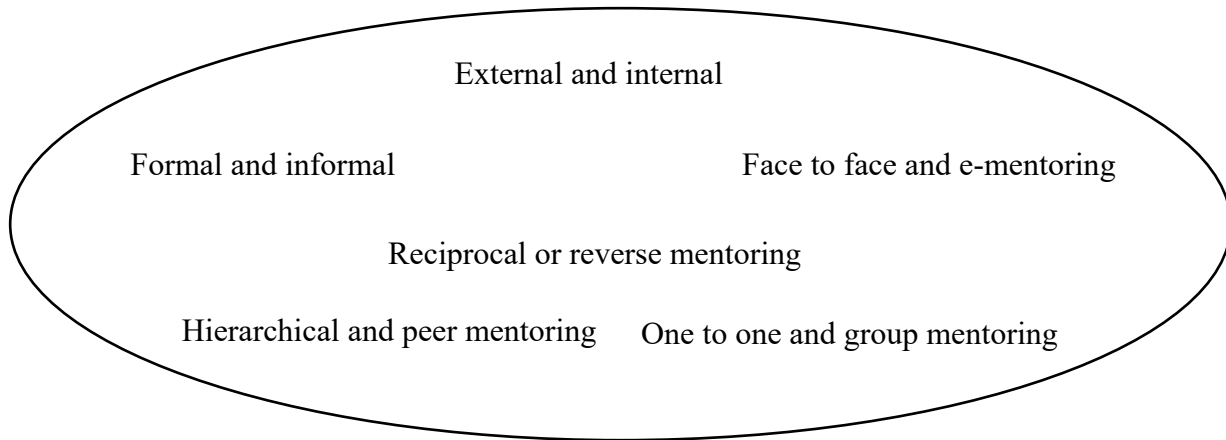
cell for students, women empowerment cell, autonomy cell, quality assurance cell, and the like.

Individual Mentoring

There will be areas where individuals will require mentoring like domain-specific specialization, consultancy projects, preparing self-development plan, exploring latent potential, and using it, and the like. Mentoring should not be based on the premise of seniority and experience, but it should be based on the expertise in the changed context, mentoring abilities, and commitment of potential mentors. Mentoring must result in the transformation of educational institutions in the context of NEP–2020.

The Success of Mentoring Programme at The Institute Level

In the context of NEP–2020, mentoring programme at the institute level will be successful in conditions such as the institute believes in the potential of mentoring, mentoring will facilitate and accelerate the progress of the institute in the direction of achieving the vision, mentoring will create a win-win situation for the mentor, mentee and institute, mentoring will foster culture and climate of mutual learning for individuals, teams, and institution,

Figure 3: Levels of Mentoring

All faculty mentoring

Group mentoring

Individual faculty mentoring

adequate time and resources will be available with mentee and mentor. The success will also depend on the environment in which the mentoring is being conducted viz. positive, constructive, collective, development-oriented, and motivating.

A Paradigm Shift In Mentorship

A paradigm shift in higher education is envisaged in NEP–2020 on all aspects of governance and management of higher education institutions. Many new dimensions have been added about which institutes were not having experience and expertise. The reengineering in the form of multidisciplinary educational programmes, outcome-based curriculum, learner-centric teaching-learning, outcome-based assessment, vocationalization, use of technology and information technology, blended learning, flexible learning, development of life skills and professional ethics, integration of research with the curriculum are envisioned in NEP–2020.

Human resource obsolescence will be created in the future because of the termination of many traditional activities of the institute. To a large extent, human obsolescence may be coupled up with planning strategic human resource management practices. The traditional educational leaders, faculty members, staff members, and students will require intensive training, mentoring, coaching, guidance, and counselling for developing their capability and capacity to implement the provisions of the NEP 2020. In the context of NEP 2020 reform-minded mentoring approaches with a focus on many aspects would be an appropriate approach for higher education institutions (West, Andrew 2016). The mentoring needs to go beyond familiarisation and
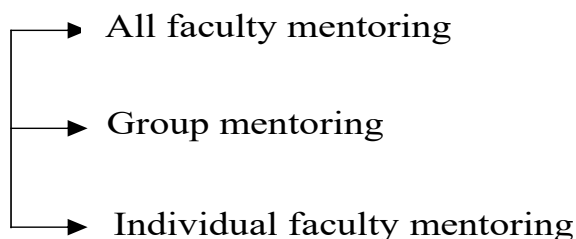
socialization of newly inducted faculty members (Stephanie et al, 2018). The mentoring programme at the institute level needs to be designed in the context of NEP–2020 which will create an environment of change, innovation, quality, excellence, adoption, risk-taking, experimenting, learning, and so on. The mentoring in the changed context would be altogether different from conventional mentoring that happens in the organization in general and educational institutions in particular. Even the experienced and senior faculty members may not possess the expertise and experience in the changed context. If such faculty members are appointed as mentors, they will create a high magnitude of resistance to the change and will ensure that change does not happen. Mentoring in a changed context must be aligned to the vision of NEP–2020. Therefore, each institute must design mentoring programme at the institute level which is different than conventional mentoring, and create an environment in the institute for change, growth, development, and quality. A paradigm shift in mentorship in the context of NEP–2020 for higher education institutions is stated in the Table 1.

Current Status of Mentoring in Technical and Higher Education at the National Level

All India Council for Technical Education issued a comprehensive training policy for technical teachers in 2018. The policy is being implemented offering 8 training modules on SWAYAM for teachers having less than five years of experience. These trained teachers will implement the learning in performing their day-to-day activities under the guidance of a senior faculty member called a mentor. The mentors are selected and trained through online orientation programmes to mentor the teachers who have completed these 8 modules on SWAYAM. Similarly, training modules for faculty members having 5-10 years of experience, and 10-15 years of experience, and 20-30 years of experience will be offered in the future (AICTE, 2018). The mentoring envisioned the policy is restricted to teachers having less than 5 years' experience and trained in 8 modules, so the scope is limited and narrow. It does not cover all the teachers of the institution and all the aspects of roles of the teachers in the context of NEP–2020. The availability of mentors is negligible looking at the magnitude of technical institutions in the country.

UGC (2021) issued guidelines on induction and mentorship for teachers of higher education. A comprehensive guideline comprising three phases of mentoring for newly recruited teachers. The document states provisions of NEP 2020 related to mentoring, induction of new entrants, mentorship, supporting the mentorship, implementation strategies, opportunities for lifelong learning, systematic body knowledge, modules for faculty development, and leadership development programmes. It is an excellent document on mentoring of the faculty members with a more focus on training at different levels by different training organizations under different training schemes at the national level. The magnitude of mentoring is huge at the national level which needs to go beyond training to result in the achievement of quality goals in academics, research, and services. UGC (2021) offers training through the faculty induction programme and Daksha programme through 10 identified modules covering most of the aspects identified in this study. AICTE (2018) offers 8 modules through SWAYAM MOOCs for teachers of technical institutions. Prakash Singh (2013) studied four domains viz preparation and planning, classroom environment, instruction, and professional responsibilities and concluded that mentoring has a high impact on these domains.

AICTE (2020) issued a mentor guideline manual under the national initiative for technical teacher training. This manual is developed for the mentors that are being used to conduct six days duration orientation programmes for the selected mentors in online mode. This online training programme familiarises the mentors in the process of conducting mentoring of newly inducted teachers. The eight modules that are offered to newly inducted teachers are discussed along with their roles and responsibilities. The industrial training of one month is compulsory for inductee teachers, therefore potential mentors are oriented on planning, implementing, and evaluating the learning of the mentee through industrial training. The manual contains many formats, checklists, and rubrics for managing the training and assessing the learning. The assessment of learning is carried out in the form of competencies of each module which is a unique feature of the manual.

UGC (2019) issued *Deeksharambh* - student induction programme guide covering socializing, associating, governing, and experiencing aspects.

UGC (2020) issued good academic practices in which it is stated that the dominant model of learning is apprenticeship where junior scholar learn by working closely with senior researcher.

Table 1: A Paradigm Shift in Mentoring

Sl No.	Criteria	Traditional Mentoring	Strategic Mentoring in the context of NEP–2020
1.	Mentoring system	Situation based	Strategic mentoring programme at institute level
2.	Mentoring goals at the institute level	Vaguely defined or not defined	Well defined in the context of NEP–2020
3.	Communication	Effective communication	Communication with goals
4.	Rapport building	Formal and informal related to traditional roles	High level of trust for accepting challenges and taking the risk
5.	Exploring the self-potential	In the context of the traditional role	In the context of innovative student-centric teaching-learning, relevant research in the domain and system improvement, and effective services
6.	Mentoring goal setting	Personal and professional development goals	Goals aligned to the institutional development plan
7.	Mentoring approach	Traditional for familiarization and socialization One to one or small group	Strategic, Reform oriented In most of the situations whole institute
8.	Mentoring processes	Training followed by internship and performance monitoring under mentor and feedback for improvement	A well-designedstrategic mentoring strategy-mix of many reforms oriented mentoring processes considering the mentoring goals of the institute
9.	Mentors	Generally, a mentor is senior and experienced faculty member	Many mentors with a purpose of reform and not necessarily senior and experienced but expert
10.	Mentees	Inductee teachers	All faculty members especially experienced faculty members
11.	Impact of mentoring	Smooth transition to performing the routine role	Assessed in the form of reforms and achievements with reference to goals planned in the institutional development plan Reform oriented culture and climate in the institute Retention of mentee
12.	Cost-effectiveness of mentoring	Not considered	Is considered
13.	Documentation	No documentation	Anecdotes, case studies, reports, guideline document, research papers, journals, and diaries are maintained

AICTE (2018) issued a student induction programme: a detailed guide covering the purpose and concept of the induction programme, various activities for students, planning, and implementation of activities at the institute level.

The fruits of training and mentoring will be achieved only when the mentoring programme is designed and implemented at the institute level as the institute is offering education, research, and services. The mentoring programme for faculty members should result in mentoring of the students. Therefore, at the institute level, adequate mentors need to be developed in the context of

NEP–2020 that can mentor the faculty members to reengineer the conventional educational systems and processes immediately. There is another issue related to the obsolescence of human resources in the context of NEP–2020 and the changed vision of the institutions, only training is not going to deal with the obsolescence of human resources. It would require effective mentoring from professional mentors. The spectrum of mentoring is wide, so several mentors will be required for mentoring in different areas of institutional functioning. At the institute level, a ratio of mentor and mentees is say 1:5 to 1:15 in that case 8 mentors will be required on every 100 teachers. This ratio will ensure effective and efficient mentoring of faculty members in the context of NEP–2020. The mentoring needs to be done within a short span of time to make everyone committed to the institute development plan. At the institute level, a strategic mentoring programme needs to be designed and implemented effectively in newer areas. In the changed context, it should not be restricted to newly recruited teachers, but it should be mentoring for all. In the changed context, institutes need to create a culture of outcome-based education, use of information communication technology, development of entrepreneurial abilities, fostering professional ethics, developing research and critical abilities, developing attitude towards conservation of the environment, promoting safety, and promoting the cultural heritage of the nation. The changed scenario of higher education requires culture building through training and mentoring in HEIs. Therefore, individual mentoring, small group mentoring, and large group mentoring will also become important. The mentors need to develop large group mentoring abilities with the purpose. They may use strategic mentoring techniques as stated in Figure 1. In the changed context, Mentoring needs to follow principles of andragogy, participative techniques, cooperative and collaborative approaches to achieve the goals of the mentoring. A mentoring programme at the institute level needs to be developed integrating it with an institutional development plan, career development plan of individuals, and potential of individuals.

Mentors

Stephanie, (2018) reported that institutional mentors provide support towards tenure and navigating institutional policy and external mentors support general professional growth. Internal mentoring is formal but external mentoring is informal. Johnson (2002) and others stated that the role of the mentor is providing encouragement, direct teaching and guidance, clarifying performance expectations, initiating sponsorship, demystifying the system, encouraging the risk-taking, promoting visibility providing professional socialization, offering feedback, offering counsel, and allowing for increased mutuality and collegiality. Prakash Singh, (2013) stated that mentors are expected to be models of professionalism for the student teachers to emulate. Michelle (2020) stated that mentors should share pedagogical knowledge, mofdelteacing practice and provide helpful feedback.

Goals of the Mentoring Programme

The goals of a mentoring programme in higher education institutions in the context of NEP 2020 are stated in (UGC, 2021, AICTE, 2020). These are related to help the inductee teachers in achieving personal and professional goals, build academic leadership, foster engagement, enhance capability. Olajide (2013) stated four goals of mentoring programme viz improve performance, support mentee, create a pool of mentors and create educational leaders. The researchers concluded that there is a gain in instructional delivery, content knowledge, course design, assessment, and supervision. There is a gain in presentation and publication, proposal preparation, conferences, services to the profession, and content development. There is a gain in service to students, colleagues, university, and community.

Criteria for Selecting the Mentors

AICTE (2020) states that the mentors will be selected based on their personality characteristics, work habits, mentoring aptitude, senior faculty member, and training received in pedagogy and domain-specific area. UGC (2021) states that mentors will be those senior faculty members that are having 20 years of undergraduate teaching experience or 15 years post-graduate teaching/research experience and attended at least 5 training programmes. Mentors will be selected who are registered at VIDWAN portal. The mentors are classified based on their profile which is assessed using a rubric. They are classified as highly accomplished, middle level, threshold level, and below the threshold level.

Criteria for Selecting the Mentees

Carnethon et. al (2014) stated the characteristics of successful mentees viz. showing appreciation

for mentor's time and efforts, meeting regularly, showing trustworthiness, follow up on project and commitment in a timely way, learning from successes and errors, suggesting mutual projects with the mentor, actively utilizing the mentors' advice and guidance, have realistic expectation, accepting constructive criticism, and acting to improve on the areas identified by the mentor, and setting realistic goals

Characteristics of Mentors

AICTE (2020) defined characteristics of effective mentors as quality teachers, offer the right kind of support, good at developing a co-constructive relationship with a mentee. UGC (2021) stated characteristics of mentors in the form of expectations which are awareness about mentee, understanding of learning aspects, andragogy, analysis and reflection, observational skilled, professional leadership, counseling and guidance, and role model. The characteristics of mentors are stated in the document. In the literature different roles of the mentors are suggested by different authors such as advising, teaching, providing feedback, exposure, sponsorship, guide, parent, spiritual guru, friend, and the like. B. L. Gupta, (2008) stated characteristics of counselors such as positive, flexible, well informed, unbiased, emphatic, realistic, inspiring, constructive, cooperative, and ethical.

Mentoring Processes to be used

Collins, Brown, and Newman (1989) suggested teaching methods such as modeling, coaching, scaffolding, articulation, reflection, and exploration to attain cognitive and metacognitive strategies for using, managing, and discovering knowledge. Mona et. al (2011) stated that the collaborative responsive education mentoring model is suited in the changed context when higher education institutions are to go a major change. The mentoring relationship is consensual which moves forward towards cooperative and collaborative in due course of time. (Tim Cain, 2009) stated that theories of mentoring are rooted in theories of learning to teach learning by reflecting and learning through apprenticeship. Klasen and Clutterbuck's (2002) stated four styles of helping - coaching, guiding, networking, and counseling. Larissa et. al (2016) stated 4Cs process of mentoring viz. clarifying, consulting, collaborating, and coaching. HR Hanover Research Report (2014) stated the types of mentorship as one to one, group,

team, peer, e-mentoring, informal mentoring, and reverse mentoring. The reverse mentoring model is described in detail in the context of technological knowledge and the facilitation of social exchange between generations. Sandy Watson concluded through a research study that inspite of the problems and limitations of e-mentoring, there are many advantages of e-mentoring which are not available in face-to-face mentoring.

Outcomes of Mentoring

Rosemary, (2015) stated that the benefits of mentoring occur at mentee, mentor, and institute level. Alberta Teachers' Association stated profits of mentoring for inductee teacher, mentor, administrators, students, and profession. Balu, (2014)stated that the success of the mentoring programme lies in the right selection of mentors and mentees, and mentoring is key to success for academic institutions. The formal mentoring programme at the institute level will result in the development of the competency and proficiency of mentees in the context of the NEP–2020. Andrew J. Hobson (2009) enumerated the benefits as supporting professional development, reduced feelings of isolation, increased confidence and self-esteem, professional growth, and improved self-reflection and problem-solving capacities.

Outcomes of Mentoring at Mentors Level

The formal mentoring programme results in an accelerating increase in the competence of the mentor and experience of the mentor. Gradually it will take them to become professional mentors and set an example for other mentors to follow.

Conditions for Effective Mentoring

Abugre (2017) concluded thatthere is a strong positive relationship between the institutional career support and the process of mentoring', strong mentorship relationship between mentor and mentee and colleagues. Tomlinson (2010) stated conditions for effective mentoring viz contextual support, mentor selection and pairing with mentees, mentoring strategies, mentor preparation, and support.

Limitations of Mentoring

Balu, (2014) reported that gender, race, class, ethnicity ability, sexual orientation, and issues of power affect the success of the mentoring programme. The other limitations for the mentor are overload, resulting in disbalance in equilibrium, fear of being exposed, feeling of rejection (Tomlinson, 2010).

Suggestions for Institutions

1. At the institute level, strategic mentoring programme should be prepared which should be integrated with the institute development plan following the guidelines issued by UGC/AICTE or regulatory bodies. The institute mentoring programme should be prepared on headings such as a policy of institute on mentoring, the rationale of the mentorship programme, goals of the programme, roles, and responsibilities of the institute, financial support for the programme, mentor, mentee, and other stakeholders, detailed action plan containing activities, feedback, and progress reporting format, code of conduct/ standards of mentoring for all stakeholders.

2. At the institute level, a panel of internal and external mentors in different areas of institute functioning should be identified to receive their services to achieve the goals of the mentoring programme and institutional goals. If necessary, the mentors should be provided training in premier institutes on mentoring.

3. At the institute level, the mentoring programme should be implemented effectively and efficiently using the resources of the institute and its stakeholders.

4. At the institute level review of the mentoring programme should be done on yearly basis and the next cycle of the mentoring programme should be improved.

5. The mentees who have developed in a particular domain should be appropriately deployed for leading the implementation of the institutional plan.

6. The developed mentee should be encouraged to take the role of the mentor in the next cycle under the guidance of their mentor at the initial phase and later on, they should do independent mentoring when they develop maturity.

7. At the institute level, the coordinator of the mentoring programme should see that the code of conduct of mentoring is being followed.

Suggestions for Policymakers

In the context of NEP–2020 it is suggested that:

1. A certificate, diploma, and undergraduate programme should be started for potential mentors to manage the mentoring cell in the institutions. The programme should be started in premier institutes of the country in online and offline mode.

2. The certified mentors leading the mentoring cell should be incentivized financially and in their promotion.

3. The institute-level mentoring programmes should be supported through national-level external mentors.

4. Research studies on mentoring should be encouraged through financial support under current schemes or new schemes of funding.

5. National level search conferences and seminars should be organized by premier institutions to share and further the profession of mentoring in institutions.

6. The mentoring programme at the institute level should be disseminated under mission on mentoring using the national forum.

7. The VIDWAN portal should be updated from the mentoring point of view so that institutes may receive mentors of national repute.

8. The documentation of best practices, case studies, experimentation, approaches should be done and placed in a national repository.

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Exploring 4 A Model of Marketing Higher Education in the Context of National Education Policy—2020

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The 4 A model in Marketing was proposed by renowned marketing gurus Prof Jagdish Sheth and Dr. Rajendra Sisodia. The 4 A framework comprises of Acceptability, Affordability, Accessibility, and Awareness. The model in marketing provides a framework to present conditions that must be met to achieve the objectives of a particular service or product. It is so relevant in any emerging market context for the successful journey of any product or service. Can it be extended to a policy framework for its suave and successful implementation?

National Education Policy (NEP) 2020 aims to create large multidisciplinary universities, promote research and high order thinking skills and restructure existing higher education scenario in the country. The role of higher education institute is much more than what we imagine in terms of classrooms teaching and awarding degrees. Higher education institutions including universities are meant to facilitate learning and nurturing and promoting creativity, idea generation, creating perspectives and to prepare ingenious individuals and responsible citizens. It is envisaged that the upcoming economic opportunities will drive more number of individuals to aspire for higher education.

The National Education Policy–2020 is built on the cornerstone of "equity, quality and access" to provide education which is impactful, innovative and inclusive. It is a forward looking visionary document that aims to prepare creative individuals possessing 21st century skills across a range of disciplines. At present, the challenges of Higher Education are many and stem from the fact that education per se suffers from ambiguities right from the stage of curriculum planning, course designing, and delivery and evaluation method.

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To bridge the gap of the perilous state of 'learning crises in the country, after a long gap of 34 years, the NEP was launched in 2020. Linking education with jobs, promoting research culture and making teaching learning more enjoyable, and encouraging humanization of education are the hall marks of the policy. The NEP–2020 questions the highly fragmented educational environment in the country and lays emphasis on the inclusivity and flexibility so that the innovative curriculum serves the educational and professional needs of the young minds by cutting across the disciplines unlike the conventional rigid separation. The idea is not only to improve the economic independence of the individuals but also to make them contribute productively towards the society. The country biggest educational reform is also in line with the Government's ambitious programmes like Digital India, Make in India, _Atmanirbhar Bharat_ and supports ''vocal for local'' and also local for global. A minimum presence of Indian HEIs in QS World University Rankings-2020 also highlights an alarming picture of quality higher education and research in India vis-à-vis access as a predominant objective.

If we look at the rationale and broad objectives of the National Educational Policy–2020, the suggestions put forward in the areas of Holistic and Multidisciplinary Education, Institutional Restructuring, Optimum learning environment for the students, Capacity Building of Faculty, Promotion of Research and many more need to be explored from the acceptability, affordability of the stakeholders and improving accessibility and generating awareness among them. The NEP could be viewed as an intervention for the higher education system, which has been questioned on many occasions looking at millions of jobless youth and poor quality of the research works. The rigidity of taking admissions in academic programmes, less emphasis on skilling and practical learning and de-motivated faculty, limited institutional autonomy and ineffective regulatory mechanism are the real and daunting challenges. Its high time for the regulators and HEIs to imagine and innovate ways of connecting all the stakeholders, specifically faculty members, research scholars and

students in order to create exciting value propositions and how they can realize the vision of the policy.

For any suggestive framework, its acceptability is utmost imperative. Looking into the points covered and ideas suggested, it seems well that NEP seeks to improve the acceptability of the institutions, programmes and also the learning environment. Not only the functional acceptability will be there because of diversified programmes and choice of exit option but psychologically it will be more acceptable as it opens a variety of choices regarding courses, programmes and mode of getting education and so on. The vocational education, blended mode of learning, online education and lifelong learning will help the students choose the subject they want, medium they feel comfortable and mode of learning they find most accessible and also affordable.

In the similar way, NEP 2020 desires to meet or exceed the needs and expectations of students as well as faculty in a given learning environment. The students and faculty exchange with the internationally acclaimed top universities and institutes will add value to the knowledge and their aspirations to match the quality of the foreign students. NEP has given a framework to shape an enabling environment to see that the higher education in the country is at par with the international standards. Education makes one adaptable to the changing circumstances. The Government's ambitious programmes like Skill India, Digital India can work harmoniously when the workforce is trained to get adapted according the requirements of the 21st century. Likewise, the thrust on Indian and ancient languages, culture and heritage of the country will make the students adapt more to the changed learning environment and in this way there seems to be no denying that NEP will be more acceptable to the society. The revamping of the curriculum, introduction of continuous evaluation system and appointment through merit through centralized admission procedure also add to the acceptability of the Policy.

Accessibility to the educational opportunities in terms of choice of universities and type of courses is often felt by the students in the culturally and physically diverse country like ours. With 26.3 % GER, the limited access to higher education is still an issue which needs to be tackled. With NEP, we are hopeful that it will make higher education available to many. It is targeted to increase GER to 50% by 2035

and revolutionary ideas and suggestions have been put forward. It is proposed to establish and develop more HEIs in the underserved areas to improve the access. Greater opportunity for outstanding public institution, freedom to offer ODL and online programmes, special provisions for the disabled and disadvantaged, the introduction of four-year graduation, choice based credit system; academic bank of credit will improve the accessibility of education. Blended learning and the ease with which the teaching learning was carried out during the COVID-19 Era highlights that the online teachings can open doors to many and can make the education accessible across the borders. Accessibility can be further improved by addressing gender issues and inclusion fund, and instituting dedicated education zones for marginalized groups.

In India, education is the sector which receives the least budget and cost cutting. NEP envisions providing higher education opportunities to all by making it more affordable to wider sections of society. Affordability relates to not just the economic affordability to education but also the psychological affordability. The variety of courses with mix of mode of education available the students are psychologically attracted towards the learning environment. Instilling confidence among students to explore their areas of interests from the diverse choice without compromising on their area of specialization is possible with the framework given. For example a student of management is attempting a course in sociology or history and coming up with an interesting research question, which may be very useful for his or her new venture. However, to facilitate learning, Budget allocation in Higher Education for online learning is very much required. Shrinking state funds on education is a concern where the government has reduced the budget on education by Rs. 6,000 crore in Budget 2021. The policy advocates rise in investment in education from 3% to 6% of GDP (The Economic Survey, 2019).

The noteworthy reforms suggested by NEP 2020 as the ease of language and technology aided education will help the students as they can now get the professional, technical and vocational education in their mother language. It will not only make them more employable but will also enable them to establish their own enterprise and become successful entrepreneurs. The setting up of the campuses of the Foreign Universities will promote research and bring flexible approach. Programme to programme

and institution to institution mobility will be fueled by internationalization of Higher Education with increased interest of foreign universities. Further, the focus of NEP–2020 is on the interdisciplinary and multidisciplinary education. Accessibility to education can be fast-trackedby setting up of multidisciplinary institutions proposing programmes with superior quality teaching, research, and outreach community engagement will increase. This will provide more flexibility and choice of subjects to the students across the various streams arts, science, humanities and other vocational and applied subjects. The option to exit the programme before 4 years with appropriate qualification will break the stereotype conventional system and will make the system more flexible. An advancement of the digital platform and infrastructure, promoting self-paced learning and growing significance of flexible online courses, the NEP also addresses the major concern of the digital divide. Awareness of NEP's benefits and its implementation at the grass root level, Ministry of Education (MoE), State Higher Education Agencies, regulators such as UGC, AICTE, MCI, NCTE and others along with public and private universities, higher education institutions and other stakeholders should come together, educate the beneficiary and co-create.

Less regulations and more autonomy for institutions through an effective self-regulatory framework makes educational opportunities available to many. It is in line with the Western countries where education is based more on self-regulation. NEP seeks to provide gradual autonomy and accreditations to the higher education institutions.

The overambitious NEP–2020 will have to address the challenges of the country like ours. Many believe that it opens doors for privatization and still many are not convinced about teaching mathematics and science in regional languages. It is also stated that, "NEP is too monolithic for higher education in a diverse country like ours." NEP–2020 proposes to take away the traditional brick and mortar approach and advocates a very different kind of teaching learning environment. The technology-based online education and holistic multidisciplinary education imparted through quality institutions is sure to bring about a difference. For many, Higher education is still a privilege and for many others it does not add value to their existing knowledge and cultural system. The coming generation demands education which prepares them for living and invokes creativity and multifaceted development of their personalities. NEP is committed to fulfill the dream of "one nation, one curriculum" policy. Also, it is clear that the 4 A model of NEP–2020 offers 3 Cs viz. Choice, Chance, and Change. We are hopeful that with the National Education Policy 2020, the humanization of education will resolve the mental health issues of those involved and will evoke mindfulness and happiness. K. Kasturirangan, the Chairman of the drafting committee of National Education Policy also highlighted the transformative characteristics of the policy. (The Hindu, June 27, 2019).

NEP would also contribute to the India@75 vision proposed by late Prof C. K. Prahlad. Next year when we will be celebrating 75th year of our freedom, questions of global leadership with morality, economic strength, and technological vitality would be crucial. Unlike failed examples of Soviet Union and Nazi Germany, India would like to integrate morality and leadership. It will be interesting to see how India will become a laboratory of practicing diversity with inclusiveness with highest number of technically trained and skilled human resources in coming years.

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Functional Relationship in the Ambit of Establishing the Second Tier Administrative Structure: An Experience Sharing

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Open and Distance Education system has been used to impart knowledge, aid in certification and facilitate access to education amidst the personal, family, social and job commitments. Many a time, the opportunities for expanding the frontiers of reach of a Distance Teaching Institution (DTI) also necessitates the expansion of organisational Management and Institutional Leadership beyond the initially framed jurisdiction for implementation of activities. Diversification of the Administrative Structure of the Distance Teaching Institution (DTI) is an indicator of expansion of the framework for reach, decentralisation of the activities related to the Learner Support Services, delegation of Financial powers, involvement of the local populace in policy matters execution/implementation, optimising access for reach to the learners and prospective learners, deployment of the personnel in the new location, providing opportunities for change management, opening of avenues for risk in decision/procedure/process management, collaborating/cooperating with the local institutions in the blossoming of the new DTI in that specific geographic location, fulfilling the social responsibility by providing employment opportunity for local populace and participating with other stakeholders in the crisis management related to those issues which falls within the scope of both the new DTI and the stakeholders from the arena around.

In the knowledge era, Expanding the Frontiers of Knowledge through Open and Distance Learning in Changing Societies has become a common phenomena. Many a time, the opportunities for expanding the frontiers of knowledge also necessitates the expansion of organisational Management and Institutional Leadership beyond the initially framed jurisdiction for implementation of activities (Dorothy, 2016). Even though, the policy decision for establishing a new office comes from the top management of the Distance Teaching Institution (DTI), it is the midcareer middle management

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employee who gets posted in the new place of work and entrusted the responsibility to make the new office functional.

One common factor encountered while establishing of the Second-tier administrative structure of IGNOU is the evolving of functional relationships developed between the officials of the Regional Centre and that of the authorities of the Host Institutions housing the Learner Support Centres of IGNOU (to solve pending issues, earmarking the cause for the prevailing issue, preventive measures for error free functioning in the future), institutions of the Conventional Education System (CES) in the vicinity (to aim at the possibilities for availing of the academic support for the academic activities of the Regional Centre), prevailing institutions in the Distance Education System (DES) in the vicinity (to collaborate and cooperate in the task of democratizing education) Legal stakeholders (to ensure the fulfillment of the mandatory statutory requirements), levying authorities (to ensure the prerequisites related to deducting the tax and depositing the same), placement service agencies (to mobilize the manpower from the local populace), local authorities (MLA/MP/Philanthropists/Educationists who have a say in the allotment of the space to house the Regional Centre), local police officials (to ensure the maintenance of the law and order related issues during the execution of the activities of the Regional Centre involving the unknown profile of the public and the heterogenous profile of the learners), Transport authorities (to ensure the fulfillment of the itinerary related to official and non-official duties so that the work-life balance is maintained), hospitality services (to house the officials on transfer-guesthouse to serve as transit accommodation), Food and Beverage/Catering services (to meet the normal and therapeutic meal requirement of the officials and the guest of the Regional Centre), medical services (to empanel hospitals for treatment of the employees/ for emergency services on demand at the field) Place of worship (to vouch for the conduct of the official posted as the first employee), Learners on

rolls (passed out/current/drop out learners who have either benefitted from the institution or the official or the Learner Support Services and can serve as a agent for informal relationships in the process of executing the formal requirements for the DTI). This paper by the case study of the Indira Gandhi National Open University (IGNOU) enumerates of how the functional relationship prevailed while establishing the Regional Centre of IGNOU at Bijapur (Karnataka) and how the functional relationship nurtured beyond the official relationship into a win-win situation leading to pleasant memories of the past and providing expertise of mutual interest in the present for the cause of education. This paper highlights of how the heterogamous nature of the learners of IGNOU as a Distance Teaching Institution (DTI) serve as a helping hand for making the IGNOU Regional Centre functional upon its establishment. In addition, this paper also enumerates why functional relationships are difficult to initiate from the Conventional Education System (CES) Institutions to the Distance Teaching Institutions (DTI) because of the view of the DTI to be competitor for the Conventional Education System. The scope of the study is limited to discuss the functional relationships that prevailed while establishing the Regional Centre of IGNOU at Bijapur. Through this paper, it is envisaged that IGNOU as an educational institution facilitates the Bonding and Bridging of the Learners and other stakeholders including the service providers as all aspire for the continuing education and acknowledge education as an investment leading to functional relationships for the stability of the Regional Centre- which is also the nodal office at the local level.

Rationale of the Study

The important reason for conducting a Study of this kind is discussed below.

Many of the Distance Teaching Institution (DTI) which have the national jurisdiction has the three-tier administrative structure with the Head quarters at a prominent locality, with the second-tier administrative structure i.e., the Regional Centre at various places in the State of a nation and the Learner Support Centre at the grass-roots (Dorothy, 2016).

The policy decision of the Distance Teaching Institution (DTI) earmarking expansion into the rural and remote geographical terrains in the nation necessitate the establishment of the Regional Centre (second-tier administrative structure), as an

Organisation in terms of physical infrastructure, deployment of personnel, Staff training, accustom of the deployed staff, dislocation of the staff yet balancing the work-life balance, delegation of financial powers, provision for finance for functioning, fixing accountability for disbursement of funds with onus for responding to financial audit and besides being a representative at the local place (Dorothy, 2016).

Upon identification of a place to establish the Regional Centre, a notification is issued conveying the establishment of the Regional Centre. Most of the time, the new Regional Centre is bifurcated/ carved out from the Parent Regional Centre (Dorothy, 2016).

Thus, even though the outside environment for the Distance Teaching Institution (DTI) is aware of the establishment of the new office due to the policy decision in the internal environment for the Distance Teaching Institution (DTI) , many a time, not all in the internal/external environment for the DTI favour the nurturing of the new office. However, the efforts of the officials posted in the new Regional centre do their best to make the Regional Centre Functional. But, all the factors mobilized to make the Regional Centre Functional are documented for others to follow so that it becomes available to be followed. One of the factor mobilized is the functional relationship which evolve due to the job description and deployment in a place initially triggered mainly due to official execution of task but later lead to win-win situation for discharge of each other official commitments.

Hence, the issue of Fraternizing in the ambit of DTI for facilitating the functions of the DTI has not yet been documented. Hence, the need for this study.

Scope of the Study

The purpose of the present Study was to conduct a Case Study of the personal experience of the first employee of a second-tier administrative structure of IGNOU Regional Centre at Bijapur highlighting of how functional relationships for the cause of distance education was nurtured and how such functional relationships enabled to make the newly established Regional Centre move ahead in executing its task. The scope of the study is limited to discuss the functional relationships that prevailed while establishing the Regional Centre of IGNOU at Bijapur.

This study viewed the various functional relationships that existed With the authorities of the Host Institutions; With the institutions of the Conventional Education System (CES); With the institutions in the Distance Education System (DES); With the Legal stakeholders; With the levying authorities; With the placement service agencies; With the local authorities; With the local police officials ; With the local media; With the Transport authorities; with the Public Utility Provider; With the hospitality services ; With the Food and Beverage/ Catering services; With the medical services; With the Place of worship; With the Learners on rolls.

Theme of the Study

The Theme (Field) of the Present Study is "Distance Education in a Regional perspective in relation to functional relationships that prevailed in a newly established Second-tier administrative structure (Regional Centre) of the Distance Teaching Institution".

Methodology Adopted for Studying the Functional Relationship

The Case Study method was used to study the functional relationship utilized for establishing the Second-tier administrative structure of the Distance Teaching Institution. Case Study is a research study, which is holistic in purpose and examines in a real life situation the existing phenomena through the description and analysis of the unit. In the Case Study on the functional relationship utilized for establishing the Second-tier Administrative Structure of the Distance Teaching Institution, the researcher attempted to collect information pertaining to the various origin of functional relationships, variables /components as reflected in terms of the various functional relationships, *modus operandi* for bonding and bridging due to the job profile/designation occupied resulting in the functional relationship, The IGNOU Regional Centre, Bijapur as a unit was treated as a whole in the context of specific situations leading to functional relationships. The case study on the functional relationships that prevailed for the establishment of the Regional Centre was conducted for developing a deeper understanding about the intricate relationship existing in the process-aspect of a specific requirement through qualitative investigations. Extensive collection of data concerning internal as well as external environment of the functional relationship at IGNOU Regional Centre, Bijapur as experienced by the first employee of the Regional Centre was carried out, in order to have completeness of the data. Data collection was continued till the completeness of data was ensured and a complete picture of the functional relationships at IGNOU Regional Centre, Bijapur emerged.

In order to ensure the authenticity of data collected on functional relationship at IGNOU Regional Centre, Bijapur, multi-technique approach to data collection and cross-examination of data through different techniques was adopted. Techniques such as observations, record surveys (from the file of letters expressing gratitude for the help) were used to elicit information so that there is effective evidence for the prevalence of functional relationship. In order to minimize / nullify the researcher's bias (as the researcher is also the first employee of the Regional Centre Bijapur and given the responsibility to make it functional) which may arise since the researcher interacted with the typical situations personally and was a part of the situation experienced, most of the ethical issues regarding the nature of data, the sample situations specific to the functional relationship at IGNOU Regional Centre, Bijapur, the nature of interactions to know the functional relationship at IGNOU Regional Centre, Bijapur were decided prior to the start of the Study. The necessary data, involving personal and ethical issues and confidential records, documents about the functional relationship at IGNOU Regional Centre, Bijapur were handled tactfully, and recorded confidentially with appropriate care. Every effort was made to identify and describe different underlying factors contributing to the functional relationship at IGNOU Regional Centre, Bijapur as a whole with emphasis on a set of processes of IGNOU Regional Centre, Bijapur as an administrative structure of a dual mode Distance Teaching Institution (DTI) with national jurisdiction in the context of its specific environment in the Distance Education field.

Participation observation technique was used in the conduct of the case study of the functional relationship at IGNOU Regional Centre, Bijapur. This is because, the researcher was also the first and sole employee of IGNOU Regional Centre, Bijapur. Special care was taken to be objective fit to the purpose of the Study and while jotting down the information from the research angle as always bridging and bonding in functional relationships lead to friendship and benevolent behaviour.

Descriptive research method design, which involves the description, recording, analysis and interpretation of conditions that exist, was used to obtain information concerning the functional relationship at IGNOU Regional Centre, Bijapur.

Functional Relationships at IGNOU Regional Centre, Bijapur

In management of the Distance Teaching Institution (DTI), also, many a time, a common factor encountered while establishing of the Second-tier Administrative Structure of IGNOU was the evolving of functional relationships developed between the officials of the Regional Centre and the authorities of the Host Institutions housing the Learner Support Centres of IGNOU, the institutions of the Conventional Education System (CES) in the vicinity, the institutions in the Distance Education System (DES) in the vicinity, the legal stakeholders, the levying authorities, the placement service agencies, the local authorities, the local police officials, the local media, the transport authorities, the public utility providers, the hospitality services, the food and beverage/Catering services, the medical services, the stakeholders in the place of worship, the learners on roll.

Accustoming of the Official posted in the new place of work with fellow workers and counterparts in other office setup was found to be a mandatory requisite for the official posted to initiate the functional relationship optimally well in the new place of work. Many a time, a simple letter of self- introduction would suffice to initiate the bridging of the gestures among others leading to binding for execution of task in the interest of the Institution and also have an impact on personal front when reciprocation of the gratitude for the possible happening of a task is nurtured leads to effective friendship or benevolent behavior resulting in mentor-mentee relationship for the cause of the career development and mental solace to face situations to be contended with during the course of life time. The nature of the person of the individual official like honesty, humbleness, diligence enables to win the relationships as a person leading to lifelong friendship/association and impact. Some of the functional relationships that prevailed in the newly established IGNOU Regional Centre at Bijapur are discussed here.

Functional Relationships with the Authorities of the Host Institution

Functional relationships with the Authorities of the Host Institutions housing the Learner Support Centres of IGNOU is essential to get a space to house the Regional Centre, to solve pending issues, earmarking the cause for the prevailing issue, preventive measures for error free functioning in the future.

As an act of basic courtesy, the newly transferred Official (also the first employee at the newly established Bijapur Regional Centre) with the help of the Local Coordinator (Head of the Learner Support Centre), made a courtesy call to the Management of the Host Institution and exchanged pleasantries. Thus, such informal interaction in Regional Centre generally paved way for the formal decision of the Management of the Host Institution to give a rent-free accommodation to house the newly Established Regional Centre for a period of One year to stabilize the functioning of the same. Flexibility was also given to the newly established Regional Centre to move to the new premises after the completion of the work associated with the modification of electrification links, painting work, repair work of the windows, walls etc., at the cost of the newly established Regional Centre. A lease Deed was Signed to this effect to legally finalize the decision.

Liaison with the Host institution did pave way to solve pending issues like non reflection of the Assignment Awards, Non scheduling of the Counselling Session for the Programmes where Scholar are attached, Many a time, upon solving the student grievance related to these issues with the involvement of the authorities of the Host Institution (as many a time, frequent change of the Coordinator is one of the reason for the low sustenance of smooth Learner Support Services), the reputation of the Regional Centre is also enhanced as the learner gets the message that the grievance is heard of and solved.

As frequent interaction is facilitated with the Host Institution authorities, occasions did arise to earmark the cause for the prevailing issue that affect the Learner Support Service and preventive measures for error free functioning in the future are also framed for adherence. In all occasion of problem/conflict resolution, care was taken to have a win-win situation.

Functional Relationships with the Institutions of the Conventional Education System

Functional relationships with the institutions of the Conventional Education System (CES) in the

vicinity to aim at the possibilities for availing of the academic support for the academic activities of the Regional Centre is presented here.

Upon establishment of the Bijapur Regional Centre, a letter was sent to all the educational Institutions about the establishment of the Regional Centre and the Districts *(In India, the country comprise States which are further divided into Districts for the purpose of Public Administration)* covered under the jurisdiction of Bijapur Regional Centre. Care was taken to ensure Participation in Academic Transactions. Search Engines like Google / Conference Alert Service besides the local grapevine-which is generally word-of-mouth was used to identify the conduct of academic events like the Seminar, Conference, Workshop and effort was taken to participate in the academic transactions. Participation in Academic Transaction helped in making the presence of the newly established Bijapur Regional Centre known to the other Academic Institutions.

As a representative of the newly established Regional Centre, presentation about the Programmes on offer by IGNOU as the Distance Teaching Institution (DTI) to the clientele studying in that Educational Institution was made as part of the publicity measures. Pamphlet about the Admission schedule to the Programmes on offer at the Distance Teaching Institution (DTI) was also handed over to the audience present during the Presentation. It is pertinent to record that the participants of the promotional meeting in the nearby Institutions were some of the first visitors to the Bijapur Regional Centre.

The initial functional relationship of having each other of the Educational Institutions in the mailing list led to subsequent representation for each of the occasion from either side, which opened opportunities for the academic-expansion activities like translation, development of local need based programme by collaboration and cooperation with the Faculty from the local Educational institution.

It is also pertinent to mention that upon leaving the place of work due to transfer, the bonding which was initiated through the functional relationships strengthened and led to opportunities of being a resource person in their events.

Upon the establishment of the Regional Centre at Bijapur, the century old Bijapur Liberal District Education Association (BLDEA) came forward to provide a rent-free accommodation to house the Regional Centre for a year which was an exemplary gesture to nurture the functional relationship.

Bijapur had the Women's University *(which is a Dual mode Distance Teaching Institution)*, Study Centre of the Karnataka State Open University *(KSOU - which is a Single mode Distance Teaching Institution)*. It was explicitly expressed that the Bijapur Regional Centre is not a competitor to them but a cooperator and collaborator existing in the field of Higher Education through the Distance Learning System. The faculty of the Karnataka State Women University (KSWU) volunteered to render academic assistance for new ventures like conduct of the Promotional Camp, conduct of the Extended/ Personal Contact Programme, Conduct of Academic Counsellor Orientation Programme. In addition, they were the part of the purchase committee of the IGNOU Regional Centre, Bijapur enabling to identify the best price vendor with the equipment needed.

The local officials of the Distance Education System (DES) were benefitted by certain programmes like the Master of Arts in Distance Education which was on offer only at IGNOU. Certain issues related to non-receipt of the Grade Card were solved- which gave them an occasion to have the feeling of access due to the establishment of the Regional Centre in their local vicinity.

Functional Relationships with the Legal Stakeholders

Functional relationships with the Legal stakeholders to ensure the fulfillment of the mandatory statutory requirements is presented here.

It was the statutory requirement for the newly established Bijapur Regional Centre to fulfill the Statutory Requirements, like getting a Tax Assessment Number (TAN) from the Department of Direct Taxes, Government of India; Filing returns to the Department of Direct Taxes, Government of India; Professional Tax Number from the Department of Professional Tax, Government of the Karnataka State where the Regional Centre is located, facilitated creation of an environment for interaction between the newly established Regional Centre/Already established Regional Centre/Financial Institutions like Bank, Professional Tax Office, Government Departments, Business entrepreneurs, personnel

deployed, Manpower Provider in particular and people at large in general. These interactions make the Regional Centre to evolve and grow in tune with the activities it was engaged by financial transactions involving disbursement of finances, through which the expenditure incurred, are subject to both institutional and public Audit. The functional relationship that evolved in the fulfillment of the mandatory statutory requirements facilitated initially for the functioning of the Regional Centre and later a platform to be mentored in what has to be done by the newly established Bijapur Regional Centre to be flaw free from the view of the statutory requirement.

Functional Relationships with the Levying Authorities

Functional relationships with the levying authorities to ensure the prerequisites related to deducting the tax and depositing the same is presented here.

As per the rule prescribed by the Government of India, certain Tax has to be deducted at source for the employees on basis of their gross income, from specific payments when it exceeds the prescribed limit for each case. On the basis of the place of remittance, and while ensuring the prerequisites related to deducting the tax and depositing the same like Professional tax, income tax, functional relationships evolved between the Seniors who have worked in the Institution, Professional Tax officers, Income tax office, Local Chartered Accountants with the officer-in charge of the newly established Bijapur Regional Centre.

Functional Relationships with the Placement Service Agencies

Functional relationships with the placement service agencies to mobilize the manpower from the local populace is presented here.

For the newly established Regional Centre, Bijapur the Man Power Service Provider of the Parent Regional Centre (Bangalore) from where Bijapur Regional Centre has been bifurcated was able to render service by deploying the required human capital. A Service Charge was collected by the Man Power Service Provider for every deployed personnel on their rolls to the newly established Bijapur Regional Centre. The Man Power Service Provider ensured that the local populace with the requisite certification was mobilized for the said purpose. This act of the Man Power Service Provider

was one of the healthy practices which encouraged local employment and prevented educated youth from the local populace to move away from their home town leading to Regional Stability in terms of mobilization of personnel for employment.

Engaging the human capital through the Man Power Service Provider had proven advantageous to the newly established Bijapur Regional Centre as it spared the newly established Regional Centre as an Organisation from issues related to identification, maintenance and governance of the temporary staff. It is equally beneficial for the temporary staff deployed as the Man Power Service Provider extends employee benefits related to health and insurance to the employees deployed. Thus, in mobilizing temporary staff, it was diligently ensured that even in employee treatment-in this case of temporary staff outsourcing, that the basic labour standards are met right from the inception of the Regional Centre.

In order to stabilize the newly established Bijapur Regional Centre as an independent Organisation without any dependence on any specific individual or linkages of an individual with other decision making individuals in another organisation, standards set on merit decided the Manpower Provider to identify the staff necessary for the Regional Centre. Upon selection, during the induction process keeping in view with Kevin (2012), who stress the necessity for 'Employee engagement' which 'is the emotional commitment the employee has to the organisation and its goals; Engaged Employees leads to higher service, higher customer satisfaction, increased referrals, higher levels of profit' the employees are trained to place organisation first while in the work spot and at the same time welfare measures are placed to ensure the work-life balance of the employees. On-the job training of the staff was done by the first employee of the Regional Centre on the basis of the task to be executed in a day. Many a time, all the staff deployed at a Regional Centre were taught on the job of how to execute a particular task so that all are aware of every task to be executed and thus multi-tasking skill of the employee was nurtured and ensured for execution on demand.

Functional Relationships with the Local Authorities

Functional relationships with the local authori- ties Bank/MLA/MP/Philanthropists/Educationists who have a say in the allotment of the space to house the Regional Centre is presented here.

Even though, there was no occasion like inauguration/official launch of the Regional Centre to invite the local authorities, care was taken to inform what was relevant in the preview of IGNOU Regional Centre, Bijapur. The initial rapport with the Local authorities like Bank *(where the accounts of the Regional Centre were held)*, Local Member of the Legislative Assembly (MLA), Local Member of the Parliament (MP), Philanthropists, and Educationists enabled the sustenance of the functioning of the Regional Centre to branch out its activities in proportion to its expansion and growth. The participation of the local authorities in the development of the Regional Centre as a member of the local community leads to the creation of a local guardian for the welfare of the newly established Regional Centre.

Functional Relationships with the Local Police Officials

Functional relationships with the local police officials to ensure the maintenance of the law and order related issues during the execution of the activities of the Regional Centre involving the unknown profile of the public and the heterogeneous profile of the learners is presented here.

The local police officials are always involved to ensure the law and order during the conduct of the activities of the newly established Regional Centre. It is also a legal statutory requirement to inform the local Police Station in writing if the gathering of more 300 members is envisaged. Many a time, it can be said that the background profile and moral standards of the heterogeneous learner of the Distance Learning System is less known to the officials. Hence, as a precaution, additional request for patrolling during any of the activities involving the learners were also ensured. Even though, cooperative conformity of behavior is the general norm in meeting involving the learners, at times, student unrest gets manifested. Hence, to ensure the maintenance of the law and order related issues during the execution of the activities *(Induction Meeting, Grievance redressal open session, Promotional meetings, admission face-to-face counselling campaign)* of the Regional Centre involving the unknown profile of the public and the heterogeneous profile of the learners, the local police officials are kept in the apt functional relationship. in addition to the individual efforts of the Regional Centre staff to liaise with the local police officials, the NSS/NCC Coordinator, Security

Supervisor of the century old Bijapur Liberal District Education Association (BLDEA) also enabled to take assistance for patrolling from the Local police during the sensitive activities of the Regional Centre like the admission process.

Functional Relationships with the Local Media

Functional relationships with the local media for optimizing information dissemination at a rapid speed within a short span of time is presented here.

Information disseminated through the media has a wider impact than any other means of communication. Upon the establishment of the Bijapur Regional Centre, a Press Release related to the establishment of the Regional Centre at Bijapur was made through the Information Office located at the place of the newly established Regional Centre which was published in public interest in the entire newspaper edition which covered the jurisdiction of this particular Regional Centre. The functional relationship developed through the initial press release made after the establishment of the Bijapur Regional Centre, lead to many interactions from both sides like for release of Advertisement at Government Approved rates, Interview corner column in the News Paper about the various events specified in the Calendar of events at the Bijapur Regional Centre like the Examination to be held, Availability of the Application form, Conduct of promotional Camps, release of press release in the interest of the learners. The Public Information Officer at the Department of Information and Publicity, Government of the Karnataka State where the Bijapur Regional Centre was established also facilitated the dissemination of information through Press Release. Because IGNOU is a provider for the Higher Education, the employees of the Department of Information and Publicity took privilege of enrolling into the programmes of their interest with IGNOU.

Functional Relationships with the Transport Related Authorities

Functional relationships with the Transport related authorities to ensure the fulfillment of the itinerary related to official and non-official duties so that the work-life balance is maintained is presented here.

Transport related authorities are those associated with the Transport of person or goods or related items at Bijapur Regional Centre. For instance, a rapport has to be initiated with the local approved

Travel Agent to ensure the fulfillment of the itinerary related to official and non-official duties so that the work-life balance is maintained among the official. Similarly, Road Transport Office was contacted to facilitate back office work for transfer of personal vehicles of the officials.

Functional Relationships with the Public Utility Provider

As a newly established Organisation, the need for a Telephone/Internet Connection at the Bijapur Regional Centre, made it to be associated with the Telephone/Internet provider in the locality. Similarly, interaction with the learners/prospective learners was through the Postal Department (India Posts). Expansion of activities like dispatch of the Entrance Examination Hall Ticket which involved bulk quantity of letters enabled the Bijapur Regional Centre, to interact with the Post Master of the local Post Office which opened vistas for easy dispatch of letters and for availing of facility like 'Book Now Pay Later' Schemes.

In order to facilitate financial transactions, Savings Bank Accounts in a nationalised Bank were opened by the newly established Bijapur Regional Centre. A letter of introduction addressed to the Bank Authorities was given to the Official posted at the newly established Regional Centre. The Savings Bank Accounts were opened in a Nationalised Bank. The Bank authorities as a means to express the welcoming note to the newly established Organisation enabled to open the Account with the zero balance and waive off Bank Charges for the transactions to be made by means of Fund transfer/Bankers Cheque/Demand Draft; utilization of Cheque leaves; number of transactions in a year. The Local Bank Officials entertained the enquiries related to the financial stability of the newly established Regional Centre by the clients dealt for purchases by the Regional Centre Bijapur, besides enabling to adhere to the chartered out clear plan of action for fund transfer/Cheque Payments to the clients of Regional Centre without handling hard cash.

It was observed that there was frequent shuffle of the personnel handling the affairs of the Bijapur Regional Centre at both the Public Utility Provider end and at the Regional Centre end. Hence, frequent visit for the cause of nurturing the functional relationship was forced to be made which remained a challenge to be executed amongst the other routine works of the Regional Centre.

Functional Relationships with the Hospitality Services

Functional relationships with the hospitality services to house the officials on transfer- guesthouse to serve as transit accommodation is presented here.

Functional relationship with the hospitality services were initiated to ensure provides temporary transit to house the officials on transfer or to lodge their visitors. Besides the local hotels, guesthouse functioning as part of the Educational Institutions was also utilized to serve as transit accommodation for the officials. In order to ensure safety of the official posted, as a suggestive measure, the official preferred to stay in the transit accommodation than to reside in the local housing colonies.

Functional Relationships with the Food and Beverage/Catering Services

Functional relationship with the Food and Beverage/Catering services to meet the normal and therapeutic meal requirement of the officials and the guest of the Regional Centre is presented here.

Even though the University had the norm for payment towards the expenditure incurred for the transport of the household items due to dislocation of job, as the first sole women employee, the individual choose to stay in the hostel facility available in the local educational institution than to reside in the local housing colony. Hence, the employee was forced to be dependent on the Food and Beverage/Catering services available to meet the food requirements.

The staff of the Food and Beverage/Catering services was aware of the profile of the employee and had extended delivery of food/beverage at the doorstep of the office, taking order over the phone without payment of the advance token money, settlement of the bill by cheque, Advance payment being adjusted for the subsequent purchase, providing serving utensils while guest is hosted and the like.

It is said, "when health is lost-something is lost." Yet, many a time, the employees do get ill and yet come to office as the case is not serious enough to be hospitalized. In such a case, the Food and Beverage/Catering services pitched in to cater to the therapeutic diet of the employee on rolls as a token of their goodwill.

Functional Relationships with the Medical Services

Functional relationship with the medical

services to empanel hospitals for treatment of the employees/ for emergency services on demand at the field is presented here.

Functional relationship with the medical services prevailed to provide first aid on campus, to empanel hospitals for treatment of the employees at CGHS rates and for emergency services on demand at the field. It was also interesting to experience that the passed out, current and dropped out learners of the Programme on Hospital Management of IGNOU were the main initiator for the discussion related to the empanelment of hospitals and their expertise also helped to avail of benefits prevailing in the medical insurance sector for the family members who are not shown dependent in the family record at the Office, but are taken care by the employee in all aspects.

Functional Relationships with the Stake Holders in the Place of Worship

Functional relationship with the stake holders in the Place of worship to vouch for the conduct of the official posted as the first employee is presented here.

Functional relationship with the stake holders in the Place of worship was used to the extent where the individual reliability of the official has to be vouched for the conduct of the official posted as the first employee. This was mainly resorted as the first employee of the Bijapur Regional Centre was a Single women employee and the possibility of projecting into the public was very minimal because of the pressure created to the deadlines to make the Regional Centre functional.

The head of the Place of Worship enabled to identify the Travel Agent to book official tickets, make confidential seal of the Regional Centre, besides vouching for the Regional Centre to facilitate its clients to accept Cheque Payments which enhanced the transparency of the financial transactions

Functional relationship with the stake holders in the Place of worship is one of its kind which can never be reciprocated because of the sacrificial nature of the stake holders in the Place of worship and can only be assured to be passed on to others.

Functional Relationships with the Learners on Rolls

Functional relationship with the Learners on rolls passed out/current/drop out learners who have either benefitted from the institution or the official or the Learner Support Services and can serve as an agent for informal relationships in the process of executing the formal requirements for the DTI is presented here.

Establishment of New Regional Centre increases the reach of learners in tune with that given in Trainer's kit 001 (1999) which states that 'Open and Distance Learning offers a number of advantages to both learners and providers of scheduling problems, expanding the limited number of places available, accommodating low or dispersed enrolments, making best use of the limited number of teachers (experts) available, dealing with cultural, religious and political considerations'. In the process of reaching the learners, the newly established Regional Centre initiates a functional relationship which on the long run leads to win-win situation.

Functional relationship with the Learners on rolls-passed out/current/drop out learners who have either benefitted from the institution or the official or the Learner Support Services prevailed at the newly established Regional Centre. As most of the learners are on the job, the functional relationship with the learners was automatically linked with the job profile and did serve as an agent for informal relationships in the process of executing the formal requirements for the DTI. Certain personal spinoff benefits for neat execution of the work at the earlier period of the career was noted in an occasion where the official of the newly established Regional Centre approached an hospital to be empanelled and found that one of the decision making authority was a graduate of IGNOU who was benefitted by the personal advise of the researcher for spacing the attempt of the examination by the employee at a different place of work and that too in a very early stage of the career life.

Findings of the Study

The findings of the Study were that a functional relationship existed between the newly established Regional Centre and the following entities as given below:

1. With the authorities of the Host Institutions housing the Learner Support Centres of IGNOU so as to get a space to house the Regional Centre, to solve pending issues, earmarking the cause for the prevailing issue, preventive measures for error free functioning in the future.

2. With the institutions of the Conventional Education System (CES) in the vicinity to aim at the possibilities for availing of the academic support for the academic activities of the Regional Centre.

3. With the institutions in the Distance Education System (DES) in the vicinity to collaborate and cooperate in the task of democratizing education

4. With the Legal stakeholders to ensure the fulfillment of the mandatory statutory requirements

5. With the levying authorities to ensure the prerequisites related to deducting the tax and depositing the same

6. With the placement service agencies to mobilize the manpower from the local populace

7. With the local authorities like Bank/MLA/MP/Philanthropists/Educationists who have a say in the allotment of the space to house the Regional Centre

8. With the local police officials to ensure the maintenance of the law and order related issues during the execution of the activities of the Regional Centre involving the unknown profile of the public and the heterogeneous profile of the learners

9. With the local media for optimizing information dissemination at a rapid speed within a short span of time

10. With the Transport related authorities to ensure the fulfillment of the itinerary related to official and non-official duties so that the work-life balance is maintained

11. With the Public Utility Provider

12. With the hospitality services to house the officials on transfer-guesthouse to serve as transit accommodation

13. With the Food and Beverage/Catering services to meet the normal and therapeutic meal requirement of the officials and the guest of the Regional Centre

14. With the medical services to empanel hospitals for treatment of the employees/ for emergency services on demand at the field

15. With the stake holders in the Place of worship to vouch for the conduct of the official posted as the first employee

16. With the Learners on rolls passed out/current/ drop out learners who have either benefitted from the institution or the official or the Learner Support Services and can serve as an agent for informal relationships in the process of executing the formal requirements for the DTI

Suggestions for Further Research

The following are being proposed as suggestions for further research:

1. Individual case studies on each of the factors responsible for the functional relationships can be conducted to know the utility of the functional relationships in making a newly established Regional Centre functional.

2. The evolvement of benevolent behavior which was the end result of the issue of bonding and bridging initially initiated due to official association but nurtured by valuing each of the individual across the period of time.

3. Utility of the functional relationships in the ambit of education institutions can be documented.

4. Performance of the officials in a particular functional relationship when the top management of the giver is favouring the receiver and when it moves to disfavouring the receiver can be documented to highlight the role of subjective decisions affecting the functioning of the Regional Centre.

Limitations of the Study

The factors that are beyond the researcher's control and that may affect the results of the study or how the results are interpreted is given as the limitations of the Present Study. The limitations of the present Study are the following:

1. Due to the fact that the author was not familiar with the local language and used English for communication purpose, there is a possibility that what the giver in the functional relationship would have communicated may not be deciphered right and have the effect in the documentation for the study.

2. The reputation of an individual, prior exposure, previous experience has the effect on the

execution of the task. What have been deciphered by the researcher as functional relationship may not be the real cause for execution of a task –yet the possibility for associating with the functional relationship.

3. All the functional relationships documented and experienced by the researcher need not be experienced by all as relationships basically are individual based.

Delimitations of the Study

The factors that affect the study over which the researcher generally does have some control are given as the delimitations of the Present Study. The delimitations of the present Study are the following:

1. In order to assure manageability of the data available, the study focused on the areas related to the functional relationship which fall within the scope of the study.

2. The functional relationships utilized for making the Regional Centre, Bijapur functional was only documented by the author of this paper as she was the sole and first employee of the Regional Centre Bijapur and was given the responsibility to make it functional.

Conclusion

A relationship has to be initiated and nurtured and this is true even for official relationships. The official initiating the relationship or enjoying the benefit of the existing relationship should "do nothing from selfish ambition or conceit, but in humility count others more significant" (Philippians Chapter 2 verse 3). This paper by the case study of the Indira Gandhi National Open University (IGNOU) enumerated of how the functional relationship prevailed while establishing the Regional Centre of IGNOU at Bijapur (Karnataka) and how the functional relationship nurtured beyond the official relationship into a win-win situation leading to pleasant memories of the past and providing expertise of mutual interest in the present for the cause of education. This paper highlighted of how the heterogamous nature of the learners of IGNOU as a Distance Teaching Institution (DTI) served as a helping hand for making the IGNOU Regional Centre functional upon its establishment. In addition, this paper also enumerated why functional relationships

are difficult to initiate from the certain individuals as it is a person specific gesture. The initial stabilization of the IGNOU Regional Centre at Bijapur was due to the generous gesture of the Bijapur Liberal District Education Association (BLDEA) who is responsible for managing various Conventional Education System (CES) Institutions. Their gesture to IGNOU Regional Centre, the Distance Teaching Institutions (DTI) without viewing the DTI as a competitor for the Conventional Education System expressed their thrust and desire to democratize education. This gesture of BLDEA remind to quote the definition by Khan (1999) who states that Open and distance learning is not supplementary, complementary or alternative to the conventional system, but is part of the evolution of new methodologies in teaching and learning.

Through this paper, it is envisaged that IGNOU as an educational institution facilitates the Bonding and Bridging of the Learners and other stakeholders including the service providers as all aspire for the continuing education and acknowledge education as an investment leading to functional relationships for the stability of the Regional Centre-which is also the nodal office at the local level.

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Progress Demands Change for a Better Tomorrow

M Venkaiah Naidu, Hon'ble Vice President of India delivered the Convocation Address at the 3rd and 4th Convocation of IIM Jammu, Jammu on April 09, 2021. He said, "The biggest resource and partner for our country in this exciting journey of development is youth, like yourselves. Endowed with an immense demographic dividend, we have the potential to achieve anything. But for us to leverage the potential, we must enrich our human resources. Skill development and quality education are crucial development accelerators. We, as a nation, must focus on them and work consistently to enhance access to education and improve the quality of education. Each and every one of you has the capability to contribute towards the growth of our country and be a catalyst in bringing about a positive change in society. Some of you will enter the corporate world, some of you will be with the government or academia. Some of you will set up enterprises. Whatever you may choose to do, please try to be among the best. Let excellence be your watchword." Excerpts

"I am very pleased to be here with all of you at the 3rd and 4th Convocation Ceremony of the Indian Institute of Management Jammu, the youngest among all 20 IIMs across the country.

Like any young institution, IIM Jammu has the advantage of learning from the best practices in other IIMs as well as the possibility to carve out its own unique identity.

I am happy to note that IIM Jammu has set its sights high. The Board of Governors, the Director and the distinguished faculty members have made a firm commitment to deliver quality education, provide opportunities for high quality research and establish valuable international linkages.

Sisters and Brothers, Jammu & Kashmir has been and will continue to be an integral part of India. We are committed to the overall development and addressing all the challenges unitedly. Any external interference in India's internal affairs is unwarranted.

Jammu and Kashmir like other parts in our country has been an important centre of education since ancient times. This is the land of Patanjali who gave the gift of Yoga to the world. This was the land where aesthetics got a new idiom in the works of Anandavardhana. This was the land where Lalleswari and Habba Khatoon mesmerized audience with their poetry. We must continue to enrich that rich culture of learning and the culture of innovation.

We must make quality education the spring board of development.

India, today, is at crossroads. We have firmly resolved to take the path of sustainable, inclusive development. Certainly, education is at the heart of this transformation.

We need to build a vibrant, resurgent India that capitalizes on its traditional strengths and moves forward by absorbing the best in the world.

Sisters and Brothers, I am glad to note that IIM Jammu is well poised to contribute significantly to this resurgence. The institute has shown great promise with exponential growth over the years. This convocation is a significant milestone for this institution and the students who are graduating. I congratulate the students of the Master of Business Administration (MBA) programme on completing their course successfully.

I would also like to congratulate Prof. B.S. Sahay, Director, IIM Jammu, and the faculty members, who have done their utmost to create congenial learning environment for students and equip them with knowledge, skills and attitudes that will stand them in good stead in their future endeavours. I would also like to commend the parents who have encouraged and motivated their children to succeed in their academic pursuit.

Dear graduating Students, You are reaping the reward of your two years of hard work and dedication, which has brought this proud moment for you and all others associated with you.

The world of immense opportunities and intense challenges awaits you. The knowledge and

skills you have acquired and the values you have imbibed will enable you to successfully navigate a complex world.

There is a whole new world of work and constant learning that promises an exciting voyage of discovery for each one of you.

My dear Friends, While you are going through your journey, you will realize that India is also undergoing a significant transformation. With fast-tracked development over recent years, our country is making great strides to fulfill the aspirations of our people. The ongoing COVID-19 pandemic has brought many challenges, but it did not break our spirit. It has only prompted us to work harder and reach our national goals.

You would have read in the newspapers two days ago that IMF has raised its GDP growth forecast for our country during the coming financial year from 11.5% to 12.5% making India one of the fastest growing major economies. This is truly heartening. This speaks volumes about our resilient spirit and inherent strengths.

The biggest resource and partner for our country in this exciting journey of development is youth, like yourselves. Endowed with immense demographic dividend, we have the potential to achieve anything.

But for us to leverage the potential, we much enrich our human resources. Young people have to be motivated, adequately trained, and be fit and healthy.

Skill development and quality education are crucial development accelerators.

We, as a nation, must focus on them and work consistently to enhance access to education and improve the quality of education.

This is the underlying theme of the National Education Policy, 2020.

I am happy that considerable progress has been achieved over the recent years, in our country with reforms in higher education, establishment of new national institutes, development of ranking framework and easing of FDI in education.

I am hopeful that, with the implementation of the comprehensive and visionary Education Policy, education in India can truly become holistic, child-centered and globally-competitive.

Sisters and Brothers, In addition to the above initiatives, we must push harder to make our higher education more in line with the realities of the world.

Industry-institute linkages must be further strengthened. Only through solving real-world problems can the students become adept at the fundamentals of their subjects. Our industry will greatly benefit too, from the fresh perspectives young minds can offer.

Our educational institutions too have to be quick on their feet to anticipate the future trends that might evolve as the nation recovers from the pandemic. The world of learning and the world of work are changing very rapidly and institutes such as yours need to be ever alert, ever agile. You should be able to adapt, evolve and respond to situations that have never before been faced by mankind.

In the course of this pandemic, we have realised both the necessity and potential of technology in delivering education. We must ensure that technological tools are used extensively and prudently. We should also make sure that the existing digital divide doesn't get widened. The most remote areas and most underprivileged students should be enabled to benefit from this technological revolution.

National institutes like IIM Jammu must become innovative in the courses they offer. Based on market realities and new demands of the fourth industrial revolution, they must offer diplomas and minor degrees that bring diverse fields like agriculture, business, technology, humanities and management together. This is the spirit of the multidisciplinary push of the New Education Policy.

Remember, we cannot solve the problems of the future with the same superficial, segregated approach of the past.

We need to develop a mindset that encourages innovation, an institutional reform that fosters creativity and promotes excellence.

Dear Students, As future managers, you have to respond to a world that is changing very rapidly. Your ability to take decisions in an uncertain world, your agility to adapt to new contexts will become very crucial.

As you try to excel in your fields and go about solving problems, your success will depend on your ability to assimilate information, analyze evidence and experiment with possible solutions.

Your active interaction with key stakeholders and respect for other's views can broaden your own horizons.

The bottom line ultimately is not only maximizing profit but also maximizing happiness and enhancing the quality of lives.

I am confident that each and every one of you has the capability to contribute towards the growth of our country and be a catalyst in bringing about a positive change in society.

Some of you will enter the corporate world, some of you will be with the government or academia. Some of you will set up enterprises. Whatever you may choose to do, please try to be among the best. Let excellence be your watchword.

If you keep listening and learning, as aspiring entrepreneurs, managers and consultants, you will identify innovations that might work at the grass roots. Bring your expertise to achieve scale for these indigenous solutions. You can bring in technology to complement traditional skills of our craftsmen. You can help farmers increase farm productivity and get better returns. You can work with farmers in improving the marketing of farm produce. e-NAM is a great tool for better price realization. This should be further scaled up and new innovations be brought into post-harvest facilities.

I am hopeful that each one of you can lead this change process, a change that makes 'tomorrow' better than 'today'.

Sisters and Brothers, In the end, I wish you all a professionally rewarding career, good health, and success in all your endeavours.

I am confident that the Institute has given you a sound base to move forward.

As you advance in your career and gain further competence, I also hope that each one of you will remember your social responsibility and commitment to building a happy, prosperous, and equitable India.

I compliment the management and the Director as well as the faculty members for their commitment to the cause of quality education. I am hopeful that in the next few years, IIM Jammu will be among the best management institutes in the country.

<div align="right">

Thank you.
Jai Hind!"

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CAMPUS NEWS

NAAC Seminar on Relevance of Ayurveda and Yoga in Higher Education

One-day Seminar on 'Relevance of Ayurveda and Yoga in Higher Education' was organised by The National Assessment and Accreditation Council, Bengaluru in collaboration with Karnataka Samskrit University, Bengaluru on April 07, 2021. Around 45 participants participated in the programme.

Prof. SC Sharma, Director, NAAC welcomed the participants. With his lucid Sanskrit language, he explained the modern age of living and how it can be changed by adopting Ayurveda and Yoga. The root of Ayurveda lies in Samskritam. If you understand the meaning of Sanskrit you will be understand the Ayurveda and Yoga.NAAC is taking every step to upgrade, update, develop and disseminate the Yoga and Ayurveda in true spirit. NAAC is happy to associate with Karnataka Samskrit University and organize this event, he said.

Prof. K E Devanathan, Vice Chancellor, Karnataka Samskrit University spoke on the occasion and stated that *Veda* is *Prana* of Bharatiya Culture. Sanskrit is *Prana* of *Veda*. *Vedasutras* are foundation of *Nyaya Sutra* and *Bhramha Sutra*. Indian Dharshan we have *sankya* yoga, which talks about both Yoga and Ayurveda. *Sankhya* means 'empirical' or 'number'. He said that it explains creation in a manner where the implicit becomes explicit and where there exists neither production nor destruction. He mentioned the three *gunas*i.e. *Sattva, Rajas,* and *Tamas*. These three *gunas*are called: *sattva* (goodness, calmness, harmonious), *rajas* (passio n, activity, movement) and *tamas* (ignorance, inertia, laziness), he explained. He further said that in Ayurveda we have *Vata, Pitta* and *Kapha*. These three are combinations and permutations of the five elements that manifest as patterns present in all creation. He explained that in physical body, *vata* is the subtle energy of movement, *pitta* the energy of digestion and metabolism, and *kapha* the energy that forms the body's structure. *Bhagavad Gita* Chapter 2 Verse 50 about योगः कर्मसु कौशलम् (*Yogah Karmasu Kaushalam*) Yoga is excellence at work. This verse advices us to perform our allocated duty in an excellent manner. He stated that *Kaushalam* signifies doing work with devotion and without attachment i.e. without becoming a workaholic. He thanked the Director NAAC and staff for organizing the seminar.

Prof. Subramanyam K, Pro Chancellor, Swami Vivekananda Yoga Anusandhana Samsthana, Bengaluru spoke on the rich culture of India and Sanskrit literature. He said that Sanskrit literature has rich text from Science and Technology to literature to Dance and Theatre. Britishers have forced the English Education in India with intent to kill the native language of Sanskrit, he said. Dr. Subramanyam elucidated the language Sanskrit with lot of example like if you read, write and pronounce the Sanskrit your tongue, mind body and whole nerve system gets rejuvenated with lot of positive energy. He said that as a Principal he has conducted a study on chanting '*OM*' before the class starts and end of the class which make a lot of vibrations in the body mind and soul. The net result is students get more concentration as well as performs better in the examinations. Elaborating on the Sanskrit term *Ashtanga* and refers to the eight limbs of yoga like *Yama* (attitudes toward our environment), *Niyama* (attitudes toward ourselves), *Asana* (physical postures), *Pranayama* (restraint or expansion of the breath), *Pratyahara* (withdrawal of the senses), *Dharana* (concentration), *Dhyana* (meditation) and *Samadhi* (complete integration), he said *atma vidya* and *adhyatma vidya* is more important. Swami Vivekananda was good orator in English because he studied the sweet language of English from his tutor. He said that India had good civilizations like *Mithila*, wherein King Janaka who ruled during the *Ramayana* had great civilization. He also spoke on the theme of *Manah Prashaman Upayah* : मनः प्रसमनोपायः योग इत्यभिदीयते(Manahprashamanopay ah yoga ityabhidhiyate). He added with the shloka of Bhagavad Gita: Chapter 2 Verse 48

योगस्थः कुरु कर्माणि सङ्गं त्यक्त्वा धनञ्जय ।
सिद्ध्यसिद्ध्योः समो भूत्वा समत्वं योग उच्यते ।।

(Translation: Be steadfast in the performance of your duty, O Arjun, abandoning attachment to success and failure. Such equanimity is called Yog.) He quoted Patanjali Yoga Sutra योगः चित्त वृत्ति

निरोध: Yogahchittavrittinirodaha 1.2: Yoga is to gain mastery over the mind. For harmonious life, we need good food. Food should be Nutricious, Delicious, and Medicinal, he said.

Shri Dinesh Kamathji, Pracharak, Samskrita Bharati, New Delhi spoke on the 'Relevance of Yoga and Ayurveda'. He spoke on Sanskrit and shared his thoughts as lay person who studied the Sanskrit after he joined Sanskrit *bharathi. Shrvanam, Mananam, kathamithikrutvasanskritam Sambhashanamkaromi.* युज्यते अनेन इति योग: Yujyateanenaitiyogah – which means, Yoga is joining of the individual consciousness (or *Jivatma, Atma*) to the Universal Consciousness (*Paramatma*). The ancient Indian scriptures like – Patanjali Yoga Sutras, *Bhagvat Gita, Upanishads* has extensively spoke about the yoga and given directions to the mankind. Yoga means for me is to control. Control in accumulation of Wealth, food, anger, your own breath. Unless the person controls himself, he or she cannot manage others. In Ayurveda we have *Dinacharya*, he told. It starts with getting up in the morning early and it is necessary to bring essential change in body, mind, and consciousness. He further said that it also regularizes a person's biological clock, helps digestion, absorption and assimilation, and generates self-esteem, discipline, peace, happiness, and longevity. He mentioned that Indian Culture is also having the *Ruthu Charya* where in North, South, East, West and North East geographically the food culture changes. The Indian culture is one the rich and variety in nature as well as it is delicious with rich ingredient of local flavour. He told that in foreign language like Irish, Russian, and Hebrew have developed as good language during the last five decades. The opportunity has been provided in the NEP-2020 to implement Indian culture, flavour and value system to our Higher Education Institutions. Let us try and support Government to Implement the NEP-2020 in true sense make country Great, he stressed.

Prof. V Shivani, Professor, Department of Vyakarna, Karnataka Samskrit University, Bangalore spoke on the topic 'Ayussamskritam: A Computational Course Ware for Studying Ayurvedic Text'. She explained that Ayurveda Colleges should teach good Sanskrit to its students then only the Ayurveda will improve. At present, in many colleges the students read the Ayurveda in English text which may not provide the same result as studying the text in Sanskrit itself. She told that Ayurveda is our traditional stream of knowledge coming from generation to generation through Sanskrit medium. Without knowing the Sanskrit studying Ayurveda will have no meaning. Knowledge of Sanskrit is must for an Ayurveda student, she stressed. Prof. Shivani said that students may be comfortable with secondary sources like translations of original texts in English and regional languages. Without Sanskrit the students cannot terminology of Ayurveda properly. She told that many Ayurveda manuscripts are still unearthed because of the lack of Sanskrit knowledge. Karnataka Samskrit University, Bangalore has developed a course ware, study kit, which would help the students to understand the Sanskrit language. She further said that Yoga being the central attraction for the globe towards India, Ayurveda can play very vital role in shaping the project Make in India. It is high time to explore the easy and best methods for disseminating the knowledge that remains inaccessible to the students and researchers in Ayurveda.

Dr. Vinita Sahu, Assistant Adviser, NAAC spoke on 'Manual for Yoga Higher Education-Institutional Accreditation'. She said that Yoga is widely considered as an 'immortal cultural outcome' of Indus Saraswati Valley civilization dates back to 2700 B.C. She emphasised that Yoga is essentially a spiritual discipline based on an extremely subtle realm, focusing on bringing harmony between one's mind and body. The 21st of June marks the International Day of Yoga (IDY) has now become a global phenomenon and has created huge impacts all around the world. Because of its myriad health (physical, psycho-social-emotional) benefits and overall development of personality, Yoga has created a new global wave of peace and tolerance. Further, there is an increase in the number of Yoga Universities, stand-alone institutions of Yoga, Yoga Departments in Universities and Colleges, etc., in the field of traditional Yoga and its practices. It is therefore felt that, there is a need for an accreditation body which can accredit Yoga institutions within HEIs in India. Raising the benchmark on scientifically approaching the study of authentic Yoga and provide further impetus to the growth and promotion of Yoga in a standardized manner globally. Keeping this in

view, NAAC has introduced the Key indicators pertaining to Yoga like Yoga for Health, Extension of Yogic Ecosystem; Facilities for Yoga Therapy and Learning Resources; Yoga for Peace and Harmony; Yoga for Youth; Application of Yoga, etc. Dr Ganesh Hegde, Adviser, NAAC and Dr. B V Venkataramana, Professor, Karnataka Samskrit University, Bangalore Coordinated the programme and Dr Ruchi Tripathi, Assistant Adviser, NAAC proposed the Vote of Thanks.

Online Workshop on Mechatronics and MEMS

A five-day Online Workshop on 'Mechatronics and MEMS' is being jointly organised by AICTE Training and Learning (ATAL) Academy and Department of Mechanical Engineering National Institute of Technology Warangal, Telangana State during July 05-09, 2021.

The area of robotics has been expanding in a wide range of applications in the fields of industrial, bio-medical, space and underwater exploration. The design and control of the robots that are involved in these applications are quite challenging. A new era of industry 4.0 has increased the adoption of robotics, automation and artificial intelligence in the industries. Researchers and scientists are actively engaged in the advanced fields of robotics to address these challenges. This workshop aims to bring a clear understanding of robot kinematics, dynamicsand control aspects pertaining to industrial applications. It comprises essential theory and hands on session in robot simulation and making of real-time working models of robots. The Course Contents are:

- Mechatronics and Automation.

- Sensors and Actuators.

- Control Systems.

- Mobile Robots Path Planning, Vision System and Navigation.

- Modelling and Simulation of Mechatronics Systems.

- Industry 4.0.

- MEMS Fabrication Techniques and Hand on MEMS Simulation Software.

- Advanced Topics in Unmanned Systems, Defense, Medical, etc.

- Hands on Session of Modelling and Simulation

Using MATLAB Tool Boxes and Building of Real-Time Robots Using AURDINO Microcontrollers and PLC.

For further details, contact coordinator Dr. V Vasu, Associate Professor, Department of Mechanical Engineering,National Institute of Technology Warangal, Telangana State- 506 004, Mobile: +91 8019789214, E-mail: *vasu@nitw.ac.in*. For updates, log on to: *www.nitw.ac.in.*

International Conference on Advances in Robotics

A five-day Online International Conference on 'Advances in Robotics' is being organised by the Indian Institute of Technology Kanpur (IITK), Kanpur, Uttar Pradesh during June 30- July 04, 2021. The conference aims to create a forum to present and exchange new ideas by researchers and developers from India and abroad working in the fields of robotics and its applications. The Topics of the event are:

- Kinematics, Dynamics, Control and Simulation of Autonomous Intelligent Systems.

- Navigation of Unmanned Vehicles – Ground, Aerial, Underwater, etc.

- Robotics-related Computer Hardware, Software, and Architectures.

- Machine Learning and Artificial Intelligence for Robotics.

- Vision and Other Non-contact Sensory Systems.

- Bio-mimetic and Bio-inspired Robotic Systems.

- Tactile and Other Contact Sensory Technology.

- Man-machine Interface and Integration.

- Active Sensory Processing and Control.

- Design of Robotic Mechanisms.

- Medical and Assistive Robotics.

- Virtual Reality and Haptics.

- Humanoid Robots.

- Swarm Robotics.

- Robotic Hand.

- Tele-robotics.

- Safe Robots.

For further details, contact Prof. Ashish Dutta, Department of Mechanical Engineering, Indian Institute of Technology, Kanpur- 208016 (Uttar Pradesh), E-mail: *adutta@iitk.ac.in.*For updates, log on to:*www.iitk.ac.in*

Online International Faculty Development Programme

A five-day Online International Faculty Development Programme on 'Community Service and Sustainable Society' is being organized by the Institute of Management Studies and Research, Maharshi Dayanand University, Rohtak during October 05-09, 2021. The event is sponsored by AICTE Training and Learning (ATAL) Academy, New Delhi. The faculty members of AICTE approved institutions, universities, research scholars, PG Scholars, participants from Government, Industry (Bureaucrats/Technicians/Participants from Industry etc.)/School Teachers and staff of host institutions may participate in the programme.

The community service is the process of assisting ordinary people to improve their own communities by undertaking collective action. It involves unpaid work performed by a person or group of people for the benefit and betterment of their community without any form of compensation. Community service helps people to become active promoters of more peaceful, tolerant, inclusive, secure, and sustainable societies. The main benefit of community service is the creation of a welcoming and inclusive community. Many people participate in community service because they enjoy helping others and improving their community. The community services have become more important in post-COVID-19 era. Community service is a critical component of holistic education as well as Sustainable Development Goals (SDGs). The pedagogy of this programme includes delivering online lectures by subject experts and conducting an online live mediation session. The Subthemes of the event are:

- Community Service.
- Community Service Quality and Management.
- Community Service System Development.
- Resilient and Sustainable Society.
- Community Services and Inclusive Community.
- Community Service Value.
- Corporate Social Responsibility.
- Meditation.
- Human Values and Ethics.
- Community Health Services.
- Community Services and SDGs.
- Health and Happiness.
- Social Outreach.
- Community Services in the Post-COVID-19 Era.

For further details, contact Coordinator, Prof. Ramphul Ohlan, Associate Professor, Institute of Management Studies and Research, Maharshi Dayanand University, Rohtak-124001 (Haryana), Mobile: +91-9812804349, E-mail: *ramphul.ramphul@gmail.com.* For updates, log on to: *www.mdu.ac.in*

Prof. Yedla C Simhadri Passes Away

Prof. Yedla C Simhadri (1941---2021), Former President, Association of Indian Universities, passed away due to COVID-19 related complications on May 22, 2021. He served as Vice Chancellor of Acharya Nagarjuna University, Guntur (Andhra Pradesh); Andhra University, Visakhapatnam; Banaras Hindu University, Varanasi (Uttar Pradesh), Patna University, Patna (Bihar).

Prof. Simhadri was an alumnus of Case Western Reserve University, Cleveland, Ohio where he did Doctoral Studies in Sociology. He completed his Post-doctoral research from Commonwealth Institute, London. He started his teaching career in 1980s as Professor in the Department of Sociology, Andhra University. His services to our nation are invaluable especially during his stint as Member, University Grants Commission, New Delhi and President, Association of Indian Universities (AIU), New Delhi. He was also fondly remembered as 'walking library' due to his profound knowledge in the subject of Criminology.

His demise is great loss not only for his family but also for Higher Education System of the country.

AIU fraternity expresses profound grief on his demise.

THESES OF THE MONTH

SCIENCE & TECHNOLOGY
A List of doctoral theses accepted by Indian Universities
(Notifications received in AIU during the month of March-April, 2021)

AGRICULTURAL & VETERINARY SCIENCES

Food Science & Technology

1. Kimothi, Swati**. Characterization and functional properties of kidney beans (Phaleolus vulgaris) grown in different regions of Himachal Pradesh.** (Dr Y S Dhaliwal), Department of Food Science Nutrition and Technology. CSK Himachal Pradesh Krishi Vishvavidyalaya, Palampur.

Entomology

1. Azmi, Aftarika **Seasonal incidence of major insect-pests of soybean *vis-à-vis* weather parameters and identification of defoliator resistant and/or tolerant soybean genotypes.** (Dr Amar Nath Sharma), Department of Agriculture Entomology, Dr. B R Ambedkar University of Social Sciences, Indore.

Soil Science

1. Chouhan, Narendra. **Evaluation of Rhizosphere response to phosphorus application on soybean grown in vertisols**. (Dr Rashim Singhai and Dr S K Sharma), Department of Soil Science and Agricultural Chemistry, Dr. B R Ambedkar University of Social Sciences, Indore.

BIOLOGICAL SCIENCES

Botany

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