

Dayalbagh Educational Institute (Deemed-to-be-University) Distance Education Programme



# DEI-DEP MAGAZINE

**2023-24**

In Commemoration of  
20 Years of Distance Education  
in DEI

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

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## **Design & Layout**

**Dayalbagh Press, Dayalbagh, Agra**



## **Publisher**

**Centre for Online & Distance Education, DEI**

**Dayalbagh, Agra**

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## DIRECTOR'S MESSAGE

It is indeed an honor and a matter of great privilege to write a message for the 2023-24 issue of the DEI-DEP Magazine which is a special issue commemorating 20 years of completion of DEI's Distance Education Programme.

Initiated in 2004, the program aimed to extend DEI's value-based education to remote and underprivileged areas, focusing on vocational training to enhance employability, especially for economically weak individuals and women. The first program, a one-year certificate in Motor Vehicle Mechanic (Four Wheeler), was launched in Melathiruvankatanathapuram, Tamil Nadu. Over the years, DEI expanded its offerings to include various vocational and degree programs, establishing numerous study centers across India and abroad. The program transitioned to a modular format, allowing flexibility and focused learning. In 2021, DEI was permitted to offer online programs, further broadening its reach. Recent developments include the introduction of open book examinations and the creation of e-learning materials to support online education.

The DEP has significantly contributed to DEI's mission of providing accessible, quality education to diverse populations. I congratulate the entire DEI and the DEI-DEP fraternity for their excellent contributions and yeoman service extended in the last two decades through this programme.

I am sure that under the able and dedicated leadership of Prof VB Gupta the special edition commemorating twenty years of completion of DEI's Distance Education Programme would be an excellent compilation providing a succinct and yet complete view of its remarkable journey over the last two decades in retrospect and further prospects in terms of its future vision.

Prof. C Patvardhan

## **Preface**

The Distance Education Programme of Dayalbagh Educational Institute (Deemed to be University) was launched in the year 2004 to let the benefits of its comprehensive and innovative education system, which is values-based and multi-disciplinary and is linked to work experience and brings about physical, intellectual, emotional and ethical integration of the individual, reach weaker sections of the population, particularly in remote areas, in a cost-effective manner taking advantage of the revolution in communication technology in the country.

The blended mode of education, which combines e-education with traditional face-to-face sessions, has been an intrinsic part of our education process and is a tribute to the vision of the Founding Father of the Distance Education Programme of DEI, Revered Prof. Prem Saran Satsangi Sahab, Chairman of the Advisory Committee on Education, which is a Non-statutory Body acting as a Think Tank for DEI. A number of steps taken at His instance, e.g. alignment of vocational courses with those of National Council for Vocational Training (ITI) courses, modularization of certificate level programmes, daily home assignment system, dual certificate programmes, and many more are all extremely innovative and student-friendly. We run 2-year Wireman and Electrician Courses at certificate level with the option to exit after 1 year. We allow lateral entry to distance education certificate level students in the on-campus diploma programmes. Our distance students in university level programmes compete with on-campus students for Director's medal and other rewards. The Open Book Examination system introduced recently is another example of innovation – it lays emphasis on concepts and not on memory.

The course material was prepared by teams of Subject Experts from academia and industry and after review it was presented in ACE before being printed in the form of books at Dayalbagh Press

for distribution to students. This ensured high quality of the course material.

Right from its inception, DEI has paid attention to the inculcation of values in students. The towering structure of DEI stands on the bedrock foundation of innovation provided by DEI Education Policy formulated by Revered Dr. M. B. Lal Sahab. Revered Prof. P.S. Satsangi Sahab used the Interpretative Structural Model to show that there are 93 elements of values in the model and it is noteworthy that the values specified in the National Education Policy (NEP) 2020 document are mostly present in DEI Education Policy of 1975. Values are imparted through Core courses, Community services, etc. Case studies have shown that these studies produce a calm and contemplative atmosphere creating positive disposition towards learning and the teaching also shows an improvement.

Having received the necessary approvals from the Statutory Bodies, we established Study Centres (94 in India and 7 abroad) and added a number of educational programmes. These allowed us to take education to the doorstep of the students and thus spread its fragrance all over the globe through distance education. Moreover a regular presentation on the progress made in the Distance Education Programme by the DEP Coordinator before the Advisory Committee on Education (which meets once in two months), allowed us to receive Gracious Guidance on a regular basis. The result is that a high quality, innovative, value-based and robust distance education programme with several unique features which are “difficult to replicate” came about and was widely appreciated – a senior officer of the then Ministry of Human Resource Development, who represented them in our Governing Body, called our programme a role model.

We felt the need for documenting the genesis and evolution of this unique programme so that those who follow us get a flavour of its sanctity and keep its important features intact.

We had already written nine instalments covering the first fifteen

years of the programme and published them in our Newsletter (DEI-DEP News) in the November, 2019 to September, 2020 editions. Shortened versions of these combined with a brief account of the developments in the next five years are now presented as a single article covering 20 years of its successful completion with improved readability in this Annual edition of DEI-DEP Magazine for 2023-24. In addition to these, a few contributions by the staff and alumni on how they view this programme and how this outreach has impacted society are also included.

**Prof. V.B. Gupta**  
**Coordinator, DEI-DEP**

# **TWENTY YEARS** **OF** **DISTANCE EDUCATION IN DEI**

V.B. Gupta, Coordinator,  
Online and Distance Education Programme, DEI

## **1. To Begin from the Beginning**

On Jan 1, 2004, while addressing the ex-students of DEI during the customary tea, the Revered Prof. P.S. Satsangi Sahab first traced the history of education in Dayalbagh starting from the sowing of the seed in 1915 followed by sprouting on 1<sup>st</sup> Jan, 1917. The sapling grew slowly and steadily and now that the tree is 87 years old, the question that arises is: what further initiative can be taken if the new culture of Dayalbagh has to spread to other parts of the country and abroad? He was pleased to provide an answer as follows: The way forward for us to tread has been shown by our Param Gurus. The branches of Satsang are spread all over the country and abroad. The Satsang colonies and industries are also developing and growing in various parts of the country. Therefore decentralisation of educational activities should also take place. In this context the mandate of Param Guru Huzur Dr. M.B. Lal Sahab in 1997 to have a university in Melathriuvankatanathapuram in South-Tamil Nadu in 50 years time was also mentioned.

In His Autobiographical Retrospectives published in International Journal of General systems ( April 2006), Revered Prof. P.S. Satsangi Sahab remarks “.....The new initiative on distance education was an offshoot of our efforts on behalf of ACE to extend the benefit of Vocational training via distance mode of education to remote and backward areas for empowerment of economically weak persons especially women who did not have access hitherto to quality education at affordable low cost or even free of cost”. The basic philosophy laid down in these words still guides the distance education programme of DEI, which embodies the following broad-based objectives:

- (i) To extend the benefit of the value-based educational system of Dayalbagh (which has been commended by educational authorities all over the country) to other centres spread

across India and abroad.

- (ii) To provide need-based education: enhancing employability.
- (iii) To target geographically remote and backward areas.
- (iv) To offer education on a no-profit basis.
- (v) To remain aligned with the National Programme to uplift underprivileged and backward societies and empowerment of women.

## **2. The First Experiment in Distance Education**

There is no doubt that the prophetic words of Param Guru Huzur Dr. M.B. Lal Sahab were kept in the forefront when the new initiative on Distance Education was taken by Dayalbagh Educational Institute (Deemed University) in 2004 and Melathiruvengkatanathapuram was chosen for its first distance education programme. This was a very well thought out one-year certificate level need-based vocational programme in Motor Vehicle Mechanic (Four Wheeler).



### **Information Centre, MTV Puram    Remounting of Engine, MVM Practical**

The programme was predominantly practical and its objective was to develop working skills. It was designed and developed by DEI faculty in the multi-media blended education mode. This mode of distance education supplements the self-study component with e-lessons captured on DVDs and face-to-face tuition by qualified and competent faculty, which contributes significantly to the learning process, particularly of academically weak students as it assists them in clarifying concepts and clearing doubts.

The two to three hours of classroom contact carried out for six days in a week for fifteen working weeks in a semester is what makes the distance education programme of DEI unique.

Each class starts with a video CD/DVD of about half an hour duration in which the subject matter of a particular lesson is presented in an interesting manner with a lot of support from visual images which arouse the interest of the student in the subject and motivate him to gain further knowledge in that area with the help of printed lessons. Both the audio-visual and the print material are made available to the study centre by DEI.



**MVM Class Room at MTV Puram**

The sanctioned student strength per centre for the Motor Vehicle Mechanic programme was kept at 20 (so that individual attention could be paid to each student) and 16 students joined it at MTV Puram. Two students dropped out later and 14 completed the programme and were awarded certificates. They got appropriate placements.

The fee for the programme was fixed at Rs. 500/- per semester and students who could not deposit the whole amount, were allowed to pay it in instalments.

The minimum eligibility criterion for entry into the certificate programme was VIII<sup>th</sup> pass in keeping with what was followed by the Industrial Training Institute in the area for parallel programmes. (Later this was raised to X<sup>th</sup> pass).

The human face of these programmes was in keeping with the clear-cut objectives of distance education drawn up by DEI at the very start of the planning process.

It is interesting to recall some details of this first distance education programme of DEI:

- (i) Since no technically qualified persons were available in this remote village, a qualified staff member of DEI with sufficient experience in the subject was deputed to be the mentor for this programme. Mr. S. Prem Kumar ran this programme successfully for several years.
- (ii) An initial grant of Rs. 35,000/- was provided by a Dayalbagh charitable society of the Sabha for buying tools, a TV set, DVD player, etc.



- (iii) The medium of instruction for the programme was Tamil.
- (iv) The students showed a lot of interest in the programme and attended it regularly and after completing this course were assisted with appropriate placement.

The success of the MTV Puram experiment led to the next step which was to prepare the Hindi version of the Study material (both printed text and DVDs) and in July 2005, the MVM (4W) programme was launched in two more Study Centres, viz., in Timarni (a small township in the tribal belt of Harda district in Madhya Pradesh) and Ludhiana (a transport hub of Punjab). The programme has been running in these two Centres since then.



**Motor Vehicle Mechanic (MVM)  
Practical at Timarni Centre**



**Information Centre, Ludhiana**

The successful completion of the first experiment in distance education of DEI in which the certificate holders of MVM (4W) in the three Centres got gainful employment led the University to enter the next phase with a few more programmes and establishing some more Centres. Preparatory steps were also taken to ensure that statutory requirements were met and necessary government approvals were obtained. This phase may be called the field testing and preparatory phase.

### **3. Field Testing and Preparatory Phase**

The field testing and preparatory phase played a very important role in the growth and development of the Distance Education activity of DEI. A few programmes were developed for being conducted in the distance mode and field-tested. Amongst the preparatory steps before moving into the expansion phase were the obtaining of government approvals, the holding of workshops, designing a model for growth, spelling out the roadmap for the



future growth by the Revered Chairman of ACE, etc.

### **3.1 Four more programmes developed and launched**

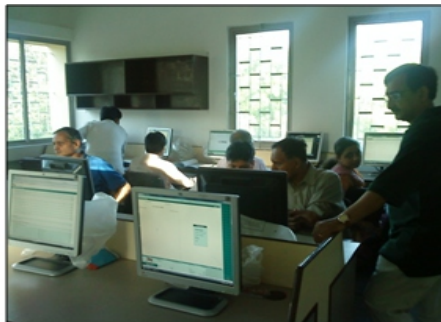
While the Motor Vehicle Mechanic (4W) programme continued to run in the 3 Centres listed above, preparation of the course materials for three additional programmes, viz. those on Theology, Modern Office Management & Secretarial Practice and Textile Designing & Printing was taken up by teams of DEI faculty - in the case of the latter two programmes in collaboration with experts from industry and other organisations. These teams completed the task so that it could be ready to be offered in the distance mode from the session 2006-2007.

In the meeting of ACE held on 20<sup>th</sup> May, 2006, brief presentations on these programmes were made by the respective coordinators who had been assigned this task.

The two one year certificate level programmes on MOM&SP and TD&P were e-inaugurated by the Revered Chairman of ACE from the Multi Media Lab on 31<sup>th</sup> July, 2006 to start at the DEI Study Centre in Soami Nagar, New Delhi.



**Information Centre, Soami Nagar (New Delhi)**



**Counseling Session in progress**

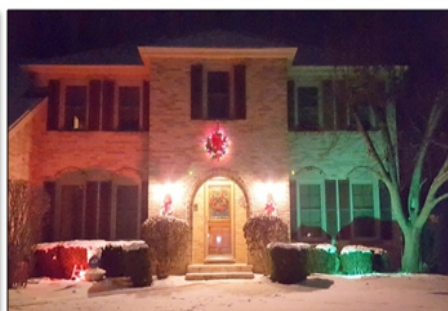
Just like the Motor Vehicle Programme, these two programmes had been running in DEI in the regular mode for sometime before they were offered in the distance mode. These programmes are also running satisfactorily for the past several years.

In August 2006, a one-year post-graduate diploma programme in Theology designed and developed by the faculty

in DEI was launched in New York & Chicago Study Centres. This programme is also running quite satisfactorily (now as online MA (Theology) first year programme).



**Students Attending Class in  
New York Centre**



**Chicago Centre**

### **3.2 Approvals from Statutory Bodies of the Government**

In 2006, when DEI was planning to expand its distance education activity, the promotion, coordination and maintenance of standards of distance learning system in India was the responsibility of the Distance Education Council (DEC) established under statute 28 of the IGNOU Act of 1985.

With the field testing phase of DEI's Distance Education Programme showing a high degree of success, the Institute took the first step (as prescribed in DEC Guidelines (2006) that the parent institution which intends to start or which has already started Distance Education, should have a provision in its Act/MOA for running Distance Education Programme(s)) by approaching MHRD vide its letter of 17<sup>th</sup> May 2006 with the request to amend its Memorandum of Association (MOA). A copy of this letter was sent to UGC. On the recommendation of UGC, MHRD approved this request of the University on 5<sup>th</sup> July 2007 and as a consequence, the following two clauses were added to the University's MOA:

Clause 3(3) The Institute may found, maintain, run or assist other campuses or develop faculties and facilities for advancement of education: moral, mental, social, cultural, physical, scientific, technical, industrial, commercial, management, vocational, agricultural, medical, legal and general.

Clause 3(4) The Institute may impart value and need based education in all its forms and all levels, in open and Distance Learning Mode at any location in the country or abroad with a view to achieving the objects mentioned of the Institute.

### **3.3 Two Additional Notable Preparatory Steps**

One of the requirements for recognition of an Institution for offering programmes in the distance mode was that the printed study material will be in the self-learning format, as prescribed by IGNOU.

Accordingly, a three-day workshop on “Development of Self-Instructional Print Material (SIM)” was held in DEI on Nov. 26-28, 2006 in which two resource persons from the Staff Training and Research Institute of Distance Education (STRIDE), IGNOU, New Delhi, gave a series of seminars on various aspects of this subject. Over 100 participants from DEI and from the various teams which had developed the study material for the programmes being conducted in Study Centres and also those involved in developing course material for courses planned for the future, attended the workshop.

Another important step was taken to ensure that the literature to offer quality education of the highest standard was ready and that it was available at affordable cost. A committee was constituted to examine the course and credit structure of the various programmes being offered in the Distance Mode with the view to standardize them. After completing the task, a presentation was made in the ACE meeting held on Dec. 2, 2006. As a result of this exercise, standardization of the course material and of the credit structure for all the five vocational programmes was achieved. The print material for the various courses offered by the DEI in Distance Mode was reformatted to fall in line with IGNOU's norms for SLM and was submitted to the Academic Council of DEI for approval. As a result, vast amount of literature in the self-learning format was generated. It was also decided to get the books published by Dayalbagh Press and these have since been handed over to the students (when they register for the semester) in the Study Centre free of cost.

### **3.4 One More Programme Launched**

Another one year certificate level programme on Wireman was designed and developed by DEI faculty in Electrical Engineering Department of DEI Technical College in Hindi. This programme was e-launched by the Revered Chairman of ACE from the Multi Media Centre of DEI on 30th July, 2007 in Patna and Ludhiana.



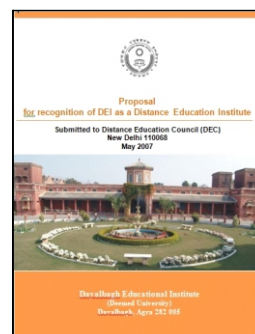
**Wireman Counselling Session in Progress at  
DEI Study Centre, Patna**



**Wireman Practical Session at  
DEI Study Centre, Ludhiana**

### **3.5 Another Major Step**

The next major step taken by DEI was in consonance with the procedure prescribed in the Distance Education Council (DEC) Guidelines (2006) for seeking recognition from DEC for starting Distance Education Programmes. This required that an application be submitted by the Institute on the proforma prescribed by DEC. Accordingly a proposal giving all the required information/documents for recognition of DEI as a Distance Education Institute was submitted to DEC on 25<sup>th</sup> May, 2007.



**Proposal for Recognition of DEI  
as a Distance Education Institute**

Soon thereafter came the provisional recognition for the academic year 2007-2008 from Distance Education Council vide their letter dated August 31, 2007 which stated that:

We would like to inform you that your university has been granted provisional recognition for offering programmes (approved by the Statutory Bodies of your university) through distance mode for the period of one year w.e.f. the date of issue

of this letter.

We would also like to inform you that the DEC has decided not to insist on territorial jurisdiction to be followed by institutions in offering programmes through distance mode and on that matter universities should be governed by their own Acts and Statutes.

This meant that in our case we could open/establish Study Centres anywhere in India or abroad. This led to the expansion of the Distance Education programme of the University with a number of Study Centres being established all over the country, as described later.

### **3.6 The Roadmap for DEI's Distance Education Programme**

In His Address on Distance Education to the Regional Presidents of the Radhasoami Satsang Sabha on September 3, 2007 in the Sabha Meeting Hall, the Most Revered Chairman of the Advisory Committee on Education laid out the Road Map for the programme, with emphasis on the issues that needed immediate and urgent attention. He drew the priorities to be followed and urged caution (e.g. by checking with the local authorities) wherever the programmes are started in buildings other than schools, so that adverse reaction is avoided.

Some highlights of the Address are summarized below:

- (a) The first priority remains the taking of necessary initial steps so that the mandate of the Most Revered Founder of DEI to have a University established in MTV Puram is fulfilled. To achieve the goal in its simplest form, the best option is to announce the formation of a Satellite Campus there starting with four one year certificate vocational programmes viz.,
- Motor Vehicle Mechanic (already running),
  - Modern Office Management & Secretarial Practice,
  - Textile Designing & Printing, and
  - Wireman

Right now, planning should be done with what already exists, going only for minimal new structure. The infrastructural needs can be minimized by staggering the time schedules for



different programmes.

A few satellite campuses can come up later, particularly in those locations where these courses have already been running and where the basic minimum structure exists eg. Timarni, Rajaborari, Ludhiana, New Delhi and one or two other places.

- (b) The law of the land allows educational activity wherever schools exist. So, we should first identify Satsang Schools for Distance Education Programmes and make a start. In other places, if appropriate structures are available at economic rates on long-term lease or such similar arrangement, they can be considered for distance education purposes after checking with local authority/ administration to make sure that no hurdles will arise for distance education programmes conducted there. Uptill now these programmes were conducted for field testing of our communication systems and the activity went on silently. Now that recognition has been obtained, we will be more visible and have to be careful.
- (c) Firm location and a contact person are essential for installation by ISRO of Satellite Interactive Terminals in selected study centres. These must engage utmost priority of the Regional Presidents and Regional Secretaries.
- (d) Capital costs for the terminals and their installation, the essential equipment and furniture, etc. in the classrooms and the equipment, tools and infrastructure for the Laboratory/Workshop for practical work could be paid for by DEI/Educational societies/AADEIs. Recurring expenses must be met from the fees charged from the students, i.e., the programmes must be run on self-financing basis on the same pattern as the DEI self-financing programmes.
- (e) Diploma, Degree and Post-Graduate diploma programmes will follow for the 2008-09 session. For these programmes, new building can be considered and the expenses involved in such work have been estimated in a paper dealing with the requirements for study centres and satellite campuses (briefly described in the next sub-section)
- (f) The Distance Education Programmes can be supplemented by Personal Contact Programmes (PCPs). [Note: PCPs can be conducted at DEI during summer vacations involving

intensive teaching and training and direct interaction, examination, etc.]

- (g) The practical work requiring expensive/sophisticated instruments and equipment can be done at DEI Laboratories/Workshops during summer vacation. The students can stay in hostels which will be vacant at that time.
- (h) On-line programmes should also have regular mentors.

**Note: We are happy to state that following the priorities laid down, almost all the Gracious mandates have been addressed and further work continued as per the Guidance provided from time to time.**

**Coordinator, DEI-DEP**

### **3.7 The Requirements Model**

In the ACE meeting held on 22<sup>nd</sup> Sept., 2007 a working paper dealing with Requirements for creation and sustenance of DEI Distance Education Learning Centres and Satellite Campuses was presented. This paper first lists the basic requirements that a Study Centre must satisfy and then outlines three models for setting up

- Study Centres for conducting programmes based on theoretical courses.
- Study Centres for conducting programmes with predominant practical content, and
- Satellite Campuses having more comprehensive coverage.
- The capital costs involved in building construction, classroom infrastructure /equipment and equipments/instruments/tools for conducting practical work have been given in the paper. The norms laid down have been and are being used for establishing new Study Centres.

### **3.8 Expansion of MTV Puram Centre**

On 1<sup>st</sup> Oct. 2007, three additional (in addition to the MVM-4W) programmes were e-launched by the Revered Chairman of ACE from the DEI Multi Media Centre at MTV Puram. These were MOM&SP, TD&P and Wireman. This made MTV Puram the largest Centre with most number of programmes and students.

Thus, within three years, five educational programmes had

been developed and were running in five Study Centres in India and two in North America. This phase of evolution of the Distance Education Programme of DEI after the first experiment, allowed field testing to be done and a considerable amount of experience was gained as a result. During this period, the Distance Education Programme maintained a low profile and low visibility.

### **3.9 Steps Taken for Establishing Study Centres**

Anticipating approval from DEC, the possible locations for DEI Study Centres had been identified and proposals were received from all over the country for opening new Study Centres and starting in them one or more of the four vocational programmes described earlier. These proposals had been designed as per the specification laid down in the 'Requirements Model' and in particular keeping in view the following Guidance received from the Revered Chairman of ACE- “Right now, planning should be done with what already exists, going only for minimum new structure. The infrastructure needs can be minimized by staggering the time schedules for different programmes”. In all, proposals for 21 new Study Centres were approved on the basis of guidelines listed earlier.

Another important step was the organization of a 3-day training-cum-orientation workshop in the DEI on Oct 23-25, 2007 for Distance Education Academic Staff and Centres-in-Charge who were to man the programmes in different Study Centres in India starting on Oct. 29, 2007.

The Centres-in-Charge, mentors and facilitators from the Study Centres were briefed on a number of academic and administrative issues. They were handed over the study material (DVD's containing e-lessons and books containing printed lessons), lists of classroom equipment, equipment for labs/workshops including computer lab, semester schedule and continuous evaluation schedule, proformas for



**Some Books Containing Printed Matter**



monthly report and student feedback and forms for application, registration and enrolment of students. They were also provided a copy of duty chart containing guidelines for mentors, facilitators, centres-in-charge and other staff of the Study Centre.

#### **4. The First Phase of Expansion**

The first part of the expansion phase commenced with the launching of one or more of the four vocational programmes on 29<sup>th</sup> Oct., 2007 in 21 new Centres in India which are listed below:

Andhra Pradesh	:	Kadapa, Kakinada, Moosapet, Proddatur, Secunderabad, Visakhapatnam (Dayal-Nagar), Visakhapatnam (City)
Haryana	:	Faridabad, Panchkula
Maharashtra & Gujarat	:	Mumbai, Surat
UP & UK	:	Allahabad, Dehradun, Derhgaon, Jhansi, Kanpur, Mirzapur, Muzaffarnagar, Roorkee, Varanasi, Saharanpur

Keeping the significance and importance of this momentous occasion in view, a 30-minute orientation programme was telecast from the Multi-media Centre and relayed to the various locations of the old and new Study Centres. A number of faculty halls in DEI also received the transmission and faculty and students could watch the proceedings from there. Those present in the Dayalbagh Satsang hall had the privilege of participating in this programme in the Gracious Presence of Revered Chairman of the Advisory Committee on Education. The programme commenced at 4:30 PM. Three short presentations on Education at DEI, Distance Education at DEI, and the Continuous Evaluation System were first made. These were followed by a 10 min. Documentary on DEI. The solemnity of the occasion had an almost palpable effect on everybody and the impact of great stride that the Distance Education activity of DEI had taken was clearly visible.

This heralded the end of the successful field testing phase and a new chapter in the history of Distance Education Programme of DEI.

It is noteworthy that with effect from 29<sup>th</sup> Oct, 2007, the number of Centres increased from 5 to 26, the number of centre-based programmes being conducted in Centres from 10 to 49 and the number of students in Study Centres from 118 to 542.

A few photographs of the centres or theory / practical classes being taken in the centres listed above are shown below:



**Kakinada Centre**



**Proddatur Centre**



**Secunderabad Centre**



**Visakhapatnam (DN) Centre**



**Visakhapatnam (City) Centre**



**Faridabad Centre**



**Mumbai Centre**



**Surat Centre**



**Allahabad Centre**



**Dehradun Centre**



**Derhgaon Centre**



**Jhansi Centre**



**Kanpur Centre**



**Mirzapur Centre**



**Muzaffarnagar Centre**



Roorkee Centre



Varanasi Centre

## **5. The Second Phase of Expansion**

With the four one-year certificate level vocational programmes running satisfactorily in 26 Study Centres, it was decided to introduce another programme in the Distance Mode. This was the one year certificate level programme in 'Dress Designing & Tailoring' (DD&T), which was already being offered at DEI by the DEI Technical College (Women's Wing) with support from the Department of Home Science, Faculty of Arts, DEI. The preparation of study material (printed text in the self-learning format and e-lessons captured in DVD's) of the second semester courses was taken up in the first instance. It was planned to start this programme on Jan. 1, 2008 with a 4-day bridge course followed by the second semester courses and then to continue with the regular 1<sup>st</sup> semester batch admitted in July, 2008. This rather novel format was suggested by the Revered Chairman of ACE. The Centres responded very enthusiastically to this programme culminating with the e-launch of the DD&T programme by the Revered Chairman of ACE on 1<sup>st</sup> Jan 2008 from Bathinda at 30 Study Centres in India. Earlier, the study material for this programme was e-released by the President, DEI from the Multi-Media Centre. A total of 234 students were enrolled for this programme.

Twenty of the thirty Centres hosting the DD&T programme were new – these are listed below:

Andhra Pradesh	:	Kurnool, Srikakulam, Vijaywada, Vizianagram
Bihar	:	Murar
Tamil Nadu	:	Chennai, Madurai, Srivilliputtur
Uttar Pradesh	:	Meerut
Madhya Pradesh	:	Gwalior, Indore, Rajaborari
Union Territory	:	Chandigarh



Punjab	:	Jalandhar
Jammu & Kashmir	:	Jammu
Himachal Pradesh	:	Dharamshala
Haryana	:	Yamuna Nagar
Jharkhand	:	Jamshedpur
Maharashtra	:	Nandurbar
Delhi	:	Shahdara

A few photographs of the buildings of the Centres listed above or theory/ practical classes being held in them are shown below.



Information Centre, Kurnool



DD&T Practical Session at Srikakulam



Information Centre Vijayawada



DD&T Practical Session at  
Vizianagram



Information Centre  
Murar



DD&T Class in Progress at  
Chennai



DD&T Class in Progress at  
Srivilliputtar



Information Centre  
Gwalior



DD&T Class in Progress  
at Indore



DD&T Practical Work at  
Chandigarh



DD&T Practical Work at  
Jammu



DD&T Class in Progress  
at Dharamshala



Class in Progress at Jamshedpur



DD&T Practical Work at Shahdara

The students, staff and other functionaries of the Study Centres could witness and participate in the inaugural function, which was held at around 4:30 PM through the e-Satsang network. After the inauguration, an orientation programme was organized in the Study Centres for which a CD had already been supplied to them. For the rest of the week, i.e. from 2<sup>nd</sup> Jan to 5<sup>th</sup> Jan, 2008, they did a bridge course which had been especially prepared to take care of the semester inversion, viz. the second semester courses being done before the first semester courses. From 7<sup>th</sup> Jan onwards, the normal course work started for which the material (printed lessons and DVD's) had already been supplied to them earlier when the mentors had attended a training programme at Dayalbagh from Nov. 22 to Dec. 15, 2007. Subsequently, Unit 2 of the course material was sent to the thirty Study Centres, and this met the requirement of study material upto the middle of February, 2008. The remaining study material was supplied in time and kept pace with the programme.

It is worth pointing out that with the start of DD&T programme in Jan, 2008, the number of Centres increased from 26 to 46, the number of Centre-based programmes from 49 to 78, and the number of students from 542 to 740.

### NOTE

**It is worth pointing out that DD&T has been a highly successful programme with around 5000 female students completing it upto 2023-24 and several of them are working as entrepreneurs, thus setting a good example of women's empowerment.**

Coordinator, DEI-DEP

### **5.1 Some other Noteworthy Developments**

The following significant developments during this period of expansion are noteworthy:

- **Placement of Students:**

DEI-APAC (Alumni Placement Assistance Cell) kindly offered to coordinate placement assistance work for registered students of DEI Study Centres. This helped students who were interested in a job, to get appropriate placement. In addition, in the years to come, APAC Coordinators also assisted those who wanted to start earning on their own and become entrepreneurs by providing them guidance and assistance in selling their products in the initial stage.

- **e-lessons for Core Courses:**

A team was constituted by the Director, DEI to prepare e-lessons in the form of 30 minute DVD's for each of the 15 lessons of Course no. CRC 241 entitled Comparative Study of Religion, which is a core course for all the one-year certificate programmes of DEI. These DVD's are made available to all Study Centres offering certificate level courses.

- **Refresher Course for Mentors and Facilitators:**

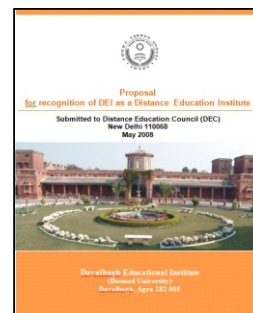
A 10-day refresher course for mentors and facilitators scheduled to be held from June 18, 2008 in DEI had drawn response from a number of Study Centres for training mentors and facilitators for different programmes. (Such training-cum-orientation programmes were organised every year in DEI for Distance Education Staff till the corona virus pandemic in the summer of 2020)

### **5.2 Continuation of Provisional Recognition for 2008-2009**

As stated earlier, DEI was granted provisional recognition to conduct programmes in the distance mode for one academic year (2007-2008) by the Distance Education Council (DEC), IGNOU. A very detailed proforma had been introduced by DEC for submitting subsequent proposals for recognition

with the data relating to both the University and the Distance Education programmes and Study Centres. The proposal containing 22 appendices was ready to be submitted in early May, 2008.

A three-member team from DEI visited IGNOU on May 9, 2008 and submitted the proposal for continuation of recognition of DEI as Distance Education Institute to the Chairman, Distance Education Council, IGNOU, who assured the team that extension will be accorded soon. The Chairman also informed that the Minihub of IGNOU was ready in all respects and could be activated at any time.



Proposal for Recognition of DEI as a Distance Education Institute

### **5.3 Satellite Campus (later redesignated as ICT Distance Education Centre) at MTV Puram**

The three-member Institute team apprised the Revered Chairman of ACE on 10<sup>th</sup> May, 2008 in the morning fields of the developments as conveyed by the VC of IGNOU and Chairman DEC. Revered Prof. P.S. Satsangi Sahab was pleased to tell the Director and other senior faculty of DEI present there that the time had come for MTV Puram to become a Satellite Campus of DEI and that DEI should now make arrangements for celebrating this momentous occasion in a befitting manner. The blueprint for this historic event was spelt out in detail and from that day preparations started.

Through Grace, the Satellite Interactive Terminal was installed at MTV Puram on 19<sup>th</sup> May, 2008 and clear pictures were obtained from the IGNOU and Ahmadabad hubs.

It was on 9<sup>th</sup> June, 2008 that the inaugural function presided over by Mr. Prem Kumar, President DEI and Sabha, was held in the presence of Gracious Huzur with 800 persons participating in it in person at MTV Puram and many more witnessing the function being transmitted through the EDUSAT Satellite. Prof. T. Karunakaran, Ex-Vice Chancellor of the Gandhigram Rural University inaugurated the first Satellite Campus of DEI at MTV Puram. On this solemn occasion, in response to the

humble request by the President, Revered Prof. P.S. Satsangi Sahab delivered the following discourse and gave His Blessings:

*"...Today is a grand gala occasion of great rejoicing for The Dayalbagh Educational Institute as well as the Dayalbagh Satsang community as it marks the fulfillment of the dream of our Revered Leader and Founder Director of Dayalbagh Educational Institute, Revered Dr. M.B. Lal Sahab. You have already been informed that the Third Revered Leader of the Faith Who held Satsang in Varanasi and Allahabad had articulated another dream in the beginning of the 20th century, at a time when the Satsang community did not even have its Headquarters and its size was perhaps about a thousand and so in terms of numbers. This dream was about establishment of the University in Satsang community. It took about seventy five years to realize this dream in May 1981, with the establishment of Dayalbagh Educational Institute as a Deemed University. It is by sheer Grace of the Supreme Being that the fulfillment of the dream of the Founder Director which was expressed about eleven years ago is taking place so soon and in our own lifetime. As you have already learnt, it was four and a half years ago on January 1, 2004 that a sketchy Blue Print emerged for realizing this little dream. Six months, later, seeds were sown in the form of establishing the First Distance Education programme at Melathiruvencatanathapuram. And today, we have the First Satellite Campus of Dayalbagh Educational Institute which has been created with a glorious future ahead of it. It is in the fitness of things that this campus has come up in a rural area where 73% of the Indian population still resides. We have large number of universities but very few which are located in the rural areas as such. However, as repeatedly emphasized by all learned speakers, it is a continuous quest for excellence with relevance, so as to achieve the ultimate objective of education – 'Sa Vidya Ya Vimuktaye' – education which will grant complete emancipation, freedom from all pain and misery and everlasting happiness.*

*I, therefore, wish you god-speed, nay god-realization. In other words, somewhat after the idiom of Sir Sarvepalli Radhakrishnan regarding Gita, Param Purush Samsparsan i.e. Param Sat-Chit-Anand Prakash Samsparsan. Thank you*



*very much. Radhasoami.”*

## **NOTE**

Presently an off-campus of DEI is coming up in MTV Puram close to the ICT Centre.

After a brief tea break, the congregation re-assembled for the DEI Diamond Jubilee Lecture, which was delivered by Prof. Ashok Misra, Director, IIT Bombay on the topic 'Higher Technical Education – An opportunity for India'.

The 9<sup>th</sup> of June, 2008 will go down as a Red Letter Day in the history of the Distance Education Programme of DEI as it was on this day that the first Satellite Campus of DEI was inaugurated at Melathiruvenkatanathapuram.

## **5.4 Addition of Seventeen new Centres in July, 2008**

The academic year 2007-2008 started with 26 Study Centres. With the addition of 20 new Centres in Jan, 2008, the number of Centres rose to 46. Proposals for starting new Centres were being received in fairly large numbers and seventeen of these were approved. This raised the number of Centres in India from 46 to 63. The seventeen new Centres were:

Andhra Pradesh	:	Hanamkonda
Delhi	:	Karol Bagh
Haryana	:	Ambala City
Jharkhand	:	Ranchi
Karnataka	:	Bangalore
Maharashtra	:	Nagpur, Pune
Orissa	:	Rourkela
Punjab	:	Amritsar
Rajasthan	:	Ajmer, Jaipur, Kota
Uttar Pradesh	:	Adanbagh, Agra City, Ellora, Lucknow
West Bengal	:	Kolkata

A few photographs of the buildings of the Centres listed above or theory / practical classes being held in them are shown in the next page:



**DD&T: Practical Session  
Karolbagh Centre**



**Ambala City Centre**



**Wireman: Practical Session at  
Nagpur Centre**



**Class in Progress at Amritsar  
Centre**



**Class in Progress at Ajmer  
Centre**



**Jaipur Centre**



**Practical Session at Kota  
Centre**



**Class in Progress at  
Adanbagh Centre**



**Class in Progress at Agra  
City Centre**



**Ellora Centre**



**Lucknow centre**



**Class in Progress at  
Kolkata Centre**

## 5.5 Addition of Two New Programmes from July, 2008

Another significant development was the finalization of the decision on the new Distance Education Programmes to be launched by DEI from July, 2008. A circular had been addressed to the Centres-in-Charge asking them to identify educational programmes that they would like DEI to run in the distance mode. From the responses received, the following two programmes were selected:

- (i) Three-year undergraduate programme leading to B.Com (Hons) degree: co-educational, eligibility Intermediate (with Commerce) pass, (sanctioned intake:20 per centre), and
- (ii) One-year post-graduate programme leading to Diploma in Computer Science and Applications (PGDCSA). Eligibility: Graduate in Maths or post-graduate in Maths or Engineering graduate. Open to both male and female candidates (sanctioned intake: 10 per centre).

Thus in July 2008 a total of 8 programmes were being offered – 5 at certificate level, one at UG degree level (B.Com Hons) and two at PG diploma level (PGDCSA and PGDT). The number of Centres was 63 in India and 5 abroad. The number of students rose from 740 in January 2008 to 1433 in academic year 2008-2009.

A novel feature of the B.Com (Hons) programme was that a number of courses of the one year certificate programme in Office Management and Secretarial Practice were included as work experience courses and half courses. Thus a student registering for B.Com (Hons) sitting through these courses will earn a certificate in MOM&SP in addition to the degree earned.

## **5.6 Addition of two more Satellite Campuses**

As already stated earlier, the first Satellite Campus was inaugurated in MTV Puram on June 9<sup>th</sup>, 2008. Responding to the proposal submitted by the Radhasoami Adivasi School Society, Dayalbagh and the Soami Nagar Schools Society, New Delhi, the Governing Body of DEI, after due deliberation in their meeting held on 19<sup>th</sup> August, 2008 concluded that the situation is ripe for the establishment of a satellite campus at Timarni-Rajaborari in Harda district in Madhya Pradesh for the benefit of the tribal people and also that a satellite campus needs to be established in Soami Nagar, New Delhi where an IT Centre had already been set-up with support from AADEIs. Vide resolution no. 39, the Governing Body resolved that the proposals for developing the above two satellite campuses are approved.

The second satellite campus of DEI was inaugurated at the IT Centre in Soami Nagar, New Delhi by the Revered Chairman of

the Advisory Committee on Education on 14<sup>th</sup> Dec, 2008. It was also designed to serve as the second teaching end for the Distance Education Programme of the University.

The third satellite campus of DEI was being developed at Timarni – Rajaborari in Harda district of Madhya Pradesh mainly for the benefit of Tribal people. The Distance Education Programmes being conducted there were quite successful in fulfilling the objectives.



**Class in Progress at Soami Nagar, New Delhi**



**Practical Session at Timarni Centre**



**Rajaborari Centre**

## **5.7 Library services for Study Centres**

The following report on this aspect was presented in the ACE meeting held on 11<sup>th</sup> Oct, 2008:

In response to a circular urging Study Centres to set up libraries for which funds had already been made available to them, a number of Centres wrote to the HQs stating that they were having difficulty in procuring the books prescribed for different programmes. The possibility of providing assistance in procuring books to Study Centres and in setting up libraries by the DEI Central Library was considered and the Faculty Librarian – Gr I of the Central Library of DEI was appointed as Coordinator, Distance Library Services by the Director, DEI

vide an Office Order dated 26<sup>th</sup> Aug, 2008. Accordingly the Study Centres were informed that all support in this area will be extended to them. A powerpoint presentation was made on procuring and processing books, and maintaining libraries at Study Centres before the Study Centres In-charge, mentors and facilitators during a training-cum-orientation session.

Uptill 2008, the assistance has been extended to 35 Study Centres in India and abroad in procuring books and setting up libraries. Books were procured on their behalf and the required information on maintaining a library accession register including the format of the proforma was supplied to the Study Centres.

A small space in the Periodical Section of the DEI Central Library was identified for keeping books related to the existing Distance Education Programmes in separate almirahs, for the consultation of Distance learners whenever they visit the HQ for PCPs or otherwise, and also for the convenience of the course coordinators. One set each of the books suggested for Study Centre libraries was also proposed to be kept in this section.

A blog on Distance Library Services was created and launched for the convenience of interaction of distance learners with the Coordinator for various information resource-related queries and help. It contained links to different e-books, e-journals, encyclopaedias, and other useful resources and was updated regularly. The information regarding this initiative was circulated to all Study Centres and it received positive response.

## **6. A Historic Satsang Tour:**

The Satsang Tour of May-June, 2009 from Dayalbagh to Timarni – Rajaborari was a unique and historic event designed to bring about a holistic transformation of that remote region and its people. The blueprint for this was laid out in the Discourse of the Most Revered Chairman of Advisory Committee on Education delivered after the evening Satsang on 25th April, 2009 when we were told:

“.....but now it should be possible to introduce a



number of programmes in higher education which might range over a whole spectrum of Diploma courses, Engineering Degree Courses, B.A degree, Management degree courses and post-graduate courses and even Research degree courses. It is quite likely that whatever courses are available in the Main Campus of DEI might get gradually introduced at Rajaborari too.”

This futuristic scenario must have been resonating in everyone's mind when on June 14th, 2009 a Press Briefing was held in the Radhasoami High School, Timarni which was attended by prominent citizens of Timarni. The announcement that the school was being upgraded to an Intermediate College this July with two streams, in plus 2 classes, viz., Science and Commerce streams, was greeted with thunderous applause as it represented a fulfillment of a long-time dream of the people of Timarni. The correspondents were told that to establish a concrete base of education in Timarni, a team of scientists, engineers, academics, administrators and university officials has come to this region and have held consensus building workshops using the scientific approach of Idea Engineering, Delphi Study and scenario building exercise under the Chairmanship of the Revered Prof. P.S. Satsangi Sahab with local farmers, villagers and Panchs from 27<sup>th</sup> May to 13<sup>th</sup> June, 2009.



**Most Revered Chairman, ACE at Five -Year Vision Plan Workshop (Rajaborari-2009)**

The exercise was done for a number of systems like Education, Healthcare, Eco-forest-village, Employment, Agriculture, Technological, Economic, Social, etc. At the conclusion of the workshop, the priorities were fixed and the first and second priority were respectively higher education and vocational education. The first step taken was to start two engineering diploma programmes at Timarni in the school campus starting from July 2009 itself. The two diploma programmes would be:

- (i) three-year diploma in electronics (with computers) for Xth pass (with science) for boys and girls, and
- (ii) three-year diploma in electrical engineering (with computers) for Xth pass (with science) for boys and girls.

The correspondents were told that lateral entry will also be provided in the degree programme to the students who have completed the diploma programmes successfully.

Besides engineering, other areas were also expected to develop. We were told in the discourse referred to earlier that “..... Wherever we have satellite campuses, (later re-designated as ICT Centre), the education is directly linked with the Main Campus of the Dayalbagh Educational Institute and is of the same standard. Therefore, we will try and achieve within the next few years the introduction of a variety of multidimensional educational programmes in the satellite campus in Rajaborari – Timarni..... I repeat that whatever is available in DEI will also become available at the satellite campus of Rajaborari – Timarni also”. We were further told, “..... This would require faculty of DEI to display missionary spirit of service in achieving such a dream. Some of the top-notch faculty members of DEI would require to invest a few years of their time.” DEI faculty and others with relevant experience are already on their way to the satellite campus and the result of their efforts cannot be anything but positive.”

From the above description, it would have become clear that ICT Distance Education Centres are upgraded DEI Study Centres which are ICT enabled where some University level diploma, degree and higher level programmes are offered in synchronous mode to students admitted to DEI with flexibility of attending classes at multiple locations through state-of-the-art ICT, as and when considered feasible.

## **7. Major Procedural change in granting recognition:**

As noted earlier, in 2007 and 2008 when DEI was expanding its distance education actively, the promotion, coordination and maintenance of quality in distance learning system in India was the responsibility of the Distance Education Council (DEC) which

was established under statute 28 of the IGNOU Act of 1985. The provisional recognition of DEI as a Distance Education Institute for 2007-08 and its continuation in 2008-09 had been obtained under the single window system from DEC. However in May 2008, UGC wrote to DEI stating that the approval granted by Distance Education Council (including ex-post facto) must be reviewed and the approval should be granted to the courses and not to the Institute. The letter went on to say that the Distance Education Council has also been requested to give approval strictly as per the provision contained in the MoU signed between UGC, AICTE & DEC and that the UGC/AICTE/DEC tripartite committee had now become the approving body.

In response to our proposal for continuation of recognition for 2008-09, a letter dated 20th Aug, 2008 received by DEI from the DEC stated that our provisional recognition will continue till the Joint Committee submits its recommendation after their visit to DEI.

DEI received a letter dated 1st April, 2009 from the Council stating that “the Chairman, DEC has constituted an expert committee to visit your Institute to evaluate infrastructure at headquarters, provision of student support services, delivery mechanism, library facilities, faculty/staff, self-instructional nature of study material and in general preparedness to offer programmes through distance mode.

A meeting of DEI Course Coordinators and some others involved in the Distance Education Programme of DEI was convened on 11th April, 2009. The Director, who presided over the meeting, gave the background of the impending visit of the Expert Committee and urged upon all to make adequate preparations for the visit. The Coordinator, Distance Education Programme highlighted some of the more important features of the proposal that had been submitted on DEC format. One such feature which was brought to the attention of course coordinators related to the decentralized nature of the Distance Education set-up of DEI. This had the advantage that the infrastructural facilities of the various departments of DEI were being used for study material development and allied work by the faculty. This aspect which was highlighted in the proposal could be emphasized during the



visit. The Course Coordinators were also asked to prepare and submit a 5 minute presentation relating to their programme which they may be called upon to make before the Expert Committee.

The one-day visit was scheduled to take place on May 1, 2009. An information booklet highlighting the Distance Education Programme of DEI was designed, so that the team members can have in a single brief document information relating to the education system of DEI, the human support infrastructure framework of Distance Education Programme of DEI, the most important features of the educational programmes currently offered in the distance mode and proposed to be on offer in 2009-10 and finally a list of the 67 Study Centres in India and abroad along with the names of programmes being run in each of them. In addition to this, the updated versions of the following two documents were also prepared:

- (a) DEC's Part IV Format for the Expert Committee: Copies of this were handed over to DEC on April 28, 2009.
- (b) Appendix VIII –C of the second proposal which contains detailed information on the 49 Study Centres (which were operational in May 2008), was updated to the current number, viz., 67 centres and a copy handed over to every member of the panel.

The 8-member joint Expert Committee visited DEI on May 1, 2009 and as per the scheduled programme, they were first apprised of the education system of DEI and its Distance Education activities including the communication technologies used. The team visited various faculties and facilities of the university and they were also taken to the local Agra City Study Centre in Nehru Nagar.

Before leaving, the member-coordinator of the committee, a Deputy Director at Distance Education Council, IGNOU left a list of material that they would like to be made available to them soon. Likewise a member of the committee and Director of DEC asked for typical study material for each programme (one book containing print material, viz., lessons and one DVD) to be made available to them. On 8th May, 2009, the material was taken and

handed over to DEC.

### **8. Proposed Programmes on offer during 2009-10:**

On 24th June, 2009, the member-coordinator of the team asked for a list of Distance Education programmes on offer/ to be offered in the 2009-10 academic session, which required approval of the Joint Committee, be urgently submitted.

The following information was supplied to him.

#### **Programmes proposed to be offered during the academic year 2009-10 at the Distance Education Study Centres**

##### **A. One-year (two semesters) certificate level programmes**

S. No.	Name of the Programme	Eligibility
1.	Motor Vehicle Mechanic (4 Wheeler)	10 <sup>th</sup> pass
2.	Modern Office Management & Secretarial Practice	12 <sup>th</sup> pass with Arts / Commerce / Science
3.	Textile Designing & Printing	10 <sup>th</sup> pass with Science
4.	Wireman	10 <sup>th</sup> pass with Science
5.	Electrician	10 <sup>th</sup> pass with Science
6.	Dress Designing & Tailoring	10 <sup>th</sup> pass
7.	Textile Technology	10 <sup>th</sup> pass

##### **B. Three year Under-graduate Degree Programmes**

1.	B. Com. (Hons)	12 <sup>th</sup> pass with commerce
2.	BBM (Hons)	12 <sup>th</sup> pass with Arts / Commerce / Science

### **9. Some Data on Capital Grants made available to Study Centres:**

The data on capital grants made available to study centres by the Dayalbagh supporting societies during 2007-2008 and 2008-2009 along with some significant statistical data relating to the Study Centres is appended below:

Academic Year 2007-2008					
No. of Centres	No. of Centre based programmes	No. of Students	No. of Mentors	No. of Facilitators	Capital Grant (Lacs of Rs.)
46	78	749	103	281	128.03

Academic Year 2008-2009					
No. of Centres	No. of Centre based programmes	No. of Students	No. of Mentors	No. of Facilitators	Capital Grant (Lacs of Rs.)
67	147	1667	167	378	207.06

The capital grant made to a Centre is comprised of a grant for classroom equipment (including for furniture) and another for laboratory/workshop equipment including for books.

The supporting society also provides funds for payment of conveyance allowance to mentors, facilitators and visiting faculty.

#### **10. Recognition of DEI as a Dual Mode University and the Issue of Territorial Jurisdiction:**

As stated earlier, following the visit of the eight-member Joint UGC/AICTE/DEC Committee to DEI in May, 2009, a list of nine programmes was submitted to them for approval after the various stages involved in the process of recognition of DEI as a Distance Education Institute had passed off smoothly through profound Grace, culminating in regular recognition of all the nine programmes listed in section 8 being accorded to the Institute by the DEC on the recommendation of the Joint Tripartite Committee for a period of three academic years with effect from academic year 2009-10 for offering through distance education mode. This heralded the recognition of DEI as a dual mode university.

However, the letter issued by the Distance Education Council on 9<sup>th</sup> Sept, 2009 further stated that for offering these programmes from off campuses/Centres located outside the state of UP, DEI should get these approved by UGC/MHRD, Govt. of India.

It may be recalled that for the academic years 2007-08 and 2008-

09, the Distance Education Council under the single window system had granted provisional recognition to DEI to offer its Distance Education Programmes (which had been approved by the statutory bodies of the university) and had explicitly stated that the recognition was without any restriction on territorial jurisdiction. They had further told the university that in this matter “the university should be governed by its own Acts and Statutes”. As stated earlier, UGC and MHRD had already approved the proposal of DEI in 2007 to add two enabling clauses in its MOA to offer Distance Education Programmes. These clauses have been reproduced in sub-section 3.2 of the MOA and allow the Institute to impart “education in all its forms and at all levels in the open and distance learning mode at any location in the country or abroad”.

The matter came up for consideration in the ACE Meeting held on 26<sup>th</sup> Sept, 2009, when the Revered Chairman was pleased to point out that we have restricted several of our university programmes to Satellite Campuses and insisted on synchronous mode to provide class room situation with extra caution so that nobody can challenge quality and content of programmes”, and further that “the issue of jurisdiction of the DEI must be clarified as a matter of topmost priority. We should go all out and all the energies must be focused on getting this done.”

Accordingly a comprehensive proposal was drafted and submitted with documentary evidence attached on 5<sup>th</sup> Oct, 2009 to Distance Education Council (which they forwarded to UGC on Oct 24, 2009). The UGC forwarded it to MHRD in Jan, 2010 making up a strong case for restoring the territorial jurisdiction to that granted by DEC or alternately approving the 55 DEI Study Centres located outside the state of UP. This was followed by a number of meetings with senior officers of UGC and MHRD to explain our point of view and to expedite decision.

In the meantime, the UGC (Deemed to be University) Regulations 2010, were promulgated on May 23, 2010, and according to these, DEI, which was established in 1981, was free from the restrictions imposed on deemed universities by the relevant clauses 1.2, 4.14 and 18 of the Regulations. Thus the Distance Education Programme of DEI was exempt from any restrictive

disqualification and from any infirmity. This was confirmed later by UGC's letter of 27<sup>th</sup> Jan, 2012 to MHRD with copy to DEI of which the two relevant Paras are reproduced below:

### **Para 1**

An Institution is declared as deemed to be university under Section 3 of the UGC Act, 1956 which is a central Act traceable to Entry 66, List- I of the VII schedule of the Constitution of India. Since, the institution deemed to be university is declared as such under Section 3 of the UGC Act, which is a Parliamentary Act, therefore, the Institution deemed to be university bears an all India character.

### **Para 4**

Jurisdiction of an institution deemed to be university, cannot be confined to the state concerned where its main campus is located and if a deemed to be university desires to have an off-campus centre, it can establish the same in accordance with the provisions of the UGC Regulations. So far as the Dayalbagh Institution, Agra is concerned, it was declared a deemed to be university vide notification dated 16<sup>th</sup> May, 1981 of the Central Government and there is nothing in the said notification which confined its operation and jurisdiction to the state of UP in contradiction to the provisions contained in earlier UGC guidelines and the present UGC Regulation, 2010, which in fact contemplate all India character of a deemed to be university.

The Distance Education Council confirmed this in their notification dated 1<sup>st</sup> Nov, 2012 to DEI.

When this matter came up in the ACE Meeting held on Nov 24, 2012, it drew the following comment from the Revered Chairman: “the notification vindicates the stand that DEI has been taking all along. This must be publicised.”

## **11. Introduction of the Grading System**

A landmark event in the academic year 2009-10 was the introduction of the Grading system for evaluating student performance. Before the introduction of the grading system, the Marks system was in vogue. In this system, the benchmarking



indices used by DEI for evaluating the level of achievement are shown in the following Table:

*Grade	Percentage of Marks obtained	Division	Achievement
A	75% and above	I <sup>st</sup> with Distinction	Excellent
B	60% and above but below 75%	I <sup>st</sup>	Good
C	45% and above but below 60%	II <sup>nd</sup>	Average
D	35% and above but below 45%	Pass	Marginal
E	Below 35%	-	Unsatisfactory
R	Eligible for remedial	-	-

The examination results of 489 students registered in different study centers for the academic session 2007-2008 in four one-year certificate level programmes, viz. MVM, TD&P, Wireman and MOM & SP (shown in the table below) were declared in early September by the In-charge, Examination (DEP). These were presented in the ACE meeting held on 11th October, 2008 with the comment that the number of students getting 1st division with distinction was too high. This drew the following response from the Most Revered Chairman of Advisory Committee on Education: "Regarding too many students securing first division with honours in certificate courses, the discrepancy shall be overcome with the introduction of the grading system".

**Grades awarded to students registered in various DEI study centers (2007-2008)**

Programme	Grade / No. of Students						
	A	B	C	D	E	R	Total
MVM	67	60	13	0	10	10	160
TD&P	30	21	1	0	1	3	56
Wireman	31	37	7	1	6	1	83
MOM&SP	69	73	14	0	19	15	190
<b>Total</b>	<b>197</b>	<b>191</b>	<b>35</b>	<b>1</b>	<b>36</b>	<b>29</b>	<b>489</b>

The grading scheme used by a teacher for evaluation in course no. COS 104 of MOM&SP programme is shown in the following Table:

### **Grading Scheme for a MOM&SP Course (COS 104)**

Range of Marks (out of 100)	Letter Grade	Grade Points	Achievement Level
89 to 99	A	10	Outstanding
85 to 88	A (-)	9	Excellent
81 to 84	B	8	Very Good
77 to 80	B (-)	7	Good
73 to 76	C	6	Above average
69 to 72	C (-)	5	Average
61 to 68	D	4	Below average
41 to 60	D (-)	3	Just pass
< 30	E	2	Unsatisfactory

The above scheme divides the total population of students into 8 categories. The results for 489 students were analysed according to this scheme and were presented along with the results obtained using the marks system in the meeting of ACE held on 14th March, 2009. As shown in the following table, the two procedures lead to very different results:

#### **Comparison of performance – Marks vs. Grading**

Performance evaluation procedure	Division / Achievement / No. of Students				
	First with Distinction	First	Second	Pass	Unsatisfactory
	Excellent	Good	Average	Marginal	
As per the marks system currently followed by DEI	197	191	35	1	29 Remedial & 36 Fail
As per the grading system in this report	47 (A and A-)	225 (B, B- & C)	143 (C- & D)	61 (D-)	13 (E)* * Remedial not estimated)

It may be seen that (i) there is a sharp fall in the number of first divisioners with distinction as we move from the marks system to the grading system, (ii) the number of students obtaining first division (both with and without distinction) falls from close to 80% of the total population for the marks system to 55% in the grading system, and (iii) the students with pass division increase manifold in the grading system – from 1 to 61. It is interesting to note that the different categories of achievement are more equitable in the grading system, and reflect the spirit of relative

grading.

A very simple explanation of why this happens is given below:

In the DEI system of evaluation of courses using the grading system, the marks received from all the Information Centres are combined. Since the number of students is quite large, one would expect that the marks would follow a normal distribution (a bell-shaped curve) with around 10% students getting very high and another 10% very low marks respectively and with the maximum number being in the middle range. For a course taken by a teacher who is very generous in giving marks, the evaluator will be quite justified in fixing the limit of A grade at 90% while for a course in which the students score consistently lower marks, this limit could be fixed at 80% or even at 70% so that the A grade is secured by around 10% students, as required for a normal distribution. This is the principle of relative grading which is followed in a standard grading system. Grading system is a highly student - friendly system and is used extensively for evaluating student performance.

To ensure that staff in the Study Centres understand the grading system, an orientation programme for them was arranged on June 25-27, 2009 in which they were briefed in detail about various aspects of the grading system by the staff of the Examination Section of DEI-DEP assisted by the Institute staff.

The use of the grading system with effect from the academic year 2009-10 onwards can be truly called a landmark event.

## **12. Some Additional Distance Education Programmes Submitted for Approval:**

Our proposal for approval of 14 additional programmes (in addition to the 9 already approved) was submitted to DEC on 1st December, 2009. The list was comprised of two three-year Engineering diploma, one-year B.Ed., two four-year UG Engineering degree, three PG diploma, two PG degree, one Integrated dual degree and three Research degree programmes.

As a part of the approval process, a 5 member UGC/AICTE/DEC Joint Committee visited the University on 23<sup>rd</sup> May, 2010. After the presentations had been made by DEI and DEI-DEP Staff, the

committee members interacted with the Course Coordinators and others. As a follow-up to the visit, they asked for updated and detailed CV's of the Course Coordinators, appointment letters of DEI Course Coordinators, approval letters for some programmes (Engg., B.Ed.), syllabi of all programmes, minimum prescribed qualifications for mentors for all programmes, responsibilities of Study Centre Staff, a copy of the presentation made by the DEI Distance Education Coordinator, Monthly Report format, student feedback format, student profile for 3 academic years, updated/audited/consolidated financial statement for Distance Education Programme of DEI for 2009-10, etc. All these were made available to them.

### **13. Setting up of New Centres (2009-10):**

As noted earlier at the start of the academic year 2008-09, there were 63 Study Centres in India and 5 abroad. Subsequently the following study centres were established in 2009-10.

- |               |                |
|---------------|----------------|
| i. Authoor    | ii. Amlapuram  |
| iii. Bareilly | iv. Etawah     |
| v. Gaya       | vi. Gurgaon    |
| vii. Noida    | viii. Vadodara |



**Authoor Centre**



**OACO Practical Lab at  
Bareilly Centre**



**Etawah Centre: Group  
Photo**



**Gurgaon Centre**



**Noida Centre**



**Class in Progress at  
Vadodara Centre**

#### **14. Addition of Three More Programmes (2009-10):**

As stated earlier, the total number of programmes being offered was 8. For the academic year 2009-10 three more programmes were added, two at certificate level (Electrician and Textile Technology) and one at UG degree level, viz. BBM (Hons), thus bringing the total number of programmes to 11.

#### **15. Revision of Equipment Lists**

The equipment lists for Labs/workshops for different programmes and their estimated costs were updated / revised. Some observations resulting from the exercise are noted below:

- (i) The new one year certificate programme entitled 'Electrician' was on offer for the 2009-10 academic session. The Study Centres which wanted to host this programme or which were offering 'Wireman' programme had the following three options: offer/continue to offer 'Wireman' programme, offer Wireman-cum-Electrician programme, offer 'Electrician' programme. Three lists were prepared of the equipment needed for these three options along with estimated prices of the equipment.
- (ii) Computer furniture was added in the revised list/estimate for the Computer lab but there was no increase in the total cost.
- (iii) The MOM&SP programme entitled a Study Centre to a computer lab (if it was without one) and to an additional grant of Rs. 10,000/- for buying typewriters. In the revised scheme, the centres were asked to de-emphasise the use of typewriters. Instead, one additional computer was sanctioned to be added to the Computer Lab of each old and new centre so that the students could gradually learn typewriting using the computer keyboard.
- (iv) The MVM Workshop equipment list was revised and there was an increase in the total amount due to addition of diesel engines multifuel injection system in the revised syllabus.
- (v) A new list of Equipment for the certificate programme in Textile Technology was prepared and added.

There was no change in the three existing lists for Classroom Equipment, viz., for (i) PG/UG programmes, (ii) MVM, MOM&SP,



TD&P, Wireman, Electrician and Textile Technology Certificate Programmes, and (iii) DD&T certificate programme.

## **16. Moving Towards Consolidation:**

Having achieved significant expansion in the first six years (2004-05 to 2009-10) of the Distance Education Programme of DEI, time was ripe to move to consolidation. However, this was accompanied by a limited amount of expansion every year. The developments taking place in academic years 2010-11 and 2011-12 will be described in this Section and will show how we moved towards these twin goals of consolidation and limited expansion.

### **16.1 Alignment of Certificate Level Vocational Programmes with equivalent NCVT Programmes and the concept of close variants:**

The one-year Certificate Level Programme on 'Wireman' was started in the distance mode by DEI in 2007. On 1<sup>st</sup> Jan, 2010, the Centre-In-charge of DEI Study Centre at Authoor (Tamil Nadu) wrote to us that the Certificates awarded to students completing the Wireman Programme from ITI's and Polytechnics entitled them to Government and Private Jobs, some of which were denied to our students. In order to work towards a level playing field, an application was submitted on 27<sup>th</sup> April, 2010 to the Commissioner of Employment & Training, Chennai who replied on 7<sup>th</sup> August, 2010 stating that "the equivalency of the courses conducted by DEI can be decided only by D G E & T (Director General of Employment & Training) New Delhi who is the competent authority to approve the syllabus and issue orders of affiliation of Trades. And the same cannot be decided by the DET (Department of Employment and Training) Chennai". We were also told that the duration of the programme needed to be brought at par with that of NCVT (National Council for Vocational Training), viz. 2 years.

When the matter was referred for Guidance to the Revered Chairman of the Advisory Committee on Education, the following directions were received:

- (i) The reasons as to why our programme is of shorter duration must be examined.
- (ii) In Vocational Certificate Programme, conformance with

equivalent ITI or NCVT Programmes must be ensured while retaining our good features. Students may take up practical training along with the course work in the 2 years programme. The course work may be restructured by eliminating those courses that are a part of the High School syllabus and introducing new courses.

- (iii) We may retain the 1 year programme for Wireman and Electrician. We may also start a 2 year programme equivalent to NCVT's Programme in all respects. Additional good features like good practical exposure may be retained but NCVT syllabus may be included in totality.
- (iv) The same programme would be introduced in the campus and then extended to DE Centres.
- (v) The Motor Vehicle (4 Wheeler) Programme may also be reformatted to bring it at par with NCVT.

The process of alignment of our Certificate Level Programmes with the corresponding NCVT Programmes was carried out taking into account the following four features:

- i. Title of the programme
- ii. Programme duration
- iii. Eligibility for admission, and
- iv. Programme structure / syllabus

It was observed that in general the DEI syllabi are strong in basic concepts. However, for engineering trades like Wireman, Electrician and Motor Vehicle Mechanic, courses on Engineering Drawing and Workshop Calculations and Science had to be added while core courses dealing with Employability skills and IT Basics had to be added to all Certificate Level Programmes.

The process of alignment also led to 2 year Wireman and Electrician Programmes being introduced. However, the one year programmes were retained and the student could opt for either. This unique feature of our programme has been widely acclaimed.

Having completed the process of alignment, a detailed report on the modifications needed for alignment was presented before the ACE meeting held on 26th March, 2011 and approved. A presentation before the Director General of Employment &

Training of Government of India was made on 22<sup>nd</sup> Feb, 2012 by a senior faculty member of DEI in which all aspects of equivalence of the proposed Wireman Programme of DEI and that of NCVT were highlighted. The DG was highly appreciative of the DEI's Wireman Programme and was quite satisfied on the issue of equivalence. He told the DEI team to submit their proposal for equivalence.

The proposal of DEI had two components. The first was for granting equivalence to nine of our Certificate Level Programmes – for each programme a comprehensive booklet highlighting equivalence of duration, eligibility, working hours, syllabus and lab and human resource infrastructure was submitted. The second component was seeking waiver of the various requirements that private candidates have to fulfill before they are allowed to appear in the All India Trade Test, e.g. Five years experience, etc.

The proposal was filed with the DGE&T in July 2012. A sub-committee appointed by them recommended that our proposal be put up for consideration of NCVT in their next meeting. This was done but the meeting was postponed and later NCVT was brought under the newly created Ministry of Skill Development & Entrepreneurship. We pursued the matter at the highest level with the new Ministry. We were promised that since we have a strong case, the proposal will be accepted. However, we still await their final decision.

During the alignment exercise it was observed that some of our Certificate Level Vocational Programmes had no equivalents amongst the then available NCVT Programmes. However, in the case of two programmes, NCVT had close variants with considerable overlap in syllabus. These were very successful programmes designed by DEI faculty, viz. Dress Designing & Tailoring for which NCVT's Cutting & Sewing was a close variant, albeit at a relatively elementary level and Modern Office Management & Secretarial Practice whose close variant Office Assistant cum Computer Operator laid slightly more emphasis on use of computers in Office Management and less on shorthand. Mainly based on the NCVT syllabus, both these were referred to the Revered Chairman of ACE and the following

Guidance was received:

- i. Retain Dress Designing & Tailoring Course for X<sup>th</sup> Pass students. A Cutting & Sewing Course may be designed for class VIII<sup>th</sup> students which may be started from July 2011.
- ii. The current MOM&SP Programme is a good programme for employment and has approval of DE Council. It can be continued as it is or with improvement as deemed necessary to make it more modern. Another programme which is equivalent to the NCVT's Office Assistant cum Computer Operator may be developed by Adopting NCVT's syllabus as it is.

Both these programmes were developed and offered as DEI programmes.

### **17. Approval of Some Additional Programmes:**

A proposal for approval of fourteen additional programmes (in addition to the nine already approved) was submitted to the Distance Education Council on 1st December, 2009.

As a part of the approval process, a 5 member UGC/AICTE/DEC Committee visited DEI on 23<sup>rd</sup> May, 2010, as already noted earlier. The Joint UGC/AICTE/DEC Committee took quite sometime to decide and DEC conveyed the decision to DEI on 25<sup>th</sup> July, 2011 as follows:

*Your Institute has been accorded recognition for a period of 3 academic years with effect from academic year 2011-2012 to academic year 2013-14 for offering the following programmes through distance mode:*

S. No.	Programme	Duration	Eligibility for admission
1	Post Graduate Diploma in Theology	1 yr	Graduate with at least 55 % marks
2	Post Graduate Diploma in Journalism and Mass Communication	1 yr	Graduate with at least 55 % marks
3	Post Graduate Diploma in Computer Science and Applications	1 yr	B. Sc. (Hons) in Maths or 3 yrs B. Sc. with 60% marks in Maths (major) or B. Tech /BE.
4	M. Com.	2 yrs	Graduate in Commerce or Business Management
5	Master of Business Administration (MBA)	3 yrs	Graduation in Arts /Business management/ Commerce/ social science or Engineering graduates with minimum 55% marks (as proposed by the University) and qualified score in the Management Entrance Test.

When this notification of DEC was put up on 27<sup>th</sup> July, 2011 for Guidance, it was indicated by the Revered Chairman of ACE that “the MBA programme may be started in some Distance Education Centres, if it was feasible in the next two weeks. Similarly, other approved courses in the letter may also be floated at DEI-DEC's, where they were feasible”.

Work on selection of Study Centres for admission to MBA Programme was taken up on war footing. It involved the following steps: (i) to contact selected DEI Study centres, (ii) to invite proposals, (iii) to scrutinize them and (iv) obtain approvals. Seventeen centres were approached, out of which 13 put up proposals. Twelve proposals were approved and 11<sup>th</sup> August, 2011 i.e. exactly two weeks later, was fixed as the starting date.

The student selection procedure adopted was similar to the one followed by the Institute which included a written test, followed by group discussion and interview. For the three Study Centres of Agra, a joint written test was organized in the Social Sciences Faculty and 70 candidates took the test for the 30 seats. The results were declared on 9<sup>th</sup> August, fee was collected on 10<sup>th</sup> August and the Orientation programme was held on 11<sup>th</sup> August. In all 106 students joined the programme in the following 12 centres: Adanbagh, Agra City, Ellora , Soami Nagar, Karol Bagh, Noida, Gurgaon, Mumbai, Chennai, Secunderabad, Bangalore , Jamshedpur.

In view of the fact that a number of students joining the programme were corporate employees, the 12-hour total contact time per week was allowed in different variants distributed over 6 days or a minimum of 3 days. Through profound Grace, the MBA programme turned out to be very successful with a lot of competition for admission in subsequent years.

Out of the remaining four approved programmes, none of the centres opted for the M.Com programme. The remaining three post-graduate diploma programmes were opted for subsequently in various centre of DEI.

### **18. Annual Workshop for Training and Orientation of Staff in the Centres:**

Training of staff in distance education centres is important for, as



pointed out in Handbook number 15 of STRIDE (Staff Training & Research Institute of Distance Education), IGNOU, “Training becomes a necessity for all staff in the distance education system to adapt them to the demands of the new job role in which some of them never had any experience.” It has also been pointed out in this booklet that out of a number of ways in which staff training can be given, the most popular way is in-house training / workshop organised face-to-face. DEI-DEP has been organising face-to-face training-cum-orientation workshop every year since inception of the distance education programme. The Study centres and ICT centres are apprised of the Annual Training Programme, which is organised during the Summer Vacation, at least 3 months in advance of the dates on which it is held. For the academic year 2011-12, it was scheduled on June 17-28, 2012 and was attended by 180 staff members (Mentors, Facilitators, Visiting Faculty, Edusat Operators, Centres-in-Charge) for variable periods as indicated in the following Table:

<b><u>Programme</u></b>	<b><u>Duration of Training</u></b>	<b><u>Arrival Date</u></b>
DD&T Cutting & Sewing Textile Technology	June 17 to June 28	June 16
<b>Three common courses for WM/ Electrician /MVM</b>		
<b>(1) Workshop Calculations</b>	June 17 to June 20	June 16
<b>(2) Engg Drawing</b>	June 21 to June 24	June 20
<b>(3) Employability Skills</b>	June 25 to June 28	June 24
MVM Wireman/ Electrician	June 25 to June 28	June 24
B Com (Hons) MBA TD&P MOM & SP Office Assistant cum Computer Operator PGDJMC	June 23 to June 25	June 22
BBM (Hons) PGDCSA B Ed. Edusat Operators	June 25 & June 26	June 24
<b>Orientation Programme for Centres-in-Charge and Mentors representing Centres-in Charge</b>	June 26 to June 28	June 25

As shown in the table, the programme is organised in two parts. In part I of the workshop, training is conducted in the departments for different programmes for variable periods, typically starting from 2-3 days and going right up to the total duration of the workshop, viz. 10-12 days. The distance education staff have an opportunity to interact with all the faculty members in the department who teach the various courses of the programme. Part II of the workshop is conducted during the last three days of the workshop in a seminar hall of the Institute. Though this part is meant for the Centres-in-Charge, senior staff of the centre can also participate. One day is completely devoted to exam-related issues. The academic and administrative aspects take two days. A panel discussion is also held in the form of a question – answer session and after that the Centres-in-Charge walk up to the stage and give their feedback and suggestions.

The first two training programmes were of a special nature. The first training-cum-orientation workshop was organised for the staff from 21 new centres which were setup following the recognition granted on 31<sup>st</sup> August, 2007 to DEI by the erstwhile Distance Education Council for offering programmes approved by the statutory bodies of the University through distance mode in the 2007-08 academic year. It was decided that these centres would be launched on October 29, 2007 and a 3-day workshop would be held at DEI on October 23-25, 2007. Over 85 staff from 21 centres took part in it.

The second workshop was also held to prepare the staff for launching a new programme, viz. Dress Designing and Tailoring starting with the second semester courses. Twenty new centres and ten existing centres opted for it and it was decided to start it on 1<sup>st</sup> January, 2008. The 3-week preparatory refresher course for the mentors and facilitators was organised in DEI from November 22 to December 15, 2007 and was attended by 55 staff members from 30 centres. After this, regular training-cum-orientation programmes were organised once a year in June. The data on the number of participants and the number of participating centres is shown in the table given below:

<b>Year</b>	<b>No. of Participants</b>	<b>No of Centres</b>
2007	85	21
2007	55	30
2008	211	58
2009	166	63
2010	124	64
2011	130	47
2012	180	64
2013	158	59
2014	138	51
2015	105	50
2016	140	49
2017	115	49
2018	70	27
2019	54	20

Thus on average, quite a good number of staff members attended the workshop every year. They were composed of (a) new staff members, who joined the centre in the preceding year, (b) staff members, who want to update themselves on the academic programmes, and (c) Centres-in-Charge who attend the 3-day orientation programme.

The training sessions are handled in the departments by about 80 DEI staff, mostly faculty. The orientation workshop is held in the seminar hall of DEI.

From the feedback received from the staff members in the centres, this annual workshop has proved to be quite useful as it prevents de-motivation and often promotes motivation and results in improved quality of teaching. The year 2016 represented the 10<sup>th</sup> year of organising these workshops and the objectives for which these were planned have been and are being met. The onset of corona virus pandemic in the summer of 2020 led to the discontinuation of the programme.

### **19. Setting up of New Centres (2010-11 & 2011-12):**

During the two academic years under consideration, the following new centres were set up:

**2010-11 :** Dayalpur (Punjab), Gorakhpur, Jabalpur, and Karnal

**2011-12 :** Bhopal and Colombo



**Karnal Centre**



**Bhopal Centre**

## **20. Programmes Added During 2011-12:**

The following programmes were added during 2011-12:

- MBA
- Post-graduate Diploma in Journalism & Mass Communication (PGDJMC)
- Office Assistant-cum-Computer Operator (OACO)
- Cutting & Sewing (C&S)
- Wireman (2 years)
- Electrician (2 years)

As stated earlier, the syllabi of OACO and C&S programmes were identical to the NCVT syllabi for these programmes.

## **21. Transfer of Funds from Study Centres to HQs:**

Taking the following factors into account,

- i. The Distance Education Programme runs on a self-financing basis,
- ii. The study centres run on a no profit-no loss basis,
- iii. The centres were not paying for the services rendered by the HQ's
- iv. Some of the centres had accumulated considerable surplus funds,

A proposal was made that every study centre will make a payment of Rs.1000 per student, per centre, per annum to the Distance Education account at the HQs. In addition the centres will also

transfer the surplus funds to HQs which will constitute the reserve fund of DEI-DEP. The recurring expenditure of the centres will be met from the fee received from the students. The proposal was approved.

Uptill May 10, 2011, 59 centres had made a total payment of about Rs. 16 lacs to the Hqs.

The situation was reviewed in the meeting of the Advisory Committee on Education held on May 10, 2014 in which the following information was provided:

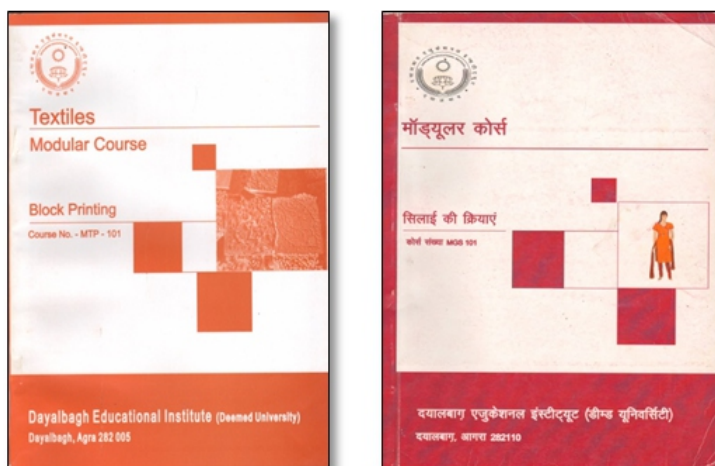
The funds transferred during 2013-14 by the Study Centres (a number of Study Centres were not in a position to contribute) were as given below:

- i. Fee Share : Rs. 23.54 lacs
- ii. Surplus Funds : Rs. 20.33 lacs

## **22. Modules and Modular Courses:**

Modules are short-term courses whose duration may vary from 1 week to 20 weeks. They are designed to impart a certifiable skill and are often demand-driven and employment or entrepreneurship-oriented.

During the Satsang Tour in the summer of 2011, the mentors of two Textile-related programmes (Textile Designing & Printing and Dress Designing & Tailoring), both of which were being offered at the DEI Study Centre, Chennai, suggested that if the basic features of these two one-year certificate programmes could be amalgamated into a one-year programme, the students would learn the complete process of apparel manufacturing. The Revered Chairman of ACE was pleased to indicate that the best approach to do this would be to develop appropriate modules based on these two programmes. Accordingly six such modules, each of 8 – week duration were developed – three by the Programme Coordinator of TD&P and 3 by the Coordinator of DD&T. The three modules in TD&P were Block Printing, Screen Printing and Tie & Dye. The three modules in DD&T were Sewing Operations (सिलाई की क्रियाएं), Children's Clothing and Hand Embroidery. A uniform, standardized modular structure was formulated in which each module had 3 courses, each of 3 credits.



### **Modular Books on Block Printing and सिलार्ई की क्रियाएं**

Rajahmundry in South India is well known for printed frocks and garments. The first modular courses of the Distance Education Programme of DEI were offered at the Rajahmundry Study Centre starting in July 2012. These were highly successful, mainly as the mentor for these modules was very well qualified and experienced in both TD&P and DD&T. This led to quite a few centres offering this combination of modules in their centres.

The first module on Block Printing was also offered in five Study Centres of North America, in New York, Chicago, Atlanta, San Francisco and Toronto.

In 2012, M/s Honda Motorcycle and Scooter India Private Ltd, in whose production plants a number of students of DEI-DEP are employed, suggested that DEI may consider training students in the fields of Welding and Industrial Painting to meet the shortage of skilled workers in these areas. The Revered Chairman of ACE indicated that initially modular courses could be designed in these two areas for certificate holders in any engineering trade. The 10 – week modules in Welding and Industrial Painting commenced from January 2013 in the Main Campus and in some DEI Study Centres.

Subsequently 10-week modules were offered in (i) Basic Electronics and Repair of Inverter, UPS and Stabilizer, (ii) Operation and Maintenance of Solar Power Plants, and (iii) Bamboo Application Technology. A number of textile-related



modules were also offered in Study Centres.

### **22.1 Modularization of Certificate Level Programmes:**

The Revered Chairman of the Advisory Committee on Education had on several occasions emphasised the need to modularize certificate level programmes. The following quote from the Minutes of ACE Meeting may be noted in this context:

Certificate courses are only a set of modules put together for certification. Thus the certificate courses can be modularized in the form of modules with certifiable skills. As and when the candidate completes all the modules, the student gets an additional certificate. Otherwise they get the certificates for the modules they have completed.

Accordingly, the two close-variants of Cutting & Sewing and Dress Designing & Tailoring – the two popular certificate level programmes – were modularised and offered in a number of study centres from the session 2014-15. Each programme had four modules each of 9-week duration out of which two were common for the two programmes. Thus a student completing 4 modules was entitled to one additional certificate while a student completing six modules was entitled to two additional certificates and these could be taken in one year.

Subsequently all the certificate level programmes were modularized.

### **22.2 Feedback on Modularization from the Centres:**

The centres viewed modularization as an innovation with great potential and suggested a number of improvements.

Amongst the positives, the most often expressed advantages of the modular system are: it makes the learning process much more intense and focussed since the subjects are now completed in a quarter (9 weeks) rather than in a semester (or two quarters) as was the case earlier and second, for the same reason the examination process becomes more amenable for the student. The students have been quick to realise these advantages and have apparently become more regular in attendance, more involved in studies and more disciplined, in several Centres. In a

limited number of centres this is not the case.

The next positive feature highlighted by several centres is the introduction of the element of flexibility in the system which allows a student to acquire the type of skill he desires by choosing the right module with the right skill set and the right time frame. The successful completion of each module entitles the student to a certificate and the award of a consolidated certificate after completion of four prescribed modules. This has proved to be a real winner.

The centres also pointed out a number of shortcomings in the existing system - some of these are listed below:

- i. A number of centres felt that the course content distribution in different modules of some certificate programmes needs to be modified / revised to become student-friendly.
- ii. Several centres pointed out that the content to be covered within 9 weeks is too vast in most programmes and mentors and facilitators face considerable difficulty on this account. This creates academic anxiety in the students and one centre termed this as fear psychosis. A centre pointed out that students in their centre now spend much less time on self-study.

The success of the certificate level programmes in the modular format has led to the decision to re-format the degree level programmes in the modular format. The Revered Chairman of Advisory Committee on Education was pleased to call a module as a nine week miracle.

### **23. Monthly Newsletter and Annual Magazine:**

A proposal was submitted for consideration in the 24th Nov, 2013 Meeting of Advisory Committee on Education that for enhanced interaction in the distance education set-up, the following two steps be considered for approval:

- (i) Issue a monthly newsletter, and
- (ii) Bring out an annual magazine

While approving the proposal, the Revered Chairman of ACE was pleased to direct that assistance of the Department of English

Studies of DEI, which has recently been strengthened with the addition of three new Assistant Professors, can be taken. Accordingly, a note was sent to the Head of the English Deptt. and four members of the Editorial Committee were appointed - one each for the two publications, three of the members in each committee were from the Department of English Studies.

Most Revered Prof. P.S. Satsangi Sahab, Chairman, Advisory Committee on Education, Dayalbagh Educational Institutions and Architect of the Distance Education Programme of DEI bestowed His immense Grace by releasing the Inaugural Issue of DEI-DEP News by pressing a button at the Multi-Media Centre of DEI on 31<sup>st</sup> January, 2013. All the centres of DEI received the electronic copy of the Newsletter at the same time.

The cover page of the Newsletter carried the following message: This inaugural issue of DEI-DEP News is humbly offered in worshipful homage to the August Founder of DEI, Revered Dr. M.B. Lal Sahab on His auspicious Birthday (31<sup>st</sup> January).

The Newsletter has generated considerable interest in the DEI Study Centres. It has been issued regularly ever since and in time. It is a matter of great pride for the Editorial Team and the DEI-DEP Staff that the Revered Chairman of ACE has made the following Gracious Observation: The DEP Newsletter is serving good purpose of communication. It must be maintained. The Newsletter opens channels of communication and recognition.



**DEI-DEP Monthly Newsletter DEI-DEP Annual Magazine**

It was yet another momentous occasion when the inaugural issue of DEI-DEP Annual Magazine, containing articles, essays, poems, etc. contributed by the staff and students in the Study Centres, was launched on 7<sup>th</sup> August, 2013 by Most Revered Prof. P.S. Satsangi Sahab in the morning fields. The subsequent issues of the Annual Magazine have all been released in time. The Annual Magazine provides a platform for the creative abilities of the students and staff of DEI-DEP and its quality has been widely appreciated.

The feedback received from the centres was very positive in that the centres confirmed that the twin objectives of communication and recognition were being met to a substantial degree by the Newsletter.

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#### **NOTE**

Based on Guidance received from the Revered Chairman of ACE, there have been two important developments, both relating to the Monthly Newsletter. These are as follows:

- (a) Starting from the month of July 2021, the Hindi translated version of the DEI-DEP Monthly News – entitled डी.ई.आई.–डी.ई.पी. मासिक समाचार – started being published and circulated. This was discontinued when the integrated newsletter was issued
- (ii) Starting from September 2022, the DEI-DEP News, the Monthly Newsletter of the Distance Education Programme of DEI-DEP was discontinued and replaced by DEI Monthly News – an integrated newsletter which has three sections, viz. DEI, DEI-DEP and Alumni containing news and views from these three sources. Its Hindi version has been named डी.ई.आई. मासिक समाचार .

Coordinator, DEI-DEP

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#### **24. Distance Education Centre in Colombo:**

DEI filed an application for registration of a DEI Study Centre in Colombo with the Government of Sri Lanka. Two Certificate level vocational programmes were proposed to be offered during the academic year 2011-12 viz. Motor Vehicle mechanic (4 Wheeler) and Modern Office Management & Secretarial Practice.

The Sri Lankan Satsangis had the opportunity to meet Gracious Huzur in a specially convened meeting in Chennai on 10-06-2011

during the Satsang Tour and to get acquainted with the roadmap for the growth of Satsang and Education in Sri Lanka.

A copy of the proposal submitted to the Sri Lankan Government was also forwarded to UGC. It was hoped that the weaker sections of the community (including displaced Tamilians) will derive benefit from these programmes.

The Study Centre in Colombo was e-inaugurated by the Most Revered Chairman of Advisory Committee on Education on 6th August, 2011 from the Quantum Nano Systems Centre, Dayalbagh.

The first programme offered from the Colombo Study Centre was the one year Certificate level vocational programme in Motor Vehicle Mechanic (Four Wheeler). In the preparatory stage of this programme, DEI signed an MOU with Arul Study Circle in whose premises the DEI Study Centre was located initially and where the MVM classes were held. The second MOU was signed with the Vocational Training Authority of the Sri Lankan Government in whose workshop the practical training was being imparted on three days a week.

Based on logistics, the classes were proposed to be held in Wellawatte, Colombo (where the Satsang is held) and not in Arul Study Circle in Kotehana, Colombo. The space available at this location was adequate.

The MOM & SP programme started on 1st January, 2012 with 7 students in attendance.

A third programme on Cutting & Sewing started in September 2013. Data on student enrolment is given below.

#### **Students Enrolled / Passed / Placed**

<b>Programme</b>	<b>Year of offer</b>	<b>Number of Students</b>		
		<b>Enrolled</b>	<b>Passed</b>	<b>Placed</b>
<b>MVM (4W)</b>	2011-12	7	4	4
	2012-13	11	7	4
	2013-14	6	3	2
<b>MOM&amp;SP</b>	2012-13	8	6	7
	2013-14	7	4	3
<b>C&amp;S</b>	2013-14	10	6	7

The Sri Lanka side showed interest in upgrading the Motor Vehicle Mechanic education beyond the certificate stage viz. from NVQ level 4 to level 5 (diploma) and then to level 6 (degree). Lanka Ashok Leyland was conducting a programme which was at a slightly higher level in their Training Centre in Panagoda than our certificate programme. Following Gracious Guidance, an MOU was signed with Lanka Ashok Leyland on February 18, 2015. Under this agreement, a DEI-LAL Training Institute was established in Panagoda. Inputs from the DEI syllabus were provided by Mr. S. Prem Kumar of DEI who participated in their programme as a faculty member for a year and these were integrated with their syllabus.

Following Gracious Guidance that a course on automotive telematics along with similar courses on Solar Energy Electric Vehicle, etc. could be integrated with their plans to upgrade their programme from NVQ level 4 to level 5 (diploma) and level 6 (degree), a DEI team of 3 faculty members led by Prof. D. Bhagwan Das visited Sri Lanka and conducted a 3 – day workshop on October 24-26, 2016 in Panagoda in which they gave hands – on training on some aspects of telematics to the students of DEI-LAL Training Institute. Exchange of syllabus for higher level programmes took place after their visit.

## **25. Tripartite Agreement on Bamboo Technology**

Dayalbagh Educational Institute ventured into a new area by introducing a Module in Bamboo Application Technology. The 10 – week module had already started with enrolment of 12 students at Rajaborari from 1<sup>st</sup> January, 2014.

DEI had tied up with the Centre for Green Building Material & Technology, Bengaluru, (CGBMT), an organization engaged in the technology transfer of Applications of Bamboo Technology, to transfer knowledge and conduct trainers' programmes, so that the course can be offered at other locations also.

Since the main object of starting the module was to provide employment to youngsters from rural and tribal areas, DEI had also joined hands with the Madhya Pradesh State Bamboo



Mission (MPSBM), Forest Department, Government of M.P. which was engaged in promoting Bamboo Technology in the State of Madhya Pradesh and thereby providing employment to unemployed people, particularly from rural areas through various approved schemes/placement – linked Training Programmes.

With the intent to provide high quality education to the students who choose Bamboo Application Technology as a career and subsequently get gainfully employed, a tripartite MOU was signed between DEI, CGBMT and MPSBM on 2 March, 2014 at a function organized at the Multi-Media Centre of DEI, Dayalbagh. The MOU was signed by Registrar DEI, Managing Trustee (CGBMT) and Mission Director (MPSBM) in the presence of the Director, DEI.



MPSBM, in an effort to utilize the MOU for capacity building of bamboo artisans, inserted an advertisement giving details of the 10 – week course. Selection Committees were set-up in all the six centres of M.P. co-opting one or two senior forest officials. In all 100 candidates were selected as follows:

Gwalior – 14, Indore – 14, Bhopal – 20, Timarni – 21, Rajaborari – 17, Jabalpur – 14,

The fee of Rs. 750/- per student per module was paid by MPSBM. The course generated a wave of interest and enthusiasm and was very successful.

## **26. Setting Up of New Centres (2012-13 & 2013-14):**

The following nine centres were set-up during this period:

**2012-13** : AMB (UNA, HP), Bathinda, Rajahmundry, Shimla, Unnao

**2013-14** : Dhanbad, Deoghar (Bihar), Janakpuri (New Delhi), Mehsana (Gujarat)



Computer Lab at Bathinda Centre



Revered Prof. P.S. Satsangi Sahab  
Entering the Rajahmundry Centre



Building in which Janakpuri  
(New Delhi) Centre is located



Class in Progress in Deoghar Centre

## **27. Certificates of Appreciation Issued to Staff of the Distance Education Programme in the Centres**

In the ACE meeting held on March 30, 2013, a number of activities/events were suggested to commemorate 10 years of the Distance Education Programme of DEI. Amongst these, there was a suggestion of the Treasurer, DEI that certificates/mementoes can be given to staff in the centres who have risen beyond the call of their duties.

The Most Revered Chairman of ACE was pleased to direct as follows:

*On the occasion of the completion of 10 years of DEI-DEP certificates may be given to all the personnel at the Centres in recognition of the work done instead of a select few.*

Accordingly, certificates of appreciation were issued to all

personnel in the centres.

## **28. Major Restructuring of Governance:**

In January 2015, when a report on the proceedings of a two-day meeting of the Heads of Distance Education Directorates of Dual Mode Universities of India, convened by the University of Bombay, was put up, the following Gracious Observation was made by the Most Revered Chairman of the Advisory Committee on Education:

*“We have a unique cooperative integrated system of Distance and On-campus education which should be co-related”*

This was considered as a mandate in continuation of the steps already taken to integrate DEI-DEP with the university, as had been done for continuous evaluation / examination and to a significant extent the Admission process. In this section, we will briefly describe the restructuring of the following two major processes being followed since inception (in the year 2004) of the distance education programme of DEI:

- (i) Enrolment, and Continuous Evaluation / Examination, and
- (ii) Financial Management

### **28.1 Examination and Allied Work:**

We will first consider how the examination and related work of Distance Education was centralized. In the meeting of Advisory Committee on Education (ACE) held as long ago as on 24<sup>th</sup> November, 2012, the following item had been presented in the distance education report:

#### **(a) Taking over of examination and allied work of DEI-DEP by AR (Academic) of DEI:**

Gracious Guidance was received to take necessary steps so that the AR (Academic) can take over from In-charge, Examination of DEI-DEP the examination and allied work being then done by the set-up in CART (Centre for Applied Rural Technology). The Director, DEI along with the Coordinator, DEI-DEP were asked to discuss the staff and

space requirements with AR (Academic). Preliminary discussions were held soon after. It was considered advisable to recruit the requisite staff and train them in the CART set-up so that they become familiar with the Distance Education set-up and thus lead to a seamless transfer of the work from CART to Central Examination Office.

In the academic year 2013-14, there was unusual delay in declaring the results of DEI-DEP for the first semester examinations and the matter was brought up in the ACE meeting held on May 10, 2014. Amongst the main reasons given by the Incharge, CART, were (a) the large increase in number of students, (b) as per instructions, the offices had to be closed at 5:15 pm, and (c) tremendous shortage of staff. Moreover the temporary staff had been working for 4-5 years and extension of their services was not smooth.

This issue was discussed in ACE at great length and the Gracious directions given by the Most Revered Chairman ACE in the meeting, as reported in the minutes of the meeting, are given below:

- (i) Distance Education is also the baby of DEI and not someone else's baby. The Academic Section of DEI must process the results of the DE programmes also. The necessary staff may be provided to the Academic Section. Dr. Radha Krishna would be freed and the Academic Section would do the needful. The results, processing should be centralised. This would facilitate the proper and timely execution of Institute's programmes and some tangible solution would emerge.
- (ii) Presently staff members available with the CART for examination results, processing may be given to Dr. P.K. Sinha and would report to him. With his experience, Dr. P.K. Sinha can provide the necessary guidance in streamlining the process.
- (iii) In the Interim period i.e. till the Institute appoints the regular staff, concerned Society would make available the funding necessary for the staff.
- (iv) Efforts may be made to look for people who are retiring from the Academic Section and have the relevant experience of processing results. Some of them are capable people. They

also are interested in getting some work because they may then continue residence in Dayalbagh. Further, they can get some money apart from their pension for the additional work.

The matter came up again in the meeting of ACE on November 22, 2014, when the following report was presented:

**(b) Student Enrolment and Examination related work of DEI-DEP taken over by AR (Academic), DEI:**

Following Gracious Guidance, a proposal to create new posts on Society Rolls for DEI-DEP was put up and considered by ACE in its meeting held on May 10, 2014. As reported earlier, the Minutes of this meeting clearly mandated that “the necessary staff be provided to the Academic Section. Dr. Radha Krishna would be freed and the Academic Section would do the needful. The results processing should be centralised”.

The AR (Acad.) has now taken over the enrolment and examination related work of DEI-DEP under his charge.

A meeting of the DEI Programme Coordinators with the AR (Acad.) was convened on 17<sup>th</sup> Oct, 2014 under the Chairmanship of the Director, DEI. In this meeting which was attended by most of the Programme Coordinators, the Director spelt out the significant developments in the recent past and those that are in the planning stage in DEI and DEI-DEP and the AR (Acad.) highlighted the current and planned developments and changes in examination set-up of DEI-DEP.

The work started in right earnest and as noted in the ACE Minutes, with his experience, Dr. P.K. Sinha, AR (Academic) provided the necessary guidance in streamlining the process.

The Examination Section of DEI has since been strengthened by the appointment of a Controller for Examination. They are doing all continuous evaluation / examination and related work of DEI-DEP quite satisfactorily.

The Financial Management process was also subjected to major restructuring and will now be described briefly.

**28.2 Financial Management:**

**(a) Background:**

As stated earlier, for the first distance education programme of DEI in MTV Puram (i) an initial grant of Rs. 35,000/- was provided by a Dayalbagh Charitable Society for buying tools, a TV set, DVD Player, etc, and (ii) the total recurring expenses came to Rs. 16,000/- while the income from fees was Rs. 18,000/-.

Thus right from the inception of DEI-DEP till the year 2016-17, Distance Education Centres were provided funds out of DEI Budget mainly in the form of fees collected as well as out of the three Societies' funds. The DEI funds were primarily used for recurring expenses and for paying rent, tax, water and electricity charges, etc. while the societies' funds were used for paying honorarium / conveyance allowance to the mentors, facilitators and visiting faculties of the centres, purchase of equipment, etc.

The then President of Radhasoami Satsang Sabha / DEI wrote to the Regional Presidents on 4<sup>th</sup> February, 2016 under the heading 'Management and Financing of Distance Education Centres of DEI Distance Education Programme' as follows:

“For various reasons, it has been found necessary to change the present system of Management, control and financing of Distance Education Centres of DEI-DEP. As a result of this, the funding societies of Dayalbagh will no longer provide direct finances to the centres: ..... The funds will be provided by the DEI from its budget for the Distance Education Programme.....”

### **(b) Preliminary Study for a Viable Centralised Accounting System:**

A Finance Expert Mr. G.S. Sood (currently President of Radhasoami Satsang Sabha) was deputed in November, 2016 to work out a viable centralised DEI-DEP Accounting Procedure.

At his request, centre-wise expenditure data pertaining to 87 centres over the length and breadth of the country for the financial year 2015-16 was made available to Mr. Sood. The



data showed that as far as petty expenditure (contingencies and consumables) was concurred, 67 centres had incurred upto about Rs. 16,000/- and 10 centres had booked more than Rs. 56,000/-, the remaining 10 centres fell in the intermediate category. It was recommended that an imprest amount of Rs. 1,000/-, Rs. 5,000/- and Rs. 2,500/- per month respectively be provided to these centres for this segment of expenditure. It was also proposed that the procedure for recoupment be kept simple. A fast track route was recommended for the other segment of expenditure, viz. conveyance allowance, statutory payments like the expenses for water, electricity, taxes, etc.

A detailed response to the recommendations of Mr. G.P. Sood was submitted by the Coordinator, DEI-DEP from which the following may be highlighted:

- (i) The DEP Bank Accounts of the centres should be retained and the imprest amount should be electronically transferred to the DEP account of the centre and not to the personal account of the Centre-in-Charge,
- (ii) The fast track system for payment of obligatory or statutory bodies should be introduced in which the amount should be transferred electronically by the Accounts Deptt. of DEI. If this is not possible, then the amount should be transferred to the centre for onward payment,
- (iii) The conveyance allowance be also paid electronically to the staff members by the DEI Accounts deptt.

Extensive discussions were held in order to evolve a viable model acceptable to all stakeholders and in the meeting of ACE held on March 25, 2017, the following new model was presented for consideration:

### **28.3 A New Model for Centralised Financial Management of Information Centres:**

The first option considered for Centralised Financial Management was to continue with the DEP Bank Accounts at the centres where funds could be transferred from the Accounts Section of DEI. The system would operate as

follows:-

- a. All bills related to the Information Centres will be electronically paid centrally directly into the Bank A/c of the vendors.
- b. Utility bills payment will be made online by the Accounts Section.
- c. For day-to-day petty expenses, an imprest amount upto Rs, 5,000/- shall be payable to the Centre-in-Charge. The imprest shall be credited centrally to the DEP Account at the Centres and recouped as required.

During extensive discussions with the Treasurer, DEI, and her staff, the following points emerged:

- i. In most cases, the utility bills cannot be paid online.
- ii. To meet the audit requirement, separate PAN numbers will have to be obtained for each account, which will be problematic.

To obviate these difficulties, a new model of Financial Management of the centres was considered which involves the issuance of Pre-paid Card from SBI to each Information Centre instead of maintaining DEP Account at the Centre for handling the imprest amount payable to the Centre Incharge. The limit of amount that can be withdrawn from the pre-paid card may be fixed in such a manner that the monthly utility bills can be paid from it, in addition to meeting the petty expenses. Operational details of the new model are briefly described below:

1. Pre-paid cards (total 90 cards - one for each Centre) may be purchased from SBI with defined limits. Initial one-time charge of issuing of each card is Rs. 100/-The cards may be recouped / re-charged once a month after the vouchers are settled at the Accounts Deptt. The recharging can be done electronically from the existing DEP Saving Bank Account in RSUCB. The transaction fee (Rs. 10/-) per transaction shall be levied by SBI for every transaction.
2. It is suggested that Prepaid Cards with limits of Rs.

5,000/- for small Centres and Rs. 10,000/- for large Centres may be provided to the Information Centres. This will ensure that they will be able to pay the utility bills as well as meet the petty expenses during the month.

3. SBI has confirmed that the Pre-paid cards can be issued within a week.

The following status report on Centralized Accounting System was presented to ACE on July 22, 2017:

#### **28.4 The Status of Centralised Accounts System of DEI-DEP in July, 2017:**

1. The DEP Bank Accounts at the Centres have been frozen and are not being operated. These accounts will be closed once the alternate method of handling finances at the Information Centres stabilizes.
2. E-prepaid cards have been received from SBI and already issued to 50 Centres. The cards will be charged with the imprest amount for these centres by 20<sup>th</sup> July, 2017. Based on the success of operation of these cards, rest of the centres will also be issued e-prepaid cards. A separate Current Bank Account is being opened in SBI Hira Bagh Colony Branch to re-charge the e-prepaid cards on regular periodic basis.
3. From 1<sup>st</sup> April, 2017 Centralized Accounting system has been implemented at DEP.
4. To ensure proper functioning of the Centralized Accounting system the Accounts team of DEP should report to Treasurer, DEI – similar to the Centralized Examination team of DEP now reporting to AR (Academic) / Controller of Examinations (DEI).

The system of e-prepaid cards operated by the State Bank of India worked for sometime but due to several operational problems it had to be discontinued.

The system which is now operational for payment of Bills / Conveyance allowance of DEP centres is as under:

1. Receiving of original bills/scan copy of CA sheet from

- centers
2. Checking of bills
  3. Approval of Coordinator, DEP
  4. Making vouchers and NEFT (National Electronic Fund Transfer) documents
  5. Signatures of accounts officials (Authorised Signatories)
  6. Final payment.

Though the above payment system has been in operation for quite sometime, the centres strongly feel that the imprest amount of Rs. 5,000/- or Rs. 10,000/- (as was recommended / approved) should be made available to them as an advance on the first day of the financial year from which they can meet their requirement of contingencies and consumables. They also would like the process of recoupment to be expedited. Some Centres-in-Charge, who are employed, are not at all comfortable with the payments being made in their personal accounts. There is a need to review the process being used in the light of these issues.

## **29. Transition To Online Mode of Education**

### **29.1 Background**

The University Grants Commission has circulated an updated list of 38 Higher Educational Institutions on 11<sup>th</sup> June 2021 which are entitled to start full-fledged Online Programmes without prior approval of the UGC, as per provisions stipulated under regulation 3(B)(a) of the University Grants Commission (Open and Distance Learning Programmes and Online Programmes) Regulations, 2020.

Out of 38 Institutions, three Institutes are in Uttar Pradesh and Dayalbagh Educational Institute is one of these three Institutes. Institutes which either had NAAC Score of 3.26 or above or were in the Top 100 Institutes of NIRF Ranking in two out of past three cycles, were eligible to apply under this special category. DEI qualifies both these criteria. An Institute will be permitted to keep offering ONLINE MODE Education till they

continue to meet the above-mentioned criteria of NAAC Score or NIRF Ranking.

Under this special category an Institute can offer 3 UG and 10 PG Programmes in Online Mode.

DEI has been permitted the following 3 Under Graduate and 2 Post Graduate Programmes to be offered in the session 2021-22:

1. B. Com (Hons)
2. B B A
3. B A (Hons) – Social Science
4. M. Com – International Business
5. M A (Theology)

The permission is subject to DEI's point-wise compliance of the assessment criteria as laid down in Annexure IX of UGC (ODL Programmes and Online Programmes) Regulations, 2020 regarding details of E-Learning Platform including creation of content according to the Four Quadrant Approach.

## **29.2 Interaction with existing Centres and other experts in the Regions**

Shifting from ODL Mode to Online Mode is a major change in the Education system followed at the DEI Distance Education Centres.

To make the Centres /their Mentors and other experts in the Region aware of this major transformation from ODL to Online Mode, numerous Video Conferencing sessions were conducted (in a batch of approximately 10 Centres at a time) with all the Centres concerned, over a period of one week. The Centres were explained in detail as to what is involved in the transition to the Online Mode for UG/PG Programmes. The need to make this change, advantages (specially in the current Covid-19 scenario), scope of increase in the student strength and the benefit now reaching the students living in remotest location (where we may not have our current presence) was explained.

Also, the need to have international level of E-Learning material created over a period of time, specially since DEI is now eligible to enroll international students as well. The need is to focus on the Online Mode of Education to achieve the target of student strength specified in our Vision Document 2032 as there will not be much increase in the Main Campus but outside and thus the experience gained through our distance education online programme will be valuable. The change in the roles and responsibilities of Centre In-charges, Mentors, Facilitators was also explained. Useful suggestions were received during these Video Conferencing Sessions with the Centres and the experts. These are being considered in implementing the online mode of education.

The Centres suggested that minimum/uniform infrastructure required (ICT and other infrastructure) at Centres to operate as Examination Centres may be carefully specified and made available at the examination Centres at the earliest.

### **29.3 Salient features of ONLINE MODE of Education**

Unlike in ODL programme where there are restrictions on Territorial Jurisdiction for the Deemed-to-be-Universities, in Online Mode of Education, there is no restriction and hence students from any part of the country can take admission under Online Mode. Further, if the NAAC Score is more than 3.26, the Institute can register international students also. So students from any part of India and abroad can take admission into any of the five programmes (mentioned above) in DEI.

However for appearing in various examinations, student has to come to the nearest Authorized Examination Centre of the Institute. The Authorized Examination Centre shall be equipped with infrastructure as specified in the UGC Regulations 2020. For convenience of the students, DEI has already established more than 80 Examination Centres across the length and breadth of the country and may consider adding additional Examination Centres if and when required and approved.

Before starting any programme, the Institute is required to



upload 3 semesters' E-Learning Material on their Portal (on Vidya Prasar which is DEI's E-Learning Portal) for UG Programmes and 2 semesters' E-Learning Material for PG Programmes. This is required to be done before the beginning of the Session, so that students can have online access to the lessons. The E-Learning Material has to comply with the Four Quadrant approach defined by UGC.

To monitor/mentor the students, every student will be assigned to a Mentor/Facilitator who will constantly guide the student and also do the periodical assessment of the students and will regularly interact with them. Mapping of each student to a mentor will be done before the start of the session. Since the mentoring is done online, the mentor may or may not be in the same city, though we shall endeavour to assign a mentor in the same city wherever possible.

#### **29.4 Creation of E-Learning Material for the five approved programmes**

The task of creation of the Online E-Learning Material has been taken up by the concerned Departments/Faculties and the creation is at different stages for each programme. The Departments/Faculties have been ably supported by the Industry Experts and erstwhile Mentors/Facilitators of these programmes. For various programmes following number of Experts/Mentors/Facilitators have offered their services to respective Faculties:

a. B. Com (Hons) & M. Com	:	134
b. BBA	:	195
c. BA (Hons) – Social Science	:	8
d. MA (Theology)	:	30

Their services are of great help to the programme coordinators.

#### **29.5 Proposed Admission Process**

As per the existing policy of the Institute, the admission process will continue to be handled by the Dean of the Faculty to whom the Online Programme belongs.

After the Main Campus seats are filled, the students who opted

for Online Mode also, will have the opportunity to be considered for admission to Online Mode. Candidates who did not opt for Online Mode in their application will not be considered for admission to the Online Mode of Education.

**The data on fresh admission since inception for the five programmes is shown in the following table:**

S. No.	Programmes	No. of Students Admitted			
		2021-22	2022-23	2023-24	2024-25
	B.Com (Hons)	109	98	57	132
	BBA	92	136	89	170
	BA (Hons) – Social Science	05	08	06	11
	M. Com	51	39	21	26
	MA (Theology)	31	06	16	33
	<b>Total</b>	<b>288</b>	<b>287</b>	<b>189</b>	<b>372</b>

**30. Implementation of the Open Book Examination System in DEI's Distance & Online Education Programme**

The Institute, having decided to switch over to the Open Book Examination System with effect from the second semester of this session (2023-24) onwards, it was considered advisable to sensitize the mentors and students of all the Information Centres to this system through video-conferencing. It was decided by the Institute to hold an online meeting for this purpose at 2:00 PM on 9<sup>th</sup> March, 2024. The overall participation was very good with ninety two locations logging in. The Director of the Institute Prof. C. Patvardhan introduced the faculty and students to the basic principles of Open Book Examination and personally answered all the queries raised by them. It was satisfying to note that the reaction of the audience to the proposal was very positive and it appeared that they were looking forward with optimism to face the challenge of the new system.

The Guidelines on Open Book Examination dated 11<sup>th</sup> March, 2024 issued by the Registrar of the Institute are in two parts: Part A for Teachers and Part B for students. The document was made available to all the Centres-in-Charge.



## **Empowerment of the Tribal Women at Rajaborari**

**Sangita Saini, Head, Home Science Deptt & Dean, Faculty of Arts, DEI**

Rajaborari is a village with a predominantly tribal population in the Satpura range of mountains in Harda district of Madhya Pradesh.

To uplift the uneducated youth and underprivileged of Rajaborari and to meet the local manpower demands, courses like Handloom Weaving, Manufacturing Canvas Goods, Carpentry and Tailoring were started there long time back.

Thereafter, on May 16, 1981 the Government of India declared the Dayalbagh Educational Institute, Agra, as a “Deemed University” under Section 3 of the UGC Act. The Institute has since then been accorded the Membership of the Association of Indian Universities.

There was considerable activity in the area of 'Sewing' in the Women's Training College of DEI. This was integrated into the curriculum of the Home Science Department at the Faculty of Arts. In 2004, one year certificate course of Dress Designing & Tailoring was introduced at the Women's Polytechnic. In the same year, the Distance Education programme of DEI was launched to extend the benefits of its high quality innovative and value-based education to all the sections of society, especially the weaker sections and women residing in remote, backward and tribal areas. D.E.I started its Distance Education Centre at Rajaborari in January 2008 with the Dress Designing & Tailoring programme which had been developed by the Faculty of DEI over a period of one-year. Seven female students joined the programme – 6 belonged to the scheduled Tribe category and one was an OBC.

Each year the popularity of this course rose, thus the 3rd batch was spread over 43 centers. Later, it was being run at 67 centers across the country. In 2010 another course of “Cutting and Sewing” for 8<sup>th</sup> pass students was floated. It was also a popular course for women since it was meant for the weaker students or the school dropouts who could pick up the sewing skills and earn their livelihood.

The course content of both these courses consisted of theoretical as well as practical aspects related to dress designing, pattern making and sewing of various Indian as well as western garments. The basics of production of natural textile fibres and man-made fibres, properties of fabrics and their finishing as well as testing were included in theoretical sections. Amongst

the hands-on skill, advanced pattern making techniques, dart manipulation techniques, layout, cutting and sewing of garments were included. The courses included training of sewing children's garments, ladies' garments and many gents' garments. The entrepreneurial skills desired in the garment world were also introduced in these one year courses.

Since Rajaborari Estate was one such location where both these sewing courses were being floated, being a backward and tribal area, the challenge was to provide a sustainable source of income for the women. Hence during October 2014, exploration of this region suggested that establishing a garment manufacturing activity in the selected area would enable the women to generate revenues as well as raise their confidence. Also, since women knew stitching, it appeared that by upgrading their sewing skills, the women could achieve this objective. Since, one could carry the activity of sewing at her home at flexible timings without causing hindrance in her daily routine work, income generation through sewing skills was thought to be an easier way to earn livelihood, especially for women.

From November 2014, women were called from their homes with the help of local women representatives. Training of sewing was carried out centrally at one location. Interestingly, women showed a lot of interest in the training activity. Each woman was registered since it created a sense of belongingness. The team started the training process for girls' *kameez* and *salwar* for making the DEI college uniform for girl students. Initially, women were paid a meagre amount of monetary remuneration for which attendance of trainees was maintained. Thereafter, with standard-size patterns from the industrial experts and white fabric as well as accessories purchased from the local market, the first group of trainers were given a target of 100 cut suits (100 tops and 100 bottom) for getting stitched. There was more demand for cut fabrics which led to meticulous planning, record keeping and development of instruction sheets for sewing, leading to maintaining higher quality of end-product.

During the training prevalent managerial skills also available with them were observed. Training for basic sewing skills was carried out continuously for more than six months in which, based on the trainee/women's caliber, stitching of items was planned to make the activity remunerative. There were a few dropouts and a few women joined the group over time. Gradually, two women's groups were formed.

- Women who were still getting trained.
- Women who had acquired proficiency in sewing a particular item.

Once a woman had received a level of skill, she was shifted to the production group. After a few women received a good level of skill, only then was the final garment assembled. For making training remunerative, standard-sized simple products, like cushion covers, tablecloths and pillow covers were also stitched by the trainees. Appropriate fabric was arranged and provided for the training and production groups.

By 2015, more than 150 trainees had been trained in preparing good quality marketable garments. Thus, three sewing centers, which were to act as incubation centers were started with adequate infrastructure in three villages namely Rajaborari, Kairi and Mogradhana. At each center, ten sewing machines, storage facilities and other infrastructure were provided. Besides this, two mentors, who had learned the needed skills, were deputed for each centre. Each participant was paid stipend for sewing the uniform of girls. In January 2016, another center was opened in Salai village of Rajaborari Taluka. The product range was diversified with the introduction of coloured fabric and the whole set up started working under the banner of Apparel & Toy Making Association (ATMA). The prepared goods were marketed under the banner of ATMA at various locations and exhibitions. A sale counter was established at the institute campus. The products produced continued to be sold at the university main campus or at the exhibitions at various locations.



**Various Items Displayed at Exhibition**

By 2017, the number of females in the sewing centers had increased significantly. At this stage it was decided to expand the training of skills related to value addition of garments like printing, embroidery, painting etc. Efforts to sell these products in the local market and neighborhood were also being made.





Women Working at Rajaborari for livelihood



Stitched Items being printed by Women

By the next year (2018), about 150 women from Rajaborari and several surrounding villages were stitching uniforms (*Kurta* and *Salwaar*) and various other apparels at an acceptable quality level. A few women were also trained at one village in layering, layout, cutting and bundling of items to run an apparel production unit.

Gradually with the production process technological interventions were introduced wherein, full shuttle machines were arranged for women at each center where they could collect and stitch the items. Machines for interlock and buttonhole making were also arranged at the time of production of gents' *kurtas*. All these machines helped to develop better quality product and to complete items timely. By 2019, production in large quantities had begun. The need for a cutting machine was also felt hence, a round-blade cutting-machine was arranged which would help in cutting multiple layers of fabric according to the layout of patterns.



Women using the round-blade Cutting Machine

Besides training various workshops (table1.1) and group interactions with



women for identifying sewing defects and rectifying the faults were conducted. Also, training related to learning value addition of products and for the usage of advanced technology were organized. The workshops helped the women remarkably.

**Table. 1.1 List of Workshops Conducted for Skill Enhancement**

Year of Intervention	Rajaborari Women Groups
	Workshops Conducted for the following
First year	<ol style="list-style-type: none"> <li>1. Stitching Techniques</li> <li>2. Stitching of Ladies' Kurta</li> <li>3. Making of Salwar</li> <li>4. Stitching Gents' kurta</li> <li>5. Hand Machine Repairing</li> <li>6. Neck Lines of Ladies' Kurta</li> <li>7. Hand Embroidery on Ladies' Kurta</li> <li>8. Value addition of products</li> </ol>
Second year	<ol style="list-style-type: none"> <li>1. Electronic Machine Repairing</li> <li>2. Buttonhole Making on Gents' Kurta</li> <li>3. Interlock for Garment Finishing</li> <li>4. Block Printing on Ladies' Kurta</li> <li>5. Cushions, and Bags</li> <li>6. Hand Painting Ladies' Kurta and Chunni</li> <li>7. Making Handbag</li> <li>8. Fabric Cutting Machine</li> </ol>
Third year	<ol style="list-style-type: none"> <li>1. Quality Analysis</li> <li>2. Size Label Attachment</li> <li>3. Workshop on Self-Help Group</li> <li>4. Quality Analysis</li> </ol>

Besides this a “Catalogue” with the images of the items produced along with the code was developed to keep a record and to track the products. From time to time, Audio-Visual Aids related to the production process (spreading, cutting and sewing) of various selected items were prepared and used during the skilling process. Audio-Visual Aids (AV) related to sewing techniques of specific garments were prepared in Hindi language and used for the women. The AV Aids were also used for various purposes like:

- Better comprehension of know-how by the women and proved effective in bringing the quality of the desired product.
- To discuss the defects/shortcomings of sewing and the maintenance of machine
- Inspirational videos related to the role of self-help group (SHG).
- A few case studies and success stories of SHGs helped build confidence amongst the women involved. The videos facilitated them to ask questions and understand the role of SHG and formulate one.

To move towards sustainability special efforts were made to orient women to make SHG. By 2018, two SHGs were formally registered with NRLM

(National Rural Livelihood Mission) and they had opened their bank accounts with some revolving fund in it. The MP government later gave an order to stitch uniforms for their schools which was completed within the stipulated short period. By mid-2019, a total of five SHGs had been registered in Rajaborari.

During COVID 2020, various challenges for the formulated SHGs had emerged. However, all this mobilized the women of SHGs to independently produce over 6000 face masks and distribute 500 masks free of cost to meet their 'Social Responsibility'. The faculty and scholars from the institute provided guidance through audio-video mode and also sent the online booklets and instruction sheets as and when desired. There has been no looking back for the Rajaborari women SHGs after that.

Since 2021, each year an order to stitch the school uniforms for MP schools is being received by the SHGs and is being successfully completed. Thus, the activity of skilling the women with sewing has not only sustained the SHGs but has also been giving economic benefits to the women of that area. The number of orders to the SHGs has been continuously on the rise, each year due to the timely completion and the quality of work they have exhibited.

The number of SHGs has also risen to seven now. In 2022 the women of SHGs at Rajaborari were trained in printing using the sublimation printing machine. Now the women are printing T-Shirts, Caps, mugs etc. for various events that are locally being organised by the schools and community.



**Preparation and distribution of School Uniform**



## **DISTANCE EDUCATION SINCE 2004**

**Jeyaram Singh, Centre-in-Charge,  
MTV Puram (Tamil Nadu)**

The concept of DISTANCE EDUCATION in Satsang took firm roots during the Historic Satsang Tour in Tamilnadu at the time of the launching of D.E.I. Distance Education Centre on June 02, 2004 at Melathiruvankatanathapuram.

This was our first step towards the fulfillment of the Holy Mandate of Param Guru Huzur Dr. M.B. Lal Sahab in 1997, that in 50 years time, a University would be established by Satsang at Melathiruvankatanathapuram. Accordingly the greater role of Education in spreading the Message of Huzur Ra Dha Sva Aa Mi Dayal and Satsang Culture was emphasized. Further the philosophy of Distance Education of Dayalbagh is need based and value based along with an emphasis on work-experience which is the strength of D.E.I.

This Distance Education Programme expanded across India and the rest of the Globe. Started with the Motor Mechanic (4 wheeler) course at MTV Puram in June, 2004, it covers a number of courses like, Wireman, Electrician, Textile Designing & Printing, Cutting & Sewing, Two Wheeler Mechanic, Bamboo Technology, Modern Office Management & Secretarial Practice, B.Com.(Hons), etc.

Apart from the above remarkable developments, the Distance Education had given shape to the Distance Satsang from June, 2004 (as e-Satsang), which fulfilled the Mandate of Param Guru Maharaj Sahab and thereby Satsang itself is now regarded as the highest form of Education (i.e.) Spiritual Education, which will continue right through the Human existence in this Creation (i.e.) for Ever and Ever.



**A Novel Experiential Approach towards**  
**Core Courses**  
**at DEI Information Centre, Roorkee**

**V. Huzur Saran, Centre-in-Charge**

**V. Radha, Facilitator**

The education policy of DEI is unique in that it aims for the overall development of the student while also inculcating human values. Besides the main courses, many compulsory core courses are offered in different semesters, viz., Cultural Education, Scientific Methodology, Rural Development, Agricultural Operations, Social Service, Comparative Study of Religions etc.

To integrate key aspects from these core courses, such as Scientific Methodology, Agricultural Operations, Social Service, and Entrepreneurship, we launched the Agro-Homeopathy based Organic Botanical Herbal Garden (AHOBHAG) initiative at our Centre. Since 2019, we have been growing herbal plants in land area of about 40 square metres. Here, the students are introduced to frugal and innovative sustainable practices in agriculture viz., homeopathic medicines to replace the chemical fertilisers, insecticides and weedicides, mulching and tilling. We have grown around 60 varieties of herbs and plants including Insulin, Gurmar, Black turmeric, Nirgundi.

Building upon this integrated approach to health and sustainability, and inspired by the concept of a complete healthcare habitat at Dayalbagh, we have also initiated the Swasthya Sangama Satra, that is during this monthly holistic wellness session, we offer advice centered on a holistic approach, harnessing the synergy of Yoga, meditation, herbal medicine, homeopathy, and acupuncture.

Moreover, adhering to the DEI ethos of 'Education, more

education, education made perfect,' the DEI Information Centre Roorkee, has regularly organised lectures and seminars with the industry experts, US-based corporate professionals, IIT Professors, US-based entrepreneurs, US-based nurses practitioner, public servants etc. as the invited resource persons. In alignment with this emphasis on practical learning, students are also assigned challenging hands-on projects, which they present before the learned audience, reflecting deeper subject knowledge and a heightened interest in their fields.

To widen our outreach activities and to provide a practical lesson in social service, we have initiated Srijanshala, a free weekly enrichment fun-day (fun-Sunday) camp for the students from classes 1 to 5. In this camp, the students enjoy learning in with fun in the serene and natural environment of an organic herbal garden. Here, we attempt to implement the best educational and teaching practices like project-based learning, from various premier schools and micro schools around the world. Activities here range from meditation and yoga, to playing educational games like Jenga and puzzles like Sudoku, and gaining hands-on experience in cutting-edge techniques in organic farming. Educational documentaries are also shown to the students as part of blended learning paradigm to enrich their knowledge and understanding. These initiatives not only enrich the student's knowledge but also foster essential life skills like confidence, discipline and teamwork.

All these efforts have been appreciated by the company executives who have visited our Centre on various occasions. Executives from Tata Motors, Maruti, Toyota, Mahindra, Hyundai were highly impressed by our students' work ethic and have offered placements to the whole batch of students in their organisation. Recently, the executives of Tata motors have offered to train our students free of charge. Some of our efforts, like AHOBHAG have been appreciated by renowned environmentalist and Padma Shree Awardee, Dr. Sunita Narain, NGOs and other distinguished guests. Articles on innovative



techniques of agriculture practiced at AHOBHAG have been published in top-tier homeopathic journals. Our activities have also been regularly covered by the local newspapers.

With our experiential approach towards the DEI curriculum, we have observed a remarkable transformation in the students over the course of one year at our Centre. They have cultivated discipline, teamwork skills, broader perspectives, and greater confidence, reflecting our commitment to nurturing total quality person in line with the DEI's vision to cultivate future leaders equipped with essential knowledge, qualities, values and attributes (Sigma Q-V-A model).



## **DEI-ICT Bangalore (ODL) Campus**

**Sapna Sharma, Coordinator,  
ICT Centre Bangalore**

Inaugurated by the Most Revered Dr. Prem Saran Satsangi Sahab, the Chairman of Advisory Committee on Education in 2011, the Centre is situated in a verdant and quiet institutional area, off Sarjapur Road. The DEI-ICT Bangalore (ODL) Campus was set up to bring the people of the Southern region within reach of quality education based on DEI's unique education policy. Now, the Center has also been mandated to act as a nerve center supporting the teaching programme not only at MTV Puram, but also to Sri Lanka, and the rest of South India - Tamil Nadu & Andhra Pradesh.

Currently, the Centre offers Certificate courses, Diploma in Electronics, Diploma in Vocational IT, Online courses like BBA, B.COM., M.Com., MA Theology and we also serve as the exam center for students who have secured a job in Bangalore and pursuing the courses in DEI.

ICT Bangalore has also actively facilitated teaching at the ICT Centre in MTV Puram, by holding online classes everyday in the mornings via Skype, Polycom & Zoom. The faculty has been sourced from the highly knowledgeable pool at the Bangalore/South Bangalore Branch who are subject matter experts and working professionals, thus bringing a practical perspective to the teaching. We have also ensured on time submissions, lab practicals, industry visits, and timely evaluation of the students there. Additionally, we have also aided students in Kurnool with their studies by using the same model as in MTV Puram.

The ICT Campus, Bangalore has successfully conducted a series of **international webinars** on **The Autism Advantage, The Jugaad Connection, among others**. We have conducted guest lectures in the past on **marketing, human resource**

**management, entrepreneurship, robotics, block chain, etc.** Enthusiastic participation in all celebrations like **Shiksha Divas, Innovation, Quality, & Values Day, SPHEEHA activities,** ensures inclusivity and vivacity amongst faculty and students alike. In June 2023, we held a widely attended Alumni meet, with over 65 participants present and over 30 connected online.

**By far the highlight of each academic year is SWABHIMAAN – The Product Exhibition** – held in the January/February each year, around Founder's Day. The ICT Campus is open for all on this day, and the students put up stalls with details of their courses and related interactive activities. Diploma Students had assembled LED bulbs which were put up for sale.

The Dress designing & Tailoring; and Textile design & printing students make products for sale during this exhibition. The audience are mainly people from the neighbouring areas, Satsang Branch Members, family & friends of the students. In all the years we have conducted this exhibition, the products have been snapped up by the people visiting. This is a huge morale boost to the students, and has encouraged many to become entrepreneurs as well. The Product Exhibition also acts as a campaigning tool for admissions for the next Academic Year. The Dayalbagh Manufactures' exhibition held at the ICT premises in July 2024. This was a unique and innovative way to advertise & campaign for the certificate courses.

We are working to ensure higher admissions from our campus, and with His Grace, we may well increase our intake. Gracious Mandate has been that Bangalore acts as a hub for South India, providing resources and knowledge sharing to the fullest – we hope and pray at the Lotus Feet of Ra Dha Sva Aa Mi Dayal to help us fulfil it.



## दयालबाग शिक्षा का अद्भुत स्थल

रचना सिंह, मेंटर, एम.ओ.एम. एण्ड एस.पी,  
डी.ई.आई. इन्फॉर्मेशन सेंटर, भोपाल

दयालबाग का अद्भुत सलिल, शिक्षा का अनुपम है।  
पढ़ाई संग अध्यात्म का संगम, यही इसकी पहचान है।

NAAC में है प्रथम स्थान, श्रेणी में सर्वोत्तम पाया।  
शिक्षा की रोशनी से ये, हर शदल में ज्ञान का दीप जलाया।

खेतों में श्रम की महक, हाथों में सच्ची साधना।  
सतसंग से मन निर्मल होता, यही सच्ची आराधना।

न केवल पुस्तकों का ज्ञान, जीवन का भी अर्थ सिखाता।  
यहाँ हर बच्चा होता है, अपने आप में एक कलाकार बन जाता।

पढ़ाई हो या खेल का मैदान, यहाँ हर दिशा में बढता है।  
हर बच्चा बनता है 'ऑल राउंडर', हर हुनर में निखरता है।

संस्कारों का सच्चा धाम, जीवन की ये पाठशाला है।  
दयालबाग की शिक्षा, हर विद्यार्थी की यही माला है।

आओ हम भी चलें वहाँ, जहाँ ज्ञान और साधना मिलती है।  
दयालबाग के आँगन में, खुशियों की बगिया खिलती है।

दूरस्थ शिक्षा के हैं कई फायदे, हर दिशा में यह जगमगाए।  
गाँव, 'शहर, हर कोने तक, ज्ञान की किरणें पहुँचाए।

घर बैठे पढ़ाई हो जाए, समय की बचत, सुविधा समाए।  
दूरी का कोई बंधन नहीं, हर कोई इसे अपना बनाए।

कामकाजी हों या विद्यार्थी, सभी के लिए ये लाभकारी।  
समय और स्थान की बंदिशें, अब नहीं रहती हैं भारी।

तकनीक का हो सहारा, दुनिया का ज्ञान तुम्हारे पास हो सारा।  
दूरस्थ शिक्षा का ये है कमाल, शिक्षा के नए आयाम से सबको पुकारा।

आत्मनिर्भर बनाता है, खुद की रफ्तार से बढ़ने का हौसला देता है।  
दूरस्थ शिक्षा के ये फायदे, हर विद्यार्थी को आगे ले जाता है।

दयालबाग़ की शिक्षा ने, अपना परचम लहराया, चहुँ ओर फैली इसकी  
अद्भुत छाया।  
बच्चे पाते Holistic ज्ञान, जीवन का हर मार्ग होता आसान।



**My Journey from DEI Student to**  
**Distance Education Centre-in-Charge**  
**Priya Singh, Centre-in-Charge, Information Centre, Chennai**

As I look back and reflect on my journey with the Dayalbagh Educational Institute, I am filled with immense gratitude and humility for this esteemed university, which has contributed in developing my personality holistically and completely, to who and where I am today.

The journey of my association with DEI for nearly three decades has been a very enriching and fulfilling experience. I commenced this journey in the year 1993 as a student of the Social Sciences faculty pursuing the Masters in Business Management program (MBM), a stream which had been introduced at DEI in the same year. Student life at DEI was rigorous-filled with academics, extracurricular activities and much more. But, with immense Grace, I was able to face and navigate through the challenging situations and emerge stronger and more resilient. I was blessed with an opportunity of doing field work during that time which inculcated the value of dignity of labour in me. Dedication, sincerity, work is worship, perseverance, tolerance, conscientiousness, service of fellow humans, are the values which got embedded in my subconscious mind during my student life at DEI, shaping my personality and helping me from strength to strength in my career.

While pursuing a corporate career in Sales and Marketing, I was fortunate to get an opportunity of giving back to serve my alma mater in 2009 through the DEI Distance Education program. I am indeed blessed to be associated with the Distance Education program of DEI since then. The opportunity of being a facilitator and mentor of the BBA Distance Education program at DEI Karolbagh Centre, Delhi, was a big learning for me. Connecting, teaching and mentoring the young minds and also coordinating with DEI as a mentor of the MBA Distance Education program was a beautiful experience and helped me enhance my skills sets which have been very useful in my professional life.




In 2011, I joined the Post Graduate Diploma in Theology program and once again experienced the life of a student of DEI but this time through the distance mode. The theology program (PGDT) was a soul stirring experience. It gave me a lot of insights into the teachings of various religions of the world and the Science of Consciousness, which has broadened my outlook in life. It is commendable that the Theology program is being offered as an online program now and running seamlessly with the support of the faculty at DEI.

As a student of Theology and mentor of the BBA and MBA distance programs at Karolbagh centre, I was blessed with the opportunity to participate in the Science of Consciousness forums organized at DEI. The exposure of participating in the Science of Consciousness (TSC) forum was an amazing experience and I was in awe to witness the progress that the scientific community has made in research in the domain of the Science of Consciousness.

In 2020, I was blessed with an opportunity of serving as the Centre In charge at Chennai Information Centre. During the pandemic, we had encountered many challenges in running the Distance Education programs but with the Grace of our Supreme Father, the DEI Chennai Information centre was able to overcome these challenges and run the courses such as Dress Designing and Tailoring, PGDT, and MA Theology. Currently the centre is also running B.Voc (Agriculture Technology) and Certificate course in Soft Skills.

Additionally, the cultural activities that are undertaken at the Distance Centre to celebrate Independence day, Values, Quality and Innovations day, Shiksha Diwas, Founders' Day as well as the monthly issue of DEI Newsletter, has given the faculty and students at the Distance Centres an opportunity to exhibit their talent and contribute articles and poems on a regular basis.

To summarize, besides education, it is the values system, positive outlook towards life, resilience, adaptability and strength to face and overcome the challenges that are the major takeaways from DEI and its Distance Education programs. I feel so humbled and blessed to have been associated with the Dayalbagh Educational Institute for three decades and am truly grateful to our Supreme Father for this beautiful and enriching journey filled with opportunities to serve my alma mater.



## **Why Distance Education is invaluable to India**

**Neerja Caprihan, Bangalore Centre**

**Alumnus (PGDT) and Faculty Member (English  
Communication Course)**

Reams have been and can still be written about how the distance education has revolutionised education. It has been great for the world but what it has achieved for, where society is still in the grip of patriarchy, poverty and prejudices, is particularly remarkable. To fully appreciate why the distance education matters significantly more in a country like ours, one needs to view it in a social context. To elaborate:

- Geographically (G): This is of course the main highlight. It brings the institution imparting education to a student's doorstep. In the land where previous generations had walked miles and crossed the rivers to get to a classroom or simply a teacher, this is phenomenal progress.
- Economically (E): It makes education so much more affordable, and achievable.
- Mathematically (M): How much time did one spend in the traffic daily? What is the probability of reaching a class on time? What is the literacy ratio across different states, or genders, in India? How many hours are left in a day to balance educational pursuits along with earning a livelihood, family-time, hobbies and all else that makes for a fulfilling life? These questions will resonate with the residents of metro cities in particular.
- Sociologically (S): It does not matter what community you hail from, which agegroup you fall in, what your gender is, what stage of life you are at, what your professional status is and so on. You can be the recipient of education as long as you want it.

Distance education addresses all these in one shot, making it factually a bundle of GEMS! To sum up, it levels the playing field in every aspect and for everyone. And when the playing field is sorted, the players achieve their goals.



# **A Dual Journey of Excellence in Commerce and Theology:**

## **My Path from Student to Educator**

**Latika**

**Bachelor of Commerce (Hons) (2011-2014),  
Post Graduate Diploma in Theology (2018-2019)  
DEI Information Centre, Ludhiana**

In this special edition, I delve into my personal and professional journey at Ludhiana Information Centre of Dayalbagh Educational Institute, where I pursued Bachelor of Commerce and Diploma in Theology and was awarded medals for my achievements in both the programmes. The story continues with my transition from being a student to returning to the Ludhiana centre of DEI as an educator, where I now strive to pass on the values and knowledge that shaped my own journey.

### **My Academic Journey: Building Foundations in Commerce**

I will first reflect on my time as a Bachelor of Commerce student from 2011 to 2014. During these three years, I immersed myself in a rigorous academic environment that deepened my understanding of business, economics, and finance. The program's focus on ethical practices in commerce provided me with a strong foundation not just in theoretical knowledge, but also in the principles of responsible business practices. A standout moment in my educational journey was receiving a medal for academic excellence in commerce, which marked a significant milestone in my pursuit of Bachelor of Commerce degree. This recognition not only honored my hard work but also motivated me to continue striving for excellence in all my endeavors.

### **Exploring the Spiritual Path: Diploma in Theology**

While pursuing a Diploma in Theology in the year 2018, I engaged deeply with spiritual and ethical teachings. This

program complimented my commerce studies, offering a holistic approach to education that integrated spiritual values with academics. Excelling in this program and receiving a medal for my achievements was another defining moment. The guidance of my mentor was crucial in helping me navigate the demands of both disciplines, ultimately leading to success in both.

I express my deep sense of gratitude for the guidance I received from my mentors and for the opportunities afforded to me at the DEI Centre, Ludhiana. These experiences have shaped what I am today, both as an individual and as an educator – one that is rooted in the values of integrity, ethical practice, and holistic education. I hope to continue contributing to the growth and success of the institute and its students.



## **From Student to Mentor**

**Sangeeta Mathur, Mentor DD&T Course,  
Information Centre, Chennai**

I always wished to pursue at least one course from DEI and this wish was fulfilled when a study Centre started at our Chennai branch and 'Dress Designing and Tailoring', a one year certificate course under the Distance Learning Programme of DEI started at the study Centre in the year 2008.

We were 5 students who had enrolled ourselves for this course and had learned a lot right from the basics of stitching to the finishing of garments. We were extremely fortunate that during this period we were blessed by the Holy visit of Gracious Huzur at our branch and study Centre, wherein we had the opportunity to not only display our stitched garments in front of Gracious Huzur but also have Darshan as well.

This course was an in-depth course which benefitted all of us in such a way that by the end of course we found ourselves brimming with confidence to cut and stitch certain types of garments independently.

At present I am the mentor of DD&T course at our study Centre and have future plans of opening a boutique of my own.



## **Some Remarks of Alumni**

- **The Core Values that I Learnt about at Ludhiana Centre**

Rajbir Kaur, B.Com (Hons): 2016-19  
DEI Information Centre, Ludhiana

Out of the core values which I learnt at DEI Information Centre, Ludhiana throughout my graduation days, I would like to enlist a few which helped me to become the better version of myself. These are:

- **Well Rounded Person:** Being well rounded means being self-dependent and be familiar with all aspects of life and work. From cleaning DEI premises before classes, doing prayer, attending classes and giving seminars, helped me to develop my overall personality along with dignity of labour.
- **Simple Living:** This one is my favourite since childhood. I like simplicity, doing things in a simple way. At DEI I learned being simple is actually worth, you don't need big campus for quality education, it can be gained under any premises with best teachers.
- **Truthfulness:** Being truthful in every situation has helped me to develop my spiritual strength.
- **Quality of Education:** The education provided at DEI is priceless, with minimum fee. The faculty is providing maximum knowledge.

With these words, I would like to thank all the respected faculty members.





• **Studying at Murar Centre: A Positive Experience**

**Agam Satsangi, MVM (4Wheeler): 2021-22**

**DEI Information Centre, Murar**

1. I am deeply grateful to God for the opportunity to study at the DEI Centre, where every day brings new learning and growth.
2. The teachers are incredibly dedicated and teach with selfless devotion, always going the extra mile to ensure our success.
3. At DEI, students experience holistic development, encompassing social and intellectual growth, fostering a well-rounded education.
4. The campus environment is nurturing and supportive, encouraging students to explore their passions and talents.
5. DEI's commitment to excellence is evident and innovative teaching methods prepare us for the challenges of the future.



- **A Transformative Study Experience at Agra City Centre**

**Khushi Agarwal, B. Com (Hons): 2020-23**

**DEI Information Centre, Agra City**

My experience at the Agra City study centre has been transformative and greatly beneficial to my academic and personal growth. I completed my Bachelor of Commerce (Hons) from the centre and currently am pursuing my MBA at the DEI Main Campus. The quality of teaching was exceptional. The faculty was knowledgeable, friendly and incredibly supportive..... I achieved a commendable score in my B. Com and was honoured with the Director's Medal. This accomplishment reflects the nurturing environment and dedication of the teachers.

Additionally, my time at the Agra City study centre has significantly advanced my career. The skills and knowledge I gained have been invaluable as I continue my studies and prepare for future professional opportunities. In conclusion, I am grateful for the enriching educational experience at the Agra City Study Centre.

