

Rural Community Engagement

Faculty Development Programme at

MJP Rohilkhand University

Bareilly, Uttar Pradesh, November 21-27, 2018

Faculty Development Centre

Pandit Madan Mohan Malaviya National Mission on Teachers and Teaching (PMMMMNTT)

Mahatma Gandhi National Council of Rural Education

Department of Higher Education

Ministry of Human Resource Development, Government of India

Hyderabad – 500004 www.mgncre.in



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FDP Overview

FDP Dates	21st to 27th November 2018 (7 Days)
Venue	MJP Rohilkhand University , Bareilly
Facilitated By	Ms Sarvani Pandey, Senior Academic Consultant, MGNCRE
Participants	26

Target Outcomes of the FDP

1. To understand the historical perspective of rural development and transformation in India.
2. To study and understand rural poverty, dynamics and issues in rural distress.
3. To assess Rural Development Programmes in India, their coverage, outlays, modalities and outcomes.
4. To study rural infrastructure needs and align them with the budgets and programmes.
5. To outline the various livelihoods, employment programmes and their mandate.
6. To understand the new village technology interface in terms of information, participatory processes, mainstream and alternative technologies in agriculture, rural livelihoods and industries and communication.
7. To help students to identify signs of distress, financial, social, political and natural and find coping mechanisms.
8. To help students understand the electoral and democratic processes that form the basis for the political governance in rural societies.
9. To orient the students into handling susceptibility of rural communities to impending emergencies arising out of natural and manmade disasters, climate variability and motivating them into assuming eco responsibility.
10. To orient students on Village Development Plans incorporating the aspects of the Village Disaster Management Plan.



Schedule of the FDP

7-Day Faculty Development Program on Community Engagement Schedule and Activities

Session #	Activity	Time	Activity Methodology	Resources Needed
Day 1				
1.	Registration	1000-1030	<ol style="list-style-type: none"> 1. Greet and welcome the participants as they arrive 2. Ask them to fill in the registration form 3. Hand over the folder 	Registration Forms, Folder with Note pad, pen, Rural Immersion/ Swachh Campus Book, FDP Programme Schedule
2.	Inauguration	1030-1100	<ol style="list-style-type: none"> 1. Chief Guest, Guest of Honour, University Officials, other dignitaries and MGNCRE representative light the lamp 2. A Prayer may be sung by some participants 3. Brief Speeches by dignitaries as planned, 4. Vote of thanks 	Brass Lamp Oil Wicks Match box Candle Bouquets Memento for Chief Guest
Tea Break			1100-1115	
3.	Introductions/ Ice Breaker	1115-1130	<ol style="list-style-type: none"> 1. Have a quick round of facilitator and participant introductions 	
4.	Expectation Sharing	1130-1200	<ol style="list-style-type: none"> 1. Share the program agenda day wise with the participants 2. Participants refer to the agenda in their folder as facilitator takes them through the 7 day schedule 3. Clarify doubts of participants, if any 	FDP Programme Schedule displayed through LCD
5.	Understanding Community : Dynamics of Society : Social, Economic, Political and Cultural Aspects	1200-1315	<ol style="list-style-type: none"> 1. Form 6 teams 2. Each team should give themselves an innovative name, elect a facilitator (s/he will ensure that everyone is contributing), a recorder (s/he will record the key points) and a presenter (s/he will present the team's output) 3. Participants will read the handout given and relate it to known rural/semi-rural areas 4. Present their thoughts 5. Facilitator should draw the attention to similarities and differences of various team presentation vis-à-vis Dynamics of Society : Social, Economic, Political and Cultural Aspects 6. Also focus on how important it is to know these aspects of a community before we begin working with them 	Handout - Understanding Community : Dynamics of Society : Social, Economic, Political and Cultural Aspects – one per participant
6.	Understanding Participatory Learning and Action: Key Principles, Steps for PLA, Successful PLA,	1415-1530-	<ol style="list-style-type: none"> 1. Form Teams of 4 members each 2. Each team should give themselves an innovative name, elect a facilitator (s/he will ensure that everyone is contributing), a recorder (s/he will record the key points) and a presenter (s/he will present the team's output) 3. Hand over a chart paper sheet to each team 	Rural Immersion book Chart paper – one per team Computer & Projector or Whiteboard &



Sessi on #	Activity	Time	Activity Methodology	Resources Needed
	Components of PLA		<ol style="list-style-type: none"> Assign the Key Principles, Steps for PLA, Successful PLA, Components of PLA to teams (so if there are 8 teams, 2 teams will get each of the topics) Ask them to read the topic allotted to them, discuss and present the key points from the topic Facilitator to record key points in a word doc /whiteboard Summarise the session reiterating key points recorded on the word doc or white board 	Marker pens
7.	Aadarsh Gram Hiware Bazaar Movie and Discussion	1545-1715	<ol style="list-style-type: none"> Continue in the same teams Show the movie. Stop it after every 7 minutes and ask each team to discuss for 5 minutes what they learnt about Hiware Bazar Final Discussion in teams: What are reasons for the Hiware Bazaar becoming an Aadarsh Gram? Presentation by teams 	<p>Hindi : https://www.youtube.com/watch?v=IfdjubidMtc</p> <p>https://www.youtube.com/watch?v=cb0Qvh9BJOs</p> <p>English Short Film: https://www.youtube.com/watch?v=ZApFOBVcuU</p>
8.	Summary of Day's Learning	1715-1730	<ol style="list-style-type: none"> Interactive Discussion, points recorded on whiteboard by a volunteer participant 	Whiteboard & Marker Pen
Day 2				
1.	Recap of Day 1	0930-0945	<ol style="list-style-type: none"> Greet and welcome the participants Recap key learnings from Day 1 through an interactive discussion 	----
2.	PLA Methods	0945-1715	<ol style="list-style-type: none"> Form 9 new teams Topic Allocation : <ol style="list-style-type: none"> Meet & Mobilize and Transect Walk (Pages 12-21) Timeline (Pages 22-26) Resource Mapping Exercise (Pages 27-30) Social Mapping & Trend Analysis (pages 31 and 32, Page 40) Ranking and Scoring Technique (Pages 33 to 40) Livelihood Analysis (Pages 41 to 48) Chapati Diagram, Impact Flow Analysis (pages 49 to 52) Focus Group Discussion (pages 53 to 61) Interview Schedule (pages 62 and 63) Each team should give themselves an innovative name, elect a facilitator (s/he will ensure that everyone is contributing), a recorder (s/he will record the key points) and a presenter (s/he will present the team's output) Participants are to be instructed to present the 	Chart papers, Thick Sketch Pens, Rural Immersion Book Reference books/Internet Search Engine PRA/PLA ppt



Sessi on #	Activity	Time	Activity Methodology	Resources Needed
			PLA method allocated to them. They may use reference books, Internet to find additional material about the PLA Method allocated to them 5. If time permits, sum up using PRA/PLA ppt	
3.	Summary of Day's Learning	1715-1730	1. Interactive Discussion, points recorded on whiteboard by a volunteer participant	Whiteboard & Marker Pen
Day 3				
1.	Recap of Day 2	0930-0945	1. Greet and welcome the participants 2. Recap key learnings from Day 2 through an interactive discussion	
2.	PRA/PLA Methods : Care to be taken	0945-1115	1. Invite a faculty with PRA/PLA expertise for a Guest Lecture	Guest Faculty
3.	Case Studies	1130-1300	Pair Work: Participants read, jot down key points on an A4 sheet and present the case studies on pages 64-70	Rural Immersion Book A4 papers
4.	Rural Engagement through Participatory Learning Approaches – Learning through discovery and exploration	1400-1630	1. Continue with the same 9 teams a. Meet & Mobilize and Transect Walk (Pages 12-21) b. Timeline (Pages 22-26) c. Resource Mapping Exercise (Pages 27-30) d. Social Mapping & Trend Analysis (pages 31 and 32, Page 40) e. Ranking and Scoring Technique (Pages 33 to 40) f. Livelihood Analysis (Pages 41 to 48) g. Chapati Diagram, Impact Flow Anaysis (pages 49 to 52) h. Focus Group Discussion (pages 53 to 61) i. Interview Schedule (pages 62 and 63) 2. Each team will Simulate the allocated activities in the College/University 3. Present their experience to the entire group	Charts, Sketch pens, White papers. Village Immersion Hand Book
5.	Preparation for Fieldwork	1645-1800	1. Participants in teams get ready with activities through plans for Transect Walk , Village Human Resource, Natural Resource and Man Made Resource Maps , Timeline, Priority Mapping and Seasonal Calendar and required material for Rural/ Community Work on 4th and 5th day 2. Work out the travel arrangements and pick time for both days and communicate the same	Charts, Sketch pens, White papers Activity plans prepared by the participants in group along with required material
Day 4				
1.	Rural Community Engagement /Immersion	1000-1700	1. Participants (in teams) will conduct chosen 6-7 PLA methods in a village that is identified well in advance 2. Capture learning, pictures and videos of their work 3. Transect Walk and Village Human Resource, Natural Resource and Man Made Resource Maps	Camera Note pads, pens Charts, Sketch pens, White papers Activity plans prepared by the participants in group



Sessi on #	Activity	Time	Activity Methodology	Resources Needed
			4. Timeline, Priority Mapping and Seasonal Mapping	along with required material
Day 5				
1.	Rural Community Engagement /Immersion	1000-1700	1. Intensive Dialogue with an individual 2. Intensive Interaction with a group or village institution or organisation	
2.	Debriefing on Community Visits	1700-1730	1. Each team will share the field experience: a. Activity conducted b. Learning gained by them	Project images captured by each team if presentation is made in the training room
Day 6				
1.	Recap of Days 4 and 5	0930-0945	1. Greet and welcome the participants 2. Recap key learnings from Day 4 and 5 through an interactive discussion	----
2.	Preparation of Report and Presentation of Community visits	0945-1700	1. Teams will create their community visits presentations and reports	Laptop for PPT presentation and Report generation
3.	Summary of Day's Learning	1715-1730	1. Interactive Discussion, points recorded on whiteboard by a volunteer participant	Whiteboard & Marker Pen
Day 7				
1.	Recap of Days 1 to 6	0930-0945	1. Greet and welcome the participants 2. Recap key learnings from Day 1 to 6 through an interactive discussion	----
2.	Presentation of and Community visit	0945-1245	1. Participants will present their community visits reports and presentations - Group Wise followed by discussion, feelings of the participants and what went well - Summing up	Team Report of community visit Team Presentation of community visit
3.	Feedback form	1245-1300	1. Participants will fill in the feedback form and hand it over to facilitators	Feedback form – one copy per participant
4.	Valediction & Vote of Thanks Group Photo	1300-1330	1. Assemble participants for a group photo 2. Distribute the Certificates 3. Feedback from a few volunteer (participants) – please take videos of their feedback 4. Vote of Thanks by University representative and MGNCRE representative	Certificates filled in and signed Mementos for participants (optional) Camera for Group Photo
Lunch and Dispersal				
3.	Feedback form	1245-1300	1. Participants will fill in the feedback form and hand it over to facilitators	Feedback form – one copy per participant



4.	Valediction & Vote of Thanks	1300- 1330	<ol style="list-style-type: none"> 1. Certificate distribution 2. Feedback from a few volunteer (participants) – please take videos of their feedback 3. Vote of Thanks by University representative and MGNCRE representative 	Certificates filled in and signed Mementos for participants (optional)
Lunch and Dispersal				



First Day of Seven Day Faculty Development programme

21-11-2018

Inaugural Session

The seven-day faculty development programme on Nai Talim, Experiential Learning and Work Education at MJP Rohilkhand University Campus, Bareilly was jointly organized by Mahatma Gandhi National Council of Rural Education, Department of Higher Education (MHRD) and National Service Scheme (NSS) M.J.P.R. University Bareilly.



Inaugural Ceremony started with the lighting of lamp by the Honourable guests- Chief Guest Prof. Anil Shukla (Vice Chancellor M.J.P.R.U. Bareilly, Sarvani Pandey (Senior Academic Consultant, MGNCRE Hyderabad, MHRD, Prof. N.N. Pandey (Dean faculty of education and allied science), Dr.Sompal Singh (N.S.S. Coordinator M.J.P.R.U.Bareilly).



Ms Sarvani Pandey described the motto of the Rural Community Engagement and how we are interconnected from a long time. She motivated everyone to actively participate in the workshop to get benefited. Ms Sarvani Pandey gave detailed information on 'Nai Talim' and community engagement threw light on the three "Hs" that is Head, Hand and Heart. Ms Sarvani Pandey also shared her experiences of a multi lingual village of Telangana, its educational problem and the local solutions with local resources. She also mentioned that MGNCRE is endeavoring to reformulate the education system according to vision of Mahatma Gandhi.



While addressing the participants, Prof. Anil Shukla Sir (V.C.) briefed about the importance of the program and Gandhi's view on education. He wished for the success of the workshop and motivated the participants. The Honourable Vice-Chancellor Prof. Anil Shukla shared his experiences of his primary education and pointed out that at that time, work education was also given due importance but later on our education system began to focus on development of cognitive skills only. Our children look down at manual work and consider it inferior to mental work. Now there is need to give respect to every work. No work is inferior to another; every work is dignified and respectable in its own way.

Dr. Sompal Singh also mentioned about the significance of F.D.P. for N.S.S. Program Officers. On his views about the PRA, he said "Field engagement of NSS in 7 day camp is usually about Swachhta but now with this 7 day FDP, the PO's are going to learn about Participatory rural appraisal which is more productive". At the end, Dr N.N. Pandey offered vote of thanks to all guests. He thanked all the invited participants for gracing the occasion by their solemn presence.





Tea Break

Session was started after tea break around 11:30 am with introduction. In this activity, all participants introduced themselves in a very interesting way. Program Coordinator Sarvani Pandey announced the schedule of the program for seven days and created a WhatsApp group for information sharing. Soft copy of the schedule was provided to all the members of the FDP.

Then participants were divided into five groups.

1. Sunlight Group

- i. Dr. SarlaChakravarti
- ii. Dr. SompalSingh
- iii. Dr. PragatiSaxena
- iv. Dr. RashmiSaxena
- v. Dr. GeetaAgarwal

2. Umang Group

- i. Dr. Fauzia Khan
- ii. Ms. Mahenoor
- iii. Dr. Mohammad Ayub
- iv. Dr. VartikaShah
- v. Dr. Cyma
- vi. Dr. Manu Pratap Singh

3. Prayer Group

- i. Dr. Dayaram
- ii. Dr. Kamal Kishore Mehrotra
- iii. Dr. Navneet Shukla
- iv. DrGajendra PalSingh
- v. Dr Prem Pal
- vi. Dr. Rajendra Pal
- vii. Dr. NeerajPathak

4. Navchetna Group

- i. Dr. RajendraKumar
- ii. Dr.NishaShrivastava
- iii. Ms.RenuBahuKhandi



Different Aspects of Rural Society

Social Aspect

- Joint Family
- Homogeneity of Dress
- Religious
- Traditional Superstitious
- Cooperation
- Chaupal System
- Living Style, Shelter
- Illiteracy, Poverty
- Castes, Dowry
- Child Labor

Cultural Aspect

- Traditional Festival Celebration
- Common Dressing Sense
- Simple Living Style
- Cultural Integration

Political Aspect

- Panchayat System
- Gram Pradhan is the Leader
- Male Dominating Politics
- Political Temptation

Economic Aspect

- Low Income
- Low Immunity
- Less Facilities
- Poor Infrastructure



- No Economic Future Plan
- Poor Education
- Unemployment

TEA BREAK

We learned film review method in which “Aadarsh Gram Hivare Bazar Documentary” was shown to the whole group and based on that various discussions that were done. The movie was about Gandhi ji’s dream village. The village is located in Ahmednagar district in Maharashtra. The youth of the village come forward to make it an ideal village. Mr. Popat Rao Powar, an MBA graduate, was inspired to come back to the village and help there. He then takes the position of gram pradhan. He planned lot of good work for the village and motivated all to participate in the process. The highlights of the process were:

- Youth participation
- Shramdaan and bhudaan for the benefit of village
- Proper education system
- Self-made water resources
- Mixed agriculture
- Cooperative agencies for dairy business
- Clean toilets
- Proper cleanliness as separate dustbins for dry and wet discards
- Gram Sansad was the main highlight
- Women are empowered
- BPL families reduced from 168 to 3
- Alcohol or any other form of addiction is ban
- Good gender ratio
- Proper distribution of Ration through Ration card

After the film review, discussions took place among the participants.

Learnings of the Day

- The introduction of participants with each other helped in building the rapport between the participants.
- Understanding of community and dynamics of society



- All team members personated their view on social, economic, political, cultural aspects of rural society.
- They expressed the importance of knowing the rural society for better contribution.
- The participants have learnt a new teaching method which is film review method.



Second Day of Seven Day Faculty Development Programme

22-11-2018

Second day of FDP started with recap of key learning points from day one.

Day 2 was dedicated to discuss on PLA (Participatory Learning & Action) & PRA (Participatory Rural Appraisal) in this session. Ms. Sarvani Pandey started the session with the rural immersion. She told about participatory approach and methodologies like participatory learning and action, Group discussion and interview techniques. She described steps of PLA techniques and components of PLA.

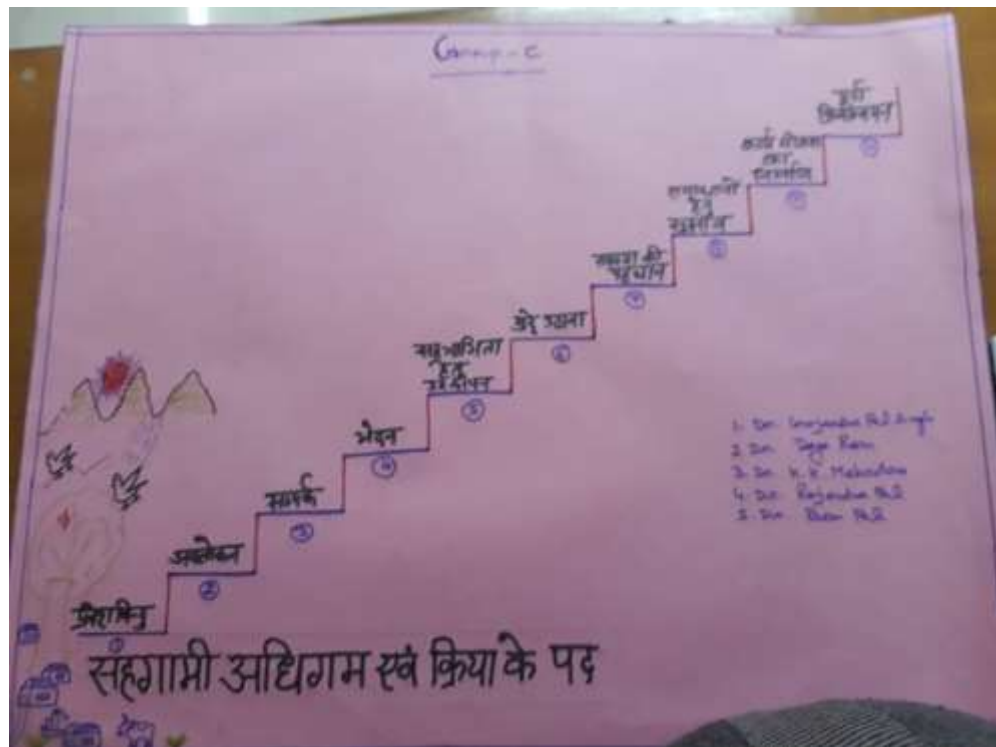
The following are the steps and components:

- Entry Point
- Observation
- Contact
- Penetration
- Stimulate Participation
- Raising issues
- Identify problems
- Suggest solutions
- Formulate and action plan
- Full implementation

Tea Break



Participants and asked to prepare charts on PLA and PRA techniques. Materials like charts and pens were provided for the preparation. After discussion, each group presented the PLA method allotted to them using charts and PPTs.



Lunch Break

After lunch break, with the instructions of Ms Sarvani Pandey, all the participants went for the transect walk which started from Department of Education and Allied Science and ended at the university gate and back to the department.

Participants were instructed to note down the locations of department and other buildings on both sides of road and other land marks if any. They took notes on the walk, drew roads and directions. They all enjoyed this fun filled learning experience.

When back from the transect walk, all the participants were asked to do resource mapping exercise in groups.





Tea Break

In this session, she explained the mapping & its types.

1. Resource mapping
2. Social Mapping
3. Historical Mapping
4. Venn diagram & chapathi diagram

Participants were asked to do resource mapping exercise.



Learning of the Day

- PRA and PLA - New method for resource identification.
- Learnt Resource mapping exercise
- Meet, Mobilize and transect walk
- Time line, social mapping
- Livelihood analysis
- Ranking and scoring technique, Chapathi Diagram



Third Day of Five Day Faculty Development Programme

23-11-2018

On the Third day of FDP, there were 4 sessions. In first session, recap of the previous day activities were done. Participants shared their views and experiences.

Tea Break

After recap, the second session was headed by Dr. Tarun Rashtriya. The topic was “How we work in rural areas for their development?” Work flow discussed was,

Decide your target and be crystal clear about it → Meet the main person of the community → Discuss & identify the problem with the concerned → Guide the group to solve the problem

Dr. Tarun discussed following points:

- Use Google Map and satellite map.
- Motivate them for agri-business.
- Be a counsellor not the problem solver.
- Don't make promises.
- Make sure to note down every point as soon as it has been identified.
- Conduct varieties of activities.
- Create self-motivation through different ways.
- Don't just focus on delivering lectures.
- Utilizing existing knowledge and skills vocationally and professionally





Lunch Break

Ms. Sarvani described Case Study Method wherein all the aspects of a village are studied using various methods viz. Economic, educational, health, women issues and agriculture. Questionnaire is prepared to learn the reality. Different groups of participants were assigned different aspects for study purpose.

- | | |
|--------------------|----------------------------------|
| 1. Sunlight Group | Women Related Issues |
| 2. Umang Group | Health Related issues |
| 3. Prayas Group | Agriculture Related issues |
| 4. Navchetna Group | Economical Condition and poverty |
| 5. Utkarsh Group | Education Related issues |

Tea Break

Interactive discussion among Dr. Tarun Rastriya and the participants on case study method was held. All the participants expressed their views and enthusiasm for next day visit to Dapta Shyampur, Ballia.

Learning of the Day

- More emphasis on case study method
- PRA and PLA method
- Impact flow analysis
- Focus group discussion
- Interview schedule
- Group work method
- Preparation for field visit



Fourth Day of Five Day Faculty Development Programme

24-11-2018

On the morning of day 4, all the participants gathered at Department of Education and Allied Science before 10:00 am. The day started with the village visit to Dapta-ShyampurBallia, tehsil Aonla (Bareilly). The participants were welcomed by the Gram Pradhan. Other members of gram Samiti, Anganwardi workers, farmers and others were also present. To begin with, Pradhanji briefed about Dapta village.







According to him,

- Population of Dapta is around 3000 and residents belong to various religion and castes viz Brahman, Jatav, Kumhar, Muslim, etc.
- There are cemented roads in whole village
- There is one Prathmik Vidhyalay in Dapta
- There are 364 BPL families.
- Major crops are wheat, makka, bajra, menthe, cauliflower, mustard etc
- There are two menthe oil plant in the village
- Total 18 houses were allotted under pradhanmantri Awas Yojna, 15 in lohiya yojna and tracking of 67 more are under process.
- 21 people have been employed under Mudra Yojna
- Solar panel have been installed by Gram Nidhi and Vidhayak Nidhi
- Toilets have been built in almost all houses.
- Various pension schemes are being utilised.

After that the participants went for the visit in the village along with Pradhanji and spoke to the villagers. Then they observed local businesses like karchoobi, menthe oil plant apiculture etc. All the groups performed the relevant tasks.

Lunch Break

Then all the participants prepared resource map and social map of the village in which villagers also participated with excitement.







Fifth Day of Seven Day Faculty Development Programme

25-11-2018

On fifth Day, participants analyzed rural visit and discussed about all the components of village. The discussion on the survey has taken place. All groups were excited and started working on the basis of questionnaire. Later on, they prepared report of the survey.

Lunch Break

Group A: - Sunlight (Women Empowerment and Issues)

On the basis of conversation with village women, we found so many issues in their life, like illiteracy, economic crunch, domestic violence, lack of vocational education, lack of knowledge & awareness about their health issues & family planning etc. During discussion, village women also talked about remedies to their problems such as stopping alcoholism and gender discrimination, organising vocational training for handicraft & cottage industry in their village for economic development.





Group B: -Umang (Health Related Report)

On the basis of conversation with ANM Mrs Mansh Sharma and Asha, Mrs Anita and Mrs Neeraj Pandey.

- Primary health center is in adjacent to town Balliya, where MBBS and BAMS Doctors are available.
- Camps are organized time to time and different types of health related knowledge is provided.
- Vaccination of pregnant women and newly born child is regularly done.
- HRP Test is done on 9th of every month.
- Despite reason awareness program there was a death in this summer due to pneumonia.

On the basis of conversation with villages-

- An elderly woman was found having “Gutkha” and accordingly advised.
- There is a need for health center in the village.
- People and especially women are not aware about health issues
- A case of brain fever was seen in which a 10-year-old girl lost her eyes due to delay in treatment and lack of knowledge.



Group C: -Prayas (Agriculture issues)

Study of Agricultural related inquiry and Suggestions in Dapta Shyampur.

- Most of the farmers are landless and some are small farmers.
- Main crops of the village were wheat, paddy, Jowar, Bazra, Millets, Mustard, Mentha and seasonal vegetables and fruits also.
- Followed both traditional and modern means of agriculture
- Means of irrigation individual pumping sets.
- Others sources of income are animal husbandry, apiculture, carchobi (embroidery), carpentry, pottery, mentha plant & mini rice mills.



Group D :-Navchetna (Economic Condition and Poverty)

- Restart the Samajbadi Pension Scheme.

- Start the Skill Development Scheme.
- Establish the cooperative society.
- Establishment of the Dairy Plant.
- Arrangement of canal.

Group E :-Utkarsh (Education)

Observation about the education status of Daptashyampur village

- There is no school in the village for students to study beyond classV.
- There is lack of educational awareness among the villages.
- Some students are irregular in school due to lot of domestic responsibilities at home.
- Some students go for further studies outside the village also, but they don't know what to do after studies.
- Education system is unable to connect a bridge between education and their livelihood.



Lunch Break

The visit ended with closing ceremony headed by Sri Ram Babuji, DPRO. He made special announcement for a library in village Dapta.

Learning of the Day.

- PRA and PLA - New method for resource identification.
- Learnt Resource mapping exercise
- Mobilize and transect walk
- Time line, social mapping
- Livelihood analysis
- Ranking and scoring technique, Chapathi Diagram
- The new technique of Mentha plantation and oil making was learnt by participants. Most of the villages were taking steps for making the plantation more sustainable and remunerative.
- Pottery – all the participants learnt about pot making



Sixth Day of Seven Day Faculty Development Programme

26-11-2018

Sixth day of the FDP started with recap of key learnings and experiences from day 4 and 5 through an interactive discussion. In this session, groups prepared their reports based on their visit. Then each group gave their presentation. After presentations, there were discussions about village issues and solutions.

In this session, Ms Sarvani explained about Ranking and Scoring Technique (RST). She said RST is a standard technique used to ascertain the priorities/preferences. It provides opportunity to the people to physically rank and re- rank their preferences as given criteria. This helps in better understanding of rural peoples' decisions concerning crop mix, employment migration, storage of fuel, food and health among other things. The ranking techniques are as follows:

1. Preference Ranking
2. Matrix Scoring
3. Pair wise Ranking
4. Wealth Ranking





Tea Break

Dr. Sompal addressed the participants on community engagement. The main highlights in this session were how to engage with the community. He said listening to the villagers' problems will enable us to build rapport with elder & older people in families. Main focus is to emphasise on welfare work through N.S.S. He said we should not only practice N.S.S. but we should live it. He also discussed about N.S.S. Administration Structure.



Lunch Break

In the third session, energetic activities were performed. It was about knowing each other through games for coordination between mental and physical activities. These activities were done in groups and winner team was applauded by NSS. This session energized the participants and built their self confidence.



Tea Break

Learning of the Day

- All the participants learnt about the structure of NSS organization.
- Dr Sompal and Ms Sarvani Pandey used role play method to sensitise the participants.
- Followed by curriculum discussion about community engagement with the participants.



Seventh Day of Seven Day Faculty Development Programme

27-11-2018

On this last day of the workshop, participants presented their community visit reports and presentations – group wise. Groups shared their views and feelings with the guest and participants.



After presentations, participants gave their feedback form and handed it over to the facilitators. Then a group photograph was taken. In the valedictory session, Chief Guest Ms Sarvani Pandey, Special Guest Dean, Faculty of Education, Prof N.N.Pandey, Chairman, Department of Education, Prof. B.R. Kukreti were



present.



Nalini Pandey and Santosh honoured Ms. Sarvani with shawl. Dr. B.R. Kukreti, Chairman emphasised that this program would have been most helpful for the participants. He praised activity-based program and said that it was actually Gandhi Ji's thoughts on "To the people, For the people and By the people". Sarvani praised educators' group for the way they completed curriculum and expected NSS Officers to do the knowledge sharing with the volunteers of NSS. She declared that NSS, POs who participated in the program may be taken as trainers for the future FDPs. She enjoyed community visit with the participants and promoted faculty development programs. After that certificates were distributed to the participants. A memento was given to Sarvani from Pragyta Prabha organisation.



Felicitation



Certificate distribution



रूरल कम्युनिटी का पाठ पढ़ाएंगे 'स्पेशल 25'

बरेली | प्रमुख संवाददाता

रुहेलखंड विश्वविद्यालय में ट्रेनिंग लेने वाले 25 कार्यक्रम अधिकारी अब प्रदेश के सभी राज्य विश्वविद्यालयों में रूरल कम्युनिटी का पाठ पढ़ाएंगे। 25 लोगों के इस बैच ने सात दिन के फैकल्टी डेवलपमेंट प्रोग्राम में प्रशिक्षण पूरा किया। इसी के साथ प्रोग्राम का समापन हो गया।

रुहेलखंड विश्वविद्यालय के शिक्षा संकाय विभाग में मानव संसाधन विकास मंत्रालय की ओर से सात दिवसीय फैकल्टी डेवलपमेंट प्रोग्राम का आयोजन किया गया था। समापन समारोह के मुख्य अतिथि प्रो. एनएन पांडे रहे और अध्यक्षता महात्मा गांधी नेशनल काउंसिल ऑफ रूरल

इंस्टीट्यूट हैदराबाद की सर्वाणी पांडे ने की। यह फैकल्टी डेवलपमेंट प्रोग्राम रूरल कम्युनिटी इंजेजमेंट पर आधारित था। इसमें विभिन्न महाविद्यालयों के कार्यक्रम अधिकारियों व विश्वविद्यालय के शिक्षा विभाग के विभिन्न देशों में सामुदायिक विकास पर कार्य के लिए प्रशिक्षण लिया। डॉ. सर्वाणी पांडे ने बताया कि प्रशिक्षण पा चुके ये 25 कार्यक्रम अधिकारी उत्तर प्रदेश के विभिन्न 25 राज्य विश्वविद्यालयों के रिसोर्स पर्सन के रूप में कार्य करेंगे और सभी विश्वविद्यालयों में फैकल्टी डेवलपमेंट कार्यक्रम का संचालन करेंगे। यह प्रदेश का प्रशिक्षण प्राप्त पहला बैच है। ये सभी विभिन्न विश्वविद्यालयों के राष्ट्रीय सेवा योजना के लिए मिलकर काम करेंगे।



एनएसएस की मजबूती से गांवों का विकास संभव

बरेली : एमजेपी रुहेलखंड विश्वविद्यालय में चल रहे फैकल्टी डेवलपमेंट कार्यक्रम के अंतर्गत प्रोफेसरों को सामुदायिक विकास का प्रशिक्षण दिया गया। इसमें उन्हें बताया गया कि राष्ट्रीय सेवा योजना किस तरह से सामुदायिक विकास में अहम साबित हो सकती है। डॉ. सर्वानी पांडेय ने कहा कि एनएसएस के शिविर में स्वयंसेवियों का हौसला बढ़ाएं। एनएसएस प्रभारी डॉ. सोमपाल सिंह ने कहा कि सामुदायिक विकास एनएसएस का अभिन्न हिस्सा है। इसके जरिये गांवों में आर्थिक, शैक्षिक और स्वास्थ्य स्तर पर बेहतरी लाई जा सकती है। शिक्षकों ने गांवों का भ्रमण किया। डॉ. गीता अग्रवाल, डॉ. मनु प्रताप, डॉ. गजेंद्र, डॉ. फौजिया खान, डॉ. पवन, डॉ. क्षमा, डॉ. नीरज कुमार, डॉ. प्रगति आदि मौजूद रहे। जास

पंडित दीनदयाल की प्रतिमा लगवाने की मांग

बरेली : भारतीय लोकतंत्र रक्षक सेनानी



MJP Rohilkhand University, Bareilly

Nov 21- 28, 2018

List of Participants

1. Dr. Navneet S	9758244201
2. Dr. MohdAyub	9412422280
3. Dr. Rajendra Kumar	8006613122
4. Dr. Rajendra Pal	8212633727
5. Renu Sharma	8077932360
6. Dr. Eyma S	7060356335
7. Dr. Fauzia Khan	9412501172
8. Mahenoor	8534887363
9. Vimal Kumar Sharma	8027536944
10. Dr. Tanuja	9456027626
11. Dr. KshamiPandewy	7906334121
12. Dr. Neeraj Kumar	9536950950
13. Gajendra P	9927036150
14. Dr. GeetaAgarwal	9837802949
15. Dr. VartikaShab	8126920860
16. Dr. Sunesh Kumar	9451396709
17. Dr. RashmiRanjan	8298574404
18. Dr. Keerti P	8081820293
19. Pavan Kumar S	9451195178
20. Dr. Daya Ram	9415528238
21. Dr. PragatiSarena	9458238114
22. Dr. Kamal Kishore	
23. Dr. RashmiSarena	9368785282
24. Dr. Manu Pratap	
25. Neeraj	8004799370
26. Dr. Sarala Devi C	8171155277





Feedback Form : Experiential Learning – Gandhiji's Nai Talim

Date : _____ Name : Dr. Manu Pratap
 Department Bareilly College Bareilly
 State : U.P. Email : dr.manu.pratap@rediffmail.com
 Contact No. : 9411009012



New Learning from the Program

→ इस कार्यक्रम में छात्रों के साथ कैसे व्यवहार करें तथा
 उनसे कारगर फीडबैक कैसे लें जिसे वो खुद से अलग
 न समझे। (ऐसे कई बिंदुओं को गहराई से समझें।)



What I liked about the Program

इस प्रोग्राम में पहली बार गांधी मे जाना तथा लोगों
 से बातें करने-कलने जिससे वो अपना ऐसा लगा जैसे
 हम उसे अलग नहीं हैं। बहुत अनुभूति इस कार्यक्रम में।

My Rating for the Program:

S No	Parameter	Rating (Tick the appropriate column)			
		Excellent	Good	Average	Poor
1.	Activities	✓			
2.	Handouts	✓			
3.	Flow	✓			
4.	Presentation	✓			
5.	Facilitation	✓			
6.	Learning	✓			

Any other feedback

Day-1
 कार्यक्रम के प्रथम दिवस आपस में एक-दूसरे के विषय
 में नाम, पता, कवि आदि के बारे में जानकारी की तथा
 गांव की सामाजिक, सांस्कृतिक, कार्यात्मक, राजनीतिक आदि पृष्ठों
 को एक-दूसरे के माध्यम से जाना तथा प्रत्येक
 कार्यक्षेत्र का अनुभूति सुनिश्चित की।
 210 39 धारण (Manu Pratap)
 Signature

Thank you for your valuable feedback, interest, time and effort. Your response is greatly appreciated and will help maintain and enhance the quality of our programs.





Feedback Form : Experiential Learning - Gandhiji's Nai Talim

Date: 21-11-18 Name: Dr. Rajendra Kumar
 Department: Community
 State: UP Email: Dr. Rajendra 79 Kumar @gmail.com
 Contact No.: 9027340915



New Learning from the Program

इस प्रोग्राम में हमने PRA/PLA मॉडल के अन्तर्गत हमने यह सीखा कि हम गाँव में जाकर किस तरह समाज के लोगों से मिलेंगे व उनकी समस्याओं को डूर करने अपनी शक्तिका का प्रयोग किस तरह करेंगे।



What I liked about the Program

इस प्रोग्राम के माध्यम से जो हमने डिक्लोज वजार गाँव की मुंबी देखी उसमें हमने यह पसन्द आया कि वहाँ के समालोच सदस्यता से रहते हैं तथा गाँव के लोग शिकायत के लिए पत्रालन नहीं करते हैं।

My Rating for the Program:

S No	Parameter	Rating (Tick the appropriate column)			
		Excellent	Good	Average	Poor
1.	Activities	✓			
2.	Handouts	✓			
3.	Flow	✓			
4.	Presentation	✓			
5.	Facilitation	✓			
6.	Learning	✓			

Day 1

इस प्रोग्राम के पहले दिन हमने यह सीखा कि हम गाँवों लोगों की शक्ति, सामर्थ्य, राजनीति, कर्मों को उदघाटन किस तरह करेंगे। PRA/PLA इस काम में हमें किस सहायक रहेगा।




Signature

Thank you for your valuable feedback, interest, time and effort. Your response is greatly appreciated and will help maintain and enhance the quality of our programs.





Feedback Form : Experiential Learning - Gandhiji's Nai Talim

Date: 21-11-2018 to 27-11-2018 Name: Dr. Sarda Devi Chakravarti
 Department: Sociology Dept. Ganda Devi Mahila Mahavidyalaya Budaur
 State: U.P Email: Prof. Sarda1980@gmail.com
 Contact No.: 8171155277



New Learning from the Program

Community engagement through resource mapping and social mapping step by step.



What I liked about the Program

PRA, PHA Techniques which we would like and enjoying the programs.

My Rating for the Program:

S No	Parameter	Rating (Tick the appropriate column)			
		Excellent	Good	Average	Poor
1.	Activities	✓			
2.	Handouts	✓			
3.	Flow	✓			
4.	Presentation	✓			
5.	Facilitation	✓			
6.	Learning	✓			

Day 1

Rural Society report, group discussion, different views And the documentary Film 1969er Inar where I realize when we make some change in village its



Faculty Development Programme On Rural (Development) Community Engagement which is going on 21 Nov to 27 Nov 2018 jointly organized by Mahatma Gandhi National Council of Rural Education Dept. of Higher Education, MHRD & NSS MJP Rohilkhand University, Bareilly. In this programme I really learning which enhances our personality and PRA & PLA method.

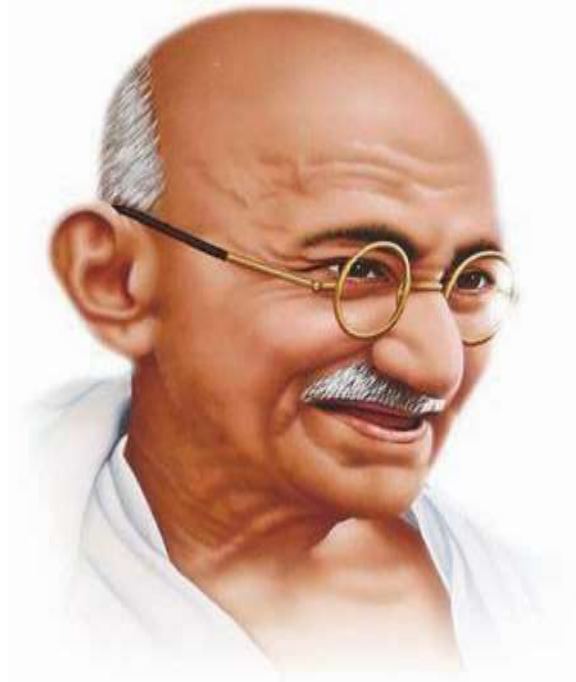
इस पूरे प्रोग्राम के माध्यम से हमने एक नयी तकनीक PRA/PLA method के सीमा जो हमारे लिए बहुत जमी थी जो हम स्वयं अपने seven days camp में प्रयोग करने वाले हैं। 50 स्वयंसेवा मैन का way of talking और सीखने का method बहुत ही प्रसंगीय था। इस प्रोग्राम के दौरान उनका smiling face हमें हमेशा कुछ नया कसे। कैलिंग प्रैस करता रहा। मैंने द्वारा लक्ष्मी कुंजक वला को हमने गहना में सीखने का हमारा प्रयास रहा। अकी Leadership अपनी बात कहना और समझे वला को मान-को बहुत ही प्रसंगीय थी। कुल मिलाकर हमें बहुत कुछ इस प्रोग्राम पर मैन द्वारा सीखने के मिला जो हमारे लिए अविश्वसनीय रहा। हम 50 स्वयंसेवा मैन को इसके लिए बहुत बहुत धन्यवाद देते हैं साथ ही 50 स्वयंसेवा मैन को धन्यवाद देते हैं। हमें हमें इस प्रोग्राम को जोड़कर अपने कुछ सीखने का मौका दिया। 50 स्वयंसेवा मैन को धन्यवाद देने के लिए हमारे पास अहद भी था। यह रहे हैं भाषण व्यक्तित्व गाजर में सागर असे के खगाम है।



Faculty Development Programme On Rural (Development) Community Engagement which is going on 21 Nov to 27 Nov 2018 jointly organized by Matafma Gandhi National Council of Rural Education Dept. of Higher Education, MHRD & NSS MJP Rohilkhand University, Bareilly. In this programme I really learning which enhances our personality and PRA & PLA method.

इस पूरे प्रोग्राम के माध्यम से हमने एक नयी तकनीक PRA/PLA method के सीमा जो हमारे लिए बहुत नयी थी जो हम स्वयं अपने seven days camp में प्रयोग करने वाले हैं। 50 स्वयंसेवा गैम का way of talking और सीखने का method बहुत ही प्रसंगीय था। इस प्रोग्राम के दौरान उनका smiling face हमें हमेशा कुछ नया करने के लिए प्रेरित करता रहा। गैम द्वारा लक्ष्यी प्रयोग करने के हमने गहना से सीखने का हमारा प्रयास रहा। अकी Leadership अपनी बात कहना और समझे। वह जो मान-को बहुत ही प्रसंगीय है। कुल मिलाकर हमें बहुत कुछ इस प्रोग्राम में गैम द्वारा सीखने के मिला जो हमारे लिए अविश्वसनीय रहा। हम 50 स्वयंसेवा गैम को इसके लिए बहुत बहुत धन्यवाद देते हैं साथ ही 50 स्वयंसेवा गैम को हमें हमें इस प्रोग्राम को जोड़कर हमने कुछ सीखने का मौका दिया। 50 स्वयंसेवा गैम को धन्यवाद देने के लिए हमारे पास अहद भी था। यह रहे हैं भावना व्यक्तित्व गाए में साए असे के समान है।





**Mahatma Gandhi National Council of Rural Education
(MGNCRE)**

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Ministry of Human Resource Development, Government of India



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