

I
J
R
E
E

Indian Journal of Rural Education and Engagement

March 2021
Volume 8



Mahatma Gandhi National Council of Rural Education

Department of Higher Education
Ministry of Education, Government of India



About the Journal

Indian Journal of Rural Education and Engagement (IJREE) is a blind peer reviewed half yearly Scholarly Journal published by Mahatma Gandhi National Council of Rural Education (MGNCRE), formerly National Council of Rural Institutes, Ministry of Education (formerly Ministry of Human Resource Development), Government of India. The journal intends to diffuse scholarly information on Academia Community Engagement, Rural Engagement and related areas such as Rural Education, University Community Engagement, Rural Tourism, Rural Management, Rural Entrepreneurship and Rural Communication. It publishes research and review papers, action research, case studies and notes on Community Engagement and Education. The Journal is intended to benefit the academia, policy makers, government departments and all others interested in Rural Community Engagement.

Editor

Dr. W G Prasanna Kumar
Chairman MGNCRE

Title: Indian Journal of Rural Education and Engagement (IJREE)

Author: Dr. W G Prasanna Kumar

5-10-174, Shakkar Bhavan, Ground Floor, Fateh Maidan Road, Hyderabad - 500 004, Telangana

Tel: 040-23422112, 23212120, Fax: 040-23212114

Website: www.mgncre.org

Publisher: Mahatma Gandhi National Council of Rural Education (MGNCRE)

5-10-174, Shakkar Bhavan, Ground Floor, Fateh Maidan Road, Hyderabad - 500 004, Telangana

Tel: 040-23422112, 23212120, Fax: 040-23212114

Website: www.mgncre.org

Printer: Mahatma Gandhi National Council of Rural Education (MGNCRE)

5-10-174, Shakkar Bhavan, Ground Floor, Fateh Maidan Road, Hyderabad - 500 004, Telangana

Tel: 040-23422112, 23212120, Fax: 040-23212114

Website: www.mgncre.org

Edition: Vol 8

ISBN: 978-81-953480-0-8

Copyright @2021 Mahatma Gandhi National Council of Rural Education

Dept. of Higher Education, Ministry of Education, Government of India

All rights reserved, including the right of reproduction in whole or in part in any form.

Editorial Board Members

Dr Bharat Pathak, Vice Chairman, MGNCRE

Prof Abdul Shaban, Deputy Director, Tata Institute of Social Sciences, Tuljapur

Dr J K Bajaj, Director, Center for Policy Studies, New Delhi

Dr R Balasubramanian, Founder-Chairman, Grassroots Research and Advocacy Movement, Mysore

Prof Chandrashekar S F, Shiva Shivani Institute of Management, Hyderabad

Prof Ganesh C, HOD Sociology, Osmania University, Hyderabad

Dr Kumaran P, Former Professor, NIRD, Hyderabad

Prof Laldas D K, Director (Retd.), Roda, Mistry College of Social Work, Hyderabad

Prof Mishra R K, Director, Institute of Public Enterprise, TISS, Mumbai

Dr Parasuraman S, Director, Tata Institute of Social Sciences, Mumbai

Dr Rajesh Tandon, UNESCO Co-Chair on Community Based Research and Social Responsibility in Higher Education
PRIA, New Delhi

Prof Sen, Sabujkoli, Director of Studies (Educational Innovations and Rural Reconstruction)

Viswa Bharathi Santiniketan, West Bengal

Prof Shiva Raju S, Deputy Director, Tata Institute of Social Sciences, Hyderabad

Dr Sudarshan Rao S, Principal (Retd.), Arts College Osmania University, Hyderabad

Dr Vinod Pavarala, Professor and UNESCO Chair on Community Media, University of Hyderabad

Prof Sudhakar Venukapalli, School of Education, EFLU, Hyderabad

Subscription Information

Print Subscription/Renewal (Annually)

India:- Annual Subscription Rs.1000/-

For Individuals Rs. 600/- per annum

Outside India:- US \$100

To obtain a copy by air mail \$27 extra

Indian Journal of Rural Education and Engagement (IJREE)

Volume No. 8

March 2021

Foreword

1. Promotion of Vocational Education in Teacher Education Institutions in the States of Telangana, West Bengal and Tamil Nadu
Padma Juluri
2. Promotion of Vocational Education in Higher Educational Institutions in the States of West Bengal and Uttar Pradesh
Dr. Savita Mishra
3. Promotion of Vocational Education in Higher Educational Institutions in the States of Rajasthan and Uttar Pradesh
Aishwariya Upadhyay
4. Promotion of Social Entrepreneurship, Swachhta and Rural Engagement in Higher Educational Institutions in the State of Tamil Nadu
B Sharath Chandra Naveen Kumar
5. Promotion of Rural Entrepreneurship in Higher Educational Institutions in the State of Karnataka
Melwyn Noronha
6. Implementation of Case/Caselet Discussion Methodology in Higher Educational Institutions in the States of Telangana and Kerala
Dr. P. Gowri Kusuma
7. Implementation of Case/Caselet Discussion Methodology in Higher Educational Institutions in Kerala
Dr. Shiny C M
8. Implementation of Case/Caselet Discussion Methodology in Higher Educational Institutions in the States of Punjab, Jharkhand and Uttar Pradesh
Dr. Khushboo R. Hotchandani
9. Implementation of Case/Caselet Discussion Methodology in Higher Educational Institutions in the States of Madhya Pradesh, Haryana and Maharashtra
Dr. Manisha Jagtap
10. Implementation of Case/Caselet Discussion Methodology in Higher Educational Institutions
Kumar Abhishek
11. Implementation of Case/Caselet Discussion Methodology in Higher Educational Institutions in the States of Kerala, Tamil Nadu and Andhra Pradesh
J. Sai Sudheer Kumar

Foreword

Mahatma Gandhi National Council of Rural Education (MGNCRE), Department of Higher Education in the Ministry of Education (formerly Ministry of Human Resource Development), Government of India, brings out the Eighth issue of its Journal in the field of Rural Community Engagement and Rural Education. This is part of the Council's objectives to diffuse development research and scholarly information. Development of backward areas and their representative institutions, boosting the flagship social and rural development programs with focus on education, skill development, employment, livelihoods and Swachh Bharat comprise the core initiatives. Developing a committed and competent cadre of rural development professionals is another major objective of the Council. These professionals are expected to streamline several grass root level rural institutions and deliver the deliverables effectively and efficiently with emphasis on inclusion and regional prosperity. The Council seeks to empower the rural institutions and the development personnel manning them.

Though the COVID 19 crisis has adversely affected organizational work, MGNCRE has braced the new "Normal" to continue its commitment towards national contribution. As Higher Educational Institutions made a shift from traditional system to blended digital mode of teaching and learning using various social network platforms, MGNCRE adapted to the new technologies. The featured action research projects were done online involving persistent efforts by the researchers and finally culminated in productive research work that is useful to the development of the country. Challenges were overcome, goals were met.

Mahatma Gandhi National Council of Rural Education has risen up to the challenge of work during the pandemic. The blind peer reviewed Journal's scope has been identified broadly to cover the areas of Academia-Rural Community Engagement and Higher Education focusing on Rural Concerns. Areas covered include: Rural Education, University-Community Engagement, Rural Tourism, Rural Entrepreneurship, Rural Management and Rural Communication among other aspects of rural concerns. The Journal publishes research papers, review papers, action research, case studies, including Notes on current issues of concern to the Rural Community Engagement and Rural Education sectors. Efforts have been made to identify potential authors and scholars who have been working in rural community engagement and rural education through the journal databases and the literature scan in the field. Request letters have been sent to the research institutes and universities in India and also to the individual scholars and academics to contribute their research manuscripts for publishing in the journal.

All the manuscripts received have been put for anti-plagiarism verification and those articles which have more than 25% of similarity have been sent back to the authors concerned to minimize and edit their papers. Further, those articles which were well within the limits of plagiarism have been sent to the identified Reviewers and Peer Reviewers to review and to offer their remarks on the papers about their worthiness and also to suggest any corrections needed in the paper before they are accepted for publishing. This is the Eighth issue of the Journal based on recommendations by peers. The journal includes action research projects on vocational education, social entrepreneurship and rural entrepreneurship. Eminent academicians, faculty and interns have contributed to the action research projects. MGNCRE has made great strides in Rural Management through curricular and academic interventions. Several collaborative MoUs have been signed for exploring, extending and strengthening mutual relationship for promotion of professional education in Rural Management by sharing the facilities and expertise.

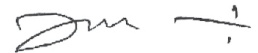
The Journal takes pride in having eminent scholars, researchers and administrators on its Editorial Board. The Journal is intended primarily for the academia, policy makers, departments in the government and for all others interested in Rural

Community Engagement, Rural Education and Rural Management. Majority of India still lives in villages and so the topic of rural education in India is of utmost importance. Further, we firmly believe that the Journal will meet the objective of disseminating the current developments in rural community education and engagement.

A continuous institutionalised effort is required for grooming the faculty members of institutions to shoulder the roles of Institutional Social Responsibility through Institutional and Systems upgradation and updation. This requires huge institutional mentoring. Institutional workshops on Vocational Education-Nai Talim-Experiential Learning (VENTEL), Social Entrepreneurship, Swachhta and Rural Engagement (SESRE), and Rural Entrepreneurship Development (REDC) led to formation of an Action Planning Committee or Cell in more than 9000 HEIs as an outcome of MGNCRE's efforts. These Cells have contributed to more than 60,000 business/action plans in Vocational Education, Social Entrepreneurship and Rural Entrepreneurship that involved students and faculty alike and inculcated in them the spirit of skill development and entrepreneurial abilities.

The outcome based programs have impacted more than 25% of Higher Educational Institutions across India. Millions of students, faculties and staff of these Institutions have a role to play as a part of social responsibility towards community development wherever they are located. In times of crisis, for example, in the current COVID-19 pandemic scenario, HEIs need to all the more exercise their social responsibility.

I take pride as a Co-researcher in the action research projects right from vision, strategy, execution and final output and outcome. The digital journey was challenging, threatening to derail at times, but with continuous communication, effective leadership inputs and supportive team efforts, we could pull this off, and now offer before you the product of our efforts. The constructive and productive work during times when the whole world is in the pandemic effect, is highly invigorating and satisfying that we could contribute our mite to national development.



Dr. W G Prasanna Kumar
Chairman MGNCRE

1. Promotion of Vocational Education in Teacher Education Institutions in the States of Telangana, West Bengal and Tamil Nadu

An Action Research Project

Padma Juluri

Abstract

Vocational Education is an intervention that provides skill training related to a career or a job or self-employment for learners which may be taken up along with their current line of study or as an alternative line of study. It prepares the learner to take up work in a specific stream or trade and allows them to become self-reliant through self-employment. Our education system in India leaves a lot to be desired as far as vocational skills are concerned, as we are still focused on knowledge based rote system of education that has been a British legacy. Our current Education System believes that Education happens when learners' minds which are blank slates are stuffed with knowledge into them and their rote memory is tested. Instead, we should make them do "adult work" and integrate the curricular aspects to that work education.

Key Words: Action Research, Nai Talim, Experiential Learning, Vocational Education, Skill Development, Entrepreneurship

Context

Vocational Education is also known as Work Education and was recommended by Gandhiji as an integral part of school education for India post-independence. He wanted every student who leaves school to have skills in growing food, cooking food, spinning cloth and minor/major repairs and simple construction work along with one craft related skill, Swachhta and rural reconstruction. He felt this would teach them how to fish and make them self-reliant if they cannot pursue higher education. This would also ensure Gram Swaraj. He called this education Nai Talim or Basic Education and believed completely that education and national development were linked. Such education will also build values and character. It prepares the student for life.

States and Districts Covered

Telangana

Telangana is a state in India situated on the south-central stretch of the Indian peninsula on the high Deccan Plateau. It is the eleventh-largest state and the twelfth-most populated state in India with a geographical area of 112,077 km² (43,273 sq mi) and 35,193,978 residents as per the 2011 census. On 2 June 2014, the area was separated from the northwestern part of Andhra Pradesh as the newly formed state with Hyderabad as its capital. Its other major cities include Warangal, Nizamabad, Khammam and Karimnagar. Telangana is bordered by the states of Maharashtra to the north, Chhattisgarh to the east, Karnataka to the west, and Andhra Pradesh to the east and south. The terrain of Telangana region consists mostly of hills, mountain ranges, and thick dense forests covering an area of 27,292 km² (10,538 sq mi). As of 2019, the state of Telangana is divided into 33 districts.

Telangana has multiple institutions of higher education universities along with numerous primary and secondary schools. The state is home to a number of institutes, which impart higher education. The Department of Higher Education

deals with matters relating to education at various levels in the state of Telangana.

Higher education includes many colleges, universities, and research institutes providing professional education in the fields of arts, humanities, science, engineering, law, medicine, business, and veterinary sciences, with undergraduate and post-graduation in teacher education as well. Main Institutions providing teacher education at graduate and post graduate levels are Osmania University, Palamuru University, Kakatiya University, Mahatma Gandhi University, Satavahana University, Telangana University and State Council of Educational Research and Training, Telangana.

The districts covered were: Hyderabad, Ranga Reddy, Vikarabad, Mahbub Nagar, Wanaparthy, Jadcherla, Jogulamba Gadwal, Nagarkurnool, Khammam and Kamareddy.

Tamil Nadu

Tamil Nadu is a state in southern India. Its capital and largest city is Chennai. Tamil Nadu lies in the southernmost part of the Indian subcontinent and is bordered by the union territory of Puducherry and the South Indian states of Kerala, Karnataka, and Andhra Pradesh. It is bounded by the Eastern Ghats on the north, by the Nilgiri Mountains, the Meghamalai Hills, and Kerala on the west, by the Bay of Bengal in the east, by the Gulf of Mannar and the Palk Strait on the southeast, and by the Indian Ocean on the south. The state shares a maritime border with the nation of Sri Lanka.

The region was ruled by several empires, including the three great empires – Chera, Chola and Pandyan empires, which shape the region's cuisine, culture, and architecture. After the fall of Kingdom of Mysore, the British Colonial rule during the

modern period led to the emergence of Chennai, then known as Madras, as a metropolitan city. Modern-day Tamil Nadu was formed in 1956 after the reorganisation of states on linguistic lines.

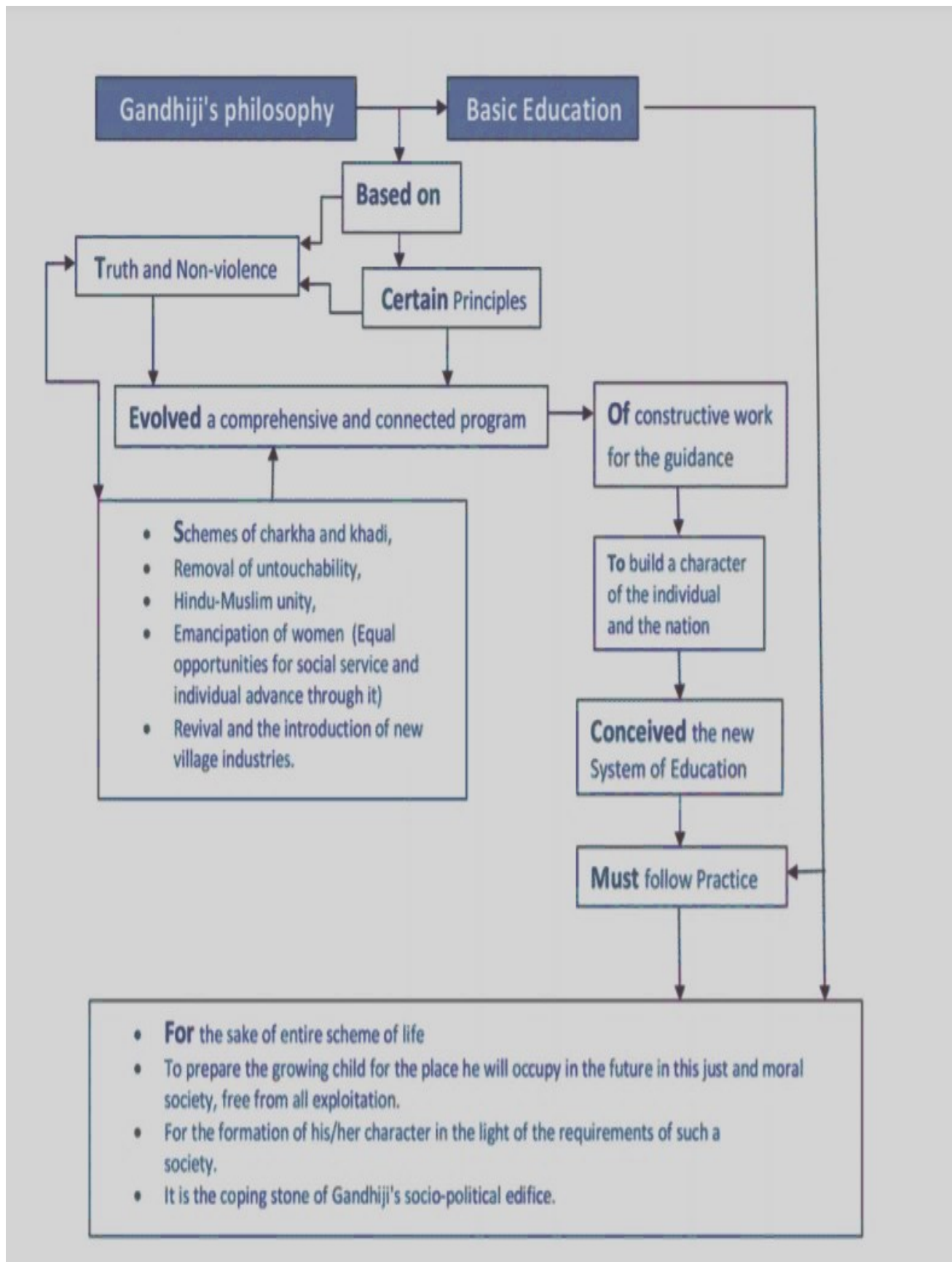
Tamil Nadu is one of the most literate states in India. Tamil Nadu has performed reasonably well in terms of literacy growth during the decade 2001–2011. A survey conducted by the industry body Assocham ranks Tamil Nadu top among Indian states with about 100 per cent gross enrolment ratio (GER) in primary and upper primary education. One of the basic limitations for improvement in education in the state is the rate of absence of teachers in public schools, which at 21.4 per cent is significant. The analysis of primary school education in the state by Pratham shows a low drop-off rate but the poor quality of state education compared to other states. Tamil Nadu has 37 universities, 552 engineering colleges, 449 polytechnic colleges and 566 arts and science colleges, 34,335 elementary schools, 5,167 high schools, 5,054 higher secondary schools.

Tamil Nadu Teachers Education University is an exclusive University for Teachers Education established by the Government of Tamil Nadu to promote excellence in Teacher Education. Tamil Nadu is the seat of Higher Education in India, which offers a number of general as well as professional courses. It also pays attention to the spreading of elementary, secondary and higher education and training of the teachers involved in these programs.

The only district covered in this Action Research was Kanchipuram District.

West Bengal

West Bengal is a state in the eastern region of India along the Bay of Bengal. With over 91 million inhabitants, it is the fourth-most populous state and the fourteenth-largest state by area in India. Covering an area of 88,752 sq km (34,267 sq mi), it is also the seventh-most populous country subdivision of the world. Part of the Bengal region of the Indian subcontinent, it borders Bangladesh in the east, and Nepal and Bhutan in the north. It also borders the Indian states of Odisha, Jharkhand, Bihar, Sikkim and Assam. The state capital is Kolkata, the third-largest metropolis, and seventh largest city by population in India. West Bengal includes the Darjeeling Himalayan hill region, the Ganges delta, the Rarh region and the coastal Sundarbans. The state's main ethnic group are the Bengalis, with the Bengali Hindus forming the demographic majority. West Bengal schools are run by the state government or private organizations, including religious institutions. Instruction is mainly in English or Bengali, though Urdu is also used, especially in Central Kolkata. As of 2016 85% of children within the 6 to 17-year age group attend school (86% do so in urban areas and 84% in rural areas). School attendance is almost universal among the 6 to 14-year age group then drops to 70% with the 15 to 17-year age group. Many of the schools in Kolkata and Darjeeling are colonial-era establishments housed in buildings that are exemplars of neo-classical architecture. The University of Calcutta, the oldest and one of the most prestigious public universities in India, has 136 affiliated colleges. The West Bengal districts covered in this Action research are: Purba Bardhaman, Paschim Bardhaman, Birbhum and Bankura.



source: MGNCRE's Curriculum - Experiential Learning - Gandhiji's Nai Talim

Universities Covered

Palamuru University, Mahabubnagar: Palamuru University was established in the year 2008 as a State University by statutory enactment to cater to the growing requirements of Higher Education of the region in general and of Mahabubnagar district in particular. At present 155 affiliated colleges offering diverse programs of study - of UG, PG and Professional Courses with a student strength of nearly 60,000 constitute the academic landscape of Palamuru University. The University also started an MEd in 2013-14 to give impetus to Teacher Education. The University has obtained the approval of the National Council for teacher education for M.Ed course.

Today Palamuru University offers 17 PG courses at its main campus and 13 PG courses at its 3 PG centres. The University is in the forefront in implementing new academic initiatives and educational reforms such as semester system, Choice Based Credit System, grading system and continuous evaluation in its UG and PG courses. It has accorded primacy to extension and outreach activities and forged linkages with industry, research Institutions and NGOs in furtherance of its mission. Palamuru University envisages itself as a new destination for Higher Learning in this part of the country and seeks to play a proactive role in the socio-economic development of the region in the years to come. Key support to the project was provided by Hon'ble Registrar Prof Pindi Pavan Kumar and Prof Karunakar Reddy

Osmania University, Hyderabad: Osmania University, established in 1918, is the seventh oldest in India, the third oldest in south India and the first to be established in the erstwhile princely state of Hyderabad. Throughout its existence of over ten decades, it has shown remarkable progress and sustained an integrated development of all faculties. It has significantly contributed to the academic and economic development of not only the region but also of the Country. Its alumni have distinguished themselves nationally and internationally in various spheres of life and are spread far and wide around the world. The University has a vision of developing, enhancing, and improving the quality of human resources to meet the challenges of regional, national and global socio-economic changes. Its mission is to achieve excellence in teaching and research and to create opportunities for the students to contribute to the national and regional development. Osmania University is re-accredited by the National Assessment and Accreditation Council (an Autonomous Institution of the University Grants Commission) as 'A+' Grade University.

The University offers:

- 27 UG Programs; 68 PG courses; 24 PG Diplomas
- 2 Research Programs at M.Phil. and Ph.D. levels
- 15 Certificate Programs

The University is spread over in 1300 Acres with:

- 8 Campus colleges; 5 Constituent Colleges
- 5 District PG Colleges (Siddipet, Jogipet, Mirzapur, Narsapur & Vikarabad); 16 Research Centres
- 9 Academic Centres, and a knowledge hub i.e., Library with 5.5 lakh books and 5500 rare manuscripts
- The University is the largest affiliated University of Asia with: 720 Affiliated colleges with an enrollment of 3.2 lakh students
- 5155 Foreign Students from 87 countries

Tamil Nadu Teachers Education University, Karpakkam, Kanchipuram District:

The Government of Tamil Nadu enacted Act No. (33) of 2008 to provide for the establishment and incorporation of Teachers Education University in the State of Tamil Nadu for promoting excellence in teachers' education. Further the Act came into effect from 1.7.2008. This University is unique in nature relatively to the other Universities since its assignment is to promote excellence in teacher education and produce dynamic and smart teachers for the benefit of the society and the nation at large. The University has established the following six departments and appointed one Professor for each.

- The Department of Pedagogical Sciences
- The Department of Value Education
- The Department of Educational Psychology
- The Department of Educational Technology
- The Department of Curriculum Planning and Evaluation
- The Department of Educational Planning and Administration

The basic necessity for all the educational institutions in the country is to have intelligent, dynamic, excellent and brilliant teachers to disseminate the knowledge in the field. Without them no educational institution can survive and excel in any field of knowledge. The University has 731 affiliated colleges of education including government, government-aided and self-financing colleges in whole of the Tamil Nadu State.

Burdwan University: Burdwan University started on 15th June, 1960, with Sukumar Sen, an ICS, as its first Vice-Chancellor. It was after the abolition of the Zamindari system in the fifties that Uday Chand Mahtab, the last representative of the Burdwan Raj, showed his magnanimity in leaving almost his entire property of Burdwan at the disposal of the state government. This, coupled with the initiative of the then Chief Minister of West Bengal, Dr. Bidhan Chandra Roy, facilitated the establishment of this university. Presently, the administrative works are mostly done at Rajbati (the palace of Barddhamana Maharaja) campus; on the other hand, academic activities center around the Golapbag campus mainly. In the initial phase, only the humanities section began to function. After a year, mainstreams of science faculties were included. The starting motto, that this university should have a science-technology bias, in view of the growing needs of industrialisation just around, later found justification when Medical College and Regional Engineering College, Durgapur took shape.

There are now about 22 Post-graduate departments in various disciplines. Academically, Burdwan University is feeding and nourishing more than 100 colleges. Its territorial jurisdiction extends over five districts - Burdwan, Hooghly (excluding Serampore Subdivision), Bankura, Birbhum and Purulia. These constitute the greater part of Radh Bengal, the cradle of ancient civilisation of India. The imprints of the past are strewn all over the Radh Bengal. The university is now in a position to offer courses on diverse disciplines. These include physical education, B.Ed., foreign languages, computer applications, population education, etc. There are also an Adult Continuing Education Center and the Academic Staff College. The university has a museum and art gallery at Rajbati that displays even the pottery of prehistoric age. The university has its Distance Education wing imparting Post-graduate education in different subjects as well as in some professional courses at Under-graduate level. With social responsibilities in mind, the university actively patronised the construction of a Science Centre and a Planetarium, named as Meghnad Saha Planetarium. The University has established a Rural Technology Centre in the name of Shri Binoy Krishna Choudhury, the ex-minister of the Government of West Bengal, to impart vocational training and to create scope of self-employment for the rural youth. There are plans for building up of a center of creative art also.

SCERT Telangana: SCERT Telangana, was established in 1967 combining the following institutions:

- The State Institute of Education.
- The State Bureau of Education and Vocational Guidance.
- The State Science Education Unit and
- The State Evaluation Unit.

SCERT organizes in-service teacher education programs for

teachers of Directorate of School Education. Special workshops for Heads of Schools are also undertaken. SCERT along with DIETs organizes in-service training/orientation programs for Heads of Schools, Educational Administrators, Teachers and other Educational functionaries. SCERT is responsible for material development both for children and support materials for teachers. Other functions include research in various aspects for qualitative improvement of school education. SCERT-DIET is also resource support organization for Universal Elementary Education Mission (UEEM), under which Sarva Shiksha Abhiyan and Primary Education Enhancement Programs are undertaken. SCERT also conducts an In-service D.Ed. Program which is recognized by NCTE.

Institutions covered

The 60 institutions where institutional workshops were done offered either or all of the courses in Diploma or Bachelor and Masters in Education. They were affiliated to

1. The University of Burdwan, West Bengal
2. Osmania University Telangana
3. Satavahana University Telangana
4. Kakatiya University, Telangana
5. SCERT Telangana
6. Tamil Nadu Teachers Education University, Tamil Nadu

Why Vocational Education?

Importance of Vocational Education in India has been the discussed for years before Independence. Some of the committees that deliberated introduction of Vocational Education and stressed the need for Vocational Skills at School and College levels and what they recommended are detailed below:

S No	Committee	Year	Recommendations
1.	Wood's Desptach	1854	First time recommendation of introducing vocational educational at secondary school level
2.	Hunter's Indian Education Commission	1882	Recommended two distinctive streams should be there at High School Level; one for preparing the students for entrance examination to the University courses and the other for practical occupations.
3.	The Hartog Review Committee	1929	Emphasized the need for vocational education in the country's development
4.	The Sapru Enquiry Committee	1934	Reiterated the importance of vocational education in the country's economic development
5.	The Wood-Abbot Advisory Committee	1936	Their recommendations on importance of manual work in education enabled introduction of diploma level technical education and setting up of polytechnics
6.	Mahatma Gandhi's Nai Talim	1937	Stressed that manual and productive work should be the central axis of the curriculum
7.	Shri B.G. Kher Committee on the Wardha	1938	Recommended the implementation of Nai Talim by all the provincial governments.

S No	Committee	Year	Recommendations
	Education scheme		
8.	Zakir Hussain Committee	1938	“Basic Education” (Nai Talim/Buniyadi Shiksha) was accepted as the national pattern of education for the elementary stage
9.	The Sargent Report (1944)	1944	This committee emphasized the need to introduce two streams, academic and technical; with the objective to provide general education combined with some preparations for careers which students may pursue on leaving, the schools
10.	Radhakrishnan Commission	1948	Re-emphasized the need for vocational education and retaining at the same time their value in assistance of general education as preparation for university courses
11.	The Secondary Education Commission (Mudaliar Commission)	1952-53	Recommended a 11-year pattern of school education. It recommended diversification after eight years of schooling by providing training in various crafts and vocations. The Commission felt that at the end of this, a student should be in a position, if s/he wishes, to enter life and take up some vocation. Many multi-purpose schools were established in response to these recommendations throughout the country
12.	Education Commission (Kothari Commission)	1964-66	Recommended a uniform pattern of education called 10+2+3 pattern all over the country. This meant 10 years of general education for all, with diversification into academic and vocational streams at the +2 level. It gave priority in the plans of educational reconstruction to the Work Experience Program (WEP) in general education up to middle level (Class 1 to 8) and Vocationalization of Education Program (VEP) at the secondary school level.
13.	National Policy of Education	1968	The Commission found that only 50 per cent of the +2 level pass students only go for higher education and the rest go out of the education system without any productive skills, recommended that at the +2 level, 50 per cent of the students should be diverted to vocational education within a period of 20 years.
14.	National Review Committee headed by Dr. Malcolm Adiseshiah on Higher Secondary Education	1978	Recommended with Special Reference to Vocationalization that the Higher Secondary stage should comprise a general education course and a vocationalized courses or a mix in courses. The committee also stressed the importance of foundation courses for the vocational courses and modification of hiring policies and the creation of facilities for proper growth opportunities for the vocationally qualified persons
15.	The National Working Group on Vocationalization of Education, Ministry of Education, led by Kulandaiswamy	1985	Implementation of recommendations of Kothari Commission were inadequate due to lack of resources, & proper management structure, technical expertise and inadequate teacher preparation New guidelines were provided: <ul style="list-style-type: none"> • The concept of vocationalization at different levels • The linkages required among different agencies running vocational programs • Setting up of a well-knit management system • An action plan for promotion of vocationalization in the country • Liberal financial assistance for achievement of targets fixed. The National Policy on Education (NPE 1986) accorded a very high priority to the program of vocationalization of education. It was envisaged that a substantial majority of the products of the vocational courses would be absorbed by wage or self-employment

S No	Committee	Year	Recommendations
16.	The Program of Action (1992) prepared by the Ministry of Education for implementation of National Policy of Education 1986 Kalandaiswamy Working Group	1992	<ul style="list-style-type: none"> • A centrally sponsored scheme (CSS) was launched by the Ministry of Education under which assistance was to be provided to the state governments/UTs administration and non-government organizations. • 100% grant was to be provided by the Centre for apprenticeship, evaluation and monitoring, district vocational surveys, curriculum development, instructional material development, textbook development, teacher training, resource person training, equipment to schools and construction of workshop/laboratory buildings. • 50% grant was made available from the Centre for establishing management structure • 75% of the expenditure incurred on school staff to be met out of the Central resources. • To ensure the successful implementation of vocational education program, the centrally sponsored scheme also suggested a management structure at state level.
17.	The Synergy Group on Vocational Education under the chairmanship of Dr. Sam Pitroda	1995	<ul style="list-style-type: none"> • Recommended fulfilling of national skilled human resource requirement at various levels (professional, middle skilled and semi-skilled) in the context of <ul style="list-style-type: none"> ○ removing mis-match between demand and supply ○ avoiding duplication and coordinating and integrating efforts of various departments and institutions and Non-Governmental Organizations (NGOs) and ○ keeping pace with the globalization and consequent induction of new and emerging technologies and developing skilled manpower in related occupations/vocations.
18.	The International Commission on Education for the Twenty-First Century	1996	<ul style="list-style-type: none"> • Brought out report entitled 'Learning: The Treasure Within' which states that for economic growth to take place, a higher proportion of the population has received secondary education. • The four pillars of education mentioned in the report are <ul style="list-style-type: none"> ○ a) Learning to know ○ b) Learning to do ○ c) Learning to live together and ○ d) Learning to be – this component essentially leads to skill competence development; more broadly to deal with many situations of working in teams. ○ Further, there is emphasis on lifelong learning due to rapid technological changes.
19.	National Curriculum Framework for School Education (NCFSE)	2000	<ul style="list-style-type: none"> • Stressed the need for high priority vocational courses in the School system which would help in enhancing the employability of students • Also stated that vocational education system will have to find duplicates in Alternative schooling especially in the open learning system must be raised to class VIII certificate and eventually to class X certificate when the target year of universal secondary education is reached • To translate this vision of VET into practice, several new support structures and resource institutions will have to be created at various levels
20.	National Education Policy	2020	<ul style="list-style-type: none"> • Teach only Practical part of Vocational Education • Conduct a skills gap analysis and mapping of local opportunities to assign vocational courses relevant to a particular area. • Emphasises the credit-based National Skills Qualification Framework (NSQF), which will help in the assessment of prior learning of the enrolled students, which, in turn, will help in re-integrating the dropouts (from mainstream education) by aligning their practical experiences and appropriate level of the framework • Align vocational occupations with international standards as prescribed by the International Labour Organisation.

S No	Committee	Year	Recommendations
			<ul style="list-style-type: none"> • Inclusion of industry, NGOs and civil society organisations in implementing the NSQF. • Integrate vocational education programs into mainstream education in all educational institutions in a phased manner which “would lead to emphasizing the dignity of labour and importance of various vocations involving Indian arts and artisanship” • Introduction of vocational courses from class 6, mostly in the form of internships and practical activities, to ensure that every student should at least study one vocational course.

Every Commission has emphasized the need for vocational education and it is really the need of the hour that all schools and Higher Educational Institutions in India also give a special place to Vocational Education

Vocational Activities

Vocational Activities use tools and tools have been used since time immemorial. Our mythology also associates our Gods with specific tools. It is a well-known fact that tools make our work easier. Early man used things from nature as tools like stones. There is evidence that stone tools were used about 2.5 million years ago. Tools evolved over time as man’s needs evolved and today, we have the most versatile tools that have removed drudgery from mundane tasks, in ways we have never imagined.

Action Research Interest: How can we use everyday tools as part of “Vocational Education as a Teaching Methodology”?

Our school curriculum leans heavily on text bookish knowledge. A “successful” student continues to be the one who is able to answer questions from the text book without any mistakes. Is this what education all about?

Can we for a moment remove the text books and look at education from the point of view of managing life rather than just learning up concepts, passing exams and getting degrees? Can we link our everyday home tools to the curriculum while children use those tools to learn a skill or a vocation? We need to explore this aspect.

Everyday household tools should become an integral part of our curriculum. Working with tools is a psychomotor activity that impacts the cognitive and affective domain i.e., using your “hands” to ensure learning happens in your “head” and through your “heart”. Teacher Education Curriculum and School Education Curriculum can be easily integrated through use of tools.

Kitchen tools can be used to make student teachers work in groups to run a canteen. This will expose them to real life work – and they will use kitchen tools like knives, peelers, whisks, cutting boards, grinding machines, mixers, kettles, ladles etc.



Teacher Education Curriculum aspects like Gender Equality, Inclusivity, Healthy and Safety, Food and Nutrition, Festivals and Fairs, Local Food (engaging with the community/village), Reading and Reflecting about different kitchen tools across the world, Language across the Curriculum (writing recipes, blogs, etc.), Creating Rubrics to assess the food being cooked in the canteen will take care of **Assessment of Learning**. Students may create videos of their cooking and upload the film onto a website and/or a YouTube channel – and voila! **ICT in Education** is linked so easily. It also gives them a chance to reflect and Understand Self – how can I use these skills in my life ahead- do I use them to cook at home or is it possible to earn some additional income through a planned business or should it be done alongside as a passion. Students can also conduct **surveys** in the community on various aspects of cooking – tools used (grinding stone vs mixers, traditional vegetable cutter vs use of knives, electric weighing scales in the kitchen vs the beam balance etc) and use the data as part of **research and statistical calculations** ---- What fun! How interesting! and how well connected such activities are to the real life and world. What better way of learning **Pedagogy of School Subjects** – all kinds of student centric learning techniques are being incorporated in this activity and being experienced practically by the student teacher. We need to reinvent our education system to bring in such real and relevant aspects.



The same canteen can help integrate all the school subjects –

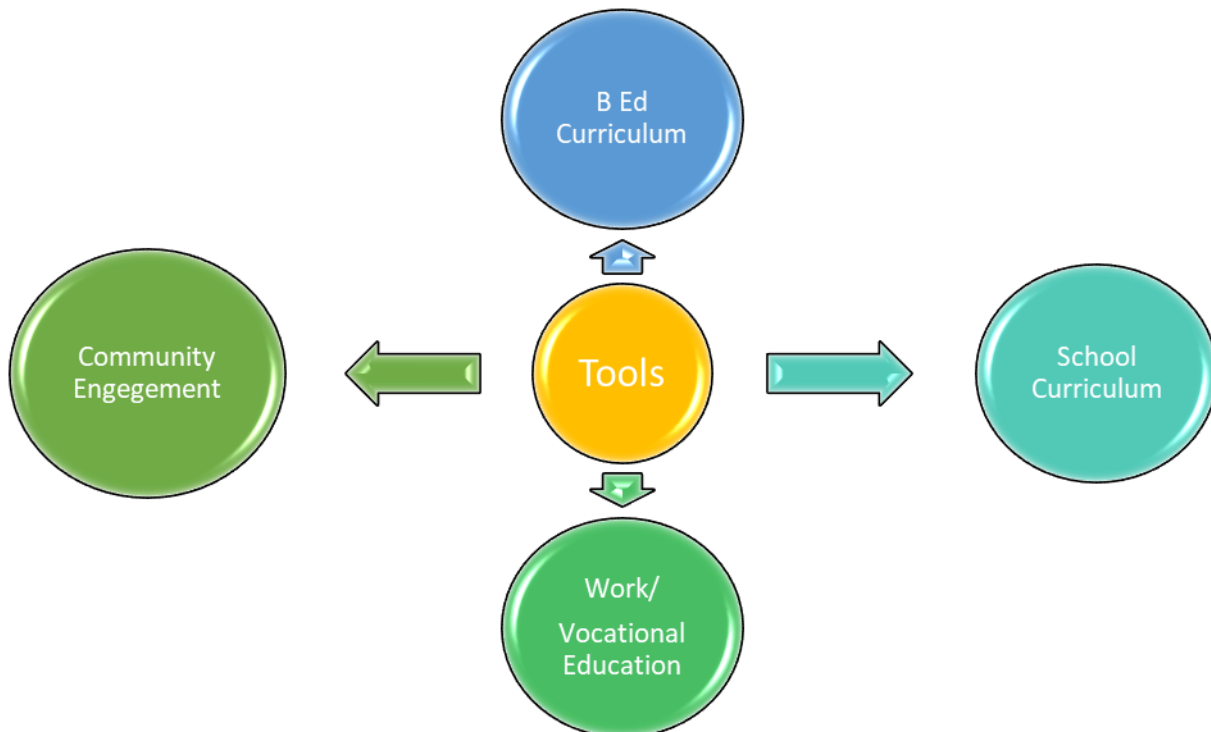
1. **Science:** Knives and other tools as simple levers, Friction produced when a knife is cutting a vegetable, Materials knives are made of, materials chopping boards are made of
2. **Social Studies** – History of Knives, Evolution of Knives, Knives in different countries, Tradition Cutting tools
3. **Mathematics** – Time and Work, Ratio and Proportion, Men and Work, Symmetry, Weight, Estimation, Length, Volume, Fractions, Profit and Loss (Sale price of items in the canteen to be calculated)
4. **Language:** Autobiography of a knife, Recipe writing, Blogging, etc

Bloom’s Taxonomy and Multiple Intelligences are integrated at every stage and quite easily: Students reach the highest level of cognitive domain as they are synthesizing their food

items, comparing and contrasting ingredients, recipes; analysing the quality of ingredients; and deciding where to procure their ingredients at the best price. They work cooperatively (interpersonal intelligence), use their hands to cut and cook (kinesthetic intelligence), keep their work area clean, organise materials so that their work area is clutter free (spatial intelligence), read recipes (verbal intelligence) and use seasonal produce at optimal quantity and price (logical intelligence) for their food items. So many more aspects of Bloom’s Taxonomy and Multiple Intelligences can be integrated here.

Similarly, we can integrate other household tools like screwdriver, measuring tape, pliers, scissors etc with vocations like Tailoring, Carpentry, Plumbing, Repair work of household goods etc. Such activities build **dignity of labour**...no task is too lowly... and builds empathy as well among students. and of course, link all relevant Teacher Education and School Education aspects.

The National Education Policy 2020 has emphasised the need of Vocational Education at all levels, and to make teacher education institutions multi-disciplinary. We need to reinvent Teacher Education by integrating Work Education or Vocational Education and linking school curriculum aspects. Only this will make it multidisciplinary



Whitewashing and Painting

Whitewashing and Painting are looked at by students as fun activities and many areas of school curriculum can be

integrated Here is a caselet done successfully at **Christel House India-Bangalore**, a school for the underprivileged. Art at Christel House India is not confined to traditional canvases. Bold murals fill walls and stairways. Even trees on campus become works of art.

The Art teacher of the school got the students to paint murals on a wall. The students gave up breaks, worked voluntarily after school and painted a wall that is the central attraction in the school. The students also paint tree trunks with eco-friendly paints and they research on what they have to do and decide how to divide the work amongst team members and what they will paint.



The Eaton Smart Hotel in Delhi commissioned 16 paintings to be created by Christel House's students. The works, all of which depict the sun setting over the ocean, is displayed in individual hotel suites.



The project took six months to complete, and students worked both during their art classes and after school. The works are stunning and reflect care, precision and creativity in every piece. The students also integrated Art and Science and made the acoustics in their AV room better. The picture shows how the students researched materials that would cut out echoes and also bring in aesthetics to their AV room.

Students at Christel House India—Bangalore also worked on another project to be proud of—a 14-foot sculpture of a child latching onto her mother's hand. This new sculpture was created to symbolize the nurturing relationship that Christel House has with its students. The piece also reflects the caring role that founder and CEO Christel DeHaan has with each of her school's students as she helps to guide them to a better future. Such activities are from the real world – of painting not on canvas but to find solutions to real problems. They are



vocational activities preparing the child for survival and livelihoods in the real world. They are also integrated learning activities and the brain relates to them better rather than standalone activities or text book related reading and learning. Connecting them to the various aspects of the curriculum is the role of the facilitator (teacher).



For Painting activities, students need to find out the type of paint that will suit the wall, they will learn the chemistry behind paints, the types of paint brushes and how paint brushes are made, colour types – primary and secondary colours. They will also learn about areas and perimeters, and drawing to scale, estimating how much paint they will need to paint a certain mural, cost of doing the whole work, time and work, men and work and many more math concepts. Students can also research how paintings were done in olden days, what are the natural dyes that can be used as paints. For language integration they can write out the whole process. Similarly, in the above Sculpting activity, the students will learn about the various materials that can be used to sculpt, the use of metal in sculpting large pieces and the science behind balancing the sculptures. They gain skills from a life-size project. Above all, they learn to work in teams and understand dignity of labour through the activity. Once again, we are imparting important vocational skills, while integrating the curriculum. They are doing Productive Work with Economic Value (earning from 5-star hotels for their paintings!!)

Plumbing

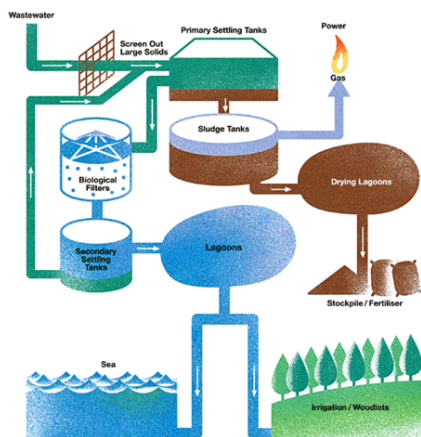
“Lok Vidya” can be effectively put to use by calling in a plumber to the institution and getting him to work with the students in setting up a plumbing system

Students will understand the following concepts as they help a plumber work on toilet plumbing:

1. Basic Principles of Plumbing
2. Types of Plumbing
3. General Repairing & maintenance
4. Fixing Tiles
5. W.C fitting
6. Septic tank
7. Planning and Costs
8. Internal and external water pipes
9. Internal and external sewage pipes
10. Grey water recycling



While working on plumbing activities, students will demonstrate the correct use of tools and materials, will know and draw blueprints, estimate cost of project and quantities of materials needed. They will also select a feasible water supply and waste water route. The activity will also give them an understanding of basic principles e.g. welding, mixing concrete, hammering and even tiling. They will also correctly and safely install plumbing in the toilet, bathroom and kitchen and also repair leaks and carry out general maintenance of plumbing.

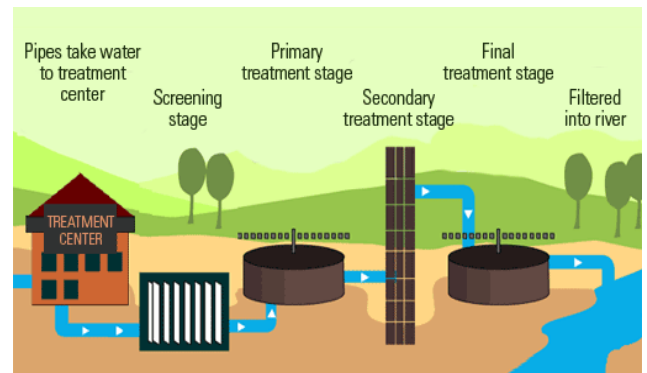


From the curriculum perspective, students will learn the difference between horizontal and vertical, and science principles while using tools like spirit level, plumb bob, hammer, try square, hand hacksaw, trowel, spanners, wrench, taps (fixing and working). Filing material, chisel, screwdriver, bench grip, pliers, cutters, measuring tape, calipers, etc.

They will also learn how cement works in fixing pipes and other plumbing material like WC, sinks, tiles, etc. While tiling they will learn how to calculate the number of tiles needed to tile a particular area and how much sand and cement and adhesive is to be mixed. They practically work with their hands (psychomotor skills) to gain knowledge about various aspects of plumbing (cognitive domain) and will also appreciate the work of a plumber (affective domain). Recycling of grey water can also initiate them into conserving scarce resources like water and thus supporting community. Such activities are also important vocational activities that may inspire students to take these up as entrepreneurship activities later on in life.

Sewage & Drainage

Sewage treatment is the process of removing contaminants from wastewater, primarily from household sewage. It



includes physical, chemical, and biological processes to remove these contaminants and produce environmentally safe treated wastewater (or treated effluent). A visit to sewerage board would help students gain first hand knowledge of how a sewage treatment plant works and recycles black water into water that may be used for watering plants and cleaning purposes. The most important learning from this activity is how waste water is treated, how it impacts the globe and what is every individual's role towards ensuring waste water treatment. Students will also estimate how much grey water they generate each day from brushing their teeth, bathing and washing clothes and appreciate the amount of water that is saved if it is recycled. and how the earth is impacted of all the waste water is allowed to run into it. They will also gain insights into the difference between industrial waste water and domestic

waste water. All these activities have science, math, social students and language components.

Our current curriculum integrates very little real-life experiences and undertaking such activities inculcate a sense of responsibility towards environmental protection (affective domain) while students understand the various process in grey water and black water treatment through simple experiments in the classroom (cognitive domain and psychomotor domain) and during a field visit to the sewage treatment plant.

Tools used in Wastewater treatment include trash rakes, clarifiers, filters, demineralizers, degasifiers, centrifuges, and sludge dryers. Many different types of filters are used. Examples include sand filters, neutralizing filters, oxidizing filters, activated carbon filters, and crossflow filtration systems. Students learn about them through first hand experiences including the science principles behind them.

Students can also be encouraged to design a waste water treatment system. The first thing we think of when we need to clean something is water; but what do we think of when we need to clean water? – this can be a topic to write an essay on (language integration) A debate on Is clear water + clean water? Will be another way of integrating language and communication skills into this activity.

Such learning by doing is lifelong learning and inculcates the Delor's Report of 1996 which proposed an integrated vision of education based on two key concepts, 'learning throughout life' and the four pillars of learning - to know, to do, to be and to live together.

Learning to know, by combining a sufficiently broad general knowledge with the opportunity to work in depth on a small number of subjects. This also means learning to learn, so as to benefit from the opportunities education provides throughout life.

Learning to do, in order to acquire not only an occupational skill but also, more broadly, the competence to deal with many situations and work in teams. It also means learning to do in the context of young peoples' various social and work experiences which may be informal, as a result of the local or

Keeping all this in mind, my interest in the present study is how everyday household tools can be used in Teacher Education Curriculum to devise Vocational Education as a Teaching Methodology. In this process, the student teachers will be able to earn while they learn as well as integrate Gandhiji's Basic Education Philosophy, which is an important mission of MGNCRE.

Review of Literature

My review is on the research paper detailed below – I found some interesting insights into various aspects and importance of vocational education in this paper and am

national context, or formal, involving courses, alternating study and work.

Learning to live together, by developing an understanding of other people and an appreciation of interdependence - carrying out joint projects and learning to manage conflicts - in a spirit of respect for the values of pluralism, mutual understanding and peace.

Learning to be, so as better to develop one's personality and be able to act with ever greater autonomy, judgement and personal responsibility. In that connection, education must not disregard any aspect of a person's potential: memory, reasoning, aesthetic sense, physical capacities and communication skills.

Formal education systems tend to emphasize the acquisition of knowledge to the detriment of other types of learning; but it is vital now to conceive education in a more encompassing fashion. Such a vision should inform and guide future educational reforms and policy, in relation both to contents and to methods.

Characteristics of an Integrated Curriculum

An integrated program includes:

1. Experiences to develop children's attitudes, skills, and knowledge and to help them make connections across the curriculum
2. Activities that provide for a range of abilities
3. Activities that are both teacher-initiated and directed and child-initiated and directed
4. Whole class, small group, and individual experiences
5. Opportunities for critical and creative thinking
6. Teacher, peer, and self-assessment
7. Opportunities to experience learning as a meaningful whole

Research also suggests that an integrated approach to learning is brain compatible. "The brain learns best in real-life, immersion-style multi-path learning...fragmented, piecemeal presenting can forever kill the joy and love of learning" (Jensen, 1996). The more connections made by the brain, the greater the opportunity for making high level inferences. It is important to integrate "use of tools" and "working with our hands" into our education!!

detailing relevant points.

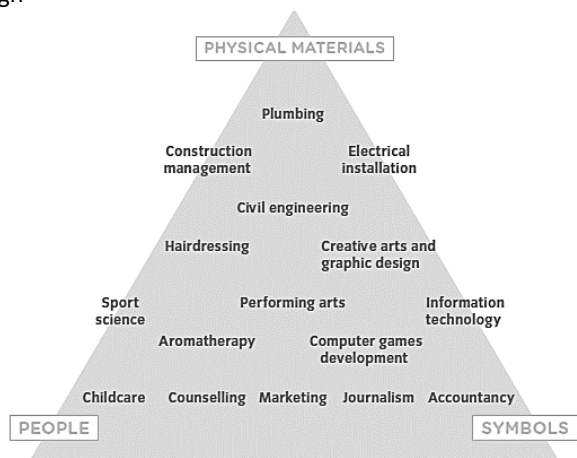
Research Paper on How to Teach Vocational Education: A Guide to Vocational Pedagogy: Bill Lucas, Ellen Spencer and Guy Claxton (December 2012)

This paper provides a clear guideline on the importance of vocation skills and clearly states that vocational education that focuses on working with:

1. **Physical materials** – for example, bricklaying, plumbing, hairdressing, professional make-up.

2. **People** – for example, financial advice, nursing, hospitality, retail, and care industries.

3. **Symbols (words, numbers and images)** – for example, accountancy, journalism, software development, graphic design



The primary outcome of vocational education is expertise – being able to do skilful things of a kind and in an area of work that is quite clearly specified and understood. e.g., if one is opening a food kiosk, they will need to know how to cut and cook, not know cutting and cooking to pass a test. It is important to build working competence not a check off from a list of competencies what the student might have picked up.

Corson describes **six features of craftsmanship** that he suggests could be used as discussion points around which vocational curricula could be developed in order to reinforce the value that vocational students see in their work for society:

- There is no ulterior motive in work other than the product being made and the process of its creation.
- The details of daily work are meaningful because they are not detached in the minds of workers from the product of their work.
- Workers are free to control their own working action.
- Craftsmen are thus able to learn from their work and to use and develop their capacities and skills in its prosecution.
- There is no split of work and play or work and culture.
- The work activity of craftsmen determines and infuses their entire mode of living (Corson, 1985, p. 295).

The paper also lists Eight myths which suggest that

vocational learning is not a complex, intelligent activity in which more than just the brain is engaged. The myths put vocational education on a pedestal:

1. **Myth 1:** Practical learning is cognitively simple.
2. **Myth 2:** Clever people ‘grow out’ of practical learning.
3. **Myth 3:** You have to understand something before you can (learn how) to do it.
4. **Myth 4:** Clever people do not get their hands dirty.
5. **Myth 5:** Clever people do not ‘need’ to work with their hands.
6. **Myth 6:** Practical education is only for the less ‘able’.
7. **Myth 7:** Practical learning involves only lower order thinking.
8. **Myth 8:** Practical teaching is a second-rate activity
I would like to see student teachers break these myths as they use Tools and Vocational Education as a Teaching Methodology

Policymakers treat qualifications as though they are simply a way for young people to access a more ‘advanced’ level of education, rather than as though they have specific relevance to the workplace.

The paper also showcases that Vocational Education builds Working Competence. Working Competence includes:

1. **Routine expertise** (being skilful – related to use of materials and tools)
2. **Resourcefulness** (stopping to think to deal with the non-routine)
3. **Functional literacies** (communication, and the functional skills of literacy, numeracy, and ICT)
4. **Craftmanship** (vocational sensibility; aspiration to do a good job; pride in a job well done).
5. **Business-like attitudes** (commercial or entrepreneurial sense – financial or social).
6. **Wider skills for growth** (for employability and lifelong learning).

What kind of graduates are we creating when we integrate Vocational Education into their curriculum?

1. Resilient and Resourceful Graduates
2. Graduates who are able to face up to challenges
3. Graduates who are able to think through the necessary steps to navigate through day-to-day difficulties
4. Graduates who are active lifelong learners and who will transfer their skills to their students and make them active lifelong learners
5. Graduates who will create learning environments where they themselves learn as they work with their students, where open feedback is the norm which helps everyone to improve their competencies and skills

The paper also recommends use of David Perkins' (2009) Seven principles of Vocational Education which seem well suited to achieving the best outcomes from both learners and teachers in the real world of vocational education:

1. **Play the whole game** – use extended projects and authentic contexts.
2. **Make the game worth playing** – work hard at engaging learners giving them choices wherever possible.
3. **Work on the hard parts** – discover the most effective ways of practising.
4. **Play out of town** – try things out in many different contexts.
5. **Uncover the hidden game** – make the processes of learning as visible as possible.
6. **Learn from the team and the other teams** – develop robust ways of working in groups and seek out relevant communities of practice.
7. **Learn from the game of learning** – be in the driving seat as a learner, developing your own tried and tested tactics and strategies.

These principles have been inspiring and every attempt has been made to incorporate them into the Action Research.

The paper also lists indicative methods of transacting the Vocational Education Curriculum, most of which are 'learning by doing' or 'experiential activities':

1. Learning by watching
2. Learning by imitating
3. Learning by practicing ('trial and error')
4. Learning through feedback
5. Learning through conversation
6. Learning by teaching and helping
7. Learning by real-world problem-solving
8. Learning through enquiry
9. Learning by thinking critically and producing knowledge
10. Learning by listening, transcribing and remembering
11. Learning by drafting and sketching
12. Learning by reflecting
13. Learning on the fly
14. Learning by being coached
15. Learning by competing
16. Learning through virtual environments
17. Learning through simulation and role play
18. Learning through games

Identification of the Problem

Need for Vocational Education Promotion

As the world is going through a pandemic, with schools closed, there is a dire need to equip our teacher trainees or student teachers with alternative mechanisms of earning a living. As policy makers Not only that they can earn while they learn and help support themselves and their families, they also become self-reliant and have second income. This experience can be linked to the Teacher Education Curriculum (methodologies) and also the School Education curriculum and makes their own learning relevant to their context and builds self-employment and self-reliance.

The Action Research has tried to inculcate many of these methods despite the Covid-19 constraint of having all the learning sessions in an online mode.

The Action Research also focuses on mentees who are already into a vocational activity and how it can be incorporated into a Teaching Methodology as the competence and skill already exists with the student teacher. They only need to be guided on "the how". Such students could be the early adopters and could lead the way for others to adapt and adopt.

The trainee teachers will continue to earn their income through their self-employment. They will use this learning to equip school students with vocational skills as envisaged in NEP 2020 and also inculcate the concept of self-reliance in school students. They will use everyday household tools in this process and weave in the math, science, social and language aspects of the tools being used while learning a vocational skill. This can be called Vocational Education Pedagogy or Vocational Education as a Teaching Methodology. Vocational Education will help with the development of practical competence within, or for, a defined work 'domain' during the course of their Teacher Education. There are many self-employed students who are enrolled in the Teacher Education Courses.

They can become the early adopters and their self-employment can be a good example. Education that does not keep in mind the current living situation and one that does not empower the learners to become resilient and find ways of earning their living is not worth the while. Hence there is a dire need of imparting vocational education.

Focus / Aspects of the Practice to Improve To Bridge the Gap Between Challenges and Academia

The current Teacher Education Practices are still very content based and not outcome or skill based. We need to integrate 21st century skills into the curriculum and focus on building skills to make our teacher trainees job ready as well as self-reliant and risk resilient. Such an outcome requires short term and long-term strategies, setting up of systems and process and an overhaul of the entire education system where the curriculum is integrated systematically with work done by hands impacting the heart and automatically impacting the head learning. The challenges faced by the Academia are - pressure to complete the syllabus, shortage of faculty leading to overburdened faculty and additional job responsibilities assigned from time to time. Lack of in-service training, lack of handholding during implementation of any new skill or teaching methodology initiatives are some of the challenges faced by the academia in experimenting new methodologies to meet the educational needs of students in the 21st Century

To Identify Optimal Alternative Solutions

To help the Teacher Education Colleges and the Faculty of Education with innovative ways of transacting the curriculum, the **Vocational Education Nai Talim Experiential Learning (VENTEL)** Action Plan Project was put together by MGNCRE.

This was planned for B Ed and D El Ed levels.

The following are some of the key aspects that were incorporated into the VENTEL Action Plan

1. A VENTEL Cell to be constituted in all Teacher Education Institutions with four key committees in the cell – Vocational Education, Self-Reliance, Swachhta & Health and Community Engagement
2. This was to be done by reaching out to Universities and SCERTs and seeking their support in setting up the VENTEL Cell in the Teacher Education Colleges
3. Head of the Institution is designated as the Convenor of the Cell
4. Faculty Members are nominated by the Head of the Institution in consultation with the faculty to help students with activities under each committee
5. A proforma (Annexure 1 – VENTEL Action Plan Proorma) was filled in by the Teacher Education Institution and mailed to MGNCRE Resource Person
6. A certificate of recognition was issued to the institution (Annexure 2 – Certificate of Recognition)
7. Students would be assigned to each committee and rotated as well during their two-year course.
8. The various committees would also integrate activities with each other e.g., Swachhta related activities can be done in the neighbourhood community

9. The VENTEL Activities would also be integrated with the Teacher Education Curriculum and School Education Curriculum for any grade and any Board (Annexure 3 - Sample Composting Activity)
10. The VENTEL Activities would use a lot of everyday household tools which are taught as a content-based chapter “Simple Machines” in the middle and/or High School. Student Teachers have an opportunity of incorporating the use of these tools into their VENTEL Activity – which makes it Vocational Education as Teaching Methodology
11. Student Teachers must be encouraged to Earn While They Learn through the VENTEL Activity and at the same time engage and empower the community
12. The above activities are in line with the impetus given to Vocational Education in the NEP 2020 in the School and Teacher Education Curricula

The Way Forward

MGNCRE paved the way forward for the implementation of the Gandhian vision of curriculum through Vocational Education, Nai Talim and Experiential Learning (VENTEL) Cells integrated with community engagement and development. The VENTEL Cells would be the key to implement the VENTEL Action Plan program as it was envisaged Resource Persons were hired and trained. Program Content was developed and Cluster Level workshops were planned for B Ed and D El Ed Institutions Institutional Level Workshops were also planned subsequent to the cluster level workshop where the students would be oriented about the VENTEL Action Plan and their role in becoming Self Reliant Participants would be awarded certificates of participation.

Orienting Teacher Education Institutions on the importance of promoting Self-Employment/Entrepreneurship/Earn While You Learn/Vocational Education as a Teaching Methodology

The first step to initiating a new way of transacting the curriculum is to orient the stakeholders in the Teacher Education Institutions. The focus was on strategizing ways of communicating to the stakeholders the need for change from content-based education strategies to skill and competence-based education strategies. VENTEL Action Plan Project was conceived and program roll out began. Cluster level workshops were conducted for Heads of Institutions and Faculty of Teacher Education Colleges and Institutional Level Workshops were conducted for students

The cluster level and institutional level workshops aimed to address this through specific objectives and outcomes as detailed below

Objectives of VENTEL Action Plan Cluster Level Workshops

- Understand the vision of VENTEL
- Appreciate the need for a VENTEL Action Plan Cell and Committees in the institution
- Identify aspects relevant to Vocational Education (Productive Work with Economic Value), Self-Reliance, Swachhta & Health and Community/Field Engagement in a VENTEL Campus
- Appreciate the importance of institutionalizing VENTEL Action Plan for sustainable action in the four identified areas of Productive Work with Economic Value, Self-Reliance, Swachhta & Health and Community/Field Engagement in the institution
- Become aware of/Share a few best practices in the four areas of Vocational Education (Productive Work with Economic Value), Self-Reliance, Swachhta & Health and Community/Field Engagement
- Gain clarity on the documentation of VENTEL Activities
- Prepare for implementation of VENTEL Action Plan

Objectives of VENTEL Action Plan Institutional Level Workshops

- Appreciate the need for Vocational Education as a Teaching Methodology and as a means of Productive work with Economic value and its integration with the 4

methodologies of Science, Mathematics, Social Studies and Language

- Prepare an Action Plan for activities in the four identified areas of VENTEL Action Plan - Vocational Education, Self-Reliance, Swachhta & Health and Community/Field Engagement.
- Implement the listed activities at /from home and make online presentations to peer group and faculty
- Understand the student reporting template for VENTEL Activities for submission and presentation at the Institutional Level, Regional Level and National Level Competitions
- Understand the submission guidelines of student VENTEL activities for Institutional, Regional and National Level Competitions

Actions Planned to Address the Problem Cluster Level Workshops

Once the VENTEL Cells were set up, a cluster of 25 -30 Teacher Education Institutes from a district or a University were invited to participate in a cluster level workshop. A letter from Chairman MGNCRE was sent to the institutions asking them to set up the VENTEL Cell, send the VENTEL Proforma and participate in the Cluster Level Workshop

The following Cluster Level Workshops were conducted

S. No	Workshop Date	State	VENTEL CLUSTER WORKSHOPS	No. of Participants (Hol and Faculty)	No. of VENTEL Cells
1	28.08.20	Tamil Nadu	Tamil Nadu Teachers Education University Chennai	67	83
2	14.09.20	West Bengal	Burdwan University, West Bengal Workshop 1	95	25
3	15.09.20	West Bengal	Burdwan University, West Bengal Workshop 2	51	25
4	16.09.20	West Bengal	Burdwan University, West Bengal Workshop 3	53	16
5	22.09.20	Rajasthan	Mohanlal Sukhadia University, Udaipur	46	25
6	23.09.20	Telangana	Satavahana University, Karimnagar, Telangana	25	23
7	24.09.20	Telangana	Osmania University Hyderabad Workshop 1	54	30
8	25.09.20	Telangana	Osmania University, Hyderabad, Workshop 2	21	
9	26.09.20	Telangana	Osmania University, Hyderabad, Workshop 3	23	
10	28.09.20	Telangana	Telangana University, Nizamabad	27	15
11	28.09.20	Telangana	Mahatma Gandhi University, Nalgonda	18	30
12	29.09.20	Telangana	Palamuru University, Mahbubnagar	49	29
13	02.10.20	Rajasthan	Mohanlal Sukhadia University, Udaipur	70	--
14	30,10,20	Uttar Pradesh	Dr B R Ambedkar University, Agra, UP	29	25
15	10.11.20	West Bengal	The University of Burdwan, West Bengal	12	13

S. No	Workshop Date	State	VENTEL CLUSTER WORKSHOPS	No. of Participants (Hol and Faculty)	No. of VENTEL Cells
16	18.11.20	Telangana	SCERT Telangana (Cluster 1)	33	--
17	19.11.20	Telangana	SCERT Telangana (Cluster 2)	19	--
18	20.11.20	Telangana	SCERT Telangana (Cluster 3)	17	--
19	21.11.20	Telangana	SCERT Telangana (Cluster 4)	11	--
20	23.11.20	Telangana	SCERT Telangana (Cluster 5)	35	--
21	28.11.20	Uttar Pradesh	DIET Mainpuri	40	--
22	29.11.20	Telangana	B Ed Colleges, DIETs and D El Ed Colleges in Telangana State	35	--
23	29.11.20	Uttar Pradesh	Bundelkhand University, Jhansi, UP	29	--
			Total	859	339

Institutional Level Workshops

The following Institutional Level Workshops were conducted:

S No	Date	State	Institution Name	No. of VENTEL Action Plans	No. of Participants (Students)
1.	09.10.20	Telangana	Noor College of Education, Shadnagar	45	45
2.	10.10.20	Telangana	P Narayana Reddy College of Education, Pebbair	63	63
3.	12.10.20	Telangana	Amritha Akshitha College of Education, Metpally, Wanaparthy	46	46
4.	12.10.20	Telangana	Vivekananda College of Education, Shadnagar	48	48
5.	13.10.20	Telangana	C Laxma Reddy College of Education, Tekapally, Nagarkurnool	46	46
6.	13.10.20	Telangana	GSN College of Education, Achampet, Nagarkurnool	37	37
7.	15.10.20	Telangana	Pragathi College of Education (B Ed), Achampet	53	53
8.	15.10.20	Telangana	Modern College of Education, Nagarkurnool	58	58
9.	16.10.20	Telangana	Nalanda College of Teacher Education, Jadcherla	30	30
10.	16.10.20	Telangana	Adarsha College of Education, Narayanpet	21	21
11.	17.10.20	Telangana	S V M College of Education, Jogulamba Gadwal	24	24
12.	17.10.20	Telangana	Sri Shiva Sai College of Education, Jogulamba Gadwal	11	11
13.	19.10.20	Telangana	Sree Dattha Brindavan Institute of Teacher Education, Narayanpet	60	60
14.	19.10.20	Telangana	Scholars College of Education, Wanaparthy	43	43
15.	20.10.20	Telangana	Sri Sai Teja College of Education Moosapet	61	61
16.	20.10.20	Telangana	Sri Bramaramba Mallikarjuna College of Education Kalwakurthy	50	50
17.	21.10.20	Telangana	Al-Madina College of Education, Mahabubnagar	50	75
18.	21.10.20	Telangana	Adarsh College of Elementary Teacher Education, Jadcherla	29	40
19.	22.10.20	Telangana	L N R College of Education, Jogulamba Gadwal	6	7
20.	22.10.20	Telangana	Venkatasai College of Teacher Education,	32	34

S No	Date	State	Institution Name	No. of VENDEL Action Plans	No. of Participants (Students)
			Devarkadra		
21.	02.11.20	Telangana	Adarsh College of Teacher Education, Jadcherla	17	23
22.	03.11.20	Telangana	Gayatri College of Education, Wanaparthy	69	80
23.	03.11.20	Telangana	Govt. College of Teacher Education, Mettuguda	32	39
24.	04.11.20	Telangana	Manasa College of Education, Kothakota	51	94
25.	04.11.20	Telangana	Navabharathi College of Education, Pebbair	63	84
26.	05.11.20	Telangana	Sri Vasavi Raja Prathap College of Education, Mahabubnagar	50	91
27.	05.11.20	Telangana	St Mary's College of Education, Mahbubnagar	50	81
28.	06.11.20	Telangana	Tagore College of Education, Ieeja	29	33
29.	06.11.20	Telangana	Ushodaya College of Education, Srinivasapur	75	98
30.	28.12.20	Telangana	L B College of Education, Warangal	18	43
31.	31.12.20	Telangana	Trinity College of Education, Peddapalli and Kasulapalli	40	40
32.	31.12.20	Telangana	Shree Vashista College of Diploma in Elementary Education, Badipalli, Karimnagar	03	20
33.	31.12.20	Telangana	Gourishetty Venkataiah Memorial D.Ed. College, Karimnagar	8	17
34.	3 .01.21	Telangana	Karshak College of Education, Kamareddy	22	30
35.	4 .01.21	Telangana	SRM College of Education, Ranga Reddy	24	42
36.	4 .01.21	Telangana	St Mary's College of Education, Secunderabad	51	60
37.	5 .01.21	Telangana	Shadan College of Education, Hyderabad	57	78
38.	5 .01.21	Telangana	Pasha College of Education, Hyderabad	41	75
39.	7 .01.21	Telangana	College of Teacher Education, Andhra Mahila Sabha, Hyderabad	20	26
40.	8 .01.21	Telangana	Holy Faith College of Education, Sathupalli, Khammam	5	20
41.	8 .01.21	Telangana	DIET Vikarabad	48	73
42.	9 .01.21	Telangana	David Memorial College of Education, Yacharam	22	43
43.	11 .01.21	Telangana	OU College of Teacher Education, Hyderabad	23	47
44.	11 .01.21	Telangana	DIET Medak	42	90
45.	12 .01.21	Telangana	Navabharathi College of Education, Bolaram, Secunderabad	50	98
46.	12 .01.21	Telangana	YPR College of Education, Medak	49	90
47.	13 .01.21	West Bengal	Gourangdi B Ed College, Paschim Bardhaman	21	50
48.	15 .01.21	West Bengal	Shukla Devi B Ed College, Suri, Birbhum	13	30
49.	16 .01.21	West Bengal	University College of Education, Burdwan University, West Bengal	16	30
50.	18 .01.21	West Bengal	Beta College of Education Hooghly	19	88
51.	19 .01.21	West Bengal	Tagore College of Arts and Education, Daranda	7	24
52.	19 .01.21	West Bengal	Vidyasagar College of Education,	61	70

S No	Date	State	Institution Name	No. of VENDEL Action Plans	No. of Participants (Students)
			Darjeeling		
53.	20.01.21	West Bengal	Basantika College of Education, Tarapith	11	60
54.	21 .01.21	Telangana	Malla Reddy College of Teacher Education, Kompally	24	60
55.	22.01.21	Telangana	Srinidhi College of Education, Ghatkesar,Hyderabad	26	30
56.	22.01.21	Telangana	Vikas B Ed College, Chilkur, Ranga Reddy Dt	9	30
57.	29.01.21	Tamil Nadu	Tamil Nadu Teachers Education University, Karapakkam, Chennai	32	56
58.	1.02.21	Telangana	St Ann's College of Education (Autonomous) Secunderabad	57	80
59.	4.02.21	Telangana	Nawab Shah Alam Khan College of Education, Vikarabad	6	40
60.	5.02.21	Telangana	Sri Indu College of Education, Vanasthalipuram	45	45

Implementation of Action Plan

Detailed Steps followed in organizing the workshops

Communicating with Universities

The following steps were followed to organize the workshops:

1. Mail a letter from Chairman MGNCRE desk about the VENDEL Action Plan Abhiyan to the Vice Chancellor with copies to Registrar and HoD Education and/or SCERT Director (Annexure 6 – Letter Template)
2. Follow up through phone calls with VC office/ Registrar office and HoD Education about order issued to Affiliated Colleges of education for filling up the VENDEL Proforma (Refer Annexure 1)
3. Create a calendar of Workshops for the University/SCERT as per mutually convenient dates and share it with them
4. Register participants for the workshop through a google registration link and also provide the link to the WhatsApp group in the google registration form
5. Invite Hols and Faculty from 25 VENDEL Cells to a cluster level workshop. The University Vice Chancellor is invited to inaugurate the first cluster workshop for his/her university and also deliver the inaugural address
6. Share the online workshop link one day prior to the workshop

WhatsApp Group Formation and Communication

- This has been key in communicating before, during and after the workshop. After the participants register for the workshop and join the WhatsApp group, Material related to VENDEL and Workshop related presentations

and activity kits are shared in the WhatsApp groups one or two days prior to the workshop.

This includes:

- MGNCRE's Experiential Learning Book in English and Regional Language
- Video links related to a vocational activity
- Suggested list of tools that they can choose from and present during the workshop
- Bloom's Taxonomy
- Multiple Intelligences
- Workshop Schedule
- Participants are asked to come prepared for the workshop to present an everyday household tool which can promote a vocational skill and also link it to Teacher Education Curriculum and School Education Curriculum
- During the workshop the WhatsApp group is used to share learning log and feedback form (cluster Workshop) and VENDEL Action Plan cum feedback form (Institutional Workshop)
- Post the workshop, some more relevant material on waste management, videos of best practices of VENDEL (SECMOL, Vignan Ashram of Pabal, Anand Niketan Video) are posted along with a thank you note to the Head of the Institution and all the participants along with a few screenshots of the workshop
- Participation certificates and Institutional Certificates of Recognition were posted in the groups

Workshop Schedule

The Cluster Workshop Schedule is detailed in Annexure 7
The Institutional Workshop Schedule is detailed in Annexure 8

Content Used

Both Cluster Workshops and Institutional Workshops were participatory though there were done in an online mode.

Cluster Workshop Content

- Knife as a household tool was demonstrated by the facilitator and vocational activity of cooking was taken up by the facilitator and linked to various aspects of Teacher Education Curriculum and School Education Curriculum
 - 2-3 Participants then volunteered to demonstrate use of tools that they were ready with and were guided to link it to Teacher Education Curriculum and School Education Curriculum
 - Use of Household tools for vocational education as a teaching methodology was clearly demonstrated through this activity
 - Facilitator also shared her personal example of Composting as a vocational activity and how it integrates to VENTEL areas, Teacher Education Curriculum and School Education Curriculum
 - VENTEL Cell and its four areas of work, roles and responsibilities were discussed
 - Best Practices were shared and discussed in each VENTEL area
 - Participants were encouraged to share if they were already doing similar activities in their institutions
 - They were also informed about the Institutional Workshops and student competitions
 - Participants' doubts were clarified
 - They were asked to fill in the learning log and feedback forms
 - Participation certificates were issued

Institutional Workshop Content

- Facilitator shared her personal example of Composting as a vocational activity and how it integrates to VENTEL areas, Teacher Education Curriculum and School Education Curriculum
- VENTEL Cell and its four areas of work, roles and responsibilities were shared and students were told that they were a part of the VENTEL Cell of their institution
- Best Practices of Shantinietan, Vignan Ashram Pabal and SECMOL Ladakh were shared where vocational skills are given prime importance and curriculum is woven around vocational skills
- They were also intimated about the National VENTEL competitions
- Students filled in the their VENTEL Action Plan cum feedback form and 3-4 students shared how they will implement their plan for vocational education and linked their plan to Teacher Education Curriculum and the tools

used in the activity to school education curriculum and to four VENTEL Areas

- Participants' doubts were clarified and they were asked to implement the Activity chosen
- Templates for Word report and Ppt presentation were shared with the students
- They were asked to fill in the learning log and feedback forms

Methodology followed in conducting the workshops

- The workshops were structured in a manner that would keep the participants engaged in experiential learning activities. That in itself is a great challenge for online workshops. But the prior intimation of keeping tools ready or even getting hold of one instantaneously got participants involved in the workshop and many were enthused to share their thoughts
- Personal Example of Composting and how it is a vocational activity and in a "Walking the Talk" brought credibility as the facilitator was able to showcase very easily the integration of 4 VENTEL areas along with Teacher Education Curriculum and School Education Curriculum
- Giving participants time to share some activities that are already being done also motivated them a lot as they felt their effort was being recognized
- Learning log /Action Plan forms for certification was a great strategy

Outcomes of the Workshop

Outcomes of the Cluster Level Workshops:

339 VENTEL Cells were set up in as any Colleges of Education in the States of Telangana, West Bengal, Tamil Nadu, Rajasthan and Uttar Pradesh

859 Participants from the 339 VENTEL Institutions were oriented on VENTEL Action Plan

Participants:

- Understood the importance of the VENTEL Action Plan Committee in initiating and sustaining the VENTEL Abhiyan
- Became aware of the 4 committees that need to be formed headed by a faculty member
- Appreciated the contents of the workshop which will help them plan and prepare for the activities each committee needs to undertake

- Became aware of the best practices in the 4 areas and the need for them to take up similar activities in their institutions under VENTEL Action Plan
- Became familiar with suggested documentation processes
- Understood and appreciated the value of integrating activities related to Vocational Education, Self-Reliance, Swachhta and Health (increasing the green cover in their campus through suggested Miyawaki/Nakshatravanam Technique, rain water harvesting, waste segregation, energy conservation and improvement in sanitation and hygiene on the campus) and various Community/Field Engagement activities to provide holistic learning and build livelihood skills in students
- Demonstrated the use of everyday tools and linked them to VENTEL Action Plan, Teacher Education Curriculum and School Education Curriculum
- Brainstormed on ideas of initiating these activities through the VENTEL National competition for students
- Shared Best Practices being followed in their institution and the need to integrate it formally into the curriculum
- Shared that many students are already into vocational activities especially due to COVID situation and need to look out for opportunities of additional/alternative income generation
- Shared that this could be a starting point for implementing Vocational Education activities as part of NEP 2020

Osmania University, Palamuru University and Tamil Nadu Teachers Education University have already integrated Nai Talim, Experiential Learning and Community Engagement as a paper in their B Ed curriculum (Annexure 9 – Osmania University Nai Talim Curriculum Annexure 10- Palamuru University Minutes about Nai Talim, Experiential Learning and Community Engagement Paper)

Tamil Nadu Teachers Education University has also added a paper in their M Ed Curriculum

Outcomes of the Institutional Level Workshops

Teacher Education Institutions from Telangana participated in the Institutional Workshops

Teacher Education Institutions from West Bengal participated in the Institutional Workshops

Teacher Education Institution from Tamil Nadu participated in the Institutional Workshop

Out of this the following were D El Ed Colleges:

- Adarsh College of Elementary Education, Mahbubnagar
- DIET Vikarabad
- DIET Medak
- Gourishetty Venkataiah Memorial D.Ed. College, Karimnagar
- Shree Vashista D Ed College, Karimnagar

Four colleges had both streams B Ed and D El Ed – Shukla Devi Academy, Suri, Birbhum, Basantika College of Education, Tarapith Nalanda College of Education and David Memorial College of Education

1273 student teachers from Teacher Education Institutes affiliated to Palamuru University submitted their VENTEL Action Plans Online during their workshop

891 student teachers from Teacher Education Institutes affiliated to Osmania University, Telangana University, Tamil Nadu Teachers Education University, Burdwan University, West Bengal University of Teacher Training, Educational Planning and Administration and SCERT Telangana submitted their VENTEL Action Plans Online during their workshop

Student Teachers:

- Shared their interest about the VENTEL Action Plan Cell in their institution
- Became aware of the 4 VENTEL Areas that they need to undertake activities for
- Became aware of the stages and the submission guidelines of the VENTEL Action Plan National Competition for Student Teachers
- Appreciated the contest and submitted their online VENTEL Action Plan
- Understood and appreciated the value of integrating VENTEL activities to their curriculum and to the school curriculum
- Presented ideas of how they would use everyday tools for their vocational activity and integrate it to teacher education and school education curricula as well as use it to generate income and become self employed
- Shared innovative activities that they would undertake related to vocational education, self -reliance, swachhta/health and community engagement
- Became aware of a few best practices in VENTEL and appreciated the SECMOL Ladakh methodology of learning

Outcomes of the Subcluster 1A Competition

Institutions participated in Subcluster 1 A Competition conducted on 16th March 2021

It was encouraging to note that M Ed students from Burdwan University and OU College of Education also participated in the competition

Peer Assessment was done using the rubrics shared.

The list of students and their presentations are given hereunder:

S No	Institution Name	Name of Student	Name of Vocational Activity	Course	Semester
1.	Burdwan University Dept of Education, West Bengal	Begum Benozeer Heptulla	Best Out of Waste	M.Ed.	I
2.		Arka Chaudhuri	Cake Making	B.Ed.	I
3.		Bidisha Goswami	Facilitating Communication Skills in English Through Customized Contents	M.Ed.	I
4.	Malla Reddy College of Education, Hyderabad	S. Prashanthi	Organic vegetables	B. Ed	IV
5.		Fouzia	Egg cartons flowers	B. Ed	IV
6.		Seema Jafreen	Mask Making	B. Ed	IV
7.	OU College of Education, Hyderabad	Ms. M. Sunitha	Gomayakari (Panshu)	M. Ed	IV
8.		Rajasri Krishna	'Weaver's Drive- Lending Hand to the Weavers'	M. Ed	IV
9.		Rahmathunnisa	Handmade flowers	B. Ed	IV
10.		Thanuja Begum	Herbal Hair oil	B. Ed	IV
11.	Shadan College of Education, Hyderabad	Arshiya Fatima	Home Made soaps	B. Ed	III
12.		Sameera Siddiqua	Acrylic Art & Craft	B. Ed	III
13.		Husna Saba	Organic Compost,	B. Ed	III
14.	Shukla Devi B Ed College, Suri, Birbhum	Supriya Bhattacharjee	Sanitizer	B. Ed	II
15.		Tulsi Barman (absent – will present in Cluster 1 B)	Face Mask	B. Ed	II
16.	St Ann's College of Education (Autonomous) Secunderabad	Bhavana	Gift Box	B. Ed	IV
17.		Maria Seraphin	Chicken Pickle	B. Ed	IV
18.		Gayathri	Hand Sanitizer	B. Ed	IV

Data Analysis and Interpretation

Institutions Covered – 23 Cluster Workshops for Heads of Institutions and Faculty Members:

The following 29 Colleges of Education affiliated to Palamuru University were covered

1. Noor College of Education, Shadnagar
2. P Narayana Reddy College of Education, Pebbair
3. Amritha Akshitha College of Education, Metpally, Wanaparthy
4. Vivekananda College of Education, Shadnagar
5. C Laxma Reddy College of Education, Tekapally, Nagarkurnool
6. GSN College of Education, Achampet, Nagarkurnool
7. Pragathi College of Education (B Ed), Achampet
8. Modern College of Education, Nagarkurnool
9. Nalanda College of Teacher Education, Jadcherla
10. Adarsha College of Education, Narayanpet
11. S V M College of Education, Jogulamba Gadwal
12. Sri Shiva Sai College of Education, Jogulamba Gadwal
13. Sree Dattha Brindavan Institute of Teacher Education, Narayanpet
14. Scholars College of Education, Wanaparthy

15. Sri Sai Teja College of Education Moosapet
16. Sri Bramaramba Mallikarjuna College of Education Kalwakurthy
17. Al-Madina College of Education, Mahabubnagar
18. Adarsh College of Elementary Teacher Education, Jadcherla
19. L N R College of Education, Jogulamba Gadwal
20.
21. Venkatasai College of Teacher Education, Devarkadra
22. Adarsh College of Teacher Education, Jadcherla
23. Gayatri College of Education, Wanaparthy
24. Govt. College of Teacher Education, Mettuguda
25. Manasa College of Education, Kothakota
26. Navabharathi College of Education, Pebbair
27. Sri Vasavi Raja Prathap College of Education, Mahabubnagar
28. St Mary's College of Education, Mahabubnagar
29. Tagore College of Education, Ieeja
30. Ushodaya College of Education, Srinivasapur

The following Institutions Affiliated to Universities in Telangana were impacted

Osmania University

1. University College of Education, OU Campus, Hyderabad
2. Anwar Ul-Uloom College of Education, Nampally, Hyd
3. Neelam Sanjeeva Reddy College of Education, V.V Campus, Jambagh, Hyderabad
4. RGR Siddhanthi College of Education, Opp: Tivoli Gardens, SECUNDERABAD
5. St. Alphonsa College of Education, Madhuranagar, Hyderabad
6. Vignan College of Education, Nizampet, Opp.JNTU, Kukutpally, Hyderabad
7. MNR Teacher Education College, Kukutpally, R.R.Dist.
8. Osmania Graduates' Association & Exhibition Society College of Education, Pargi, R R Dist
9. UK College of Education, R R District
10. Greater College of Education, Shamirpet Town, R R District
11. MNR Rural PG College of Education, Sangareddy, Medak
12. St. Mary's College of Education, Secunderabad
13. Princeton School of Education, Sharada Nagar, R R District
14. Nava Bharathi College of Education, Bollaram, Secunderabad
15. Pragna College of Education, Ranga Reddy District
16. Andhra Mahila Sabha College of Teacher Education, OU. Road, Hyderabad

17. St. Ann's College of Education, Sarojini Devi Road, Secunderabad,
18. Ghulam Ahmed College of Education, Banjara Hills, Hyderabad-500 034
19. YPR College of Education, Medak
20. Mallareddy College of Education, Sy.No.117, Qutubullapur Mandal, Ranga Reddy Dist.
21. St. Agnes College of Education, Gundla Pochampally (P), Medchal (M), R.R.Dist.
22. St. John's college of Education, Chengicharla (V), Boduppal, Ghatkesar. RR.Dist
23. Pallavi College of Teacher Education, Pargi, RR. Dist
24. Panineeya Mahavidyalaya College of Education for Women, Dilsukhnagar, Hyderabad
25. Pasha College of Education, Deendayal Nagar, Neredmet, Hyderabad
26. Shadan College of Education 6-2-978, Khairtabad, Hyderabad.
27. SRM College of Education, # No.5-85/1, GP. Gurranguda (V), Saroornagar (M), RR. Dist
28. David Memorial College of Education for Women, Yacharam
29. Vikas B Ed College, Chilkur
30. Nawab Shah Alam Khan College of Education, Vikarabad

Mahatma Gandhi University

1. University College of Arts & Social Sciences, Nalgonda
2. Nagarjuna College of Education, Miryalaguda
3. Riyan College of Education, Miryalaguda
4. Sri Raghavendra College of Education, Nalgonda
5. St. Francis College of Education, Suryapet
6. Gokul College of Education, Nalgonda
7. Mother Teresa College of Education, Bhongir
8. Sri Aurobindo College of Education, Narketpally
9. Vennela Institute of Business Administration, Bhongir
10. Bhongir College of Education, Bhongir
11. Chandana B Ed College, Suryapet

12. Chinmay Chandramathi College of Education, Devarakonda
13. D.V.M. College of Education, Cherlapally
14. M J R College of Education, Marriguda
15. Alimineti Madhav Reddy Memorial College of Education, Choutuppal
16. Jonah College of Teacher Education, Aitipamula
17. Stanford College of Education (B.Ed), Bhongir
18. V C College of Education, Suryapet
19. R.K.L.K. College of Education, Suryapet
20. A.V.M. College of Education, Nakrekal
21. Soghra College of Teacher Education, Konda Bheemanapally

Telangana University

1. Karshak College of Education(B.Ed), Kamareddy
2. Azaan College of Education, Nizamabad
3. Sri Venkateshwara College of Education, D.Ed., Kamareddy
4. Sri Venkateshwara College of Education, B.Ed., Kamareddy
5. Pragathi College of Education B Ed (Durki), Nizamabad
6. Pragathi D. Ed College (Durki), Nizamabad
7. University College of Education

Satavahana University

1. Gourishetty Venkataiah Memorial College of Education, Karimnagar
2. Manair College of Education, Karimnagar
3. Pavlov College of Education, Ramadugu
4. RBVRR College of Education, Seetharampur
5. Shree Vashista B.Ed. College, Baddipally
6. Shree Vashista College of Education, Aljunur
7. Sri Geervani College of Education, Choppadandi
8. Vaninikethan College of Education, Karimnagar
9. Apoorva College of Education, Bhoopathipur
10. Alexander B.Ed. College, Peddapally

11. Crescent College of Education, Peddapally
12. Trinity College of Education, Kasulapally
13. Trinity College of Education, Peddapally
14. Sangamithra College of Education, Husnabad
15. Satavahana College of Education, Husnabad
16. Jawaharlal Nehru College of Education, Vemulawada
17. Jyothi College of Education, Thadoor
18. Rousseau College of Teacher Education, Venkatrapally
19. Rashimidhar Teja College of Education, Korutla
20. Surya College of Education, Nookapally
21. Jyothishmathi College of Education

SCERT Telangana

1. GMR D.El. Ed Training College
2. Mother Teresa College of Elementary Education
3. Sri Aurobindo Institute of Education
4. Vivekananda College of Elementary Education
5. SJMCE, Suryapet
6. Adam College of Education
7. Islamia College of Education
8. Vijaya Bharathi College of Education
9. Gayathri College of Education (D Ed)
10. Venkatasai College of Education
11. Al Madina College of Education (D. Ed)
12. Anubose Teacher Training College
13. Bhongir College of Elementary Teacher Education
14. David Memorial Teacher Training Institute
15. Govt Diet Medak
16. Govt Diet Nalgonda
17. Govt Diet Khammam
18. Govt. Diet Karimnagar
19. Govt Diet Adilabad
20. Govt Diet Hyderabad
21. Govt Diet Nizamabad
22. Govt Diet Neredmet
23. GP Ladda D.Ed College
24. Indur Institute of Elementary Teachers Education
25. Nagarjuna College of Teacher Education
26. Palamoor Reddy Seva Samithi D. Ed College
27. Pallavi Ded College
28. Pragathi College of Education (D.El. Ed)

29. Sri Aurobindo Institute of Education
30. Sri Kethaki Sangameshwara D. Ed College
31. Vaniniketan D. Ed College
32. Venkateshwa College of Education (D.El.Ed.)
33. Vivekananda Institute of Elementary Teacher Education - Adilabad.
34. VYNR D.El.Ed College
35. Ahmed College of Education
36. Nigama College of Education
37. Jayamukhi Teacher Training Institute
38. Manair D. Ed College
39. Rousseau College of Elementary Teacher Education Institution
40. Shree Vashista College of Diploma In Elementary Education, Baddipalli
41. Vivekananda College of Education, Narsampet
42. Ahmed College of Elementary Education
43. Indur D. Ed College
44. Panchsheel Institute of Education Nirmal
45. S.V D El Ed College, Patharajampet, Kamareddy.
46. SRKM D. Ed College, Mancherial
47. Vivekananda D.El.Ed Adilabad
48. Vivekananda Institute of Elementary Teacher Education - Hyderabad.
49. Sri Kethaki Sangameshwara D. Ed College
50. Dwaraka College of Elementary Teacher Education
51. Gayathri College of Elementary Teacher Education
52. MNR College of Elementary Teacher Education

Burdwan University

1. Nikhil Banga Sikshan Mahavidyalaya, Bankura
2. Bankura College of Education, Bankura
3. Udyog College of Education, Bankura
4. Vivekananda College, Bankura
5. Uttaran College of Education, Damodarabati
6. Athena B Ed College, Bankura
7. Raipur B Ed. College
8. West Point School of Education, Bankura
9. Radharani Educational Institute, Bankura
10. Joypur B.Ed. College, Bankura
11. R.N. Tagore B.Ed. College, Bankura
12. Sarojini Academy, Bankura
13. Swaraj Nagar Teachers' Training College, Bankura
14. Santiniketan Boniad B.Ed. Training Institute, Birbhum

15. Mahula Sri Ramkrishnan Teachers' Training Institute, Birbhum
16. A C C Jain College of Education
17. Tarasankar Bandyopadhyay B.Ed. Institution
18. Rabindra Nazrul Smriti B.Ed. Educational Institute, Birbhum
19. Tarapith College of B.Ed., Birbhum
20. Prabhat Jyotirmoyee Educational Research Institute, Birbhum
21. Institute of Education (PG) for Women, Hooghly
22. Mankundu B. Ed College, Hooghly
23. Chinsurah College of Education, Hooghly
24. Kotalpur Vidyasagar Teacher's Training College, Kotalpur, Kumrul, Dhaniakhali
25. Government Training College, Hooghly
26. Elite B.Ed College

27. Hooghly B.C. Roy Institute, Hooghly, Pandua
28. Babu Jagjivan Ram Memorial College, Hooghly
29. Indrani Devi Institute of Education
30. Khalisani Basanti Teachers Academy, Chandanagar
31. Hooghly College of Education (BU1)
32. Vivekananda Institute of Education, Hooghly
33. Palaspai Raja Ram Mohan College of Education, Hayatpur
34. ABS Academy, Durgapur
35. Bijoy Pal Memorial B.Ed College
36. Durgapur B.Ed. College, Durgapur
37. Parama B Ed College
38. Parbati Teachers' Training Institute, Burdwan
39. Durgapur Institute of Management & Science
40. Coalfield College of Education
41. Burdwan University, Institute of Science Education
42. Kalna College, Burdwan
43. Galsi Rabindra Nazrul College of Education, Burdwan
44. Katwa College, Purba Bardhaman
45. Shibnath Saha Teachers' Training College, Purba Bardhaman
46. Kabi Nazrul Islam Teachers' Training College
47. Govt College of Education, Burdwan
48. Mankar Institute of Education and Research
49. Pandua College of Education, Pandua
50. Mohanananda College, Burdwan
51. East West Education Institute, Purba Bardhaman
52. Vidyasagar Teachers' Training College, Purba Burdwan

53. J C Bose Institute of Education and Research, Burdwan
54. Dishari College of Education, Burdwan
55. J N Konar College of Education, Purba Bardhaman
56. Sonar Tori College of Education, Ketugram
57. M.N. Academic Trust, Budbud
58. Radhagobindo B.Ed. Teacher Training College, Jhapandanga
59. Steel City College of Education, Burdwan
60. Kalna Surendranath B.Ed. College, Burdwan
61. Raja Ram Mohan Roy College of Education
62. Mahabhaskar Teachers' Training College
63. Basantika College of Education
64. Ehiapur B.Ed College (B.U)Katugram,.
65. Gita Teachers Training College , Gogra,
66. Moulana Abul Kalam Azad Teacher's Training College, Bhedia,
67. Gourangdi B.Ed. College, Asansol,
68. Swami Vivekanand Institution for Teachers Training, Dhamchan Battala
69. Joyrambati Ramakrishna Sarada B.Ed. College, Joyrambati ,
70. Netaji Teachers' Training Institute
71. Beta College of Education
72. Al-Rashid College of Education, Alinagar, Bhatar,
73. Kabiguru Institute of Education
74. Galsi Rabindra Nazrul College of Education
75. Vidyasagar College of Education

Institutions Covered – 60 Institutional Workshops for Students:

S No	Institution Name
1.	Noor College of Education, Shadnagar
2.	P Narayana Reddy College of Education, Pebbair
3.	Amritha Akshitha College of Education, Metpally, Wanaparthy
4.	Vivekananda College of Education, Shadnagar
5.	C Laxma Reddy College of Education, Tekapally, Nagarkurnool
6.	GSN College of Education, Achampet, Nagarkurnool
7.	Pragathi College of Education (B Ed), Achampet
8.	Modern College of Education, Nagarkurnool
9.	Nalanda College of Teacher Education, Jadcherla
10.	Adarsha College of Education, Narayanpet
11.	S V M College of Education, Jogulamba Gadwal
12.	Sri Shiva Sai College of Education, Jogulamba Gadwal
13.	Sree Dattha Brindavan Institute of Teacher Education, Narayanpet
14.	Scholars College of Education, Wanaparthy
15.	Sri Sai Teja College of Education Moosapet
16.	Sri Bramaramba Mallikarjuna College of Education Kalwakurthy
17.	Al-Madina College of Education, Mahabubnagar
18.	Adarsh College of Elementary Teacher Education, Jadcherla
19.	L N R College of Education, Jogulamba Gadwal
20.	Venkatasai College of Teacher Education, Devarkadra

S No	Institution Name
21.	Adarsh College of Teacher Education, Jadcherla
22.	Gayatri College of Education, Wanaparthy
23.	Govt. College of Teacher Education, Mettuguda
24.	Manasa College of Education, Kothakota
25.	Navabharathi College of Education, Pebbair
26.	Sri Vasavi Raja Prathap College of Education, Mahabubnagar
27.	St Mary's College of Education, Mahbubnagar
28.	Tagore College of Education, Ieeja
29.	Ushodaya College of Education, Srinivasapur
30.	L B College of Education, Warangal
31.	Trinity College of Education, Peddapalli and Kasulapalli
32.	Shree Vashista College of Diploma in Elementary Education, Badipalli, Karimnagar
33.	Gourishetty Venkataiah Memorial D.Ed. College, Karimnagar
34.	Karshak College of Education, Kamareddy
35.	SRM College of Education, Ranga Reddy
36.	St Mary's College of Education, Secunderabad
37.	Shadan College of Education, Hyderabad
38.	Pasha College of Education, Hyderabad
39.	College of Teacher Education, Andhra Mahila Sabha, Hyderabad
40.	Holy Faith College of Education, Sathupalli, Khammam
41.	DIET Vikarabad

S No	Institution Name
42.	David Memorial College of Education, Yacharam
43.	OU College of Teacher Education, Hyderabad
44.	DIET Medak
45.	Navabharathi College of Education, Bolaram, Secunderabad
46.	YPR College of Education, Medak
47.	Gourangdi B Ed College, Paschim Bardhaman
48.	Shukla Devi B Ed College, Suri, Birbhum
49.	University College of Education, Burdwan University, West Bengal
50.	Beta College of Education Hooghly
51.	Tagore College of Arts and Education, Daranda
52.	Vidyasagar College of Education, Darjeeling

S No	Institution Name
53.	Basantika College of Education, Tarapith
54.	Malla Reddy College of Teacher Education, Kompally
55.	Srinidhi College of Education, Ghatkesar, Hyderabad
56.	Vikas B Ed College, Chilkur, Ranga Reddy Dt
57.	Tamil Nadu Teachers Education University, Karapakkam, Chennai
58.	St Ann's College of Education (Autonomous) Secunderabad
59.	Nawab Shah Alam Khan College of Education, Vikarabad
60.	Sri Indu College of Education, Vanasthalipuram

Impact of the Workshops

Feedback from Vice Chancellors and Other Dignitaries:

Hon'ble VC of Bundelkhand University delivered the joint inaugural address for 2 VENDEL Action Plan Workshops for 85 participants of Affiliated B Ed colleges on 29 Nov 2020. **He stressed that along with making students Buddhivaan, Gyanvaan, Dhairyavaan and Chaitanyavaan, education should also build skills which will be facilitated through the introduction of vocational education as envisaged in NEP 2020. He also touched upon the importance of upskilling and reskilling to be job ready and urged HEIs to set up incubation centres that would collaborate with ITIs and Polytechnics.**

Professor Emeritus of VBGSTC, Udaipur, Prof M P Sharma was the Keynote Speaker at a One-day Online Vocational Education-Nai Talim-Experiential Learning (VENDEL) Action Plan workshop for all Affiliated Colleges of Education of Mohanlal Sukhadia University Udaipur, Rajasthan. **He opined that India would have had Smart Villages by this time had we followed implementation of Gandhiji's Nai Talim in letter and spirit over the last 73 years.** The Workshop on 23 Sept 2020, had 100 participants from Colleges of Education affiliated to the University.

Prof Amarika Singh, Hon'ble Vice Chancellor, MLSU, Udaipur, said, **"Shiksha Jeevan ke Liye, Jeevan Dwara aur Jeevan Se honi chahiye" (Education should be for life, through life and from life) and such education will be provided through VENDEL"**

The impact of the workshops can be judged based on the **Kirkpatrick's Four Level Training Evaluation Model**

Level 1 Reaction:

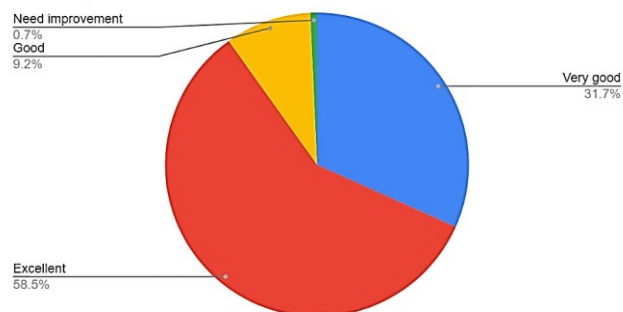
At a reaction level the feedback from participants both in cluster level and institutional level has been very

encouraging as per a rating scale that was shared at the end of the workshop as detailed by the graphs below

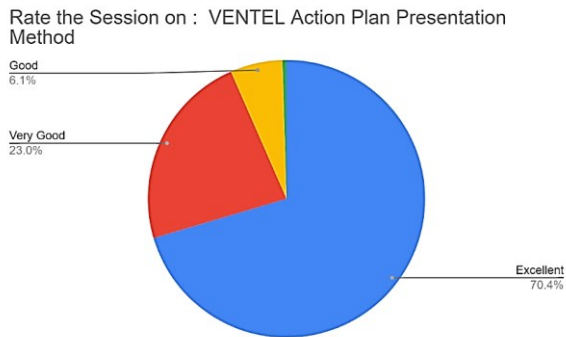
Reaction Level Feedback from Faculty who participated in Cluster Workshops

Feedback from Heads of Institutions and Faculty of Cluster Level Workshops conducted in September 2020 for Satavahana University, Osmania University, Telangana University, Mahatma Gandhi University and Palamuru University

Rate the Session on : VENDEL Action Plan [Presentation method]

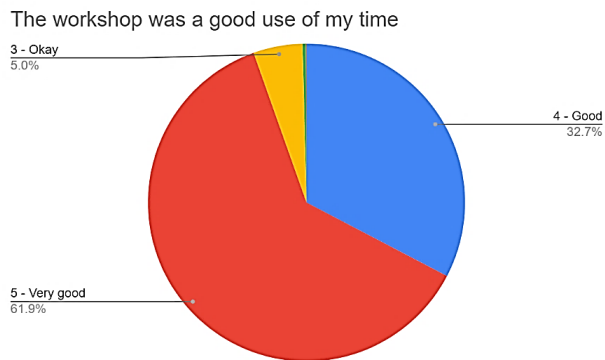


Feedback from Heads of Institutions and Faculty of Cluster Level Workshops conducted in September 2020 for Burdwan University

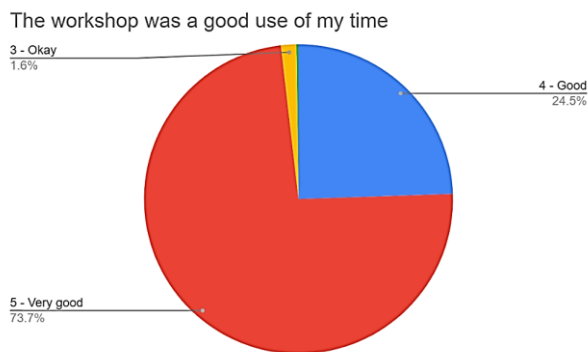


Reaction Level Feedback from Student Teachers who participated in Institutional Level Workshops

Feedback from 1273 Student Teachers of Palamuru who participated in Institutional Workshops



Feedback from 934 Student Teachers of Osmania University, Kakatiya University, Satavahana University, Burdwan University, Tamil Nadu Teachers Education University and SCERT Telangana who participated in Institutional Workshops



Level 2: Learning

Qualitative Feedback was also shared by participants in terms of how the workshop impacted the faculty and the students. Here are some of them:

Cluster Level Workshop Learning of Faculty:

- This type of workshop should be conducted with a frequent period of time in this era of NEW NORMAL
- We gained various knowledge about tools and techniques how we can use for learning.
- I have achieved various means of modern theoretical educational experience related to Covid-19 scenario.
- This is SUPW project in previous curriculum of B.Ed. Now it is not there. But it must be there as it is very much related to Nai Talim.
- Very useful session for all Teacher Educators, while using some kind of instruments we have to take care about that particular instruments like knife, and scissors
- Excellent workshop. New implementation and techniques to learn. It is learning by doing
- The VENTEL online meeting is very appreciative. PPT presentation is very excellent. The online Workshop is very useful and participation by all the lecturers and principals is very helpful to learn more useful information
- Direct experienced learning is better than virtual learning but such sessions are encouraging in the pandemic situation
- This is a very great education system where students are learning by doing work
- Student learn self-employment skills; self-development activities are useful in the VENTEL and Nai Talim Gandhi's Education Systems
- Basic Education should be very strictly implemented at school level.
- Learning by doing and developing college students in self-employment
- It is very useful to develop all skills of students
- Very motivating and the theme is very practical which should be inculcated in our daily teaching curriculum.
- In this COVID situation this kind of workshop will help us economically, we can involve many students as their occupation and they can earn money.
- Vocational education that prepares people to work as a technician
- Practical work is required for trainee in the class room
- Involvement of relevant workmanship is very important.
- Student Teachers should take it as a part of their compulsory activities
- This Program improves students' sustainable development, creativity and self-reliance
- Nice integration of everyday household tools
- Use of kitchen wastage in making compost - It is very helpful for knowledge and earning as well

- If it is included as a compulsory paper in B.Ed or D.Ed curriculum then it will be more effective and useful to the student Teachers
- Focus on vocational studies as an alternative option

Institutional Level Workshop Learning of Student Teachers

Learning shared by students of Palamuru University B Ed Colleges from VENTEL Action Plan Workshops

- Really appreciate out of the box thinking during this pandemic situation when we all are locked inside our houses and have no opportunity to do something creative or beneficial for ourselves or our society. – Tanuja Sarangi, Noor College of Education, Shadnagar
- It was nice workshop through which we develop our vocational skill which may help throughout the life. – Md Abbas, Vivekananda College of Education, Shadnagar
- This is very useful for every trainee teacher to present in the schools - Bolgam Shailaja, C. L. R. College of Education Telkapally
- Extraordinary workshop where we learnt more new techniques for Self-Reliance; Guidance and best use of leisure time to achieve success. One of the best orientation programs in this Covid time Thank you Madam - B. Santhosh, C.L.R College of Education Telkapally
- Felt happy after attending the workshop and came to know how can I utilize my time towards society and personal growth - M S K Shareen Shah G. S. N. College of Education Achampet
- I am so glad to be a part of this workshop, here I got an opportunity to know the about re-use and re-cycle and to do something good better for ourselves and also to the community accordingly here I got a good information to make money by using the skills like tailoring, making masks and also using kitchen wastes to our garden... Thank you so much – Asha, Pragathi College of Education (B.Ed) Achampet
- It is very useful for B.Ed students. Am very happy to part of this. We have to implement in our day-to-day life this VENTEL plan. We have to implement in school education also Thank u so much – P Sravani, Modern College of Teacher Education, Nagarkurnool
- This is good opportunity for all students to gain knowledge regarding new skills and also it helps them to earn some money by selling the tools made by them. We wish we can learn more skills. Thank you for conducting this - Depalli Susmith Kumar, Nalanda College of Education, Malleboinpally, Mahbubnagar
- I realized that innovation comes from everywhere and everything... and I will try my best to indulge in the activities and hope for good results. – P Swapna, Sree Dattha Brindavan Institute of Teacher Education, Narayanpet

• It covers entire subjects of the school curriculum. It enables to be self-reliant. -Appuraj B, Al Madina College of Education, Mahbubnagar

• Beginning with the brief knowledge regarding the importance of vocational education, further leading to experiential learning and usage of appropriate tools have been explained in an attractive and productive way. The way of presentation is very good, taking into concern the overall analysis of each topic related to vocational education, experiential learning and Tools. Thank you for your hardwork. - Samreen Fathima, Govt. College of Teacher Education, Mettuguda

• In this workshop I learned education is not only way there are other activities that can make our livelihood - G.Rosline Manasa College of Education, Kothakota

• This program was useful for me as I wanted to participate in society activities and for empowerment of women. It was a good session. - K. Haritha St Mary's College of Education, Mahbubnagar

• I came to know how science is present in everyday activities - P.Bhavani, Ushodaya College of Education, Srinivasapur

• Vocational Education gives self-employment and self-confidence - Arshiya Begum, Ushodaya College of Education, Srinivasapur

Learning shared by students of Osmania University, DWBUTTEPA & Burdwan University B Ed Colleges and D Ed Colleges Affiliated to SCERT Telangana from VENTEL Action Plan Workshops

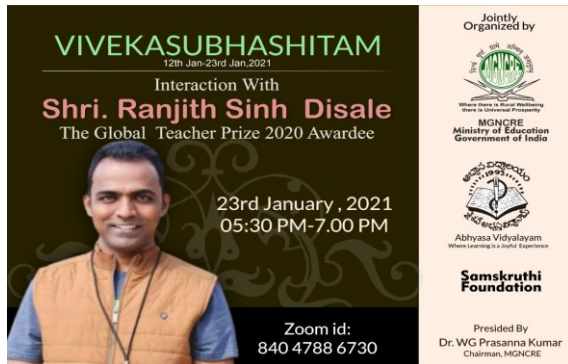
- We are grateful for the wonderful interactive session on Vocational Training and experiential learning, extremely overwhelmed by the creative ideas and innovative strategies to help us with foundation of entrepreneurship. As student teachers we are ought to be well equipped with various vocational courses and inculcate them in our students.
- I like the behavioural change concept, then how to make the waste produce to a useful tool, I like the earning while learning concept.
- Zero investment with productive learning
- We learned about behavioural change & sustainable development....
- It is very much helpful for us we get idea about that we can use our hobbies as a vocational teaching. Thank you, ma'am, for this beautiful season.
- Physical Education & work education is very important for vocational training and for psycho motor development. But in B.Ed colleges they avoid these two
- I'm already an entrepreneur and I can relate to this workshop. This workshop gave me more inspiration. It's a life changing experience. I will definitely do this activity and explore my inner creation. Thank you
- Education must be based on practical experiences. and this type of curriculum fulfils those criteria

- Vocational learning helps us to be self-reliant and productive.
- It was very good workshop, I have learned how to use our hobby for earning, and how from the small things we can bring so much change in our society.
- It was very refreshing, converting activities into generating income and ultimately linking it with education.
- A very insightful session and hopefully it'd be helpful in my career.
- My major take away is- Self-reliance and the hidden learning that we have when we do ordinary things but in a very effective way for community
- It was very inspiring as I always wanted to do something like this before. Many ideas would come but I never implemented because of lack of support. As a part of the curriculum, I would love to do this. Thank you so much for such a motivating class.
- **I've been an entrepreneur from 2019 for communication skills development. Thank you for this opportunity and motivation ma'am. You've inspired me to do more**
- The complete session was knowledgeable and helpful and instigated interest to do some productive work.
- It's been a great experience by joining the session, learned a lot about experiential learning.
- Got inspired how to utilize water in a very well manner and save water!
- Very useful program... Will really need to continue it for the betterment of our country to bring in abundance of great health, wealth and prosperity.
- This workshop has inspired me to think and implement vocational activities in my daily life which I have forgotten to do long back. It's so refreshing and feel-good thing.
- It is very useful to explore our own capabilities and achieve them.
- The workshop was very inspiring and we have learnt a lot about different vocational courses and how to apply blooms taxonomy in our daily life.... how to earn while you learn is the need of the hour and is very helpful for both teachers and students to become responsible persons in our life and to be successful in our lives.
- Got motivated to see for alternative job for my additional income. It is so helpful for me ...thank you so much.
- Got to learn a lot from the workshop- how can you earn form zero investment and self-knowledge
- I learnt how to do composting, and about learning by doing and also experiential learning, you encouraged every one of us. Thank you, mam
- The importance of what we are taught in school can be incorporated in our day-to-day life
- I have learnt how to earn money with waste things by making it valuable, using of waste, living in good nature, reuse of water, Swachhta: cleaning up our own surrounding...
- I learned about a lot of different ways we can contribute to the society which can also help us to generate income through it.
- Very important to be self-reliant, learn by doing, how to create additional income
- I learnt how to relate activities to the curriculum and how to make use of waste in our daily life.
- Earning while learning is attractive activity that caught my attention. While we are also learning a lot from what we are doing and also earning from it would be also great way to communicate with the community.
- It's very interesting just listening itself.
- The workshop was a learning experience, which enlightened me to link the vocational course to the school curriculum and the concept of earn while learn to use our theoretical knowledge into practical life. not just earn but learn and challenge
- I could link into my strengths, and need of sharing my knowledge, since self-help is the best help.
- The workshop was very helpful and had very learning interesting aspect it is not only helpful for us but also makes us responsible for environment betterment.
- I am very glad to know about vocational education. I will apply experiential learning to my learning.

Level 3 : Behaviour

- After the initial feel good, post the cluster and institutional workshops, faculty and student teachers fell back into the academic routine. and more so with online classes during the Covid Pandemic, they have hardly met each other face-to face to follow up and pursue the VENDEL Activities. This was expected.
- Some students who were excited were directly in touch and sought guidance from the Action Researcher and were keen to implement
- Those student teachers who were already implementing an entrepreneurial activity either from a family business or a self-employment activity that they were already involved in found it easy to take it forward. They needed guidance only in integration to Teacher Education Curriculum and School Education Curriculum
- Phone Calls were made regularly to Faculty Guides who were appointed to guide students in implementing at least one vocational activity (to enable both faculty and students to experience it.
- Sample documents (Annexure 3) were shared to motivate and inspire faculty and students to work on one vocational activity, link it to the Teacher Education Curriculum and School Education Curriculum
- **Viveka Subhashitam** – Be Good Do-Good Month was also celebrated in January 2021 a bid to keep up the momentum and visibility of the whole project along with Samskruthi Foundation. An online interaction with Shri Ranjith Sinh Disale

Global Teacher Prize Awardee 2020 was organized for all colleges of education to keep them engaged as out of sight = out of mind . His "Education with a Difference" concepts were thought provoking.



As humanity got battered by COVID 19 calamity and the world came to a standstill, our faith in our Constitution and the opportunity of relooking at the mandate, at our responsibilities in the educational sector and bring about constructive changes has kept us going. Despite the serious calamity, we have succeeded in taking forward our activities in many spheres though the pandemic threatened to derail us. But we quickly adopted new technology – digital platforms and online programs – and ensured that there was no break in our work.

Level 4: Results

- HoD Education Burdwan University, Dr K N Chattopadhyay responded instantly to a mail sent to him requesting him to organize cluster level workshops of Colleges of Education affiliated to their university. This was very enthusing and an effective and sustainable collaboration with Burdwan University.
- Palamuru University asked all its colleges of education to compulsorily enroll in the VENDEL program and also send a report and a press note to the Registrar after their institutional workshop was conducted
- MoU Signed with Tamil Nadu Teachers' Education University to offer support to the courses at the UG and PG levels in the areas of Vocational Education-Nai Talim Experiential Learning (VENDEL) on 5th Sept 2020
- University College of Education, Osmania University requested for a session from MGNCRE on how to integrate VENDEL into Practice Teaching for their IV Semester Students. MGNCRE representative conducted a session for them.
- Osmania University Dept of Education has also directed all affiliated colleges to integrate VENDEL activity into practice teaching in their IV Semester Paper of Nai Talim, Experiential Learning and Community Engagement
- Palamuru University Education Department sent out a reminder of the proceedings from 26 June 2019 about following the directives given for IV Semester paper Nai

Talim, Experiential Learning and Community Engagement for 2019-21 Batch

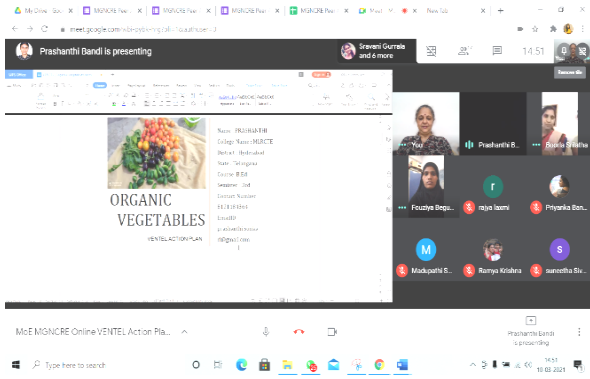
- Director SCERT Telangana, Smt M Radha Reddy expressed that Vocational Education is a huge gap in the school education curriculum and looked forward to partnership and the collaboration with MGNCRE in make this integration a reality



- Ms Sunitha Shiva of University College of Education, Osmania University came up with an innovative idea of organic manure (Gomaykarsi – Panshu) and sought guidance on patenting it



- Vidyanagar College of Education, Siliguri affiliated to WBUTTEPA was the first to complete the college level competitions and send in their top three entries, without any reminders
- 40 out of the 60 Colleges of education are actively working towards the first level of VENDEL integration by supporting their students to participate in the National VENDEL Competition
- Nitesh Raj of Shri Indu College of Education Vansathalipuram immediately started composting at home and got his family members also involved into it. He is working on documentation and will use it as a competition entry
- Malla Reddy College of Education, David Memorial Women's College of Education, Shadan College of Education, Pragathi College of Education Achampet, SVM College of Education, CLR College of Education, AMritha Akshitaha College of Education, Pasha College of Education, and DIET Medak had enthusiastic students and constantly sought guidance on activities, their implementation and improving their presentations
- Malla Reddy College of Education also sought MGNCRE support for the college level competition which was conducted on 10 March 2021



Impact of Sub Cluster Competition:

- Personal Needs /Solutions to personal problems led to developemnt fo some vocational/self employment activities
- Students developed marketing skills
- Students wrote in detail about their activity and linked it to Teacer Education Currciulum and School Education Currciulum
- They videographed and photographed their work and coumented it well into a power point presentation
- They integrated the following social media platforms into their marketing strategy and earned additional income wherever possible: YouTube; Meesho; Pinterest; Instagram and WhatsApp.

- Srinidhi College of Education organized a Nai Talm Exhibition and college level competition as part of the welcome party for Freshers (pictures below)



Reflections and Implications

- ✓ Through the VENTEL Action Plan, VENTEL Ambassadors (student teachers) would have implemented a Vocational Activity for self-employment, and also integrated Teacher education curriculum and school education curriculum (at least for one grade with special reference to the tools used in that vocational activity) to experience Vocational Education as a Teaching Methodology and Earn while you Learn. They will be able to use this in their practice teaching and when they work in schools. They will also continue the chosen self-employment activity or explore new avenues of self-employment as a lifelong additional income generating activity. This is the philosophy of the VENTEL Action Plan
- ✓ Having conducted 23 Cluster Level and 60 Institutional Level VENTEL Action Plan Workshops, there is an immense sense of achievement of having introduced a new movement in the Teacher Education Colleges.
- ✓ Faculty and students have by and large welcomed this new initiative and are in agreement that the need of the hour is to move out of text bookish knowledge and prepare students teachers to become self-reliant by integration Work Education/Vocational Education into their curriculum. As they practice the skill, they will pick all the knowledge points from a Teacher Education Curriculum perspective and School Education Curriculum Perspective and learn to use it as a teaching methodology and also continue the vocation as an additional income
- ✓ This Abhiyan will build risk resilience in students and lead to Atmanirbhar Bharat. We are mentoring a new generation who will be working with schools for the next 25 years and impacting at least 2 generations of school students

- ✓ Many students who are already into family business or are self-employed (tailoring, running a food stall, agriculture, construction work, mobile repair, cycle repair, book binding, vegetable selling) were overjoyed with this intervention in the curriculum and felt it was the way forward
- ✓ Many students were surprised at how **Hand Heart and Head** (in that order) was the way forward and how these are all so easily traceable and identifiable in our everyday work-related activities using household tools
- ✓ Students also were wonderstruck with the examples shared during the workshops on how most of their Teacher Education Curriculum can be linked practically to any vocational activity and how that provides a better understanding of a difficult or dry curricular concept
- ✓ Teamwork, Leadership, Life Skills are also enhanced through the VENTEL Activities and these are important 21st Century Skill
- ✓ A structured plan and way forward need to be defined in consultation with MGNCRE by the Universities/SCERTs to enable the institutions to integrate this very easily into their curriculum and produce citizens who are skillful and have the right attitudes to manage their life, and who are risk resilient and innovative
- ✓ Some impediments have been faced due to loss of academic time due to COVID and a few institutions have not been able to give the activity the attention it deserves.
- ✓ The project as been given a UNESCO Chair and this has given an additional impetus.

MGNCRE awarded UNESCO Chair!
MGNCRE's interventions in Gandhiji's Nai Talim – Experiential Learning have been recognized and approved for UNESCO Chair. The project meets the criteria set by UNESCO Chair Programmes of enhancing the capacities of higher education and research institutions through an integrated system of research, training, information and documentation activities related to rural community engagement, work education and experiential learning in teacher education and school education fields.

Plan for Further Action

1. Showcase output of the Subcluster 1A competition conducted on 16th March 2021 to other Institutions in their WhatsApp group to motivate them to complete their institutional competitions and be ready for the subcluster level competition
2. Motivate and Conduct the cluster level competitions for the remaining 54 institutions by 31 March 2021
3. Conduct Regional and National VENTEL Conference with the 9 winners from the Cluster Level Competitions
4. As a part of integration of VENTEL Activities and their contribution to Govt of India's Atmanirbhar Bharat Abhiyan, Standing Committees will be set up in each University Dept of Education /SCERT where cluster level workshops have been conducted. The Steering Committee will be the coordinating agency for all affiliated Teacher Education Institutions and will have designated members with specific roles and responsibilities. The Steering Committee will ensure that:
 - a. All the remaining affiliated B Ed/D El Ed institutions will set up VENTEL Cells in their institutions and get integrated into the VENTEL Action Plan
 - b. All Affiliated B Ed/D El Ed institutions will implement the curricular activities suggested by the steering committee with the objective of institutionalizing Vocational Education, Nai Talim, Experiential Learning and Community Engagement
 - c. All Affiliated B Ed/D El Ed institutions will also implement co-curricular activities in an Annual Calendar of Activities as suggested by the steering committee
5. Facilitate the setting up of student self-help groups in 60 VENTEL institutions to enable them to work in cooperative groups and experience the self-help group movement. This will also help institutionalize VENTEL activities and provide the required practical experience and experiential learning to the students. They will be able to relate to this real-world learning
6. Conduct cluster level workshops and institutional workshops for the newly enrolled institutions

Conclusion

The focus of this Action Research was on use of everyday Tools for self-employment and for use as Vocational Education as a Teaching Methodology. The workshops conducted have been successful in inculcating and communicating the following:

1. Use of Physical Materials and Hands for Vocational Education/Work Education is an extremely important aspect of our curriculum
2. Work and Education are not separate
3. Expertise which is the primary outcome of education can be built only when vocational activities are integrated, it is not enough to build competencies and check them off while the students are in the college
4. Students earn while they learn and can contribute to their college fees or study material
5. The following myths have also been busted:
 - a. Practical learning is cognitively simple.
 - b. Clever people 'grow out' of practical learning.
 - c. You have to understand something before you can (learn how) to do it.
 - d. Clever people do not get their hands dirty.
 - e. Clever people do not 'need' to work with their hands.
 - f. Practical education is only for the less 'able'.
 - g. Practical learning involves only lower order thinking.
 - h. Practical teaching is a second-rate activity
6. Through the interactions for the college level competitions, the action researcher has observed the following working competencies being demonstrated by students:
 - a. Skillful use of tools to produce output/material for sale
 - b. Innovation and Resourcefulness
 - c. ICT Skills, Presentation Skill, Writing Skills
 - d. Craftsmanship
 - e. Business Orientation – Many have started using Social Media Marketing tools to increase revenues
 - f. Resilient and Resourceful Graduates
7. The Action Researcher also used the following Principles of Vocational Education as stated by David Perkins during her interactions with faculty and student teachers in the workshops and while mentoring those who took the initiative and were in touch post the workshop
 - a. **Play the whole game** – use extended projects and authentic contexts.
 - b. **Make the game worth playing** – work hard at engaging learners giving them choices wherever possible.
 - c. **Work on the hard parts** – discover the most effective ways of practising.
 - d. **Play out of town** – try things out in many different contexts.
 - e. **Uncover the hidden game** – make the processes of learning as visible as possible.
 - f. **Learn from the team and the other teams** – develop robust ways of working in groups and seek out relevant communities of practice. – best practices were shared across institutions
 - g. **Learn from the game of learning** – be in the driving seat as a learner, developing your own tried and tested tactics and strategies – students were encouraged to be innovative; colleges were allowed to innovate on how they would like to execute this project for this year.
8. The following experiential learning activities were used while conducting the workshops
 - a. Learning by watching
 - b. Learning by imitating
 - c. Learning by practicing ('trial and error')
 - d. Learning through feedback
 - e. Learning through conversation
 - f. Learning by teaching and helping
 - g. Learning by real-world problem-solving
 - h. Learning by thinking critically and producing knowledge
 - i. Learning by reflecting
 - j. Learning on the fly
 - k. Learning by being coached
 - l. Learning through virtual environments

References

- Banerjee N P (1995) Work Experience in General Education, Ambala, Associated Publishers
- Education Commission (1964-66), Report of Government of India
- Kaul ML (1983) Gandhian Thoughts of Basic Education; Relevance and Development Journal of Indian Education
- Mahmood S (1996) Work Experience, Its Role in Educational Process in Co-Curricular Activities edited by Farooqui SK and Ahmad I, New Delhi Jamia Millia Islamia, ND
- Position Paper National Focus Group on Work and Education, NCF 2005, NCERT
- Report National Policy on Education 1986, Govt of India Government of India,
- M.K. Gandhi (1927) The story of my experiments with truth, Navjivan Trust
- Tarun Rashtriya, Vocational Education (2005), APH Publishing Corporation, New Delhi
- Framework on Vocational Pedagogy for Vocational Educators (January 2020), PSS Central Institute of Vocational Education, Bhopal Publication

Online Resources:

- <http://www.kkhsou.in/main/education/wardha.html>
- Concept of Teacher Education, http://www.mu.ac.in/myweb_test/ma%20edu/Teacher%20Education%20-%20IV.pdf
- NCF 2005 (focus group paper on work education) NCERT publications : <http://cp-c-ij.com/en/contents/3158/disguise-mouse001f02/index.html>

- http://www.ncert.nic.in/html/pdf/schoolcurriculum/position_papers/work&education.pdf
- www.wikipedia.com
- <https://itpd.ncert.gov.in/>
- <https://sprf.in/vocational-education-in-the-nep-2020-opportunities-and-challenges/>
- https://itpd.ncert.gov.in/mss/course_content/pre%20vocational%20education.pdf
- <https://www.allaboutschoollleavers.co.uk/school-leaver-options/college/what-is-vocational-education>
- https://www.education.gov.in/sites/upload_files/mhrd/files/NEP_Final_English_0.pdf
- <https://www.mindtools.com/pages/article/kirkpatrick.htm>
- www.in.christehouse.org
- <https://en.unesco.org/>

About the Author: Ms Padma Juluri holds an MA in Education with a Diploma in Training and Development from ISTD, New Delhi. She is a Management Professional in the Education & Training Sector. For the last three decades she has been associated with work ranging from Mentoring/Teaching/Training to Business Operations and Creating Innovative Program Models and Customized Solutions in various areas including Employability Skills in Technical & Higher Education, Stakeholder Empowerment in K-10 Schools, Technology & Multimedia Education, Training of Trainers, Content and Curriculum Development and Adult Education. She has been working with Mahatma Gandhi National Council of Rural Education (MGNCRE), Hyderabad since December 2017 as a Project Consultant. With MGNCRE, she has been involved in Curriculum Development, conceptualising and delivering Faculty Development Programs on Nai Talim, Rural Immersion, Rural Management, Waste Management and UNICEF's SDGs, Disaster Management, Water Sanitation & Hygiene(WASH) and Rural Resilience Programs and also Mentoring Interns. She has also contributed to the Publications and Manuals of MGNCRE as a writer and an Editor, some of them being Facilitator Manuals for Faculty Development Program for MBA in Waste Management and Social Entrepreneurship and another on Fostering Social Responsibility and Community Engagement in Higher Educational Institutions; yet another on the UNICEF's Student Volunteerism Program for the WASH and the most recent one was Gandhiji's Nai Talim in the 21st Century – A Handbook on Experiential Learning Activities for Teacher Educators.

Annexures

Annexure 1

RECOGNISED **VENTEL** (VOCATIONAL EDUCATION-NAI TALIM-EXPERIENTIAL LEARNING) ACTION PLAN INSTITUTION

Ministry of Education, Government of India

	Name of Institution	
	Address of the Institution	
	University/Govt Dept Affiliated to	
	District & State	
	Name of Principal (who will act as the Convenor of VENTEL Committee)	
	Contact Number (WhatsApp Number)	
	E Mail ID	

#	AREA	EXAMPLES of ACTIVITIES FOR THE TEAM (PLEASE MODIFY AS PER LOCAL REQUIREMENT)	FACULTY COMMITTEE MEMBER(S) NAME(S), CONTACT NUMBER, EMAIL
	Vocational Education (Productive Work with Economic Value to build Entrepreneurship/ Employability)	<ul style="list-style-type: none"> ● Making Masks ● Making Sanitiser, Soap ● Making Jams, Pickles, Sweets & Snacks ● Making Milk Based Products ● Weaving ● Tailoring ● Book Binding ● Furniture ● Pottery ● Carpentry ● Toy Making ● Flower Bouquets ● Basket Making ● Poultry Farming ● Sericulture ● Horticulture ● Apiculture ● Cycle Repair, Electronic Goods Repair 	
	Self-Reliance (Food, Clothing and Shelter)	<ul style="list-style-type: none"> ● Growing Food/Kitchen Garden ● Cooking Food ● Water Conservation (Rain Water Harvesting) ● Hand Weaving ● Whitewashing/Painting ● Building Maintenance and Repairs ● Electrical Repairs ● Construction of Sheds/Temporary Shelters ● Use of Tools (Pliers, Spade, Hammer, Screwdriver, Agricultural Tools etc.) 	
	Swachhta & Health	<ul style="list-style-type: none"> ● Waste Segregation and Recycling ● Composting ● Biogas Production and Use ● Using Solar Energy and Solar Energy Based Equipment (Pressure Cooker, Lights) ● Greening the campus (Miyawaki forest or Nakshatravanam and Growing Fruit Trees/Herbal/ Medicinal Plants) ● Campus Cleaning Teams ● Clean Toilets ● Safe Drinking Water ● Post Covid-19 Sanitisation ● Awareness of One's Health ● Yoga, Pranayama and Meditation 	

#	AREA	EXAMPLES of ACTIVITIES FOR THE TEAM (PLEASE MODIFY AS PER LOCAL REQUIREMENT)	FACULTY COMMITTEE MEMBER(S) NAME(S), CONTACT NUMBER, EMAIL
	Community Engagement/ Field Engagement	<ul style="list-style-type: none"> ● Engaging with Gram Panchayat and Village/Local Community ● Conducting Surveys on local problems ● Health Care Support for the Community ● Serving Food to the Local Community on Special Occasions ● Serving Water to the Local Community ● Disaster Risk Resilience Centre (Institution as a centre to support during Disasters) ● Festivals and Fairs ● Para legal clinics (Support for Domestic Violence issues, Gender discrimination, Women Empowerment) ● Lok Vidya 	

We will observe three of the following days in the campus to inculcate and internalize VENTEL culture in our Faculty and Students. **(Nai Talim Day and tick any two other)**

#	Day	Date	
	Rashtriya Utpadak Divas	Feb 12	
	National Science Day	Feb 28	
	World Water Day	Mar 22	
	World Health Day	Apr 07	
	Kasturba Birth Anniversary	Apr 11	
	Rabindranath Tagore Birth Anniversary	May 07	
	World Environment Day	Jun 05	
	Teachers' Day	Sep 05	
	Vinoba Bhave Birth Anniversary	Sep 11	
0.	Nai Talim Day (Gandhi Jayanti)	Oct 02	✓
1.	National Unity Day	Oct 31	
2.	Rashtriya Shiksha Diwas	Nov 11	

Date:
(Convenor of VENTEL Action Plan Institution)

Signature of Principal

Annexure 2




Certificate

This is to certify that *is now a*
Recognized Vocational Education Nai Talim Experiential Learning (VENTEL) Action Plan Institution. The Institution has successfully formed the VENTEL Action Plan Committee and constituted the working groups Post COVID-19 for Vocational Education (Productive Work with Economic Value), Self-Reliance, Swachhta & Health and Community & Field Engagement along with the observation of three VENTEL related days to inculcate in faculty, students and community, the Culture and Values promoted by Gandhiji's Nai Talim.

Date of Issue: _____ **Dr. W G Prasanna Kumar**
Chairman

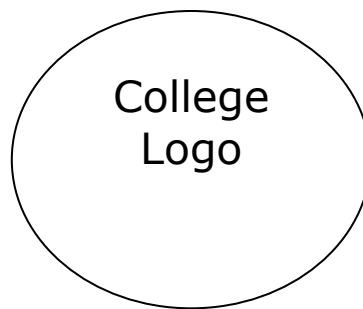
Mahatma Gandhi National Council of Rural Education
Department of Higher Education, Ministry of Education
Government of India

Cert. No.: MoE/VENTELP/State/District/01

Annexure 3



Where there is Rural Wellbeing
there is Universal Prosperity



Name : PADMA JULURI
College Name : MGNCRE
District : Hyderabad
State : Telangana
Course :
Semester :

Introduction:

Questions	Description
Introduction of Institution VENTEL Cell	The VENTEL Cell in our College is headed by our Principal and we have four committees under it - Vocational Education, Self-Reliance, Swachhta and Health and Community Engagement. All students are members of this cell. The Cell aims to promote Vocational Education for Self-Employment & "Earn while you Learn: and Vocational Education as a Teaching Methodology
Name of Activity Chosen	Composting
Key terms and their definitions.	<p>BIODEGRADABILITY - the potential of an organic substance to be broken down into simpler compounds or molecules through the action of microorganisms.</p> <p>DECOMPOSITION - the breakdown of organic matter through microbial action.</p> <p>ORGANIC - all compounds whose molecules contain carbon with a few exceptions such as carbon dioxide.</p> <p>STABILITY - the degree to which the composted material can be stored or used without giving rise to nuisances, or can be applied to the soil without causing problems due to incomplete degradation of readily biodegradable materials.</p> <p>TROWEL - A trowel is a small hand tool used for digging, applying, smoothing, or moving small amounts of viscous or particulate material. Common varieties include the masonry trowel, garden trowel, and float trowel</p> <p>HAND FORK - Hand forks are ideal for loosening the compost and chop up any clumps.</p>

Activity Details:

Questions	Description
Objective of the Activity	<p>To recycle kitchen waste</p> <p>To contribute to Swachh Bharat Mission</p> <p>To serve neighbourhood community</p> <p>To generate self-employment</p>
Steps (process of implementation)	<p>Take an empty bin and layer it with soil.</p> <p>Keep dumping kitchen waste into it</p> <p>Alternate the waste with a little bit of soil and keep it covered</p> <p>Press it down lightly with a trowel</p> <p>When the bin is full put some more soil over it and cover it with a lid and leave it for about 20-25 days</p> <p>The compost will be ready and can be used as manure for plants</p>
Tools (materials used)	<p>Empty plastic bin with a lid</p> <p>Kitchen and any other biodegradable waste</p> <p>Red mud</p> <p>Trowel</p> <p>Hand Fork</p> <p>Bags or recyclable containers for sale of compost</p>
Precautions	When the bin is full, cover it and keep away from it for 20-25 days while pot worms appear and decompose and aerate the biodegradable waste
Checklist	<p>What can be composted:</p> <p>Leaves and twigs</p> <p>Plant trimmings</p> <p>Grass clippings</p> <p>Wood chips</p> <p>Hay and straw</p> <p>Fruits and vegetables</p> <p>Eggshells and nutshells</p> <p>Tea bags, used coffee powder filters</p> <p>Animal manure</p> <p>Hair and fur</p> <p>Cardboard rolls</p>

	<p>Shredded newspaper Cotton and wool rags Coconut shells Used kitchen roll sheets And any other biodegradable waste</p>
<p>B Ed/D Ed Subject Methodologies and Concepts' Integration</p>	<p>The scope for Integration with B Ed Curriculum (of Osmania University, Hyderabad) is detailed below:</p> <p>Nai Talim – Experiential Learning & Community Engagement Gandhian Philosophy Constructivism – Contextualized Learning Community Engagement – Case Study Entrepreneurship Training for Teachers Entrepreneurship Training for Teachers The entrepreneurial teacher Teacher education for entrepreneurship education Implications – A new role for teachers Philosophical Perspectives in Education – Examining Philosophical basis of education in a social context. Philosophical perspectives of learning- activity theory of learning, -Gandhi, Tagore (Hand-Heart-Head) Discovery theory of learning-Dewey Psychology of Childhood & Adolescence Understanding Childhoods Learning styles in children Understanding children from Multiple Intelligence Perspective – Howard Gardner Perspectives on Learning Learning as a process and an outcome Types of learning: Factual, Associations, Conceptual, Procedural, Generalizations, Principles, Rules. Constructivist approach in learning (Vygotsky) Pedagogy of School Subject Learning objectives of Mathematics/Science/Social/Language Meaning of Learning Objectives, Is learning objectives eternal? Developing Learning Objectives, Features of well-developed learning objectives Blooms Taxonomy - Anderson and Krathwohl's Taxonomy. Writing Learning Objectives: Remembering, Understanding, Applying, Analyzing, Evaluating, Creating Illustrations on Learning Objectives for Upper Primary, Secondary and Higher Secondary Stages Learning Objectives in the Constructivist Perspective Pedagogical Shift: Planning Teaching-Learning Experiences Self-Development Life Skills Assessment of Learning – Dimensions to consider for Assessment Dimensions and levels of learning Retention/recall of facts and concepts; Application of specific skills Manipulating tools and symbols; Problem-solving; applying learning to diverse situations Meaning-making propensity; Abstraction of ideas from experiences; Seeing links and relationships; Inference; Analysis; Reflection Originality and initiative, Collaborative participation, Creativity, Flexibility Contexts of assessment- Subject-related, Person-related Health and Physical Education Physical Wellbeing Role of institutions (school, family and sports), health services, policies and major health and physical education-related programs, blood banks, role of media. Reflective Reading Reflections on Reading Techniques of reflective reading-SQ3R-survey, question-read, recite and review. Strategies of reflective reading-making connections, understanding inferences Environmental Education – Issues and Concerns Environmental issues & Concerns Energy conservation, reduce, reuse, recycle material, energy and water ICT Mediation in Teaching-Learning Organizing Learning through ICT Accessing the Web; Familiarity with the ICT environment; Working with data; e-mail and web-based forums. Internet as a Learning Resource – Documenting different types of websites to show possibilities for personal learning; Web based learning objects, simulations & Tutorials; Participating in forums for identifying learning resources, teaching-learning ideas; Software applications and tools as and for using teaching learning resources; Evaluating internet resources in terms of relevance, ease of use and context.</p>





	<p>Digital story telling; Combining media to tell a story – scripting; Creating photo essays and video documentation as a source of information and a learning process.</p> <p>Data analysis – Look at data, read, and make meaning; Graphs; Exploring sources of data, Evaluation of Data; Communicating data and data analysis.</p> <p>Framework for creation of learning resources – Concept mapping; Developing a topic for a classroom; learning outcomes; Activity based learning</p>
School Curriculum Integration	<p>Scope for Integration with Grade 8 Telangana State Curriculum</p> <p>Mathematics – Direct and Inverse Proportions, comparing quantities using proportions</p> <p>Physical Science – Synthetic Fibres and Plastics (Biodegradable and Non-Biodegradable, 4 R Principle); Use of Tools (Trowel and Hand Fork)</p> <p>Biological Science – Biodiversity and Its Conservation, Ecosystem, Production of Food from Plants (Why do we supply manure, Natural Manure, which manure is better?); Not for Breathing, Not for Drinking (Biodegradable Waste); Why do we fall ill (Swachhta is key to good health – waste management)</p> <p>Social Studies - Money and Banking, Impact of Technology on Livelihoods (how can technology be integrated to composting – eg digital marketing; Researching Pioneers and Practitioners of Composting in your city and their best practices), Law and Justice (Rules and fines for Littering in Public Places)</p> <p>Language –</p> <p>Document the Research on Pioneers and Practitioners of Composting in your city and their best practices</p> <p>Find out about the tools used (Garden Trowel and Hand Fork) and write a 100 word paragraph about each of them</p>
VENTEL Areas' Integration	<p>Vocational Education: Composting is a productive work with economic value and leads to self-employment or entrepreneurship</p> <p>Self-Reliance – Biodegradable waste generated from three main activities of Food Production, Clothing and Erecting Shelter or simple repairs at home may be composted</p> <p>Swachhta & Health – Composting Promotes Waste Segregation and Recycling</p> <p>Community Engagement – Compost is sold or donated to the community. We can also learn best practices in composting from the community (Lok Vidya) or share our learning with the community and inspire them to compost the biodegradable waste at their homes.</p>

Implementation and Outcomes:

Questions	Description
Execution details (like - when, how, day, date, time taken etc)	<p>Initiated in 2014 when PM Modi launched the Swachh Bharat Campaign</p> <p>Continued the activity every day till date</p> <p>Generated approx. 5 kg of compost every month i.e. 60 kg of compost every year</p>
Outcomes Achieved	<p>Most compost was used for home plants and apartment common plants</p> <p>Recently started selling to neighbourhood community for Rs 20/- a kg</p> <p>Made Rs 200/- by selling 10 kg of compost in the last 30 days</p>

Impact:

Questions	Description
Highlights	<p>Have used the compost for self and for the apartment plants growing in the common area</p> <p>Have been doing it for 5 years and it makes me proud to retain at least 90-100 kgs of waste at home every year</p>

Images	<div style="display: flex; flex-wrap: wrap; justify-content: space-around;"> <div style="border: 1px solid black; padding: 5px; margin: 5px;">Garden</div>     </div> <div style="border: 1px solid black; padding: 5px; margin: 5px; width: fit-content;">Hand Fork</div>
Video Links	Composting 1: https://youtu.be/PSXuvqvmR00 Composting 2: https://youtu.be/9J1mLsGla6U
Testimonials (feedback)	Mrs Valli- Used the compost – it is odour free and helped the plants become healthy Mrs Sujata – I loved the compost that I bought from you; my kothmir grew very fast and my hibiscus is looking healthy now and giving me more flowers
Way Forward	To set up a composting unit in the colony with support from colony members To study vermicomposting and set up a unit
Reflection	Felt a great sense of contribution to the Nation’s Swachhta Experienced generation of “Wealth and Well Being out of Waste” Excellent B Ed and School Curriculum Integration ideas

Annexure 4




Certificate of Participation

This is to certify that <Name of Participant>, <Institution Name & Location> participated in an Online Workshop on Vocational Education-Nai Talim-Experiential Learning (VENTEL) Action Plan conducted on <date> by Mahatma Gandhi National Council of Rural Education, Hyderabad. The workshop focussed on activities related to Vocational Education (Productive Work with Economic Value), Self-Reliance, Experiential Learning and Community & Field Engagement to be implemented through the VENTEL Cell in the Institution.

Date of Issue: Sept 2020

Dr. W G Prasanna Kumar
Chairman MGNCRE

Mahatma Gandhi National Council of Rural Education
Department of Higher Education, Ministry of Education
Government of India

Cert. No: MoE/VENTEL/State/Univ/District/No.

Annexure 5

<College Logo>

Certificate of Participation

This is to certify that <Student Name > of <Institution Name> affiliated to <University Name> participated in an Online Workshop on Vocational Education in Teaching Methodology organised by Vocational Education-Nai Talim-Experiential Learning (VENTEL) Cell. The student has submitted the Action Plan on <date> to Mahatma Gandhi National Council of Rural Education, Hyderabad and <Institution Name>. The student has pledged to implement the Action Plan before 15 February 2021. The student will have to present the Implementation results in prescribed format in online format on or before 20 February 2021.

Date of Issue:

<Sig & Name of the Principal>
Convenor, VENTEL Cell

<College Name & Address>

Cert. No: College Name/VENTEL/State/Univ/Cert No.

Annexure 6



Lr No. 001/MGNCRE/DHE/MoE/GoI/VENTEL Action Plan/Letter Date-

Name

Designation, University/SCERT Name and Location

Sub: MGNCRE-DHE/MoE/GoI/ VENTEL (Vocational Education Nai Talim Experiential Learning) Action Plan Committees /Online Workshop for Colleges of Education under OU and partner Universities- Request-Reg.

Dear _____

Greetings from Mahatma Gandhi National Council of Rural Education (MGNCRE), Department of Higher Education, Ministry of Education, Government of India!

As per the **New Education Policy 2020**, there is a need of faculty who can adapt to the rapidly evolving learning environment. MGNCRE is the forerunner for various path breaking activities including propelling **Vocational Education (Productive Work with Economic Value) Nai Talim, and Experiential Learning (VENTEL) activities**. Gandhiji's Nai Talim Curriculum focuses on understanding the vision and philosophy of Experiential Learning through the skills and knowledge gained and impact on **three Hs (Head, Heart and Hand)** by participating in Vocational & Experiential Learning activities. The methodology helps in identifying aspects **relevant to local community engagement in teacher education**; and exploring models of art, craft for entrepreneurship and for self-reliance. The purpose of education is well realized through experiential learning. *The guiding principle of Nai Talim is "Education and work cannot be separated and without work, research, contribution, creative and critical thinking skills, we cannot create new knowledge."*

In the current changed ~~Copy~~ 19 scenario, we will conduct online workshops on **VENTEL Action Plan** for _____, its affiliated B Ed/D Ed Colleges. In this context, we request you to kindly direct them to participate in our Online Workshops on VENTEL Action Plan and facilitate our joint efforts in this field. These Workshops will greatly propel the future of VENTEL in the state, the dates and timing of which will be intimated. We will form clusters of 30-40 institutions and conduct workshops for them.

We at MGNCRE deem it an honour to invite you as **Chief Guest to all the Online VENTEL Action Plan Workshops** for the affiliated B Ed/D Ed colleges under your jurisdiction. The date will be intimated well in advance.

As a part of the **registration process**, all B Ed/ D Ed Institutions are required to **fill in the attached proforma** which makes four faculty members as team leaders for **1. Vocational Education (Productive Work with Economic Value) 2. Self-Reliance 3. Swachhta & Health 4. Community Engagement & Field Engagement**. Each Institution will be awarded an **Institutional Certificate of Recognition**(sample document attached) post the workshop and mandatory submission of the forms through email and **online link <https://forms.gle/Soa2Sx4Qze2MrVEn8>**

A suitable communication in the form of a circular to the Institutions requesting them to submit this filled-in proforma in the online link and as a pdf file and mailed to ventel@mgncre@gmail.com by <date> will formalize and enable the process of institutionalizing VENTEL Action Plan in the University Affiliated Colleges across the state of Telangana. The dates of the workshops for different clusters will be intimated as soon as all filled-in proformas are received. Your support in this regard is much appreciated.

We also seek your support for providing a database of Principals of B Ed/ D Ed Colleges to our State VENTEL Coordinator ~~Sup~~ Padma Juluri (9666732672) who will be in communication with your office and can be reached for all clarifications. We thank you in advance for your contribution to this national endeavour and look forward to your earliest response in this regard.

Thanking you,

Yours sincerely,

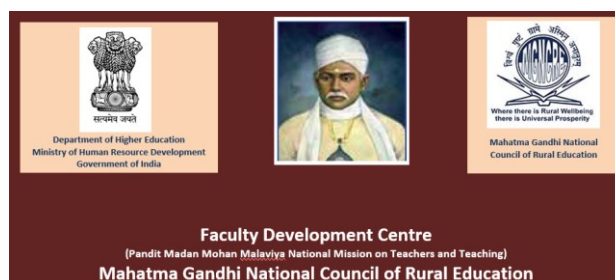
W G Prasanna Kumar
Chairman MGNCRE

- Encl: 1. VENTEL Action Plan Institution Proforma
2. Draft Certificate of Recognition
3. Draft Schedule of Workshop

5-10-174, Shakkar Bhavan, Ground Floor, Fateh Maidan Road, Hyderabad - 500 004.
Tel: 040-23212120, 23422105, Fax: 040-23212114, Email: wgp.kumar@gov.in, www.mgncre.in

Annexure 7

Schedule for One - Day Workshop on VENTEL (Vocational Education Nai Talim Experiential Learning) Action Plan Cluster Level Workshop



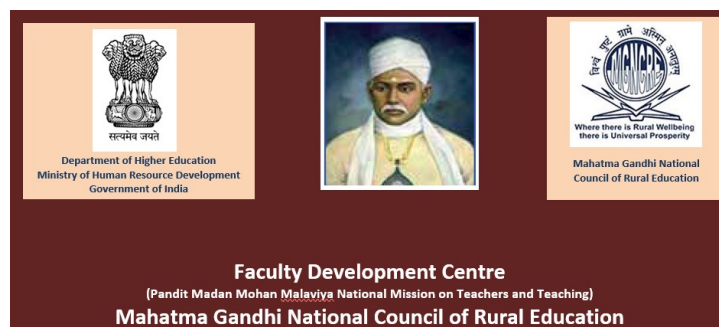
Department of Higher Education, Ministry of Education

S No	Topic	By	Workshop Objectives
1.	Welcome Address, Program Objectives and about MGNCRE	MGNCRE Resource Person	Understand the vision and philosophy of Gandhiji's Nai Talim and the link to VENTEL Appreciate the need for Vocational Education as a means of Productive work with Economic value and its integration with the 4 methodologies of Science, Mathematics, Social Studies and Language Understand the vision of VENTEL Action Plan Appreciate the need for a VENTEL Action Plan Committee in the Institution Identify aspects relevant to Vocational Education, Self-Reliance, Swachhta & Health and Community/Field Engagement in a VENTEL Campus Appreciate the importance of institutionalizing VENTEL Action Plan for sustainable action in the four
2.	Chief Guest Address	Chief Guest	
3.	Need for Vocational Education – Presentation and Discussion on its relevance to 4 Areas of VENTEL Action Plan	MGNCRE Resource Person & Participants	
4.	Gandhiji & Nai Talim - Integrating Vocational Education into Science, Mathematics, Social and Language Methodology	MGNCRE Resource Person Best Practices from Participants	
5.	Discussion on its relevance to 4 Areas of VENTEL Action Plan	MGNCRE Resource Person Participants	
6.	VENTEL Action Plan – What Why When	MGNCRE Resource Person	

S No	Topic	By	Workshop Objectives
	How and Documentation – Pre Covid-Reopening and Post Covid Reopening planning and implementation, Operation of VENTEL Cell		<p>identified areas of Vocational Education, Self-Reliance, Swachhta & Health and Community/Field Engagement in the institution</p> <p>Become aware of/Share a few best practices in the four areas of Vocational Education (Productive Work with Economic Value), Self-Reliance, Swachhta & Health and Community/Field Engagement</p> <p>Gain clarity on the documentation of VENTEL Activities</p> <p>Prepare for implementation of VENTEL Action Plan as soon as HEIs reopen post Covid 19</p> <p>Understand the activities to be conducted</p>
7.	Idea generation for Vocational Education at home during Covid Times	Participants	
8.	My VENTEL Campus – Reflection Time (List what activities are being implemented in the institution in the 4 VENTEL Areas and what needs to be initiated based on local context – a few will present ideas)	MGNCRE Resource Person Best Practices from Participating Institutions	
9.	Best Practices – Vocational Education (Productive Work with Economic Value), Self-Reliance and Community/Field Engagement	MGNCRE Resource Person	
10.	Best Practices on Swachhta and Health	MGNCRE Resource Person	
11.	Word of Thanks	MGNCRE Resource Person	

Annexure 8

Institutional Workshop Schedule



Dept. of Higher Education, Ministry of Education, Govt. of India

Objectives and Schedule for One - Day Institutional Workshop on VENTEL (Vocational Education Nai Talim Experiential Learning) Action Plan for Student-Teachers Schedule

S No	Topic	Duration	By
1.	Welcome Address & Program Objectives & Workshop Structure	05 min	MGNCRE Resource Person
2.	VENTEL ACTION PLAN – Introduction, Integrating Vocational Education into Science, Mathematics, Social and Language Methodology	10 min	MGNCRE Resource Person
3.	Format of the Competition, Timelines and Documentation	05 min	MGNCRE Resource Person
4.	VENTEL ACTION PLAN FORM: ACTIVITIES BY STUDENT-TEACHER – Online form contents	05 min	MGNCRE Resource Person
5.	Fill in the VENTEL ACTION PLAN FORM - two activities each in the four areas of Vocational Education, Self-Reliance, Swachhta & Health and Community/Field Engagement (include Vocational Education and other Activities that can be done from home over the next three months which will be presented to and evaluated by peer group and faculty through online presentations)	15 min	Student-Teachers
6.	Presentation of and Discussion on VENTEL Activities (from list above)	15 min	MGNCRE Resource Person, Student-Teachers
7.	Vocational education as a Teaching Methodology & VENTEL Best Practices Across India	03 min	MGNCRE Resource Person
8.	Workshop Summary and Word of Thanks	02 min	Student Teacher

Annexure 9
OU Nai Talim Curriculum

Semester – IV
Paper-XXII EDN – 22
Nai- Talim – Experiential Learning and Community Engagement
Max. Marks: 50
Time: 1 ½ Hours
Practical Examination

1. Marks should be awarded by the Jury of examiners to the document prepared during course: –

- i. curriculum based seminar presentations - 5 Marks
- ii. Field based report writing and presentations - 5 Marks
- iii. Preparing the list of activities – Community based, Artisans and other related resources -5 Marks
- iv. Internship related activities - Nai-talim methodology based lesson plans (if any) - 5 Marks

Exam: – i. Preparing a lesson with Nai-talim methodology – contextual based – 10 Marks
ii. Designing community related activities – 10 Marks
iii. Curriculum based topic Presentation – 10 Marks

The examination includes two examiners (one mentor & other teacher) will be appointed by the Principal of the college.

ACTIVITIES DURING INTERNSHIP

- Visiting the community around the school writing a report and a data base about people – resources, occupations. Artisans' life – problem , Involving Parents, SMC's community in Activities.
- Mapping resources in the community / village, planning tool kits in respective pedagogies contextualizing
- Planning need based programs, using community Resources for the school developmental activities and Teaching at least 5 lessons in each method, lessons with contextual related experiences .
- Conducting action research projects
- Designing model for sustainable village/ community activities, action plan at village / school level- to create model village/ community
- Going around village / community contextually designing need based programmes
- Conducting rallies, awareness programmes, taking adult literacy camps, health camps, environment, renewable waste material out of waste, reporting unique cases etc.,

along with internship record the report of activities of Nai-Talim should be submitted

Semester-IV
Paper-XXII (EDN: 22)
Nai- Talim – Experiential Learning and Community Engagement
2 credits
50 Marks

Internal Assessment :
A Jury of two Examiners (one mentor & other teacher) will be appointed by the Principal of the college will evaluate the work done by the student teachers related to Nai- Talim – Experiential Learning and Community Engagement.

Objectives:

- Enabling and empowering in Community Engagement
- Mapping resources for sustainable model village
- Engaging with rural occupations. Marketing and Entrepreneurship training
- Engaging to community school relationships

I. Gandhian Philosophy

- Nai talim – community centered curriculum and experiential learning
- School – community – Engagement role of SMC's PTA's SHG's Panchayaths
- Resource mapping – Schools, Community / Village
- Local occupations – local artisans occupations data, Entrepreneurship training

ii. Constructivism – Contextualized learning

- Tagore Philosophy – Rural reconstruction
- Shyama Prasad Mukerjee – Ruraban mission
- Paulo Freire – Critical Pedagogy and Praxis
- Gramsci – Organic Intellectual approach

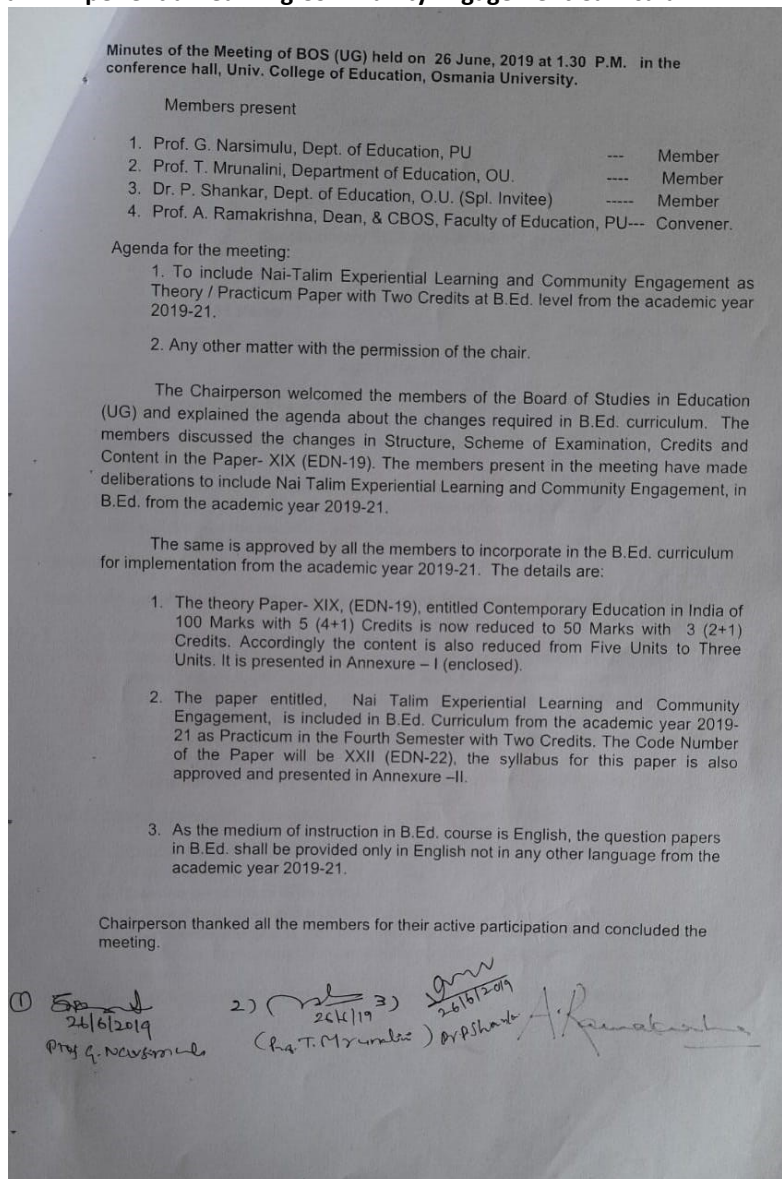
iii. Community Engagement – Case Study

- Economic Development activities –student interaction and internship (School students and student skills)
- Village governance- sustainable development – critical analysis – Transparency Governance – finding etc.
- Resource Mobilization and Utilization / sharing student community engaged
Creating a model village – sustainable model

METHODOLOGY
Dialogue, Discussion, Seminars, FGD's PRA's, Field Visits, observations, Ref

Annexure 10

Palamuru University - Nai Talim Experiential Learning Community Engagement Curriculum



Annexure 11

TAMIL NADU TEACHERS EDUCATION UNIVERSITY, KARAPAKKAM, CHENNAI OPTIONAL COURSE: WORK EDUCATION and COMMUNITY ENGAGEMENT

Course Objectives:

At the end of this course, the student-teacher will be able to:

1. appreciate the concept of work and dignity of labour.
2. explore the historical, philosophical, and social background of Work Education.
3. sensitize the importance of the Gandhiji's ideas on Nai Talim.
4. compatible with various curriculum frameworks related to Nai Talim.
5. analyze the school education programs and policies, which incorporate local community engagement aspects.
6. accustom with the concept of local community management in teacher education.
7. utilize the dialogic method of community engagement.

8. reflect the various Nai Talim approaches in every walk of life.
9. demonstrate the best practices of community engagement his/her own.
10. participate efficiently in the local community services.

UNIT – I: Work and Education

Meaning and concept of work – Significance of work and labour – Work and livelihood – Work with happiness and satisfaction – Work Education: Purpose, social, economic and pedagogical values of work and craft education.

(Suggested instructional approaches/methods)

- i. Teacher's talk on the concept of work education and its significance for satisfaction.
- ii. Engaging the students in the activity and work-based education program in the neighbourhood villages.

UNIT – II: Nai Talim

Gandhiji's ideas on Education – Basic tenets of Nai Talim – Contemporary relevance of Nai Talim – Experiential learning: Meaning and concept – Experiential learning and community vis – a – vis National Curriculum Framework (2005), NCFTE (2010) and RTE (2009).

(Suggested instructional approaches/methods)

- i. Invited talk by expert on the concept Nai Talim and experiential learning and community.
- ii. Seminar on National Curriculum Framework (2005), NCFTE (2010) and RTE (2009).

UNIT – III: Community Engagement

Theories of Community Engagement – School, family and community partnership – Government programs for Education and development of literacy – Rationale and methods of Community Engagement – School management committees – Role of Teachers and Headmasters for community engagement and parent engagement in school matters – Establishing Rural Education interest groups and communities – Self Help Groups and Education.

(Suggested instructional approaches/methods)

- i. Teacher's talk on the concept, objectives and rationale of community engagement elaborately.
- ii. Field visit and field interaction with Village and Self-Help Groups for the students.

UNIT – IV: Models and approaches of Nai Talim

Models: Gandhiji, Tagore, and John Dewey – Approaches: Paulo Friere's Critical Pedagogy and Dialogic method, Vygotsky's Social Construction and Humanistic approaches of character-building, values and ethics.

(Suggested instructional approaches/methods)

- i. Teacher talk on the significance of models and approaches of Nai Talim.
- ii. Group discussion on various models and approaches.

UNIT – V: Nai Talim and Field Engagement

Connecting knowledge to life from outside the school – Nai Talim and Field Engagement: Community services and its impact – Documenting best practices: Local production, plantation of saplings, waste management, water harvesting, participating in agriculture operations in villages.

(Suggested instructional approaches/methods)

- i. Take the students for field trip to the Gandhian Educational Centers and make them to discourse with local communities.
- ii. Visiting public places and farms for studying and participating in awareness program relating to health and sanitation, soil fertility management, biomass energy and producing solar-energy.

References

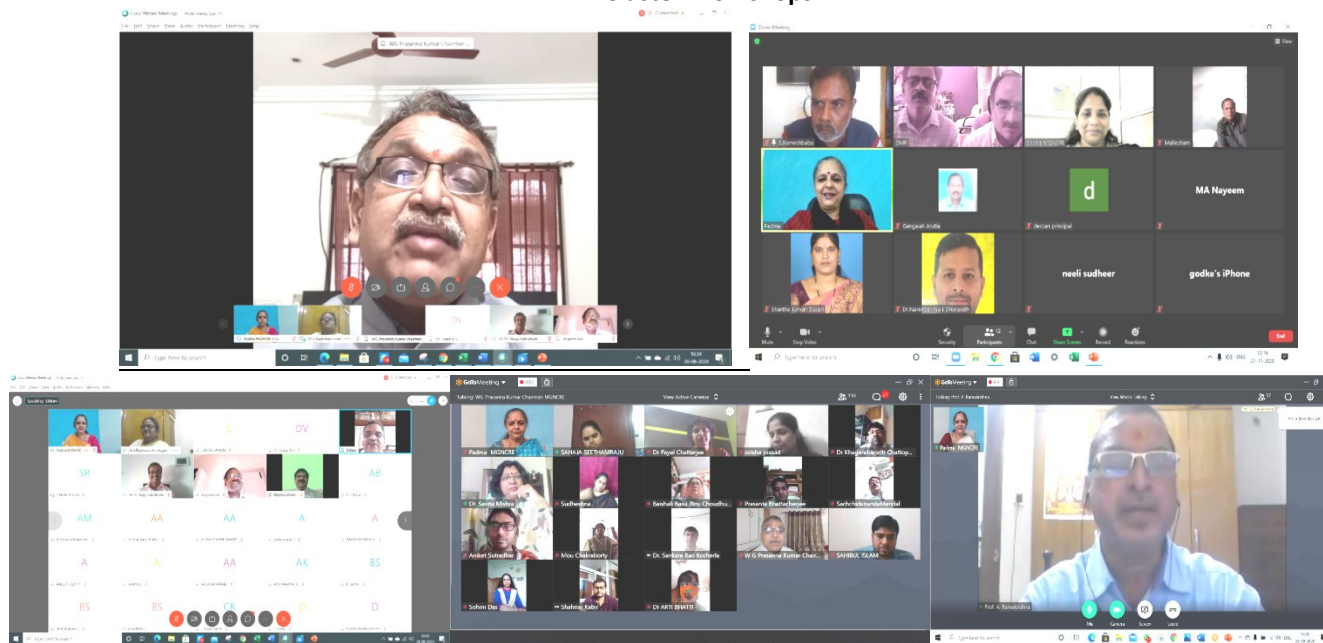
- Anthony, P.D (2001). The ideology of work. London: Routledge.
- Gandhi, M.K (1962). Village swaraj. Ahmadabad: Navajivan Pulication.
- Kolb, D. A (2014). Experiential learning: Experiential as the sense of learning and development. New Jercey: Pearson Press.
- Kolb, D. A and Polvnick, M. S (2005). The experiential learning theory of career development. New York: Andesile Press
- Martorie Sykes (2001). The story of Nai Talim. Kolkata: Earthcarebooks.
- MGNCRE, (2018). *Experiential learning (Gandhiji's Nai Talim)*. Hyderabad: Mahatma Gandhi National Council for Rural Education, MHRD, Govt. of India.
- Precle, J (2014). University community engagement and lifelong learning. New York: Springer International Publications.
- Prabath, S. V (2010). Perspectives on nai talim. Hyderabad: Serials Publications
- <http://www.place-based-community-engagement-highereducation>
- <http://www.gandhiashramsevagram.org/pdf-books/village-swaraj.pdf>

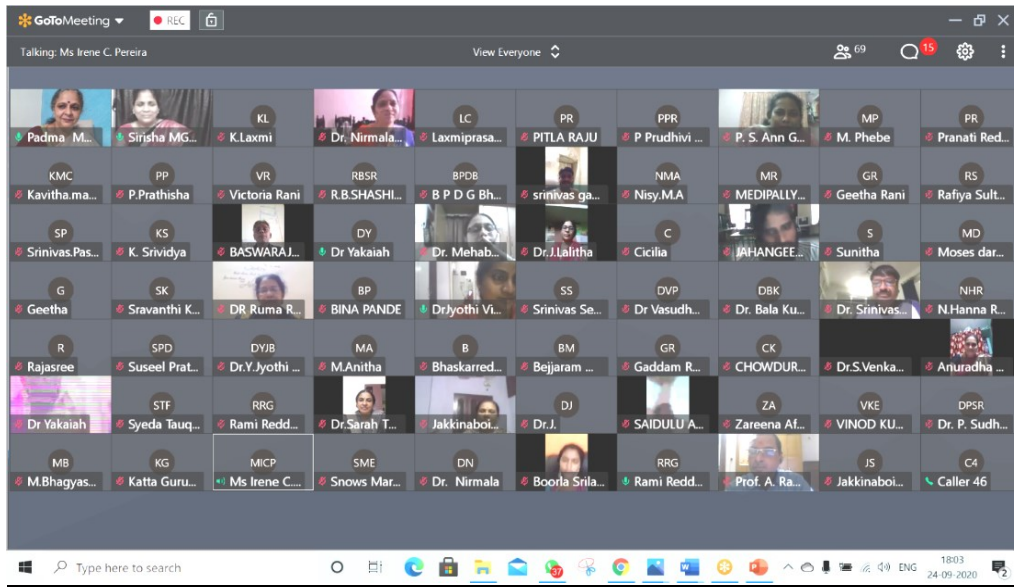
Annexure 12
Rubrics for Evaluation

S No	Parameter	Performance Indicators			
		Exemplary (5)	Developing (4)	Emerging (2)	Beginner (1)
1.	Vocational Activity Idea	Very Difficult Activity with easy steps	Difficult activity with easy steps	Moderately difficult activity with easy steps	Simple activity with easy steps
2.	Vocational Activity: Impact and Outcome	Generated income as per plan and potential	Generated income but has more income potential	Did not generate income but has income potential	Did not generate income and does not have income potential
3.	Vocational Activity: Link to Teacher Education (TE) and School Education (SE)Curriculum	Vocational Activity was Linked to: 5 Papers of TE Curriculum and 4 Subjects in SE Curriculum With age-appropriate linkage	Vocational Activity was Linked to: 4 Papers of TE Curriculum and 3 Subjects in SE Curriculum With age-appropriate linkage	Vocational Activity was Linked to: 3 Papers of TE Curriculum and 2 Subjects in SE Curriculum with age- appropriate linkage	Vocational Activity was Linked to: 2 Papers of TE Curriculum and 1 Subject in SE Curriculum with age-appropriate linkage
4.	PPT Presentation Content	All important aspects covered in specific number of slides with pleasing slide design	Most aspects covered in specific number of slides with pleasing slide design	A few aspects have been left out; slides are few and do not hold attention of the audience	Most aspects have been overlooked which makes the presentation incomplete leading to audience disinterest
5.	PPT Presentation Flow	Audience found it very easy to understand, there was a logical flow and it was interesting	Audience found it easy to understand, some areas were not covered well	Audience found it difficult to understand as there were some information gaps	Audience could not understand as there was no logical flow
6.	Presentation Delivery Style	Very Confident	Confident	Slightly under confident	Very under confident
7.	Time Management	Completed presentation in the allotted time	Remained close to the allotted time	Exceeding or falling short of allotted time	Greatly exceeding or falling short of allotted time
8.	Documentation	Captured videos and pictures of activity done and feedback from beneficiaries	Captured videos only of activity done and feedback from beneficiaries	Captured pictures only of activity done and feedback from beneficiaries	Did not capture any videos or pictures or feedback

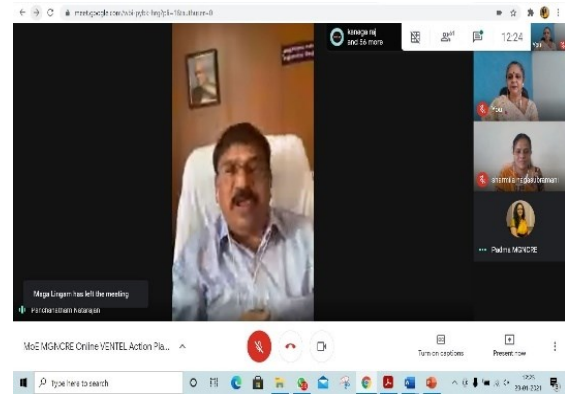
Annexure 13
Snapshots

Cluster Workshops

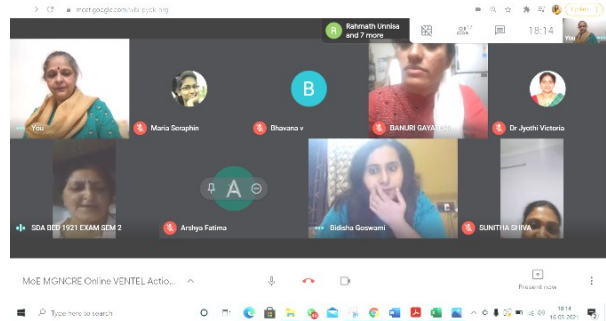
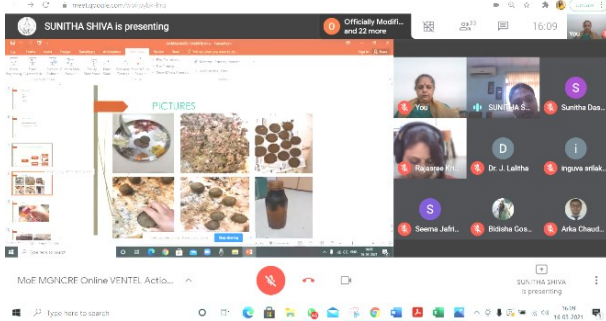




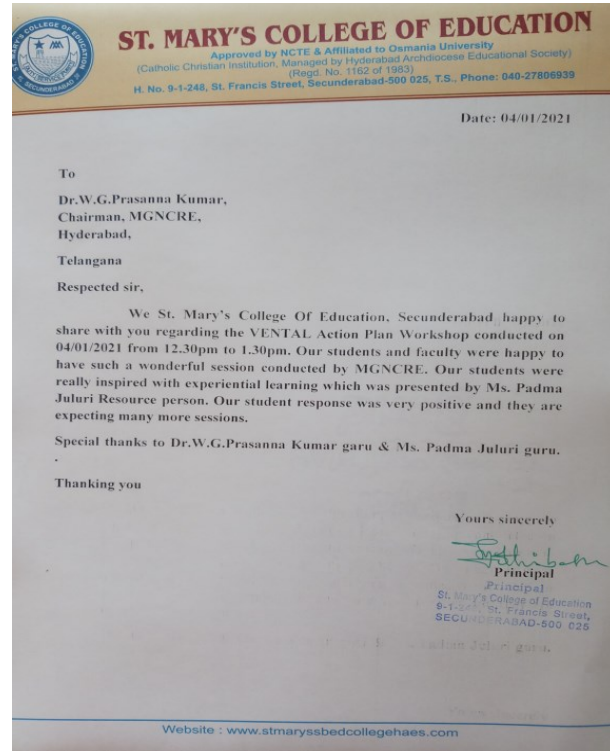
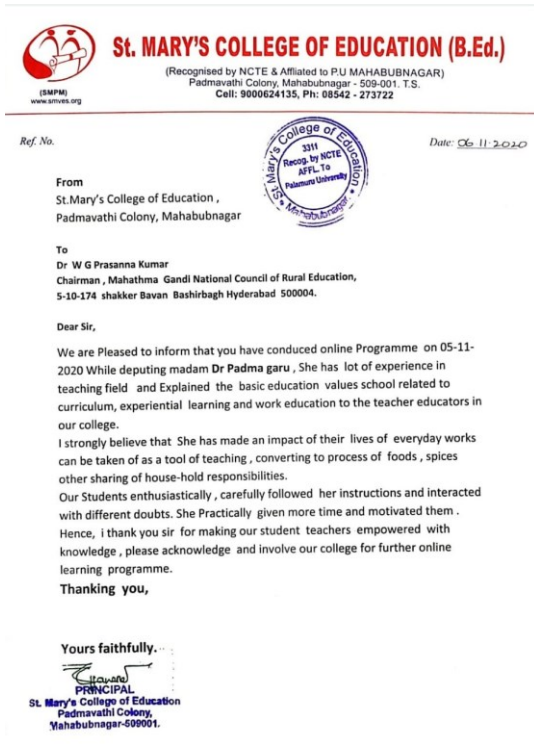
Institutional Workshops



B Cluster 1A Competition



**Annexure 14
Feedback from Institutions**



**Annexure 15
Press clippings**



Inaugural Institutional Workshop at Palamuru University on 9 Oct 2020



Institutional VENTEL Workshop at Gayathri College of Education, Wanaparthy (affiliated to Palamuru University, Mahabubnagar, Telangana) on 3 Nov 2020

2. Promotion of Vocational Education in Higher Educational Institutions in the States of West Bengal and Uttar Pradesh

An Action Research Project

Dr. Savita Mishra

Abstract

The world has been passing through very critical, unprecedented, unparalleled, and trying times since March last year. This has further aggravated the social, economic, and political conditions across the world. Similarly, the education sector hasn't left behind and encounters a pernicious impact on all stakeholders. India has the second-largest population in the world after China, but the youngest country in youth power. Unfortunately, we couldn't capitalize on this aspect, and the current situations have further intensified and wider the gap between labor demand and labor supply in the market. Most people (nearly 90%) work in informal sectors like agriculture and other unrecognized sectors where people have either no degree or without any formal education. India has the potential to compensate for the opportunities missed and time lost because of uncertainty ballooning over and around us. We look at Vocational Education as the panacea to all these problems to empower our youth force with the requisite skills, knowledge, and motivation. Vocational Education has been adopted and implemented decades before, but ignored at times not delivering the desired results. It is considered as a catalyst to bring advancement in technology and tangible changes in the socio-economic growth of any country. Vocational Education can act as a driving force to steer a nation's growth but needs concrete planning, quality curriculum and content, improved infrastructure, and experts for sustainable development. India is facing giant challenges: unemployment, unskilled manpower, lack of experts, no or less training, and professional development opportunities to build skilled and empowered youth to be employable and contribute to self and nation's development.

Key Words: Action Research, Nai Talim, Experiential Learning, Vocational Education, Skill Development, Entrepreneurship

Context

There is a myth that population always hinders a nation's progress. Conversely, it can turn the tables around for the nation if its youth are imparted formal and professional education to become skilled, educated, and employable. The same skilled manpower contributes to a country's competitiveness in the global economy which depends on a country's ability to develop a knowledge-based economy. The world has already accredited the significance of formal education and training systems for the knowledge society. Similarly, India has also emphasized its Vocational Education to cater to its labor demand in different businesses. There is a dire need to adapt and evolve Vocational Education to bridge the gap between the created educated youth with formal education, and the market and productivity patterns. It is further substantiated and evidenced by Team Lease Services and the Indian Institute of Job Training (2012), where it mentioned our country's immediate demand to improve, amend or modify the education system because

- Projected higher education enrolment was 15.3 million in 2012 (up from 1 lakh in 1947).
- Our Gross Enrolment Ratio (GER) is 50% of the world's average 374 districts in India are reported to have GER less than the national average.
- 58% of our graduates suffer from some degree of unemployability, and formal on-the-job exposure is absent.
- Higher education lacks flexibility (in the entry, exit, and re-entry), recognition of prior learning, and employer linkages.
- Vocational Education and Training have poor social perception due to lack of vertical mobility.

- Vocationalisation of School Education has not worked and is probably no longer desirable.

The above-mentioned data and details present a gloomy picture of the prevailing unskilled and inefficient manpower that needs revitalization and modification in the Vocational Education curricula and its implementation procedures. We need to incorporate technological developments, societal-changes, and business demands to meet the labor demands of dynamic and volatile situations hovering over the industry. The grave situations also hover over the world countries; subsequently, a universal problem to tackle with integrative efforts internationally. Hence, in the global setup, we can accept that as globalization reshapes the international economic landscape and technological change creates greater uncertainty, the demand for high-skilled workers has grown, and entrepreneurship helps to meet the economic and social challenges (Lucie Cena 2016, Maria et. Al., 2015). The persistent dynamic conditions give birth to enormous uncertainties with unconditional challenges accompanying stiff competition and hard survival. Considering these economic and rigid challenges, Regine Schroer (2015) promotes the goals of the dynamic knowledge-based economy, capable of sustainable economic growth and greater social cohesion, and accentuates the need to capitalize on human capital and to supplement them with active labor-market measures.

These measures, deliberated globally, are infinite to cater the forthcoming uncounted demands that demand a continuous and never-ending process of evolution and development in academics coupled with technical, professional and Vocational Education. The academia and Vocational Education should focus on innovative ideas, novel practices, and entrepreneurial

perceptions to produce capable and adaptable skilled youth. Daniele Morselli (2015) rightly strengthened the need to integrate innovation and entrepreneurial attitudes, and Daniel Araya (2015) argues for redesigning schooling in the USA according to technological developments.

Likewise, India also faces the swelling demand to expand its youth power for knowledge economy and has been deliberated several times in the past. We have the highest young hands that can be trained and utilized in nation-building to realize our Prime Minister dream 'Aatmanirbhar Bharat'. The country can capitalize on imparting secondary and higher education integrated with Vocational Education to make students and youth equipped with employability skills for socio-economic growth and economic development. Timely reforming and restructuring the existing education and training systems aiming at upgrading, upskilling, and modernizing the labor force to meet the demands of unpredictable businesses. Shanti Jagannathan (2013) stressed upskilling and modernizing the education and training facilities to develop a workforce for knowledge-intensive and high-technology industries. India has leading communities in software, communication, automobile, electronics, steel, coal, agriculture, pharmaceuticals, etc. Vocational Education can be a giant leap forward to educate and train our youth who has enormous talent and immense potential to excel in the core areas.

Sabharwal (2013) mentioned that ninety-three percent of the work forces in India are in informal employment, which suffers from subscale enterprises and overall low productivity. Fifty-eight percent of the workforce is in agricultural employment that contributes to only 15% of GDP. India produces 120 million tonnes of milk with 75 million people, compared to the United States that produces 60 million tonnes with 100,000 people. Only 12% of the workforce is in manufacturing employment, compared to 50% in the People's Republic of China (PRC). Low-skilled organized manufacturing would create a mezzanine layer that would enable the difficult farm to nonfarm transition.

India has inherited a robust traditional system of education integrated with strong ethics, ethos, and values. But due to colonial system and compulsory English language use posed several challenges for our youth. The National Education Policy 2020 replaces the outdated and dysfunctional education system, which was incorporated in 1986 and modified in 1992. It took around 34 years to look at, evolve, modify and bring it in force through the parliamentary system. The new policy emphasized Vocational Education that may try to lessen the gap between the jobs created and job applicants. The figure in 2011 was alarming as the government provided only 300,000 jobs against the 40 million people registered in employment exchanges across states. Measures are required to invite and involve the rural population residing in over six lakhs villages in India who could make it better living with skilled hands to contribute to economic and social development. It would lessen dependence and migration to the capital cities and control environmental pollution.

Vocational Education Nai Talim Experiential Learning (VENTEL) Workshop

The VENTEL workshops for the students studying in DIET and Colleges of Education in West Bengal and Uttar Pradesh were conducted in October, December 2020 and January 2021. In these workshops following parameters were discussed with students such as knowledge about VENTEL Action Plan, VENTEL Action Plan Form, activities by Student-Teachers. Online Form Details, Guidelines of National Competition for Student Teachers, Filling up the VENTEL Action Plan Form, Presentation and Discussion of VENTEL Activities listed in the form, Best Practices etc. The students had shown immense interest in the topics and partook in several activities planned. The interactive approach devised by the presenter was very constructive and fruitful as students had responded promptly and shown their attendance till last. The students' strengths who attended workshops varied in sessions and colleges (from least 36 to 151).

About the States Covered

The training workshops for the students studying in DIET and Colleges of Education in West Bengal and Uttar Pradesh were conducted in October, December 2020 and January 2021.

Districts Covered

The workshops were conducted in two districts of West Bengal and twelve districts of Uttar Pradesh. The districts are Bankura and Birbhum from West Bengal. From Bankura twelve colleges and from Birbhum eight colleges are covered for workshops. The districts from Uttar Pradesh are Ballia, Partapgrah, Mirzapur, Rampur, Gaziabad, Amethi, Mainpuri, Deorai, Fatehpur, Sultanpur, Gajipur, and Prayagraj.

Universities Covered

The colleges from Bankura and Birbhum districts are affiliated to University of Burdwan, West Bengal, and colleges from districts of Uttar Pradesh are affiliated to DIET, SCERT, UP. The university provides the curriculum, infrastructure, faculty, and all related assistance needed for the smooth functioning of colleges and institutions located in its purview.

The University of Burdwan (BU) started on 15th June, 1960. Academically, BU is feeding and nourishing more than hundred colleges of five districts of West Bengal (Burdwan, Hoogly, Bankura, Birbhum and Purulia). The BU offers courses of diverse disciplines which inter-alia includes physical education, B.Ed., foreign languages, computer application, population education etc.

All DIETs of Uttar Pradesh are affiliated to State Council of Educational Research and Training, Uttar Pradesh. Established in 1981, State Council of Educational Research and Training (SCERT), Uttar Pradesh was founded for the development of curriculum and textbooks for school education in the State,

teacher's training, educational evaluation, educational research and innovation in teaching & learning.

Functions of SCERT Uttar Pradesh

- Organizing in-service and pre-service training programs for elementary teachers.
- Developing syllabus, text books, teacher's guide and other useful materials for primary & upper primary classes.
- Conducting researches, surveys and innovative programs.
- Capacity building of teacher educators and educational administrators.
- Organizing Teacher Eligibility Test (TET) in State.
- Granting affiliation to private institutes (recognised by NCTE) for running BTC / NTT course.
- Deciding curriculum & evaluation process for education in the light of Part 7 Article 29 of Uttar Pradesh Right of Children to Free & Compulsory Education Rules 2011.

Units under SCERT Uttar Pradesh

- *Institute of Advanced Studies in Education (IASE), Prayagraj*- Conducts trainings for quality enhancement for administrative and academic faculty of DIETs and Basic Shiksha Adhikari, subject based training programs/workshops, researches for development of teaching skill and competency in secondary level teachers.
- *College of Teacher Education (CTE) Lucknow, Prayagraj & Varanasi*- Conduct training programs/workshops and researches for subject and skill based teaching competency enhancement for DIET faculty, teachers of upper primary and secondary level.
- *State Institute of Science (SISE), Prayagraj*- Designs Science and Mathematics textbooks, conducts trainings on Science and Mathematics, research studies, surveys, workshops, seminars and other activities to make Science and Mathematics easy, interesting and comprehensive. It also conducts Science Exhibition every year.
- *State Institute of Education (SIE), Prayagraj*- Prepares curriculum and designs textbooks for primary and upper primary classes, develops training modules and teacher guides, conducts research/studies & various training workshop.
- *Bureau of Psychology, Prayagraj*- Develops teaching material related to psychological test in order to solve various types of psychological problems of school going children, organises diagnostic tests, provides guidance and counseling, conducts National Talent Search Examination (NTSE) and 'Diploma in Guidance and Psychology' (DGP) training.
- *State Institute of Hindi, Varanasi*- Develops textbooks and supplementary books of Hindi and Sanskrit language,

acquaints teachers with latest techniques of teaching Hindi, organizes various teacher's training programs, workshops and researches related to Hindi and Sanskrit Language.

- *State Institute of Educational Technology (SIET), Lucknow*- Develops educational videos/CDs related to curriculum of primary and upper primary level and other works related to educational technology.
- *English Language Teaching Institute (ELTI), Prayagraj*- Develops and reviews English Language textbooks/reading materials and teaching-learning materials, organizes teacher's training, educational workshops and seminars for enhancing quality of English Language teaching. It also develops teaching-learning materials for English language teaching.
- *Government Physical Training College, Rampur & Prayagraj*- Conducts two years D.P.Ed. course and in-service trainings related to games and physical education for teachers of upper primary and secondary schools.
- *Government Nursery Training College, Prayagraj & Agra*- Conducts CT(Nursery) training alongwith other in-service training programs.
- *District Institute of Education and Training (DIET)*- DIETs have been established in different phases by Government of India under centrally sponsored scheme to provide academic support to primary and upper primary teachers by conducting in-service and pre-service training, adult education programs and training for other academic staff. At present 70 DIETs are functioning under SCERT in the State.

DIETs under SCERT Uttar Pradesh

DIET conducts 2 years BTC training. It also conducts Special BTC and Urdu BTC trainings time to time according to the directions of State Government. Besides these, DIET provides subject-based, skill-based and competency-based in-service training to the teachers of primary and upper primary schools, conducts training for Shiksha Mitras, BRC and NPRC coordinators, extends academic support to instructors of alternative education and literacy, anganbadi workers and village education committee. The main functions of DIETs are as follows: Pre-service training; In-service training; Research/ Study/Survey; Academic Support and Development of training modules and tools.

Why is Vocational Education Required?

Vocational Education (VE) consists essentially of practical courses through which an individual gains skills and experience directly linked to his/her career in the future. It helps students to be skilled and in turn, offers better employment opportunities. Vocational Education is paramount to help and prepare students to develop and shape their careers in the specific field. It benefits people to perform better at their jobs as they attain a rigorous pragmatic learning experience. Working professionals get a chance to hone their skills while

they earn. Vocational Education can take place in industrial training institutes (ITIs), Vocational Education and Technical schools (VTS), technical schools, or on-the-job training programs. These trades include, but are not limited to, plumbing, electronics device repairing, business, construction, art and craft, agriculture, health studies, information technology, nursing, and architecture, etc. Vocational education and training (VET) have many benefits when it comes to fostering an individual's professional career. Enrolling in vocation education courses can help develop new professional skills, improve the existing skills, update and reskill for new employment. It also aims at making individuals equip with skills, knowledge, confidence, and behavior to enable them to secure employment either by establishing a small-scale outfit or by being gainfully employed thereby utilizing their skills, abilities, and competencies that are cultivated and inculcated during training.

Review of Literature

Previous Literature - India is a country with diverse cultures, ethnic groups, languages, colors, castes, traditions, etc., that makes it vibrant and lively. The pre- and post-pandemic scenarios have shattered, crushed, and darkened its hope and aspirations to become a self-dependent and fast-growing economy in the world. Since India is rooted robustly integrated with strong value systems, it seems to recover very fast now, despite an extensive unease about enduring social, gender-based, and economic inequality. This is further substantiated and fuel by Oxfam's report (2020), 'Time to Care', which shows how our sexist economies are fueling the inequality crisis enabling a wealthy elite to accumulate vast fortunes at the expense of ordinary people and particularly poor women and girls. We are always under pressure to produce more to gain and attain sustainable growth in all sectors. The strategies are evolved massively since 1991's economic reforms put up around a multidimensional dialogue on globalization endorsed by world policy organizations like the Organization for Economic Co-operation and Development (OECD), World Trade Organization (WTO), International Labor Organization (ILO), and the World Bank. Education policies focusing on the formal and Vocational Education move from the traditional to agricultural, informal, and industrial economy to a liberal, private and global economy have changed focused on the production and feeding of knowledge and figurative goods as an essential feature that time. This prolonged and outdated education system called for significant rethinking on formal and professional education demand early reforms that have eventually thought upon in 2019 and promulgated in 2020.

In 1947, India had 20 universities, 496 colleges. As per University Grants Commission (UGC) website (on January 25, 2021), today, there are India had 54 Central universities, 422 State universities, 122 deemed universities, 369 private

universities, and 12641 Colleges (under section 2(f) and 2(g)) and 314 Academic Staff Colleges. The details describe the bright and gloomy glimpses of mushrooming of Higher Educational Institutions across the country, but not in a rationalized and requisite manner giving rise to the digital divide, exclusive access, and dubious equity. The institutions suffer from geographical disparities creating uneven access to higher education; consequently, giving rise to low Gross Enrolment Ratio (GER) at higher education level, which is 25.2% in 2016-17, posing a great cause of concern.

In fact, the idea of vocational education has a long history. Before independence, there was a growing dissatisfaction with the education system in India, which diminished the literary and linguistic study; thereby, making students hostile from practical training and from practical occupations. Hence, efforts were made to provide practical training and education in the schools and colleges. The then central government, in 1936-37, invited Messer's Abbot and Wood, two education experts in the field of vocational education, to reframe the new pattern of education in India. Then, in 1956, the Government of India set up an advisory body named as National Council for Vocational Training'. Vocational Education could see the actual light of the day when in 1964, the Kothari Commission came to the conclusion that many jobs do not require university degrees, and can be performed by well-trained higher secondary students who can be imparted practical training. This had resulted in about 36% of the people enrolled in various training programs in India. Currently, the Central Board of Secondary Education (CBSE) in India has included several vocational subjects in their senior secondary education. Since then, it continued on papers and policies with hardly any attention given to Vocational Education Training and its outcomes.

The findings by the South Asia Region of the World Bank in 2007 on the vocational education and training schemes underscored the situation of the skill crisis in India. It calls for the restructuring of Vocational Education Training programs with the business scenario, including both general academic components and employability skills in the vocational curriculum, the opportunity for upright academic flexibility for the vocational students of Higher Secondary Schools, catering to market's demand-supply, integrating National Qualifications Framework, etc.; thus, creating a rethinking in the skill development for reorganizing the existing initiatives and introducing new measures such as establishing new ITIs, Centers of Excellence, new Polytechnics, rejuvenation of Pt. Sunderlal Sharma Central Institute of Vocational Education, Bhopal, etc.

India has been underestimating the potential of its women workforce and make less than two-thirds of the total workforce, so they get the least benefit today's economic, social and political system. Women are the 'hidden talent' who control house chores efficiently and effectively spending infinite hours on cooking and caring for children and elderly

people. Their unrewarded work always keeps the wheels of our homes, communities, societies, economies, and businesses moving ahead. In the process, they get less formal education; therefore, we need to introspect and invite them to involve in all education, professional and economic activities to make them independent, confident, and significant contributors to national development.

Furthermore, Oxfam's report (2020) mentions that women do more than three-quarters of all unpaid care work. They often have to work reduced hours or drop out of the workforce because of their care workload. Across the globe, 42 percent of women of working age cannot get jobs because they are responsible for all the care giving, compared to just six percent of men. Women who work as nursery workers, domestic workers, and care assistants are often poorly paid, provide scant benefits, impose irregular hours, and can take a physical and emotional toll. The report further warns that the numbers are set to grow in the coming decade as the global population grows and age. An estimated 2.3 billion people will be in need of care by 2030- an increase of 200 million since 2015.

The Government of India has realized the major bottlenecks in sustainable development. In the National Education Policy 2020 (henceforth, as for NEP), passed by the Union Cabinet on Wednesday, the Ministry of Human Resource Development (MHRD) placed greater importance on vocational education. The NEP states that "at least 50% of learners" going through the school and higher education system "shall have exposure to vocational education". In order to develop the skills, knowledge, and desired behavior, the NEP, envisaged some transformational reforms in the Indian education system and primarily lays emphasis on experiential learning along with a focus on 21st-century skills like critical thinking, problem-solving, etc. The policy expects that by the year 2020, at least 50% of learners through the school and higher education system shall have exposure to vocational education. It recognizes the seminal role of Vocational Education in building the Indian demographic dividend. The Policy (p. 43) observes that less than 5% of the Indian workforce within the age bracket of 19–24 years received formal Vocational Education when compared to countries such as the USA (52%), Germany (75%), and South Korea (96%). While identifying the need to hasten the development of vocational skills, it highlights the importance of removing rigid distinctions between vocational and academic streams and eliminating harmful hierarchies between different areas of learning.

The NEP highlights state: "Beginning with vocational exposure at early ages in middle and secondary school, quality vocational education will be integrated smoothly into higher education." NEP states that important vocational crafts, such as carpentry, electric work, metalwork, gardening, pottery making, etc., will be "sampled" as decided by States and local communities during Classes 6 to 8. It proposes that every child should learn "at least one vocation" and be "exposed to several more". The Policy also encourages a 10-day bagless

with "local vocational experts" to help the students gain a better understanding of the vocation. NEP also proposes similar internship opportunities to students between Classes 6 to 12. Furthermore, the policy also talks about introducing vocational courses in secondary schools "in a phased manner over the next decade." NEP also talks about setting up "skill labs" in collaboration with polytechnics and local industries. There is also a proposal to set up vocational courses through online mode.

We are optimistic that wholehearted and determined collective effort would guarantee widespread access and a reasonable opportunity to all children of the country to obtain quality holistic education—including vocational education from the middle classes onwards. NEP proposes 'local teacher education programs' in which local resource persons can be hired by schools for shorter courses on vocational crafts.

With the review of literature and research studies on Vocational Education, the researcher would sail the action research through from identifying the problem, focusing on various aspects of the practice to improve the required actions planned to address the problem to implement the action plan. The data are collected from the outcomes of the workshop, analyzed and interpreted to reflect upon the strengths and weaknesses for its implications; finally, essential suggestions and plans for further action to meet the required standards that would indubitably lead to sustainable development, are explained in the succeeding heads and sub-heads respectively.

Identification of the Problem

Need for Vocational Education Promotion in India

The rapid innovation, revolution, and internationalization in various spectrums- technology, business, services, etc., have impacted all aspects of society. These very reasons force us to develop, evolve, create, and implement a successful educational system, of which vocational education is an essential element. In the last century, our gross domestic product (GDP) was in single-digit because its human capital was not as well skills and educated as that of other industrial countries in the world. In the previous Educational Policy 1986, technical and vocational education was not integrated into the secondary school system and could not be given due attention. We have the highest young working population (around 65%) in the world, but this population doesn't have the requisite and desired skills, knowledge, and motivation to work in businesses. Today, we also realize that the global and state labor market policy and the country's education policy often move together but should not substitute each other.

The country has a broad vision to become a 5 trillion economy by 2025, which needs a robust overhauling and structural reforms. The education sector is one that needs revisit and restructure in totality. Changes are inevitable, so global changes compel each country to focus on its resources that can be best utilized to sustain development. Human capital

development is one that needs immediate attention for long-term sustainable growth. India is facing social, economic, political, and many other problems that hinder its progress. Therefore, a complete and sound education system can be developed to bridge the gap between the formally educated youth and the market employability skills. Vocational education (VE) is the panacea to cater to the demands of businesses which has gained attention by the experts. Vocational Education also has the multifaceted task of conjoining flexibility to resolve testing glitches at different levels, at the lowest in a volatile labor market, integrated with the country's education policy to match with vision and strategies for maintaining and improving a country's economic conditions.

The government of India has constituted a committee of experts to dwell deep to find out the main reasons and ways to improve upon to build up a strong workforce that can be immediately put on work in industries and businesses. The experts have found vocational education and training a vital component for stimulating economic development, increasing skilled population size, and improving the quality of employment. It needs training the skills-based teachers to ensure the development of vocational education.

A major reform was initiated in 1956, later in the education policy 1986, modified in 1992, students were admitted only to the specified trades, fields, and courses by this modification. The effects of this policy were far-reaching because the formal education still focused on theoretical concepts; consequently, students could not attain conceptual skills to apply in real situations. Similarly, it could not guarantee the individual's right to freedom of choice as well as to meet the industry's demand for a school or college that can adapt to swiftly fluctuating settings in the national and global arena.

Reflecting upon these reasons, the country needs an improved, revised, restructured, and modified education policy to developing life-long learning and 21st-century life-skills to meet all future challenges. We firmly believe that education gives people the obligatory competence, knowledge, motivation, and self-confidence, providing the individual with the foundations to transform threats into opportunities. Multidimensional knowledge is needed in these unprecedented and unstable times of intense and deep changes. The fast pace of developments in technology and other sectors today make existing or previous knowledge a kind of perishable things, which should be constantly reviewed, renewed, and modified. This gives us a glimpse of education, in any form-formal, theoretical, conceptual, or vocational, cannot be taken for granted forever, but as a life-long process of learning.

The aforementioned facts and reasons prepare a sound ground for integrating formal and vocational education at the middle school level, which can provide the student with

prerequisite or definite skills, knowledge, and behavior. Therefore, the youth needs a robust and dynamic education system that provides tools for renovating skills and augmenting knowledge throughout their life.

Focus / Aspects of the Practice to Improve To Bridge the Gap between Challenges and Academia

The world is facing multiple changes and constraints in all areas because of massive changes that occur every day. It left no corner for the organizations to live with the existing practices but to accept, adapt and evolve their strategies according to the demands and changes in the market, technology, and conventions. The new norms and practices need enhanced and different types of skills, knowledge, and behavior, and have led to an increased demand for vocational education. However, the know-how and proficiency required need to be met by the stakeholder responsible for providing policies and guidelines in education.

There are abundant explanations for the existing wide gap between education and business or industry requirements. Besides, a comprehensive breach does exist between the passed-out working population and the labor demands worldwide. The industry needs working people with good employability skills, which the new generation lacks to the maximum. A formal school in academia mostly teaches theoretical knowledge and broad-based research skills, while a vocational school teaches hands-on, applied skills such as education and training, auto mechanics, data and programming, cooking, marketing, communications, design, health, and social care, carpentry, auto mechanics and hairdressing, etc. The curriculum focuses on theoretical concepts and hardly pays heed to its applications in real work settings. Therefore, it becomes obligatory to first create awareness and later expose them to the real-time workplace. The colleges should design a curriculum that gives seamless integration of theoretical and practical aspects in different fields to attain practical knowledge to make students ready to undertake jobs immediately after degree or diploma completion. The implementation of vocational education can, to the larger extent possible, may lessen this gap between demand in the market and supply by the educational institutions. Vocational education through its rigorous curriculum and workshop practices prepares students 'work ready' to work in specialized jobs.

Furthermore, it also trains students to attain technical skills, knowledge, and life-skills for their careers. The curriculum is formulated and revised with the discussion with industry leaders to facilitate students with internships to learn, develop and accomplish the desired knowledge and behavior at the workplace to bridge the gap between academia and industry.

The on-job training, internship, and training in any name should be made mandatory as a part of the industrial, business, or engineering curriculum. We can create opportunities through activities to engage students' curriculum with workplaces in actively supporting the learning process of self and employees. This way, the Vocational Education helps and develops students to take up challenging tasks that need industry-specific skills, not only to bridge gaps between industry demand and academia but create niches in innumerable technical and business arenas to excel professionally.

To Identify Optimal Alternatives of Solutions

Every organization firmly believes that its employees carry the attitude, status, proficiency, and competence of the establishment and it always endeavors to sustain and succeed in a state of workable competitiveness. This needs to build and empower all employees to enhance their skills and capability to build on its organizational competence. With the identification of the constraint factors affecting worker force competence, we need to find optimal alternatives of solutions that inspire budding employees. It needs a concrete and specified learning theory, educational strategy, and practicum that lie behind formal and vocational programs at the secondary school level. This needs integrating both school education and vocational education to be more real and effective. The succeeding explanation would serve the given purpose.

1. The needs analysis on students should be given utmost priority clubbing both school and vocational training for not only the adaptive educational needs but industrial needs as well. All stakeholders: educationists, industry experts, parents, and students should be amicable to deliberate and decide on realistic program or course learning outcomes to develop students' practice to adapt, learn about the dreams, ambitions, and life goals.

2. The school academic learning always follows traditional pedagogic philosophy in the classroom to deliver conceptual learning. Whereas vocational education and training provide ample opportunities through workshop practices, internship, and apprenticeship that have been ignored in academia for ages. The learners retain the best if the lecture is supported with discussion on problems, and current issues and practices. It facilitates learners to expand their knowledge and more become more confident to encounter abrupt global changes and challenges.

3. The curriculum should encapsulate the designed and systemized training activities to comprehend experience workplace interaction the concept applied in practicum. Workshop and laboratory practices at the institution enable students to gain prior knowledge about the real work settings.

4. Integrating and focus formal education alike on practical aspects affecting a planned, systematic and competitive

syllabus based on different real work-place modules. Revans's action learning (1980) is realistic and gives ample experience and exposure to apply concepts into action.

5. The volatile market demands challenge academia to supply the workforce that can immediately work in industries. The testing situations direct all academia to address these issues to formulate novel strategies and innovative practices to produce an exceptional workspace to undertake assigned tasks. Coghlan & Brannick (2010) support this idea of action research for senior students to embark on innovative projects in the real-time setting.
6. Collaboration amongst all stakeholders formally or informally, institution or workplace, is one of the best alternatives of solutions to encounter all potential future challenges. The success of vocational education also lies in smooth and uninterrupted implementation and amalgamation of courses along with academic programs. Teamwork, coordinated and concerted efforts of these programs are the future guarantee of successful implementation at all levels. Further, it involves trust, mutual cooperation, vision, regular interaction, and review to engage in in-depth discourse and in the learning process and contribute significantly to organizational development. Therefore, industry and academia should conglomerate, devise and evolve a strategy to align the existing education given at institutions with the labor demands of industries.
7. Since learning is a generic term encapsulating numerous activities catering to infinite changes, the education system should strike a balance between what the system supports and what students learn to excel. It needs a wider exposure to students to the changes in business environments. Illeris (2009) suggested four diverse categories of learning: mechanical; adaptive; developmental; and transformative. Among these, mechanical and transformative focus on the individual learner and the left two- adaptive and developmental learning processes focus on the learner's action field or workplace. Adaptive learning and mechanical learning are termed as frame supporting whereas transformative and developmental learning is frame-transcending. This pushes students to develop and move beyond their existing, fixed, rigid, and action-guiding mindsets.
8. The policy stakeholders should revisit and redesign its educational curriculum to incorporate a theory-practical-industry interface which enables students to transfer their cumulative learning (prior and immediate gained) in their realms of specialization. Burke & Hutchins (2007) have emphasized the need to consider the educational design. The practicum designers should identify the current and future specific workplace-related learning needs which are rapidly changing with technological advancements while drafting a new curriculum for academia and vocational education. Wahlgren (2009) stated about the matching of teaching content in the educational design to build conceptual links between classroom and work activities and with the industrial

workforce demands to bridge the gap between industry and academia. The programs can be reviewed consistently to make timely changes to manage and organize the students' workforce at par with the global competence.

9. One-on-one counseling and training to convert academic knowledge and experience into tangible on-job experience in the real workplace.

10. Teachers and students should undertake to carry out action research as educational projects to identify major gaps and suggest remedial measures to bridge those gaps. This team of old and new guards prepare a better environment for research and exploring new avenues. The action research follows a stipulated procedure, goals, objectives, research questions, techniques, data collection, data analysis to interpret and conclude with comprehensive results.

11. Students may create learning forums, groups, and societies in specific fields to inspire, guide, motivate, and support their juniors acquire knowledge and take cognizance about specific or general professional skills that can help them while joining any organization to sustain and excel in executing self-management, social and behavioral skills in situational leadership.

12. Govt. should allocate more funds to prepare required infrastructure, laboratories, workshops, and human resources to establish more vocational institutions. Steps to boost public-private collaboration, ties with universities, and industries to enhance students' vocational skills and training facilities while studying on and off-campus. This would create a constructive, stable, and dynamic conglomerate between higher education and businesses. The bonding can foster by integrating teaching and research amongst stakeholders for collaborative efforts. Hence, the outcomes would create more opportunities for both employers to expand their businesses, institutions to energize and explore more, bring inclusive growth, increase in production, and sustainable development. Moreover, it gives vocational education more space and prominence in academia and ensures their smooth transition into the labor market effectively.

13. There is a dire need to reflect upon our existing practices in vocational education, which, in case, not delivering desired outcomes, could be replaced by demand-innovation-competency driven training to the budding workforce to create a conducive environment and economic development and growth. Monitoring the implementation of vocational education should be done to comprehend progress and avoid potential pitfalls. Timely identifying the lapses could pave a way to realign the strategy in terms of program design, assigning duties, control, resources, accountability, and responsibilities. A flexible focused and resilient approach could be a hallmark for future vocational education and training.

14. The public and private institutions should institute a robust communication policy that can reach masses in different

regions across states about vocational education. Massive and inspiring information, engagement crusades, deliberations on best practices, and advancement achieved using a local, regional language. The information and valuable content related to vocational education and institutes could be uploaded on online platforms, websites, Local TV channels, newspapers, magazines, experts' interviews, and social media applications to ensure that message reaches the grassroots.

The Way Forward

The complexities of the workplace and global market demands have brought us to retrospect the implementation of vocational education at schools. Vocational Education has been a widely accepted term today around the world because of abrupt changes, technology advancements, innovative techniques, fast communication systems, and availability of the youth workforce. The country has the golden future to attain inclusive growth, equity, inclusion, socio-economic growth, and development by establishing a strong connection between the school education, training programs, and industry interface. Vocational Education in school education can meet these goals and make students capable to transfer their school learning to employment. This prepares a platform for the next generation with 21st century and employability skills needed to work in organizations and in different economic conditions.

Traditional learning has given way to online vocational education, especially in a pandemic, now becoming the norm of the day, making it handy for students to learn communication skills and countless occupation skills from proven experts in the industry. The World Bank's 2019 in its report 'World Development Report' on the future of work proposes that flexibility between general and vocational education particularly in higher education is essential to empower workers to compete in changing labor markets where technology plays an increasingly important role. New Education Policy 2020 (henceforth, NEP) also focused on vocational education at the school level, which is indeed a hallmark for the education, economic and social development of communities, regions, and states. It suggests introducing Vocational Education preferably from class 6, secondary, senior secondary, diploma, etc. All institutions across states should provide Vocational Education and training and ensure they have the mandatory infrastructure, tools, and equipment, amenities, qualified instructors and staff, based on current curriculum, sound monitoring systems, and quality of management.

Vocational education is the best option to tackle key universal challenges. The country needs a sound and operative vocational education system to increase students' involvement, help syndicates integrate new technologies and augment production. Early the implementation of correct

practices of Vocational Education, early and effective revival of the economy.

NEP aims to increase the involvement of all students from schoolchildren to university graduates make employable to drive the market. It envisages many provisions that can handle the fluctuating skills market needed and also act as a deterrent against any intricacy and risk. International Monetary Fund (IMF) has predicted higher growth i.e. 11% growth in 2022 which needs continuous training and internship to meet competitive demands and further to prepare a basis to augment economic growth to the next level ahead of other countries to become a 5 trillion economy. Vocational Education will indubitably alter and expand the learner base, timely meet workforce demand, and increase competition in the global arena. Correct implementation of Vocational Education practices attract, retain, and prepare students to be 'work ready' on completion of studies. It's a great challenge for the institute to create opportunities to increase the gross enrolment rate for inclusive, equity, and sustainable growth.

The action will provide students a plethora of prospects and improve socio-economic status irrespective of their location, culture, and language. Vocational Education needs a robust monitoring system to review its curriculum and syllabus, outcomes against predetermined standards and trends. This intends to deliberate on potential drawbacks to inform stakeholders and policymakers to amend, alter or modify its content. No one should be blamed for inconsistencies but collectively improve upon existing flaws to produce a better workforce. Unvarying communication, consistency, and commitment in a joint-venture foster trust, motivation and drive to engage in the learning process.

If we truly foresee Vocational Education as an education source, it has the power to meet industry demands globally by mitigating major global challenges. Future action research should look forward to discussing, interpret and evaluate the effects of integrating Vocational Education and academic courses and performance of produced workforce at workplaces to enhance the effectiveness of different educational programs in organizational and national development. We do feel that Vocational Education and academic programs have become central in developing the skills needed for individuals to be employable to support their families and attune to the digital and green evolutions to expedite viable competitiveness, social justice, resilience, innovation, and economic growth. Collaborative efforts by all stakeholders would be a challenging factor to decide the future of any economy and societal development. Vocational Education has a prominent and bright future in academia seeing and encountering the volatile labor market issues engulfing the economy more than COVID-19.

Orienting HEIs on the importance of promoting Vocational Education

The twenty-first century has witnessed vocational education as a trivial component and overlooked at school and university education. This unfavorable and unnoticed image of Vocational Education across states has widened the skills gap present across sectors by not producing a skilled force who can work immediately and take up challenging tasks. This lapse has been acknowledged now with many points in NEP aiming to transform challenges into opportunities by changing modules, policies, perceptions, and incorporating Vocational Education at school levels citing its value and importance in today's business scenarios.

The benefits of Vocational Education need wider publicity because students are not much aware of the fact that completing Vocational Education courses has several benefits when it comes to advancing your business career. Students' joining in Vocational Education courses can help develop first-hand specialized skills, advance their contemporary skills, and reskill for next employment. These courses under Vocational Education umbrella also provide the hands-on skills and know-how one needs in countless occupational regions. Most people perceive that Vocational Education courses give you a chance to learn a practical trade; nevertheless, vocational courses have a significant part in prominent business careers.

Multiple ways are worked out to promote Vocational Education as an effective tool and path to get employment. Similarly, the value of internships, on-job training, apprenticeships cannot be ignored. India lacks in strengthening its value, vitality, and stability when we compare to European and Western countries where Vocational Education has a prominent place in academia and considered a way to get economic sound because they adopt Vocational Education as the heart of accomplishments of many innovators, scientist, and experts. Furthermore, the bitter fact is that Vocational Education is still unrecognized by students, parents, and communities as a sustainable means to employment. They give more importance to formal school or university academic education. Therefore, there is an urgent need to change the perception to bring new prospects and train twenty-first-century professionals to bridge this wide gap and come upon the tests of the digital revolution and technological advancements. NEP has set the target to reduce the drop-out rate to a minimum and increase the gross enrolment ratio of students living in remote regions and different locations in states.

Finally, if we gain momentum to change the minds and perceptions of various stakeholders about the importance of Vocational Education in academia and other sectors, we can turn the tables to transform India to chant 'Vocal to Local' to build 'Ek Bharat, Shresth Bharat' soon. This herculean task can be achieved by promoting Vocational Education as a flagship

program for raising awareness of wider employment opportunities. All stakeholders incorporating Vocational Education should undertake public awareness campaigns to increase the perceptibility of the extent of all programs or course Vocational Education provides along with its future prospects and real opportunities such as marketing, software development, fashion design, automobile mechanic, plumbing, business administration, leadership and management, project management, early childhood education, fitness, etc. to earn better livelihoods. Institutions should organize expert talks and a successful workforce to share their experiences with the people online, live on television, and recordings made available to remote locations to gain wider publicity in social media and other digital platforms. Building a strong network by successful businesses and working professionals would act as a conduit to capture wider public attention and increasing communication to promote Vocational Education by providers to future providers. Making celebrities and successful entrepreneurs as Vocational Education ambassadors, organizing exhibitions, celebrating Vocational Education as a theme at various networks and locations, assist schools to host

placement drives for budding professionals (technical education pursuing/passing out) play a vital role in sharing experiences about their roles, responsibilities roles and learning ways. The promotion drive should have a sole motto to deliver vital information to inform, convince, and inspire to join vocational education courses or programs as a future initiative undertaken by public-private education institutions, managers, and businesses.

Actions Planned to Address the Problem **Cluster Level Workshops**

Cluster-level workshops were conducted in the month of November and December 2020. In November total of eight, and in December total of seven cluster-level workshops were conducted. In these workshops Principals, faculties, and officials from Education Department had participated and given very important information and feedback about the implementation of vocational education according to National Education Policy, 2020. List of cluster level workshops are given below in Tables:

Table 1: List of VENTEL Cluster-level Workshops Conducted in November 2020

S.No	Activity - VENTEL WORKSHOPS- Institution Name and State	Role	Workshop Date	Workshop Timings	No. of Participants
1	DIET, Prayagraj, UP	Speaker	19-11-2020	2 PM- 5PM	35
2	DIET, Ballia, UP	Speaker	20-11-2020	10 AM - 1PM	49
3	DIET, Fatehpur, UP	Speaker	25-11-2020	12PM - 3PM	46
4	DIET, Deoria, UP	Speaker	26-11-2020	10AM - 1PM	38
5	DIET, Mirzapur, UP	Speaker	27-11-2020	10 AM - 1PM	100
6	DIET, Sultanpur, UP	Speaker	29-11-2020	10AM - 1PM	32
7	Bundelkhand University, Jhansi, Uttar Pradesh	Speaker	29-11-2020	1.30PM -4.30PM	42
8	DIET, Pratapgarh, UP	Speaker	30-11-2020	10AM - 1PM	52

Table 2: List of VENTEL Cluster-level Workshops Conducted in December 2020

S.No	Activity - VENTEL WORKSHOPS- Institution Name and State	Role	Workshop Date	Workshop Timings	No. of Participants
1.	DIET, Amroha, UP	Speaker	04-12-2020	10 AM- 1 PM	42
2.	DIET,Auraiya, UP	Speaker	07-12-2020	10 AM - 1PM	37
3.	DIET, Hamirpur, UP	Speaker	09-12-2020	10 AM – 1 PM	51

4.	DIET, Moradabad, UP	Speaker	12-12-2020	10AM - 1PM	35
5.	DIET, Farukhabad, UP	Speaker	13-12-2020	10 AM - 1PM	36
6.	DIET, Kaushambi, UP	Speaker	14-12-2020	11 AM – 2 PM	38
7.	DIET, Gazipur, UP	Speaker	15-12-2020	10 AM – 1 PM	61

Institutional Level Workshops

Institutional level workshops were conducted in the month of October, December 2020, and January 2021. In October a total of twenty, in December a total of thirty-nine, and in January a total of seven institutional level workshops were conducted. In these workshops Principals, faculties, and students from colleges had participated and given many innovative ideas about the implementation of vocational education according to National Education Policy, 2020. List of institutional level workshops are given below in Tables 3, 4 and 5:

Implementation of Action Plan

Communicating with Universities and Talking to Officials:

For organizing workshops, the resource person contacted principals of all 66 institutions. After getting their approval, she made the workshop schedule with the date and time of conducting workshops and the joining link. For final approval, she sent the workshop schedule to Chairman, MGNCRE. After getting his approval the resource person sent to all principals' what's App and institutions' Email ID.

WhatsApp Group Formation for Communication:

For proper communication the resource person formed a What's App group of all institutions, and sent all information on time like joining link for workshops, registration link, feedback link, MGNCRE-VENTEL Action plan for student, teachers, meeting, participants' list for certification, certificates, content PPT, Word file and PPT of VENDEL student submission template, guidelines for the competition, VENDEL Action plan competition form (commitment letter), examples of VENDEL Activities, final presentation PPT, important timelines, steps to followed by students and HOD/Faculty, levels of competition, report format on activities conducted during MGNCRE's VENDEL Viveka Subhashitam, Rubric for peer evaluation, an invitation for joining the online program on National Youth Day, Swami Vivekanand Birthday, Netaji Birthday, MGNCRE Vivekasubhashitam, etc. and wishes for Christmas, New year, Makar Sankranti, Republic day, etc.

Workshop Schedule: The workshop schedules are given below in tables conducted in the month of October 2020, December 2020 and January 2021.

TABLE-3: LIST of VENDEL INSTITUTIONAL WORKSHOPS CONDUCTED IN OCTOBER 2020

Sl.No.	Name of Institution, district, state	Number of Action Plans	Date of Workshop	Time of Workshop	No. of Participants
1.	Nikhil Banga Sikshan Mahavidyalaya, Bankura, WB	40	13 th October, 2020	10.00am-12 noon	48
2.	Bankura College of Education, Bankura, WB	67	13 th October, 2020	4.00 pm-6.00 pm	75
3.	Udyog College of Education, Bankura, WB	81	14 th October, 2020	10.00am-12 noon	89
4.	Vivekananda College, Bankura, WB	44	14 th October, 2020	4.00 pm-6.00 pm	49
5.	Uttaran College of Education, Damodarhati, Bankura, WB	45	15 th October, 2020	10.00am-12 noon	58
6.	Athena B.Ed. College, Bankura, WB	18	15 th October, 2020	4.00 pm-6.00 pm	37
7.	Raipur B.Ed. College, Bankura, WB	16	16 th October, 2020	10.00am-12 noon	32

8.	Krishnapur Teachers' Training Institute, Birbhum, WB	64	16 th October, 2020	4.00 pm-6.00 pm	74
9.	Radharani Educational Institute, Bankura, WB	29	17 th October, 2020	10.00am-12 noon	38
10.	Joypur B.Ed. College, Bankura, WB	28	17 th October, 2020	4.00 pm-6.00 pm	39
11.	Sarojini Academy, Bankura, WB	125	18 th October, 2020	4.00 pm-6.00 pm	100
12.	Swaraj Nagar Teachers' Training College, Bankura, WB	12	19 th October, 2020	01.00pm-3.00 pm	34
13.	Santiniketan Boniad B.Ed. Training Institute, Birbhum, WB	37	19 th October, 2020	4.00 pm-6.00 pm	39
14.	Mahula Sri Ramkrishnan Teachers' Training Institute, Birbhum, WB	13	20 th October, 2020	10.00am-12 noon	35
15.	ACC Jain College of Education, Birbhum, WB	37	20 th October, 2020	4.00 pm-6.00 pm	47
16.	Tarasankar Bandyopadhyay B.Ed Institution, Birbhum, WB	28	21 st October, 2020	10.00am-12 noon	32
17.	Rabindra Nazrul Smriti B.ed. Educational Institute, Birbhum, WB	39	21 st October, 2020	4.00 pm-6.00 pm	45
18.	Tarapith College of B.Ed, Birbhum, WB	86	22 nd October, 2020	10.00am-12 noon	97
19.	Prabhat Jyotirmoyee Educational Research Institute, Birbhum, WB	80	22 nd October, 2020	4.00 pm-6.00 pm	100
20.	R.N. Tagore B.Ed. College, Bankura, WB	29	23 rd October, 2020	10.00am-12 noon	35

TABLE-4: LIST of VENTEL INSTITUTIONAL WORKSHOPS CONDUCTED IN DECEMBER 2020

S.No	Activity - VENTEL WORKSHOPS- Institution Name and State	Workshop Date	Workshop Timings	No of Action Plans	No. of Participants
	Dr Jay Mangal Prathmic Prashikshan Sansthan, Pratapgarh, UP	5/ 12/ 2020	9.30 to 10.30 AM	121	106
	Gokul Singh Smarak Mahavidyalaya, Pratapgarh,UP	5/12/ 2020	11.30 AM to 12.30 PM	26	45
	Maa Vindhyavasini BTC College, Mirzapur, UP	5/12/2020	2 to 3 PM	71	45
	Acharya Sadasivh siksha sansthan, pratapgarh, UP	6/ 12/ 2020	10 to 11 AM	33	28
	Maa Bachhi Smarak Mahavidyalaya, UP	6/12/ 2020	11.30 AM to 12.30 PM	110	82

	Tilakdhari Vindyasini BTC College, Mirzapur, UP	6/12/ 2020	1 to 2 PM	30	30
	MSY College, Mirzapur, UP	6/12/ 2020	2.30 PM to 3.30 PM	11	24
	Sri Gazanand Shital Yadav Mahavidyalaya, Mirzapur, UP	6/12/2020	4 to 5 PM	11	26
	Vindhya Mahila Mahavidyalaya, Mirzapur, UP	7/12/ 2020	9.30 AM to 10.30 AM	05	16
	Hiranand Mahavidyalaya, Ballia, UP	7/12/2020	10.30 to 11.30 AM	26	35
	DIET, Mirzapur, UP	7/12/2020	2 to 3 PM	42	45
	Gopal Ji Mahavidyalaya, Ballia, UP	8/12/ 2020	9.30 to 10.30 AM	08	25
	DIET, Rampur, UP	12/12/2020	9.30 to 10.30 AM	86	57
	BBS Public Degree College and Education Training Institution, Pratapgarh, UP	13/12/2020	1 to 2 PM	12	20
	Sri Balaji Shaikshik Sansthan, Pratapgarh, UP	14/12/2020	3 to 4 PM	09	58
	Mangla Devi Smarak P G College, Prayagraj, UP	15/12/2020	9 to 10 AM	10	15
	Janhit Institute of Education, Ghaziabad, UP	16/12/2020	10.30 to 11.30 PM	83	60
	Amar Singh Snatak Mahavidyalaya, Amethi, UP	17/12/2020	9.30 to 10.30 AM	43	47
	DIET, Pakwainer, Ballia, UP	17/12/2020	11 AM to 12 Noon	54	60
	Late Balram Singh Smarak Mahavidyalaya, Ballia, UP	17/12/2020	12 to 1 PM	41	42
	Kisan P G College, Ballia, UP	17/12/2020	1 to 2 PM	94	88
	Kalp Nath Rai Degree College, Deorai, UP	17/12/2020	3 to 4 PM	54	45
	Sona Devi Shikshan AVM Prashikshan Sansthan, Ballia, UP	18/12/2020	9 to 10 AM	44	44

TABLE-5: LIST of VENDEL INSTITUTIONAL WORKSHOPS CONDUCTED IN DECEMBER 2020-JANUARY 2021

S.No	Activity - VENDEL WORKSHOPS- Institution Name and State	Workshop Date	Workshop Timings	No. of Action Plans	No. of Participants
	Karmyogi Pandit Ram Kishor Tripathi Adhyapak Shikshan Sansthan, Sultanpur, Uttar Pradesh	23/ 12/ 2020	9.30 to 10.30 AM	12	29
	Chandra Kamal	23/12/ 2020	1 to 2 PM	05	19

	Mahavidyalaya, Mainpuri, Uttar Pradesh				
	Soni Vikas Shikshan Prashikshan Sansthan, Mirzapur, Uttar Pradesh	24/12/2020	to 11 AM	126	100
	Ramlalit Singh Shikshan AVM Prashikshan Sansthan, Mirzapur, Uttar Pradesh	24/ 12/ 2020	2 to 3 PM	163	100
5.	Lalit Krishna Women Institute of Higher Education, Ballia, Uttar Pradesh	26/12/ 2020	11 AM to 12 Noon	45	45
6.	Michael's School, Ballia, Uttar Pradesh	26/12/ 2020	to 1.15 PM	22	95
7.	Srinath Baba Mahavidyalaya, Salempur, Ballia, Uttar Pradesh	27/12/ 2020	1 to 2 PM	22	55
8.	Seva Nand Pandey Memorial Shikshan AVM Prashikshan Sansthaan, Pandeypur, Takha, Ballia,Uttar Pradesh	27/12/2020	2.30 to 3.30 PM	33	42
9.	Baba Sakhaj Smark Mahavidyalaya, Jakariya Rasta, Ballia, Uttar Pradesh	28/12/ 2020	3 to 4 PM	36	20
10.	Jai Mata Dhulmani Tribhuvan Mahavidyala Ballia, Uttar Pradesh	28/12/2020	5 to 6 PM	88	100
11.	Jamuna Ram Degree college, Manpur Chit Bara Gaon, Ballia, Uttar Pradesh	29/12/2020	10 to 11 AM	61	46
12.	Smt. Fulehra Smarak Mahila P.G College, Kamtala, Rasra, Ballia,Uttar Pradesh	29/12/ 2020	11.15 AM to 12.15 PM	23	60
13.	Bankay Bahadur Singh P.G. College, Mujaona, Turtipar, Ballia,Uttar Pradesh	30/12/2020	2 to 3 PM	26	59
14.	Maa Maturanee Devi Mahavidyalaya, Chandadeeh, Ballia,Uttar Pradesh	30/12/2020	3.15 to 4.15 PM	39	59
15.	Baba Ram Dal Suraj Dev Smarak PG College, Ballia,Uttar Pradesh	31/12/2020	10 to 11 AM	91	57
16.	Baba Rishi Dev Singh Mahavidyalaya Dharmapur Karo, Ballia, Uttar Pradesh	31/12/2020	12 to 1 PM	66	70
17.	Jai Mauni Baba Deva Girdhari Mahavidhyal Rohana, Ballia, Uttar Pradesh	02/01/2021	11 AM to 12 PM	29	96

18.	Swargiya Keshav Prasad Mahavidyalaya, Ballia, Uttar Pradesh	02/01/2021	12.30 to 1.30 PM	36	65
19.	Ujjwal Singh Mahavidyalaya Khaga, Fatehpur, Uttar Pradesh	03/01/2021	1 to 2 PM	37	47
20.	Ramlalit Singh Mahavidyalaya, Mirzapur, Uttar Pradesh	03/01/2021	2.15 to 3.15 PM	173	70
21.	Hiranand Mahavidyalaya, Narayanpur, Rasoolpur, Rasra, Ballia, Uttar Pradesh	04/01/2021	1 to 2 PM	35	35
22.	Vivekanand Mahavidyalaya, Ballia, Uttar Pradesh	04/01/2021	2.15 to 3.15 PM	26	26
23.	Aatma Prakash Aadarsh Mahavidyalaya, Gajipur, Uttar Pradesh	05/01/2021	10 to 11 AM	33	33

Contents Used: The contents used during workshops include an introduction of institution VENDEL cell headed by the principal and contains four committees like vocational education, self-reliance, swachhta and health, and community engagement. The cell aims to promote vocational education for self-employment and earn while you learn and vocational education as a teaching methodology. Activities covered included details like the objective of the activity, steps for the process of implementation, tools or materials used for activities, precautions during the process, a checklist for

checking all details, subject methodologies and concept's integration, school curriculum integration like integration with mathematics, physical science, social studies and languages, VENDEL areas' integration like vocational education, self-reliance, swachhta and health and community engagement, implementation, and outcomes of action plans, impact, and reflections, Delor's four pillars of education, best practices, the ultimate goal of VENDEL action plan, sustainable development goals, etc. Examples of various activities are given below:

TABLE-6: List of VENDEL Activities

#	AREA	EXAMPLES OF ACTIVITIES FOR THE TEAM (PLEASE MODIFY AS PER LOCAL REQUIREMENT)
1.	Vocational Education (Productive Work with Economic Value to build Entrepreneurship/ Employability)	<ul style="list-style-type: none"> ● Making Masks ● Making Sanitiser, Soap ● Making Jams, Pickles, Sweets & Snacks ● Making Milk Based Products ● Weaving ● Tailoring ● Book Binding ● Furniture ● Pottery ● Carpentry ● Toy Making ● Flower Bouquets ● Basket Making ● Poultry Farming ● Sericulture ● Horticulture ● Apiculture ● Cycle Repair, Electronic Goods Repair

More examples of Vocational Education: Card Making, Knitting, Crochet, Stitching, Jute Products, Soft toys making,

Baking cakes and biscuits, Video editing, web designing, Applique, patchwork, embroidery,

2. Self-Reliance Activities:

Self-Reliance (Food, Clothing and Shelter)

- Growing Food/Kitchen Garden
- Cooking Food
- Water Conservation (Rain Water Harvesting)
- Hand Weaving
- Whitewashing/Painting
- Building Maintenance and Repairs
- Electrical Repairs
- Construction of Sheds/Temporary Shelters
- Use of Tools (Pliers, Spade, Hammer, Screwdriver, Agricultural Tools etc.)

3. Swachhta and Health Activities

Swachhta & Health

- Waste Segregation and Recycling
- Composting
- Biogas Production and Use
- Using Solar Energy and Solar Energy Based Equipment (Pressure Cooker, Lights)
- Greening the campus (Miyawaki forest or Nakshatrvanam and Growing Fruit Trees/Herbal/ Medicinal Plants)
- Campus Cleaning Teams
- Clean Toilets
- Safe Drinking Water
- Post Covid-19 Sanitisation
- Awareness of One's Health
- Yoga, Pranayama and Meditation

4.	Community Engagement/ Field Engagement	<ul style="list-style-type: none"> ● Engaging with Gram Panchayat and Village/Local Community ● Conducting Surveys on local problems ● Health Care Support for the Community ● Serving Food to the Local Community on Special Occasions ● Serving Water to the Local Community ● Disaster Risk Resilience Centre (Institution as a centre to support during Disasters) ● Festivals and Fairs ● Para legal clinics (Support for Domestic Violence issues, Gender discrimination, Women Empowerment) ● Lok Vidya
----	-----------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Entrepreneurship Opportunities At Student Level

1. **Knitting-** Sweaters, Socks, Shawls, caps, scarves, etc. 7 STEPS

- a. Development of the concept about product design, varieties, manufacturing, and marketing(get idea from social media platform, YouTube, books, shops, businessman dealing with selling of knitting products)
- b. Study of Feasibility and demand of products (place, cost, profit, labour charge etc.)
- c. Availability of raw materials like the variety of wools
- d. Availability of skilled people (for marketing, manufacturing, etc.)
- e. Purchasing of raw materials from markets at reasonable cost
- f. Manufacturing and storage of ready products
- g. Taking order and booking of products
- h. Packaging, Dispatch, and sale of products

2. **Making Masks-**7 STEPS

- a. Development of the concept about product manufacturing and marketing
- b. Study of Feasibility, and demand of products
- c. Arrangement of space and sewing machines, and other related things
- d. Purchasing of raw materials like clothes at reasonable cost from the market
- e. Manufacturing and storage
- f. Taking order and booking of products
- g. Packaging, Dispatch, and sale of products
- h. Use of social media for product selling

3. **Making Bakery Items-**Cakes, Biscuits, Bread, Sweet Bun etc.-7 STEPS

- a. Development of the concept about products manufacturing and marketing
- b. Study of Feasibility and demand of products
- c. Purchasing of raw materials
- d. Baking of cakes, biscuits, etc.
- e. Making variety of products and designing
- f. Proper storage and packaging
- g. Taking order and booking of products
- h. Dispatch and sale of products

4. **Video Editing-**sound setting, picture editing, video editing etc.-7 STEPS

- a. Development of the concept and get idea from internet and social media
- b. Study of Feasibility
- c. Loan facility
- d. Giving advertisement
- e. Purchasing machines and other materials
- f. Started with a few video editing work
- g. Taking order about it
- h. Marketing and selling

5. **Electronic Items Repairing-**mobile, television, air conditioner, refrigerator, computer, CCTV, etc.-7 STEPS

- a. Development of the concept about repairing and selling the products
- b. Study of Feasibility and demand of work
- c. Availability of space and other resources
- d. Availability of loan facility if needed
- e. Purchasing of materials needed for repairing

- f. Repairing, manufacturing, and storage
 - g. Taking order and booking
 - h. Dispatch and selling
6. **Online Trading**-Dress materials, Grocery items, second hand products repairing and selling, etc.-7 STEPS
- a. Development of the concept about products manufacturing, repairing, and marketing
 - b. Study of Feasibility and demand of products
 - c. Availability of raw materials
 - d. Availability of skilled person
 - e. Purchasing of raw materials
 - f. Repairing, Manufacturing, and storage
 - g. Taking order and booking of products
 - h. Dispatch and sale of products
7. **Tailoring**-stitching, boutique, designer clothes, etc.-7 STEPS
- a. Development of the concept about products manufacturing, and marketing
 - b. Study of Feasibility and demand of products, loan facility, space for work
 - c. Availability of raw materials
 - d. Availability of skilled people
 - e. Taking orders of products
 - f. Purchasing of raw materials
 - g. Manufacturing, storage, and packaging
 - h. Delivering and selling of products
8. **Farming**-cultivation of fruits and vegetables, kitchen gardening, terrace gardening, terrace farming, cultivation of flowers, etc.-7 STEPS
- a. Development of the concept about products manufacturing, and marketing
 - b. Study of Feasibility and demand of products
 - c. Availability of space for farming
 - d. Getting knowledge of farming processes such as sowing of seeds, irrigation, use of fertilizers, organic farming, cutting of products, etc.
 - e. Purchasing of seeds, fertilizers, machines, etc.
 - f. Cultivation and storage
 - g. Taking order of delivering of vegetables, making of flower bouquet
 - h. Dispatch and selling of products
9. **Soft Toys Making**-variety of dolls, teddy bear, soft pillows, etc.-7 STEPS
- a. Development of the concept about products manufacturing, and marketing
 - b. Study of Feasibility and demand of products
 - c. Getting Knowledge about design, variety, manufacturing style, sewing ideas from different social media platforms

- d. Availability of raw materials
- e. Purchasing of raw materials
- f. Manufacturing and storage
- g. Taking orders and booking of products
- h. Packaging, Dispatch, and sale of products

Methodology followed in organizing the workshops:

The following methodologies have been followed in organizing the workshops: Nai Talim, Experiential Learning and community engagement, Entrepreneurship training for teachers, Psychology of childhood and adolescence, Pedagogy of school subjects, self-development, life skills, assessment of learning, health and physical education, reflective reading, environmental education-issues and concerns, ICT mediation in Teaching-Learning, etc.

Guest speakers' sessions: During workshops, guest speakers were invited to throw light on VENDEL activities and the implementation of vocational education according to National Education Policy 2020. The guest speakers included principals, faculty, MGNCRE coordinator, and officials from the department of Education.

Outcomes of the Workshop

First Level workshops' outcome is the formation of Cells

VENDEL Cells are formed in all sixty-six institutions after first-level workshops. Under VENDEL Cells four committees are formed for implementation of four areas of VENDEL Action Plans such as Vocational Education, Swachhta and Health, Self-reliance, and community engagement. Principals are conveners of workshops and heads of VENDEL Cells. Four faculties are the head of each VENDEL Areas. They are connected with students and motivate students for the formation and implementation of Action Plans.

Second Level Workshop's outcome is the draft VENDEL/business plans

Second level workshops were conducted in all sixty-six institutions with their students in the month of October, December 2020, and January 2021 of Bankura and Birbhum districts of West Bengal and eight districts of Uttar Pradesh. In these workshops total of 3474 students had participated and 3169 Action plans/Business plans were formed.

Data Analysis and Interpretation

How many institutions have been covered?

Sixty-six institutions from Bankura and Birbhum districts of West Bengal and eight districts of Uttar Pradesh have been covered.

Impact of the workshops: Student teachers have started to take interest in VENDEL activities and prepared products for the business plans. Some of them are selling their products through social media platforms and earning money. Few students launched start-up businesses and started earning. All students are also interested in participating in competition and they are working for it.

Analysis of the Business Plans implementation Institution Wise Competitions

Vocational Education Nai Talim Experiential Learning (VENDEL) Competitions

The VENDEL workshops for the students studying in DIET and Colleges of Education in West Bengal and Uttar Pradesh were conducted in October, December 2020, and January 2021. In these workshops following parameters were discussed with students such as knowledge about VENDEL Action Plan, VENDEL Action Plan Form, activities by Student-Teachers. Online Form Details, Guidelines of National Competition for Student Teachers, Filling up the VENDEL Action Plan Form, Presentation and Discussion of VENDEL Activities listed in the form, Best Practices, etc.

During workshops, information and guidelines of competitions were shared with principals, coordinators, and participants. The entire competition is based on peer evaluation. For this assessment, parameters were shared with all sixty-six institutions. It was informed to principals of each institution to

conduct the institution level VENDEL Student Action Plan Competition, and share three winning entries from the college who will participate in the cluster-level competition in the first week of February 2021. They have also intimated about Rank certificate for the generation of Action plan such as if any institution generates individual action by 100 students, they will be awarded a platinum Rank certificate. Likewise, for generating individual action by 75 Students-Gold Rank certificate, for 50 Students-Silver Rank certificate and for 25 students they will be awarded Bronze Rank certificate.

Each institution was intimated for levels of competition (Institutional level: three selections from one college and cluster-level: three selections from twenty colleges), important timelines, steps to be followed by students (select a vocational activity and plan for its execution, execute the plan and take pictures and videos, reflect on learning, impact and link it to work education, filling-out the documents like commitment letter-personal information, word data sheet-details of the activity, presentations-plan, action, financials, logistics, customers, the future course of actions, submit the documents to the Resource Persons and follow their instructions) and steps to follow by HOD/Faculty (Motivate the students to participate and engage in the activity, conduct the institutional level competitions and submit the three selected presentation's list with the Resource Person (RP), coordinate with the RP for the cluster-level competition). Many colleges have conducted competitions and sent three selected winners with all documents.

Table 7: List of institutions and selected winners

Sr No	Name of Institutions, Districts, States	Results of Competitions Received	No. of Registered Participants	Name of selected winners	Type of Action Plans
1.	Nikhil Banga Sikshan Mahavidyalaya, Bankura, WB	Yes	40	Ananya Pal Nimai Saha Mampi Nandi	Making milk based products, Rain water harvesting, safe drinking water, sanitizer, mask making
2.	Bankura College of Education, Bankura, WB	Yes	67	Ananya Nandi Puja Pal Avijit Kundu	Cooking, toy making, mask making, stitching, glass painting
3.	Udyog College of Education, Bankura, WB	Yes	81	Debojyoti Roy Rinku Nandi Sikha Mandal	Jewellery making, sanitizer and mask making, rain water harvesting, wall hanging and decorative items
4.	Vivekananda College, Bankura, WB	Yes	44	Doyel Sen Mousami Mondal Indrani Singha	Painting, terracotta jewellery, appliqué, stitching, mask making
5.	Uttaran College of	Yes	45	Sougata Pal	Sanitizer, mask making,

	Education, Damodarhati, Bankura, WB			Rumpa Mondal Sonali Garai	painting, decorative items
6.	Athena B.Ed. College, Bankura, WB	Yes	18	Puja Dhani Banasree Basu Koushiki Ganguly	Phenyl making, mask making, content creation, glass painting
7.	Raipur B.Ed. College, Bankura, WB	Yes	16	Arpita Ghosal Barnali Patra Sutapa Mandal	Toys making, cooking, baking, weaving
8.	Krishnapur Teachers' Training Institute, Birbhum, WB	Yes	64	Indrajit Mondal Shilpi Debbarma Aruna Tamang	Pottery designing, flower making, stitching, boutique designing
9.	Radharani Educational Institute, Bankura, WB	Yes	29	Namita Pal Sweety Mandal Biswajit Bauri	Making milk based products, pottery painting, gift items, decorative items
10.	Joypur B.Ed. College, Bankura, WB	Yes	28	Madhushree Hazra Saheb Dhara Sikha Kundu	Candle making, bottle designing, content creation, weaving, tailoring
11.	Sarojini Academy, Bankura, WB	Yes	32	Aditi Nandi Priyanka Paul Suman Das	Painting, pencil sketching, online tutoring, woollen garments knitting, weaving
12.	Swaraj Nagar Teachers' Training College, Bankura, WB	Yes	12	Samir Bauri Subarna Mahato Bharat Bauri	Decorative items, mask making, knitting, painting, stitching, farming
13.	Santiniketan Boniad B.Ed. Training Institute, Birbhum, WB	Yes	37	Sumit Halder Debjit Samanta Riya Dutta	Craft making, Bioplastic, Gardening, best out of waste making, candle making, jute products making
14.	Mahula Sri Ramkrishnan Teachers' Training Institute, Birbhum, WB	Yes	13	Sanjib Nath Imran Thandar Dipak Sangma	Book binding, weaving, cooking, baking, basket making
15.	ACC Jain College of Education, Birbhum, WB	Yes	37	Shilpi Pal Dona Mondal Piyali Gorai	Painting, drawing, stitching, candle making, decorative items
16.	Tarasankar Bandyopadhyay B.Ed. Institution, Birbhum, WB	Yes	28	Anwasha Das Saheli Das Sanjit Das	Knitting, painting, jewellery making, dress designing, gift items making
17.	Rabindra Nazrul Smriti B.Ed. Educational Institute, Birbhum, WB	Yes	39	Nataraj Chakraborty Debranjana Goswami Anupriya Mondal	Cooking, painting, rain water harvesting, safe drinking water, jute products making
18.	Tarapith College of B.Ed, Birbhum, WB	Yes	86	Animesh Paul Dipanta Dey Noor Jahan	Weaving, electronic repairing, cooking, baking, tailoring
19.	Prabhat Jyotirmoyee Educational Research Institute, Birbhum, WB	Yes	80	Sudipta Pal Subham Chakraborty Samriddha	Painting, kitchen gardening, farming, dress designing, weaving

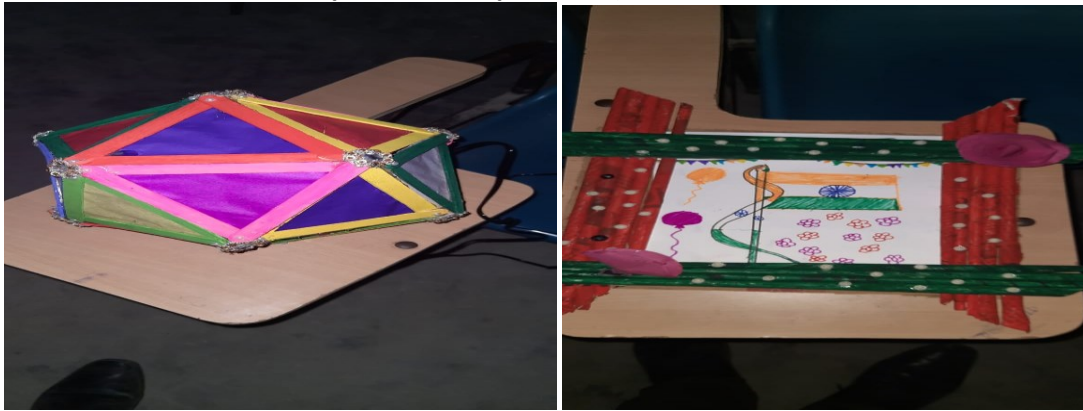
				Mukherjee	
20.	R.N. Tagore B.Ed. College, Bankura, WB	Yes	29	Abhipsa Bhanja Pallabi Paramanik Subham Chatterjee	Candle making, painting, sketching, electronic repairing, dress designing, knitting
21.	Dr Jay Mangal Prathmic Prashikshan Sansthan, Pratapgarh, UP	Yes	67	Smita Singh Anamika Singh Ruchi Singh	Glass painting, decorative items, mask and sanitizer making, cooking, baking
22.	Gokul Singh Smarak Mahavidyalaya, Pratapgarh, UP	Yes	26	Kiran Yadav Sweta Pandey Neha Singh	Cooking, toy making, mask making, stitching, glass painting
23.	Maa Vindhya Vasini BTC College, Mirzapur, UP	Yes	45	Jyoti Singh Ranjana Yadav Sandhya Tripathi	Pottery designing, flower making, stitching, boutique designing
24.	Acharya Sadasivh siksha sansthan, pratapgarh, UP	Yes	33	Ankita Yadav Ruchi Tiwari Tanuja Dubey	Making milk based products, pottery painting, gift items, decorative items
25.	Maa Bachhi Smarak Mahavidyalaya, UP	Yes	82	Anjali Rai Renu Singh Sarita Tiwari	Cooking, toy making, mask making, stitching, glass painting
26.	Tilakdhari Vindya Vasini BTC College, Mirzapur, UP	Yes	30	Km Sweta Tiwari Somya Singh Jaisawal Km Shyamrati	Door pose, table pose, dress making, hand bag, flower pose, foot mat
27.	MSY College, Mirzapur, UP	Yes	24	Swati Tiwari Jagriti Singh Pushpanjali Verma	Cooking, toy making, mask making, stitching, glass painting
28.	Sri Gazanand Shital Yadav Mahavidyalaya, Mirzapur, UP	Yes	11	Monika Rawat Suraj Sonakar Vaishnavi Chaudhari	Glass painting, weaving, pencil sketching, baking, mask making, gardening
29.	Vindhya Mahila Mahavidyalaya, Mirzapur, UP	Yes	15	Vikas Sharma Sushil Mishra Fool Kumaree Pal	Cooking, painting, rain water harvesting, safe drinking water, jute products making
30.	Hiranand Mahavidyalaya, Ballia, UP	Yes	26	Ankita Pandey Pragati Verma Vandana Yadav	Candle making, painting, sketching, electronic repairing, dress designing, knitting
31.	DIET, Mirzapur, UP	Yes	42	Karmveer Singh Ram Anoop Ritu Dixit	Basket making, making sanitizer and mask, survey on local problems, gender discrimination
32.	Gopal Ji Mahavidyalaya, Ballia, UP	Yes	18	Amrita Gupta Kumari Puja Mridula Gupta	Mask making, making night lamp from waste products, making sanitizer
33.	DIET, Rampur, UP	Yes	54	Neha Kumari Kamini Yadav Shiva Singh	Door pose, table pose, dress making, hand bag, flower pose, foot mat

34.	BBS Public Degree College and Education Training Institution, Pratapgarh, UP	Yes	20	Pooja Gautam Sunil Kumar Renu Yadav	Candle making, painting, sketching, electronic repairing, dress designing, knitting
35.	Sri Balaji Shaikshik Sansthan, Pratapgarh, UP	Yes	18	Kavita Saroj Savita Pandey Rohit Yadav	Glass painting, weaving, pencil sketching, baking, mask making, gardening
36.	Mangla Devi Smarak P G College, Prayagraj, UP	Yes	22	Anjali Sharma Shubham Mishra Hemant Singh	Basket making, making sanitizer and mask, survey on local problems, gender discrimination
37.	Janhit Institute of Education, Ghaziabad, UP	Yes	108	Chanchal Sharma Vikash Sharma Moin Khan	Model making-save our earth, water level indicator, anti theft alarm
38.	Amar Singh Snatak Mahavidyalaya, Amethi, UP	Yes	35	Deepti Singh Kirti Maurya Vineeta Yadav	Candle making, painting, sketching, electronic repairing, dress designing, knitting
39.	DIET, Pakwainer, Ballia, UP	Yes	54	Kavita Gupta Komal Pal Ranjana Singh	Cooking, painting, rain water harvesting, safe drinking water, jute products making
40.	Late Balram Singh Smarak Mahavidyalaya, Ballia, UP	Yes	34	Babita Yadav Verma Sonali Singh Nidhi Thakur	Cooking, toy making, mask making, stitching, glass painting
41.	Kisan P G College, Ballia, UP	Yes	57	Beauty Singh Anuradha Rai Madhu Tiwari	Glass painting, weaving, pencil sketching, baking, mask making, gardening
42.	Kalp Nath Rai Degree College, Deorai, UP	Yes	54	Tannu Rai Sandhya Das Pinki Yadav	Door pose, table pose, dress making, hand bag, flower pose, foot mat
43.	Sona Devi Shikshan AVM Prashikshan Sansthan, Ballia, UP	Yes	44	Dipak Kumar Kajal Gupta Arif Khan	Basket making, making sanitizer and mask, survey on local problems, gender discrimination
44.	Karmyogi Pandit Ram Kishor Tripathi Adhyapak Shikshan Sansthan, Sultanpur, Uttar Pradesh	Yes	22	Mukund Manas Modanwal Syed Farhan Ali Suchitra Rao	Glass painting, mask and sanitizer making, kitchen gardening, knitting, dress designing
45.	Chandra Kamal Mahavidyalaya, Mainpuri, Uttar Pradesh	Yes	18	Vipin Kumar Rahul Rajput Mohammad Naheem	Glass painting, Basket making, making sanitizer and mask, survey on local problems, gender discrimination
46.	Soni Vikas Shikshan	Yes	87	Rubi Kumari	Glass painting Cooking,

	Prashikshan Sansthan, Mirzapur, Uttar Pradesh			Sanjay Pal Mamata Patel	painting, rain water harvesting, safe drinking water, jute products making
47.	Ramlalit Singh Shikshan AVM Prashikshan Sansthan, Mirzapur, Uttar Pradesh	Yes	86	Varsha Soni Sudha Patel Babita Kumari	Cooking, toy making, mask making, stitching, glass painting
48.	Lalit Krishna Women Institute of Higher Education, Ballia, Uttar Pradesh	Yes	45	Nitu Singh Pooja Bharti Shreya Singh	Glass painting, weaving, pencil sketching, baking, mask making, gardening
49.	Michael's School, Ballia, Uttar Pradesh	Yes	22	Roshni Singh Shivani Singh Jyoti Pandey	Pottery designing, flower making, stitching, boutique designing
50.	Srinath Baba Mahavidyalaya, Salempur, Ballia, Uttar Pradesh	Yes	24	Rahul Yadav Sweta Singh Vinita Yadav	Making milk based products, pottery painting, gift items, decorative items
51.	Seva Nand Pandey Memorial Shikshan AVM Prashikshan Sansthaan, Pandeypur, Takha, Ballia, Uttar Pradesh	Yes	33	Abhi Prasad Sunita Ram Mahima Singh	Making milk based products, pottery painting, gift items, decorative items
52.	Baba Sakhaj Smark Mahavidyalaya, Jakariya Rasta, Ballia, Uttar Pradesh	Yes	36	Babita Yadav James Paul Ritu Singh	Jewellery making, sanitizer and mask making, rain water harvesting, wall hanging and decorative items
53.	Jai Mata Dhulmani Tribhuvan Mahavidyala Ballia, Uttar Pradesh	Yes	58	Sunita Yadav Misha Singh Dipti Kushwaha	Basket making, making sanitizer and mask, survey on local problems, gender discrimination
54.	Jamuna Ram Degree college, Manpur Chit Bara Gaon, Ballia, Uttar Pradesh	Yes	61	Madhu Keshari Priya Verma Neha Yadav	Candle making, painting, sketching, electronic repairing, dress designing, knitting
55.	Smt. Fulehra Smarak Mahila P.G College, Kamtila, Rasra, Ballia, Uttar Pradesh	Yes	23	Priya Singh Pooja Kumari Maya Yadav	Jewellery making, sanitizer and mask making, rain water harvesting, wall hanging and decorative items
56.	Bankay Bahadur Singh P.G. College, Mujaona, Turtipar, Ballia, Uttar Pradesh	Yes	26	Anuradha Kumari Priti Paswan Soni Khatoon	Cooking, painting, rain water harvesting, safe drinking water, jute

	Pradesh				products making
57.	Maa Maturanee Devi Mahavidyalaya, Chandadeeh, Ballia, Uttar Pradesh	Yes	39	Rubi Kumari Vinod Verma Anshu Yadav	Pottery designing, flower making, stitching, boutique designing
58.	Baba Ram Dal Suraj Dev Smarak PG College, Ballia, Uttar Pradesh	Yes	59	Ritesh Kumar Sima Singh Ruchi Singh	Making milk based products, pottery painting, gift items, decorative items
59.	Baba Rishi Dev Singh Mahavidyalaya Dharmapur Karo, Ballia, Uttar Pradesh	Yes	66	Nitaya Singh Priti Singh Priyanka Yadav	Glass painting, weaving, pencil sketching, baking, mask making, gardening
60.	Jai Mauni Baba Deva Girdhari Mahavidhyal Rohana, Ballia, Uttar Pradesh	Yes	29	Arvind Kumar Shashikala Yadav Sweta Pathak	Cooking, toy making, mask making, stitching, glass painting
61.	Swargiya Keshav Prasad Mahavidyalaya, Ballia, Uttar Pradesh	Yes	36	Shabbu Saxena Namrata Singh Aman Singh	Basket making, making sanitizer and mask, survey on local problems, gender discrimination
62.	Ujjwal Singh Mahavidyalaya Khaga, Fatehpur, Uttar Pradesh	Yes	37	Mina Yadav Divya Tripathi Arun Kumar	Pottery designing, flower making, stitching, boutique designing
63.	Ramlalit Singh Mahavidyalaya, Mirzapur, Uttar Pradesh	Yes	63	Ritu Singh Amrita Pal Bhawana Seth	Making milk based products, pottery painting, gift items, decorative items
64.	Hiranand Mahavidyalaya, Narayanpur, Rasoolpur, Rasra, Ballia, Uttar Pradesh	Yes	37	Kumari Mini Anuradha Pandey Seema Yadav	Candle making, Making milk based products, pottery painting, gift items, decorative items
65.	Vivekanand Mahavidyalaya, Ballia, Uttar Pradesh	Yes	21	Deepti Sharma Alka Sharma Kamal Tiwari	Basket making, making sanitizer and mask, survey on local problems, gender discrimination
66.	Aatma Prakash Aadarsh Mahavidyalaya, Gajipur, Uttar Pradesh	Yes	28	Ankita Yadav Monika Yadav Atul Patel	Jewellery making, sanitizer and mask making, rain water harvesting, wall hanging and decorative items

Snapshots - Competitions (Institutional level)



Cluster-Level Competitions

Vocational Education Nai Talim Experiential Learning (VENTEL) Competitions

The VENTEL cluster level competitions for the students studying in DIET and Colleges of Education in West Bengal and Uttar Pradesh were conducted in February 2021. For these competitions, information and guidelines for conducting competitions were shared with principals, coordinators, and participants. The entire competition is based on peer evaluation. For this assessment, parameters were shared with all sixty-six institutions. It was informed to principals of each institution to participate in the cluster-level VENTEL Competition with three winning entries in the month of February 2021. Each institution was intimated for cluster-wise competition (three selections from each cluster), important timelines, steps to be followed by students, and HOD/Faculty. All sixty-six colleges were divided into three clusters-A, B, and C. Competition of Cluster A (twenty colleges of Bankura and

Birbhum districts of The University of Burdwan, West Bengal) was conducted on 11th February 2021 from 1pm to 5 pm in which sixty winners from institutional level competitions had participated, and three students were selected on the basis of peer evaluation. Competition of Cluster B (twenty-three colleges of eight districts-Pratapgarh, Mirzapur, Ballia, Rampur, Prayagraj, Ghaziabad, Amethi, and Deorai of DIET, SCERT, Uttar Pradesh) was conducted on 12th February 2021 from 11.30 pm to 3.30 pm in which sixty-nine winners from institutional level competitions had participated, and three students were selected on the basis of peer evaluation. Competition of Cluster C (twenty-three colleges of six districts-Sultanpur, Mainpuri, Mirzapur, Ballia, Fatehpur, and Gajipur of DIET, SCERT, Uttar Pradesh) was conducted on 13th February 2021 from 11.30 am to 3.30 pm in which sixty-nine winners from institutional level competitions had participated and three students were selected on the basis of peer evaluation. A list of institutions and selected winners are given in the table below:

Table 8: CLUSTER A: List of Institutions and Selected Winners

Sr. No.	Name of Institutions	Date & Time	Number of Participants (60)	Winners
1.	Nikhil Banga Sikshan Mahavidyalaya, Bankura, WB	11 th February 2021 1 PM to 5 PM	1. Ananya Pal 2. Nimai Saha 3. Mampi Nandi 4. Ananya Nandi 5. Puja Pal 6. Avijit Kundu 7. Debojyoti Roy 8. Rinku Nandi 9. Sikha Mandal 10. Doyel Sen 11. Mousami Mondal 12. Indrani Singha 13. Sougata Pal 14. Rumpa Mondal 15. Sonali Garai 16. Puja Dhani 17. Banasree Basu 18. Koushiki Ganguly 19. Arpita Ghosal 20. Barnali Patra 21. Sutapa Mandal 22. Indrajit Mondal 23. Shilpi Debbarma 24. Aruna Tamang 25. Samapti Patra 26. Shikha Sutradhar 27. Biswajit Bauri 28. Madhushree Hazra 29. Saheb Dhara 30. Sikha Kundu 31. Aditi Nandi 32. Priyanka Paul 33. Suman Das 34. Samir Bauri 35. Subarna Mahato 36. Sumit Halder 37. Ankita Das 38. Debjit Samanta 39. Riya Dutta 40. Sanjib Nath 41. Imran Thandar 42. Dipak Sangma 43. Shilpi Pal 44. Dona Mondal 45. Piyali Gorai 46. Anwesha Das 47. Saheli Das 48. Sanjit Das 49. Nataraj Chakraborty 50. Debranjana Goswami 51. Anupriya Mondal 52. Animesh Paul 53. Dipanta Dey 54. Noor Jahan 55. Sudipta Pal 56. Subham Chakraborty 57. Samridha Mukherjee 58. Abhipsa Bhanja 59. Pallabi Paramanik 60. Subham Chatterjee	1. Sumit Halder (Santiniketan Boniad B.Ed. Training Institute, Birbhum, WB) 2. Ananya Pal (Nikhil Banga Sikshan Mahavidyalaya, Bankura, WB) 3. Samridha Mukherjee (Prabhat Jyotirmoyee Educational Research Institute, Birbhum, WB)
2.	Bankura College of Education, Bankura, WB			
3.	Udyog College of Education, Bankura, WB			
4.	Vivekananda College, Bankura, WB			
5.	Uttaran College of Education, Damodarabati, Bankura, WB			
6.	Athena B.Ed. College, Bankura, WB			
7.	Raipur B.Ed. College, Bankura, WB			
8.	Krishnapur Teachers' Training Institute, Birbhum, WB			
9.	Radharani Educational Institute, Bankura, WB			
10.	Joypur B.Ed. College, Bankura, WB			
11.	Sarojini Academy, Bankura, WB			
12.	Swaraj Nagar Teachers' Training College, Bankura, WB			
13.	Santiniketan Boniad B.Ed. Training Institute, Birbhum, WB			
14.	Mahula Sri Ramkrishnan Teachers' Training Institute, Birbhum, WB			
15.	ACC Jain College of Education, Birbhum, WB			
16.	Tarasankar Bandyopadhyay B.Ed. Institution, Birbhum, WB			
17.	Rabindra Nazrul Smriti B.Ed. Educational Institute, Birbhum, WB			
18.	Tarapith College of B.Ed, Birbhum, WB			
19.	Prabhat Jyotirmoyee Educational Research Institute, Birbhum, WB			
20.	R.N. Tagore B.Ed. College, Bankura, WB			

Competitions - Pictures (Cluster A)



Table 9: Cluster B: List of institutions and selected winners

Sr. No.	Name of Institutions	Date & Time	Number of Participants(69)	Winners
1.	Dr Jay Mangal Prathmic Prashikshan Sansthan, Pratapgarh, UP	12th February 2021 11.30 AM to 3.30 PM	1. Smita Singh	1.Moin Khan (Janhit Institute of Education, Ghaziabad, UP)
2.	Gokul Singh Smarak Mahavidyalaya, Pratapgarh,UP		2. Anamika Singh	
3.	Maa Vindhyavasini BTC College, Mirzapur, UP		3. Ruchi Singh	2.Smita Singh (Dr Jay Mangal Prathmic Prashikshan Sansthan, Pratapgarh, UP)
4.	Acharya Sadasivh siksha sansthan, pratapgarh, UP		4. Kiran Yadav	
5.	Maa Bachhi Smarak		5. Sweta Pandey	
			6. Neha Singh	3.Babita Yadav (Late Balram Singh
			7. Jyoti Singh	
			8. Ranjana Yadav	
			9.Sandhya Tripathi	
			10. Ankita Yadav	
			11. Ruchi Tiwari	
			12. Tanuja Dubey	
			13. Anjali Rai	
			14. Renu Singh	

	Mahavidyalaya, UP		15. Sarita Tiwari 16. Sweta Tiwari 17. Somya Singh 18. Shyamrati 19. Swati Tiwari 20. Jagriti Singh 21. Pushpanjali Verma 22. Monika Rawat 23. Suraj Sonakar 24. Vaishnavi Chaudhari 25. Vikas Sharma 26. Sushil Mishra 27. Fool Km Pal 28. Ankita Pandey 29. Pragati Verma 30. Vandana Yadav 31. Karmveer Singh 32. Ram Anoop 33. Ritu Dixit 34. Amrita Gupta 35. Kumari Puja 36. Mridula Gupta	Smarak Mahavidyalaya, Ballia, UP)
6.	Tilakdhari Vindyasini BTC College, Mirzapur, UP			
7.	MSY College, Mirzapur, UP			
8.	Sri Gazanand Shital Yadav Mahavidyalaya, Mirzapur, UP			
9.	Vindhya Mahila Mahavidyalaya, Mirzapur, UP			
10.	Hiranand Mahavidyalaya, Ballia, UP			
11.	DIET, Mirzapur, UP			
12.	Gopal Ji Mahavidyalaya, Ballia, UP			
13.	DIET, Rampur, UP			
14.	BBS Public Degree College and Education Training Institution, Pratapgarh, UP			
15.	Sri Balaji Shaikshik Sansthan, Pratapgarh, UP			
16.	Mangla Devi Smarak P G College, Prayagraj, UP			
17.	Janhit Institute of Education, Ghaziabad, UP			
18.	Amar Singh Satak Mahavidyalaya, Amethi, UP			
19.	DIET, Pakwainer, Ballia, UP			
20.	Late Balram Singh Smarak			
			37. Neha Kumari 38. Kamini Yadav 39. Shiva Singh 40. Pooja Gautam 41. Sunil Kumar 42. Renu Yadav 43. Kavita Saroj 44. Savita Pandey 45. Rohit Yadav 46. Anjali Sharma 47. Shubham Mishra 48. Hemant Singh 49. Chanchal Sharma 50. Vikash Sharma 51. Moin Khan 52. Deepti Singh 53. Kirti Maurya 54. Vineeta Yadav 55. Kavita Gupta 56. Komal Pal 57. Ranjana Singh 58. Babita Yadav 59. Sonali Singh 60. Nidhi Thakur 61. Beauty Singh 62. Anuradha Rai 63. Madhu Tiwari 64. Aannu Rai 65. Sandhya Das 66. Pinki Yadav	

	Mahavidyalaya, Ballia, UP		67. Dipak Kumar 68. Kajal Gupta 69. Arif Khan	
21.	Kisan P G College, Ballia, UP			
22.	Kalpna Rai Degree College, Deorai, UP			
23.	Sona Devi Shikshan AVM Prashikshan Sansthan, Ballia, UP			

Competitions - Pictures (Cluster B)

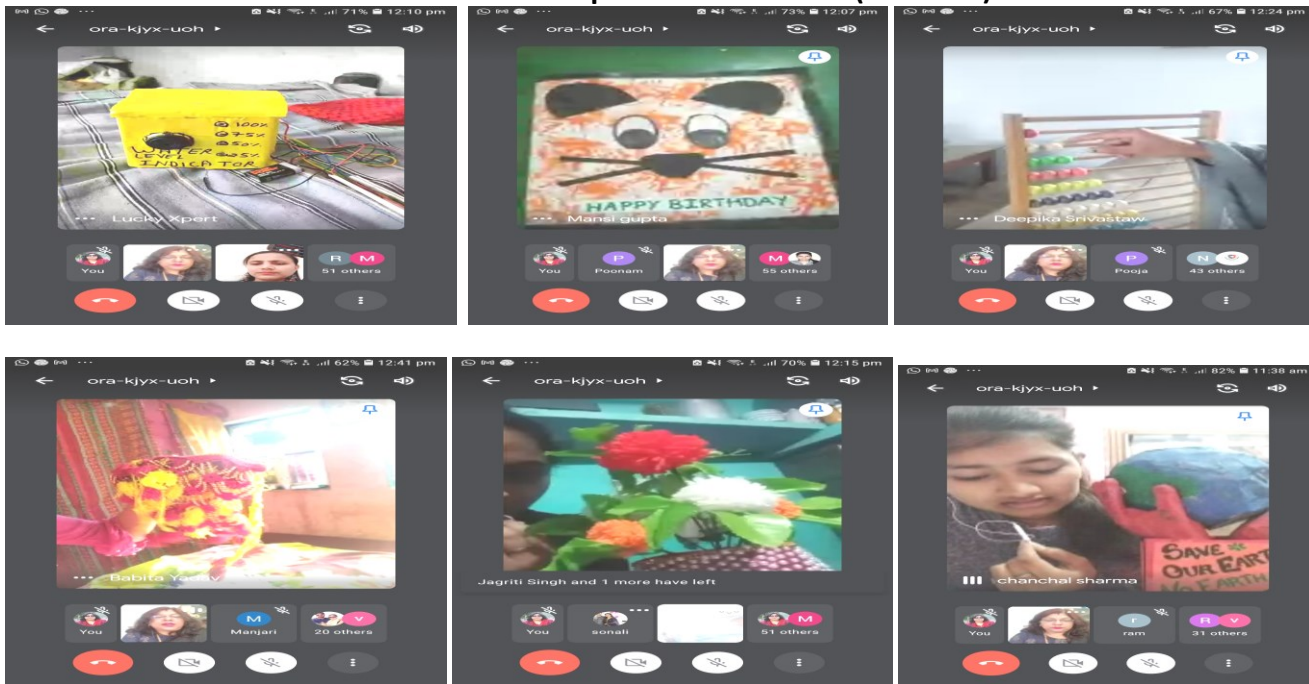


Table 10: CLUSTER C: List of institutions and selected winners

Sr. No.	Name of Institutions	Date & Time	Number of Participants(69)	Winners
1.	Karmyogi Pandit Ram Kishor Tripathi Adhyapak Shikshan Sansthan, Sultanpur, Uttar Pradesh	13th February 2021 11.30 AM to 3.30 PM	1. Mukund Manas Modanwal	1. Mukund Manas Modanwal (Karmyogi Pandit Ram Kishor Tripathi Adhyapak Shikshan Sansthan, Sultanpur, Uttar Pradesh)
2.	Chandra Kamal Mahavidyalaya, Mainpuri, Uttar Pradesh		2. Syed Farhan Ali	
3.	Soni Vikas Shikshan Prashikshan Sansthan, Mirzapur, Uttar Pradesh		3. Suchitra Rao	
4.	Ramlalit Singh Shikshan AVM Prashikshan Sansthan, Mirzapur, Uttar Pradesh		4. Vipin Kumar	
5.	Lalit Krishna Women Institute of Higher Education, Ballia, Uttar Pradesh		5. Rahul Rajput	
6.	Michael's School, Ballia, Uttar		6. Mohammad Naheem	
			7. Rubi Kumari	2. Shadana Sahani
			8. Sanjay Pal	
			9. Mamata Patel	
			10. Varsha Soni	
			11. Sudha Patel	
			12. Babita Kumari	
			13. Nitu Singh	
			14. Pooja Bharti	
			15. Shreya Singh	

	Pradesh		16. Roshni Singh 17. Shivani Singh 18. Jyoti Pandey 19. Rahul Yadav 20. Sweta Singh 21. Vinita Yadav 22. Abhi Prasad 23. Sunita Ram 24. Mahima Singh 25. Babita Yadav 26. James Paul 27. Ritu Singh 28. Sunita Yadav 29. Misha Singh 30. Dipti Kushwaha 31. Madhu Keshari 32. Priya Verma 33. Neha Yadav 34. Priya Singh 35. Pooja Kumari 36. Maya Yadav	(Baba Rishi Dev Singh Mahavidyalaya Dharmapur Karo, Ballia, Uttar Pradesh)
7.	Srinath Baba Mahavidyalaya, Salempur, Ballia, Uttar Pradesh			
8.	Seva Nand Pandey Memorial Shikshan AVM Prashikshan Sansthaan, Pandeypur, Takha, Ballia, Uttar Pradesh			
9.	Baba Sakhaj Smarak Mahavidyalaya, Jakariya Rasta, Ballia, Uttar Pradesh			
10.	Jai Mata Dhulmani Tribhuvan Mahavidyalaya Ballia, Uttar Pradesh			
11.	Jamuna Ram Degree college, Manpur Chit Bara Gaon, Ballia, Uttar Pradesh			3.Sana Parveen (Baba Rishi Dev Singh Mahavidyalaya Dharmapur Karo, Ballia, Uttar Pradesh)
12.	Smt. Fulehra Smarak Mahila P.G College, Kamtila, Rasra, Ballia, Uttar Pradesh			
13.	Bankay Bahadur Singh P.G. College, Mujaona, Turtipar, Ballia, Uttar Pradesh		37. Anuradha Kumari 38. Priti Paswan 39. Soni Khatoon 40. Rubi Kumari 41. Vinod Verma 42. Anshu Yadav 43. Ritesh Kumar 44. Sima Singh 45. Ruchi Singh 46. Puja Gupta 47. Sana Parveen 48. Shadana Sahani 49. Arvind Kumar 50. Shashikala Yadav 51. Sweta Pathak 52. Shabbu Saxena 53. Namrata Singh 54. Aman Singh 55. Mina Yadav 56. Divya Tripathi 57. Arun Kumar 58. Ritu Singh 59. Amrita Pal 60. Bhawana Seth 61. Kumari Mini 62. Anuradha Pandey 63. Seema Yadav 64. Deepti Sharma 65. Alka Sharma 66. Kamal Tiwari 67. Ankita Yadav 68. Monika Yadav 69. Atul Patel	
14.	Maa Maturanee Devi Mahavidyalaya, Chandadeeh, Ballia, Uttar Pradesh			
15.	Baba Ram Dal Suraj Dev Smarak PG College, Ballia, Uttar Pradesh			
16.	Baba Rishi Dev Singh Mahavidyalaya Dharmapur Karo, Ballia, Uttar Pradesh			
17.	Jai Mauni Baba Deva Girdhari Mahavidhyal Rohana, Ballia, Uttar Pradesh			
18.	Swargiya Keshav Prasad Mahavidyalaya, Ballia, Uttar Pradesh			
19.	Ujjwal Singh Mahavidyalaya Khaga, Fatehpur, Uttar Pradesh			
20.	Ramlalit Singh Mahavidyalaya, Mirzapur, Uttar Pradesh			
21.	Hiranand Mahavidyalaya, Narayanpur, Rasoolpur, Rasra, Ballia, Uttar Pradesh			
22.	Vivekanand Mahavidyalaya, Ballia, Uttar Pradesh			
23.	Aatma Prakash Aadarsh Mahavidyalaya, Gajipur, Uttar Pradesh			

Competitions - Pictures (Cluster C)

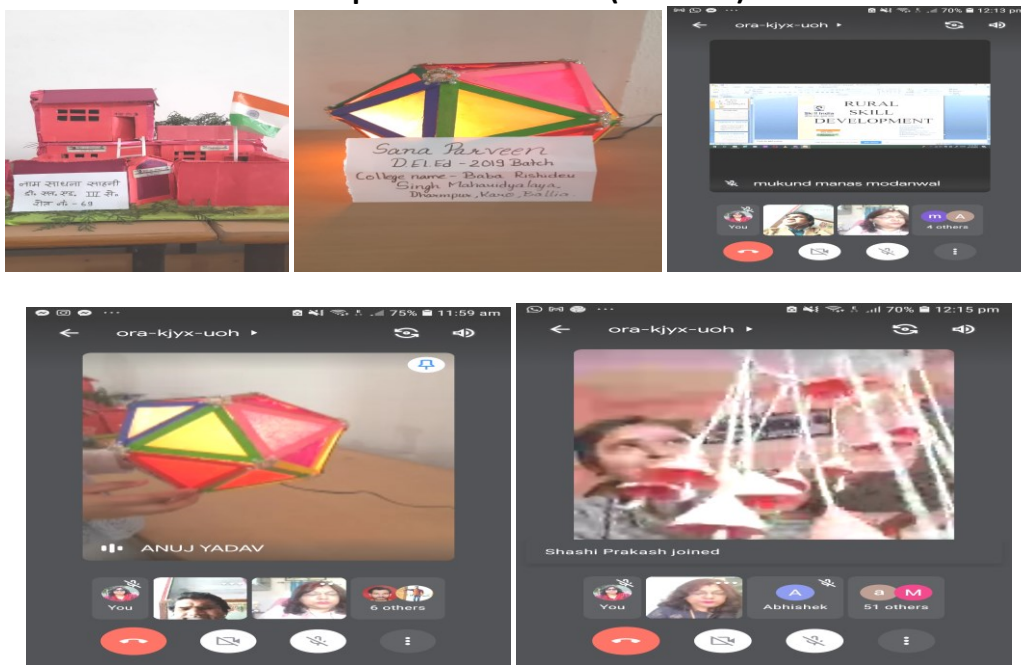


Table 11: List of Selected winners of Cluster level competitions

Sr. No.	Cluster	Date & Time	Name of Winners	Name of Institutions	Business Plans
1.	A	11 th February 2021 1 pm to 5 pm	1. Sumit Halder 2. Ananya Pal 3. Samridha Mukherjee	Santiniketan Boniad B.Ed. Training Institute, Birbhum, WB Nikhil Banga Sikshan Mahavidyalaya, Bankura, WB Prabhat Jyotirmoyee Educational Research Institute, Birbhum, WB	Craft & Bioplastic Milk products & Water conservation Bag & Decorative items
2.	B	12 th February 2021 11.30 am to 3.30 pm	1. Moin Khan 2. Smita Singh 3. Babita Yadav	Janhit Institute of Education, Ghaziabad, UP Dr Jay Mangal Prathmic Prashikshan Sansthan, Pratapgarh, UP Late Balram Singh Smarak Mahavidyalaya, Ballia, UP)	Water level indicator & craft Cooking & Mask Soft toys & Decorative items
3.	C	13 th February 2021 11.30 am to 3.30 pm	1. Mukund Manas Modanwal 2. Shadana Sahani 3. Sana Parveen	Karmyogi Pandit Ram Kishor Tripathi Adhyapak Shikshan Sansthan, Sultanpur, Uttar Pradesh Baba Rishi Dev Singh Mahavidyalaya Dharmapur Karo, Ballia, Uttar Pradesh Baba Rishi Dev Singh Mahavidyalaya Dharmapur Karo, Ballia, Uttar Pradesh	Rural skill development & start up business Ecofriendly School model Table Lamp & Decorative items

Reflections and Implications

Reflections on the workshops

Experienced knowledge about the integration of four VENDEL areas such as vocational education, self-reliance, swachhta and health and community engagement. Got the scope about excellent B.Ed. and school curriculum integration ideas such as Nai Talim, experiential learning, community engagement and case study, Gandhian philosophy, constructivism and contextualized learning, entrepreneurship training for teachers, teacher education for entrepreneurship education, philosophical perspectives in education in social context, activity theory of learning by Gandhi and Tagore (Hand-Heart-Head), Dewey's Discovery theory of learning, psychology of childhood and Adolescence, understanding childhood, learning styles in children, Howard Gardner's Multiple Intelligence Theory for understanding children, perspectives on learning, learning as a process and an outcome, Vygotsky Constructivist approach in learning, types of learning like Factual, Contextual, Conceptual, Associations, Procedural, Rules, Principles, Generalizations, Pedagogy of school subject, learning objectives of Mathematics, Science, Social Science and Language, Bloom's Taxonomy, Anderson and Krathwohl's Taxonomy, writing learning objectives like Remembering, Understanding, Applying, Analyzing, Evaluating, Creating, illustrations on learning objectives for upper primary, secondary and higher secondary stages, learning objectives in the constructivist Perspective, pedagogical shift, planning teaching learning experiences, life skills, self-development, assessment of learning, dimensions and levels of learning, health and physical education, physical well-being, role of institutions, reflective reading, environmental education, ICT mediation in teaching learning, promote the new National Education Policy 2020 concepts for the implementation of vocational education and experiential learning.

Reflections on the Business Plans

Experienced generation of "wealth and well-being out of waste products, felt a great sense of contribution to the Nation's swachhta and health mission, self-reliance, community development, rural development, generation of employability through the promotion of vocational education and experiential learning and promote entrepreneurship among the college students for their start-up business.

Plan for Further Action

The aforesaid action plan has given the stakeholders maximum that it envisioned; however, the students' and teachers' development is an incremental, ever-ending, and dynamic process. The results of the action plan should be recorded in the database centrally to maintain transparency in monitoring and evaluation of such training programs. The succession plan

should evolve with students, societal and market needs, skill gaps, and feedback through rigorous need analysis that can attend to feedback received after the sessions. Pre-planned schedule of workshops/training programs, drawing clear responsibilities for learners, principals/HOIs, resource persons/trainers with a focus on reflection and iteration may affluence the execution and transfer of learning. Examining the existing content, plan of action, schedules, and availability of resource persons direct us to design, evolve, develop, implement and then evaluate the existing plans for added course of action to get more improved results. The students and institutions are to be provided with concrete plans, aims and objectives, mission and vision, and the content (word documents, brochures, slides, presentations, videos, etc.). We can develop in-house knowledge; customize the content and resources to build capacities for future training programs. Using the available assets, if any, or facilitating institutions with the software, computing equipment, trainers, content, and technical support required for future training programs will build trust, autonomy and sense of belonging. Continuous evaluation of run-on programs through surveys, students-teachers-trainers' feedback, and seeking suggestions may lead to a re-evaluation of the training tasks, modules as per the conditions and changes.

Preparing and implementing robust and authenticated evaluation criteria and performance metrics for the effectiveness of the training/workshops would indubitably deliver more inputs for the succession/blueprint to save us from trouble and head-scratching later on. The blueprint will provide access to development and career advancement opportunities to all students equally and fairly. Recognizing and nominating "Student Ambassador" or "VENDEL Ambassador" from the talented, artistic, proven, and established students may lead and inspire the students to pursue and attend the training with motivation and better prospects. Finally, designing a blueprint or succession plan for stakeholders needs cautious planning and a lot of thought to realize the tangible but giant dream of becoming "Aatamnirbhar Bharat".

During cluster workshops VENDEL Cell were constituted in all institutions. Among those institutions sixty six institutions were covered in institutional workshops. During workshops all cells were activated and students had submitted student Action Plans. Students had oriented through several sessions about activities in student action plan, preparation, execution and documentation. For this continuous monitoring, evaluation, more orientation sessions, more workshops, standard operating procedures, competitions and conferences are required for the successful execution and implementation of VENDEL Action Plans. Head of the institutions are required to keep activation of VENDEL Cells in their institutions and continuously and regularly student motivation is required for

proper execution of student action plans. Resource persons are required to be in continuous and regular touch with head of institutions for proper guidance, support, evaluation, monitoring and orientation.

Conclusion

The aforesaid action report gives us substantial thought to promote vocational education among HEIs not only to a few institutions in a few states (U.P. and West Bengal in the current study) but should become a driving force to involve each learner across the region, caste, culture, language, religion, and state to convert the efforts of MGNCRE into a mass movement. This is a seminal attempt to impart knowledge on various activities with the concept 'Learning by doing' and the future plans may capitalize on the existing relationship with students and institutions to research and what students and teachers would like to take forward. The resource person under the vibrant leadership conducted a total of three cluster-level workshops, which have shown tremendous interest and participation from the students, teachers, and HEIs. Furthermore, the feedback data reveal three key areas of change: students' positive and constructive attitude; better student-teacher communication, community collaboration; and, teacher-student wellbeing, which is utmost required to shape the students' career to bring autonomy, enhance confidence, and better socio-economic conditions. Similar training and workshops may act as a catalyst to make the best use of students' immense potential to compensate for the opportunities missed and time lost because of uncertainty ballooning over and around us. The students learn about different professions, develop skills and knowledge, advance competence, proficiency, work cultures, perspectives, and global events. Our country is ready to become 'Aatmanirbhar' and a 5-trillion economy but a few daunting challenges: unemployment, unskilled manpower, lack of experts, training, and professional development opportunities, which could be turned into opportunities to build skilled and empowered youth to be employable and contribute to self and nation's development. Finally, the report concludes that VENTEL under MGNCRE has the given capability to steer a nation's growth, but needs concrete planning, quality curriculum and content, improved infrastructure, and experts for sustainable development.

References

- Coghlan, D. and Brannick, T. (2010) *Doing Action Research in your own organization*, Sage Publications, Thousand Oaks.
- Dewar, J. (2005, June). E-mail to academic staff. Griffith University, Brisbane.
- Daniel, A. (2015). *Rethinking US Education Policy. Paradigms of the Knowledge Economy*. Palgrave Macmillan. ISBN 978-1-349-69297-2 ISBN 978-1-137-47556-5 (eBook).
- Daniele, M. (2015). *Enterprise Education in Vocational Education. A Comparative Study Between Italy and Australia*. Palgrave Macmillan. ISBN 978-1-349-55970-1 ISBN 978-1-137-55261-7 (eBook).
- Illeris, K. (2009) "Transfer of learning in the learning society: How can the barriers between different learning spaces be surmounted, and how can the gap between learning inside and outside schools be bridged?" *International Journal of Lifelong Education*, Vol. 28, No. 2, pp. 137–148.
https://www.researchgate.net/publication/228457557_Academic_Vocational_Training_Bridging_the_gap_Between_Educational_Space_and_Work_Space [accessed Jan 30 2021].
- Jagannathan, S. (2013). *Education and Skills in Asia: Responding to Greening Economies*. In Maclean, R, Jagannathan, S, Sarvi, J. (2013). Edited Book- Published Version Skills Development for Inclusive and Sustainable Growth in Developing Asia-Pacific Technical and Vocational Education and Training: Issues, Concerns and Prospects, No. 19.
- Joao Leitaoed., *Entrepreneurship, Human Capital, and Regional Development. Labor Networks, Knowledge Flows, and Industry Growth (15-28)*. Springer International Publishing Switzerland. ISBN 9783319128702, ISBN 9783319128719 (eBook).
- Lucie, C. (2016). *Immigration Policies and the Global Competition for Talent*. B. Guy Peters and Philippe Zittoun (ed.), *International Series on Public Policy*. Palgrave Macmillan. ISBN 9781137571557 ISBN 9781137571564 (eBook).
- Maria, R.C., Cristina, C., Florinda, M., & Maria, del P.M.D. (2015). *Entrepreneurship Capital and Regional Development: A Perspective Based on Intellectual Capital*. In Rui Baptista and *New Education Policy 2020*.
- Regine, S. (2015). *Employability versus Capability: European Strategies for Young People*. In Hans-Uwe Otto (ed.), *Facing Trajectories from School to Work. Towards a Capability-Friendly Youth Policy in Europe*(361-386). Springer International Publishing Switzerland. ISBN 9783319114354 ISBN 9783319114361 (eBook).
- Revans, R. (1980) *Action learning: New techniques for management*, Blond & Briggs, London
- Sabharwal, M. (2013). *Education, Employability, Employment, and Entrepreneurship: Meeting the Challenge of the 4Es*. In R. Maclean et al. (eds.), *Skills Development for Inclusive and Sustainable Growth in Developing Asia-Pacific*, Chapter 4 (67-87), DOI 10.1007/978-94-007-5937-4_4, # Asian Development Bank 2013. Retrieved from <https://core.ac.uk/download/pdf/81552944.pdf>
- Team Lease Services and Indian Institute of Job Training (2012). *Massifying Indian higher education: The access and employability case for community colleges*. India

Labor Report. Retrieved from https://indiaemployerforum.files.wordpress.com/2018/02/teamlease_labor_report_2012_1.pdf

- World's billionaires have more wealth than 4.6 billion people. Published: 20th January 2020 <https://www.oxfam.org/en/press-releases/worlds-billionaires-have-more-wealth-46-billion-people>

About the Author: Dr. Savita Mishra is Principal, Vidyasagar College of Education, Phansidewa, Darjeeling, West Bengal. She has seventeen years of experience in teaching and research activities. She has been motivating teachers and students to come up with innovative ideas for the progressive development of teaching-learning process. She is committed to professional ethics and standards of practices and keeps herself abreast with the latest developments in teacher education. She is continuously engaged in organizing National and International level conferences, webinars and workshops for dissemination of knowledge and expertise to the stakeholders of education. She has written more than seventy research articles in reputed National and International journals and authored 37 books. She has also developed a psychological tool for assessing Attitude towards Science. She is the Vice-President of Council of Teacher Education (Eastern Zone); Scientist, IAEC; Member of Board of Studies, National resource person and Coordinator of MGNCRE, Ministry of Education, Government of India, Reviewer and member of advisory and editorial board of national and international journals, Founder and Secretary of Ranidanga Yashoda Educational Society and Visiting Professor of some of the Universities including Academic Staff Colleges. She was awarded Best Teacher Award 2010 from Sikkim Central University, Best Principal Award 2020, Best Academician Award 2020 and Excellent Achiever Award 2020. She has also been included in the list of 'Leading Educationists of the World' by IBC, Cambridge, London.

Annexures

Annexure 1: Report on Activities received from institution

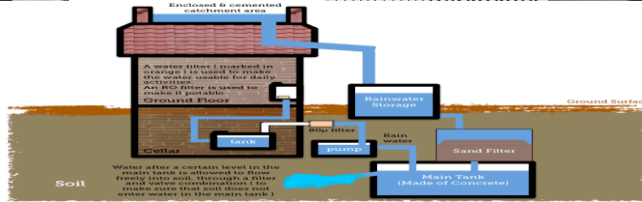


Report on Activity(ies) Conducted during MGNCRE's VENDEL Viveka Subhashitam Month from 27 Dec 2020 to 26 Jan 2021

Theme : Be Good Individually & Community Wise Do Good

1.	Name of Institution	Nikhil Banga Sikshan Mahavidyalaya (Govt. Aided B.Ed. & B.P.Ed. College)
2.	Location of Institution	Bishnupur, Bankura, West Bengal, 722122
3.	District of Institution	Bankura
4.	State of Institution	West Bengal
5.	University Affiliated to	The University of Burdwan
6.	Name of Principal	Dr. Bhim Chandra Mondal
7.	Whatsapp Number of Principal	9434113667
8.	E Mail Id	bhimsttc@gmail.com
9.	VivekaSubhashitam Month Activity(ies)	<ol style="list-style-type: none"> 1. Vocational Education(Making Milk Based Product) 2. Self-reliance(Water Conservation) 3. Swachhta & Health (Safe Drinking Water) 4. Swachhta & Health (Post Covid-19 Sanitisation)
10.	Objective(s)	<ol style="list-style-type: none"> 1. To be pragmatist and self-confident. 2. To make aware in the society 3. To overcome unhealthy activities. 4. To ensure sustainable development.
11.	Outcome(s)	
12.	Names of Faculty Members involved in the activity(ies)	<ol style="list-style-type: none"> 1. Dr. Nityananda Karmakar 2. Dr. Kalpataru Mondal
13.	Was/Were the activity(ies) assigned to students in teams or individually?	Activities were assigned individually.
14.	Brief description of the activity(ies)	<ol style="list-style-type: none"> 1. To make milk based product originally. 2. To conserve water for betterment in future. To aware for safe drinking water to long live and safe life. 4. To control over life style in post Covid 19 situation
15.	Activity(ies) Implementation dates/time frame	From 27/12/2020 - To 26/01/2021
16.	Activity(ies) implementation methodology	<ol style="list-style-type: none"> 1. Questionnaire 2. Interview Schedule 3. Poster Presentation 4. Campaigning 5. Observation 6. Field visit
17.	Activity(ies) link to VENDEL	Related to different VENTEL theme and Sub-Themes i.e. Vocational Education, Self-Reliance, Swachhta & Health Education etc.
18.	Feedback from Students about the activity(ies)	Students are Interested to do these voluntarily. They look forward to take part lively in future for sharpening both research work & social work through these activities.
19.	Feedback from Faculty about the activity(ies)	Faculties helped students with guidance and motivation to promote these works. They want to organise these kind of workshop in college as live and face to face mode in future.
20.	Feedback from Principal about the activity(ies)	Principal looks forward to make such kind of activities throughout the year with drilling and practicing during B.Ed. & B.P.Ed. Training as part and parcel of the Internal assessment.
21.	List of students who contributed to these activity(ies)	<ol style="list-style-type: none"> 1. Ananya Pal-(B.Ed. Dept.) 2. Nimai Saha- (B.P.Ed. Dept.)

Photographs: by- 1. Ananya Pal (B.Ed. Dept) & 2. Nimai Saha (B.P.Ed. Dept)



Date: 05/02/2021

Bhim Chandra Mondal

Place: Bishnupur

Name of Principal:

(Dr. Bhim Chandra Mondal)

Annexure 2: Commitment letters



**Mahatma Gandhi National Council of Rural Education (MGNCRE)
Hyderabad
National Level Competition for VENDEL Action Plan**



**(Best VENDEL Activities implemented in Teacher Education Institutes)
Oct 2020-Feb 2021**

Fill in this document pdf it and mail to drsavitam08@gmail.com/mishrasavita.hce@gmail.com

You would have to prepare a VENDEL Activity Implementation Document. The following are the steps to follow:

1. Implement any two activities that you chose under Vocational Education/ Self Reliance/Swachhta and Health in the online form that you filled during the VENDEL Online Workshop
2. Fill in the Word Doc and PowerPoint Presentation template

I express my willingness to participate in the VENDEL Action Plan Competition. Here are my details for the same.

Your Name:	Mongaldip Singh	Course :D Ed/B Ed/M Ed/B.P.Ed	B. P. Ed
Year: I/II	2nd year	Sem: I/II/III/IV	3rd sem
College Name:	Nikhil Banga Sikshan Mahavidyalaya	Place:	Bishnupur
State:	West bengal	Email ID:	Mongaldip.ms@gmail.com
Contact Number:	8145553373	Digital Signature of the Participant	<i>Mongaldip Singh</i>

Annexure 3

VENTEL_Student Submission_Suggested PPT Template_2020-21
VENTEL_Student Submission_Suggested Word Doc Template_2020-21

General Guidelines :

Line spacing: 1.15, Font: Calibri, Font Size: 11

National Level Competition for VENTEL Action Plan (Best VENTEL Activities implemented in Teacher Education Institutes) Oct 2020-Feb2021

Fill in this document pdf it and mail to drsavitam08@gmail.com/mishrasavita.hce@gmail.com

You would have to prepare a VENTEL Activity Implementation Document. The following are the steps to follow:

1. Implement any two activities that you chose under Vocational Education/ Self Reliance/Swachhta and Health in the online form that you filled during the VENTEL Online Workshop
2. Fill in the Word Doc and PowerPointPresentation template

I express my willingness to participate in the VENTEL Action Plan Competition. Here are my details for the same.

Implement and showcase your activities' implementation and outcome/impact through presentation of PPT (use the template shared) and Word Doc to your peer group and VENTEL Cell committee members

Deadline: 18 January 2021

Institutional Level Best three VENTEL Activities implemented will be chosen by VENTEL Cell

Deadline: 26 January 2021

Cluster Level VENTEL Activity Presentation - Best three will be chosen

Tenatively : First Week of Feb 2021

Regional Level VENTEL Activity Presentation - 9 Cluster Level Entries

Practice Session : Tenatively : 2nd week of February 2021

National Level VENTEL Activity Presentation : All 9 Cluster Level Entries

Last Week of February 2021

Your Name:	Anannya pal	Course :D Ed/B Ed/M Ed	B Ed
Year: I/II	II	Sem: I/II/III/IV	III
College Name:	Nikhil Banga Sikshan Mahavidyalaya	Place:	Bishnupur, Bankura
State:	West Bengal	Email ID:	anannyapal123@gmail.com
Contact Number:	8391095405	Digital Signature of the Participant	<i>Anannya Pal.</i>

Annexure 4
 VENTEL_StudentSubmission_Suggested PPT Template_2020-21
 VENTEL_StudentSubmission_Suggested Word Doc Template_2020-21

General Guidelines :

Line spacing: 1.15, Font: Calibri, Font Size: 11

Mahatma Gandhi National Council of Rural Education (MGNCRE)
 Hyderabad

National Level Competition for VENTEL Action Plan
(Best VENTEL Activities Implemented in Teacher Education Institutes)
 Oct 2020-Feb2021

Fill in this document pdf it and mail to
 drsavitam08@gmail.com/mishrasavita.hce@gmail.com

You would have to prepare a VENTEL Activity Implementation Document. The following are the steps to follow:

1. Implement any two activities that you chose under Vocational Education/ Self Reliance/Swachhta and Health in the online form that you filled during the VENTEL Online Workshop
2. Fill in the Word Doc and PowerPointPresentation template

Implement and showcase your activities' implementation and outcome/impact through presentation of PPT (use the template shared) and Word Doc to your peer group and VENTEL Cell committee members
 Deadline: 18 January 2021

Institutional Level Best three VENTEL Activities implemented will be chosen by VENTEL Cell
 Deadline: 26 January 2021

Cluster Level VENTEL Activity Presentation - Best three will be chosen
 Tentatively : First Week of Feb 2021

Regional Level VENTEL Activity Presentation - 9 Cluster Level Entries
 Practice Session : Tentatively : 2nd week of February 2021

National Level VENTEL Activity Presentation : All 9 Cluster Level Entries
 Last Week of February 2021



I express my willingness to participate in the VENTEL Action Plan Competition. Here are my details for the same.

Your Name:	ANURADHA	Course :D Ed/B Ed/M Ed	D.ed.ed
Year: I/II	2nd year	Sem: I/II/III/IV	III
College Name:	Hrishanand Mahavidyalay Rasulpur Narayanpur Kasarpalga	Place:	Souraj Bharati
State:	U. P.	Email ID:	annmiss1996@gmail.com
Contact Number:	7054068308	Digital Signature of the Participant	Anuradha

Annexures
 VENTEL_StudentSubmission_Suggested PPT Template_2020-21
 VENTEL_StudentSubmission_Suggested Word Doc Template_2020-21

General Guidelines :
 Line spacing: 1.15, Font: Calibri, Font Size: 11

Annexure 5: Presentation video links

1.  VID-20210130-WA0091.mp4
2.  VID-20210131-WA0016.mp4

Annexure 6: Presentation Slides

Vocational Education

(ANANNYA PAL, NIKHIL BANGA SIKSHAN MAHAVIDYALAYA, BURDWAN UNIVERSITY, B.ED, SEM III, 2019-2021)

Pictures
Videos

Pictures and videos

SKILLS/CONCEPTS & SUBJECTS

- Demonstration skills @ Eco-Beet reliance
- Water conservation (Rain water Harvesting)
- It reduces soil erosion and food hazards by collecting rain water and reducing the flow of storm water to prevent urban flooding.
- promoting the ecological and environmental sustainability

WAY FORWARD

1. Should cover :Rainwater harvesting; rooftop rainwater harvesting, design, water quality, economic benefit, social issues, climate change
2. The rain will collect in gutters that channel the water into downspouts and then into some sort of storage vessel. **Rainwater** collection systems can be as simple as collecting rain in a rain barrel or as elaborate as **harvesting rainwater** into large cisterns to supply your entire household demand.
3. As this project meet the crises of water as well as drinking water, so local authority and government should take proper step and tender help for this project

Self Reliance

(ANANNYA PAL, NIKHIL BANGA SIKSHAN MAHAVIDYALAYA, BURDWAN UNIVERSITY, B.ED, SEM III, 2019-2021)



**CONDUCTING SURVEY ON LOCAL PROBLEMS
VENTEL ACTION PLAN**



**SUBMITTED BY :- ROSHNI SINGH
DIET MIRZAPUR
D.E.D. 2019 (3rdsem)**



**DISTRICT INSTITUTE OF EDUCATION & TRAINING
PATEHARA KALA MIRZAPUR**

VENTEL ACTION PLAN

**PROJECT WORK :- MAKING A BASKET BY USING
MACRAME THREAD**

PREPARED BY
KARMVEER SINGH
ROLL NO 21

₹ ± ρ ± ḡ i ṁ ∞

ḡ Aḡ £ Π
 æḡ ḡ Aḡ 1 Γ ṁ ḡ π [ḡ ρæḡ ρ π Σ ḡ Π
 } æḡ ḡ ḡ π ḡ [ḡ ḡ y π ḡ - y π ḡ æḡ Π
 ḡ ḡ ḡ ḡ ± ḡ ḡ ḡ) ḡ ḡ ḡ ḡ ± ḡ ḡ
 π Σ ḡ ḡ



संस्कृत विज्ञान

संस्कृत विज्ञान
 यथा यथा नोपैतद्विज्ञानं - यथा यथा
 धर्मो रक्षति रक्षितः - यथा यथा
 यथा यथा नोपैतद्विज्ञानं - यथा यथा
 धर्मो रक्षति रक्षितः - यथा यथा



DIET MIIRZAPUR

Submitted by:-
 Ram Anoop

Activity Name

Vental Action plan

TILAKDHARI BINDHYBASENI B.T.C. COLLEGE

BANWARIPUR KUSHAHA CHHANBEY MIRZAPUR-460013

VENETAL PROGRAM COMPETITION

Name : KM SHWETA TIWARI
 Father Name : PRABHASHANKAR TIWARI
 College Name : TILAKDHARI BINDHYBASENI
 B.T.C. COLLEGE BANWARIPUR
 KUSHAHA CHHANBEY MIRZAPUR
 District : MIRZAPUR
 State : UTTAR PRADESH
 Course : D.ELED.
 Semester : THIRD SEMESTER
 Contact No. : 6306447171
 Email ID : prabhakartiwari104@gmail.com



Event-1 : Door Pose



Event-2 : Table Pose



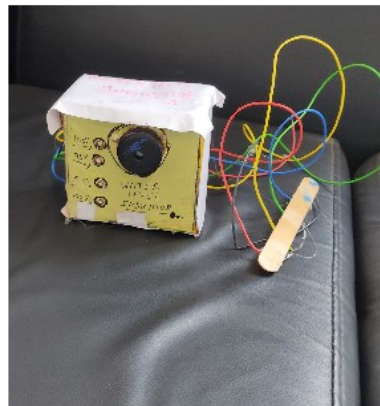
Page 3 out of 3



ANTI THEFT ALARM
 VENETAL ACTION PLAN

SUBMITTED BY

Name : Vikash sharma
 Collage name : Janhit institute of
 education
 District : Ghaziabad
 State : Uttarpradesh
 Course : BBA
 Semester : 1st
 Contact no : 9870908015
 E-mail id : vikashsharmardx@gmail.com



WATER LEVEL INDICATOR

VENETAL ACTION PLAN

SUBMITTED BY

Name - Moin khan
 College name - Janhit Institute of education
 District- Ghaziabad
 Semester- 1st
 Contact no - 6396185780
 Email id - moinchoudhary139@gmail.com

3. Promotion of Vocational Education in Higher Educational Institutions in the States of Rajasthan and Uttar Pradesh

An Action Research Project

Aishwariya Upadhyay

Abstract

This Action Research Project explores the Institutionalization of Vocational Education and Experiential Learning in the Educational Institutions of Rajasthan and Uttar Pradesh. The vocational activities to inculcate experiential learning principles in student teachers in the Higher Educational Institutions were intended by the initiative - Vocational Education, Nai Talim, Experiential Learning Action Plan (VENTEL AP). Vocational Education gets students a chance to hone their skills while making money. Due to the nature of the skills it imparts, it is considered fruitful when compared to academic education. Vocational education makes student specialized and therefore they have more chances of employment as compared to others. This type of education is a great asset to the economy. It makes an individual responsible and independent.

Key Words: Action Research, Nai Talim, Experiential Learning, Vocational Education, Skill Development, Employment

Vocational Education

As quoted by Conrad Burns, "Vocational education programs have made a real difference in the lives of countless young people nationwide, they build self-confidence and leadership skills by allowing students to utilize their unique gifts and talents."

Vocational Education is defined as the education that is based on occupation and employment. It can also be called as Career and Technical Education (CTE) or Technical and Vocational Education and Training (TVET). It involves doing practical activities like specific trades, crafts etc. Vocational Education mostly involves inculcating the procedural knowledge to do an activity (Kaushik, 2014, 55). In India, the National Council for Vocational Training is the advisory body set up by the Government in 1956. The council is entrusted with the responsibilities of prescribing standards and curricula for craftsmen training, advising the Government of India on the overall policy and programs, conducting All India Trade Tests and awarding National Trade Certificates (Ministry of Skill Development and Entrepreneurship).

Vocational Education can be pursued on full-time and Part-time basis in India. Full time courses are often offered by the I.T.I (Industrial Training Institutes) whereas part time courses are offered by state universities and boards. The technical and vocational education and training system (TVET) in India develops human resource through a three-tier system (Kaushik, 2014, 56):

- a. Graduate and post-graduate level specialists (e.g. IITs, NITs, and engineering colleges) trained as engineers and technologists.
- b. Diploma-level graduates who are trained at Polytechnics as technicians and supervisors.
- c. Certificate-level for higher secondary students in the vocational stream and craft people trained in ITIs as well as

through formal apprenticeships as semi- skilled and skilled workers.

States Covered

Rajasthan

Rajasthan is the largest state in India, it has about 10.4% of India's total area and is located in the western side of the country. The state is divided into 33 districts. Over the 1990s and early 2000s, enrolment rates at the primary level were rising and gender gap converging, though female enrolment rate is still to catch up with that of male. There also exist considerable differences across districts in the State. As per survey in 2012, overall literacy varies from 55.58 percent (Jalore) to 77.48 percent (in Kota) (Purohit, n.d., 121).

Govt. ITI Jodhpur established in Nov. 1958, is located in Shashtri Nagar, Jodhpur Rajasthan and Spread in 7 acres Campus. The Institute is accredited by the National Vocational Training Council (NCVT) and provides employment oriented vocational training to unemployed youth. The institute provides training on modern machinery as per latest technology. The Following six trades were started at the time of inspection of this Institute are Fitter, Turner, Electrician, Welder, Mechanic (motor vehicle) and Draughtsman (Mechanical). At Present, the Institute imparts training according to the standards and parameters fixed by NCVT in 18 Engineering and 5 Non Engineering Trades.

Uttar Pradesh

Uttar Pradesh is the most populous state in India. It has about 200 million inhabitants and is located in the northern side of the country. The state is divided into 75 districts. There are a total of 866,361 primary schools and 8,459 high secondary schools in Uttar Pradesh. The endeavor of the UP government is to spread education to the remote regions of the state, especially to the villages in Uttar Pradesh. Greater

number of schools in Uttar Pradesh are affiliated to the Uttar Pradesh Madhyamik Shiksha Parishad, also known as the Uttar Pradesh board. The Vocational examination council was established in 1988. The Major works of the council are to select candidates for admission in Government and Private Industrial Training Institute of State and to organise examination of National Vocational/National Apprenticeship Council, Government of India for candidates of Government and Private Institutes after training. Selection for training in Government and Private Industrial Training Institute of the state on the basis of " Merit in Educational Qualification" in 67 different trades in which 107362 seats under N.C.V.T (National Council of Vocational Training) and 16579 seats under S.C.V.T (State Council of Vocational Training) courses are available for admissions and 375835 seats for Private Industrial Training Institutes under N.C.V.T (National Council of Vocational Training).

Districts Covered

List of Districts Covered in Rajasthan

Alwar, Baran, Banswara, Barundhan, Botad, Bundi, Bijnor, Darbhanga, Sawai Madhopur, Karauli, Jaipur, S.A.S Madhopur, Sangaria, Sikar, Sri Ganganagar, Tonk in Rajasthan; and Dhampur Deoria, Vaishali districts in Uttar Pradesh.

Universities Covered

District Institute for Education and Training (DIET) Bijnor-

Primary and Junior Schools are located in 11 blocks of District Bijnor. There are several engineering colleges in District Bijnor and a government engineering college is located in Chandpur. Navodaya Vidyalaya Tehsil is located in Chandpur.

Maharaja Ganga Singh University -

Maharaja Ganga Singh University, Bikaner (formerly named as the University of Bikaner, Bikaner) has been established by the University of Bikaner Act, 2003 (Act No. 13 of 2003), the Rajasthan Gazette Extraordinary Part-4(Ka), published on June, 07, 2003 as a new State University

University of Kota -

The University of Kota was established in the year 2003 by the Government of Rajasthan through 'The University of Kota Act, 2003' and notified vide State Government Gazette No. F.2(12)/Vidhi-2/2003 dated 7th June 2003. The University came into existence through enactment of Government of Rajasthan vide order No. F.21(2)Edu-4/2003 dated September 9, 2003 under the provision of section -4(1) of 'The University of Kota Act, 2003. The University has been included in the list of Universities maintained by the UGC Act, 1956 under the vide notification No. F.9-23/2003(CPP-I) dated 23rd February 2004 and finally received Central Assistance in terms of rules framed under section 12(B) of the UGC Act, 1956 as per Decision of Commission (item No.5.17) dated 22nd October 2012. Presently, around 180+ colleges with approximately 2,30,000 students of six districts of the State, namely, Kota, Bundi, Jhalawar, Baran, Karauli, and Sawai madhopur are

under the territorial jurisdiction of the University. The University has six faculties, namely, Arts, Commerce and Management, Education, Law, Science and Social Science. Various Academic Programs are being run on the campus and in the affiliated colleges of the University. The courses namely MBA, MBA(IB), MCA, MSW, LL.M, M.PEd, M.Com (Accounting & Finance), B.Sc. (Pass Course) Biology and Mathematics group, B.Sc. (Hons Course) Physics, M.Sc. (Chemistry, Industrial Chemistry, Physics, Botany, Zoology, Wildlife Science, and Life Science), M.Tech Solar Energy, M.A./M.Sc. (Geography and Mathematics), M.A. Development Studies and Heritage, Tourism, Museology & Archaeology), Diploma in culture and History of Rajasthan, Certificate in Tourist Guide along with M.Phil. and Ph.D. in various disciplines are running University Campus.

University of Rajasthan

The foundation stone of the University Campus was laid by Shri C. Rajagopalachari on Sunday, February 20, 1949. He concluded his address on the occasion with these words, "Nothing can be achieved unless we learn to be good and correct and self-disciplined and cultivate self-restraint and that, which is called dharma in our beautiful language." The motto of the University calls upon the faculty and the students to spread this Dharma throughout the world, to make the planet earth a better place to live. Dharma is the stabilising factor for the whole world and if this new university which will, in the history that will be written, be associated with free India, truly a Rajputana University, is built on that foundation according to its motto, nothing will prevent India from becoming great. I invoke blessings of God on this new foundation." The jurisdiction of this University at that time extended over the entire Rajputana State with the exception of Ajmer-Merwara. In the beginning, it was only an affiliating University with twenty-two colleges in different parts of the state and it also controlled High School and Intermediate Education. After the merger of Ajmer-Merwara with the State of Rajasthan in 1956 this region also came under the jurisdiction of the University of Rajputana, which was named as University of Rajasthan in 1957. With the establishment of a Board of Secondary Education in the State in 1957 the schools were transferred to this board and the University could then concentrate on development of higher education and research. The University of Rajasthan subsequently became a teaching-cum-affiliating University. The University owes much to the foresight, ability and sincerity of the first three Vice-Chancellors of the University viz. Dr. G.S. Mahajani, Dr. G.C. Chatterji and Dr. Mohan Sinha Mehta, who played a crucial role in the development of the University, its campus, recruitment of faculty and in laying down sound traditions. Each of the three distinguished and highly dignified Vice-Chancellors served the University for two successive terms, thus, guiding the destiny of the University for the first eighteen years, which was the formative period of the

University. To them the University owes the image it came to acquire in the minds of the intellectual community of India. They brought in different faculties, some of the finest scholars who after having served in the University for many years, took up high positions at the national level. The names of Prof. M. V. Mathur, Prof. G. C. Pandey, Prof. Raj Krishna, Prof. Daya

Krishna, Miss A. G. Stock, Prof. P. N. Srivastava, Prof. R. C. Mehrotra, Dr. S. Bashiruddin, Prof. Satish Chandra, Prof. S. P. Verma, Prof. Iqbal Narain, Prof. R. K. Kaul, Prof. Raja Chelliah, Prof. T.K.N. Unnithan are just a few names who brought glory and renown to the University.

Why Vocational Education?

(Abdur Razid, 2019, 24):

- a. Vocational Education gets students a chance to hone their skills while making money.
- b. Due to the nature of the skills it imparts, it is considered fruitful when compared to academic education.
- c. Vocational education makes student specialized and therefore they have more chances of employment as compared to others
- d. This type of education is a great asset to the economy. Our government need not import foreign technician on higher wages as our own can do the required work
- e. It makes an individual responsible and independent
- f. Certain vocational skills acquired from vocational education teach students the importance of manual work. The physical labor done under certain jobs makes them strong, healthy, active.
- g. Vocational education develops the economy by bridging the demand and supply gap with highly skilled workers. It also gives students the opportunity to take marketable skills from the classroom directly into the working world.
- h. The hands-on work activities allow direct application of acquired knowledge
- i. It is the process of acquiring attitude, knowledge, competencies relating to occupations in various factors of economics and social life

Review of the Literature/Identification of the problem

Rajasthan - A lot of courses in Vocational Education have been shut. Some of the reasons are (Times of India, 2019, 5):

- Lack of resources: Last four years have seen eight courses shut down due to the shortage of resources including the Faculty.
- Lack of Students: some of the courses had to be shut due to the shortage in the enrolment numbers.
- Secondary Options: the courses offered by the private institutions provide options for students to choose. But it was often found that there was a hefty amount charged against each by the private Institutions.
- Unemployability and unemployment in the states Rajasthan and Uttar Pradesh (Nair, 2020) : According to the Periodic labour Force Survey,

- The unemployment rate in Bihar was as high as 30.9% in 2018-19 in the age group of 15-29 years, as against 22.8% in the year ago period.
- The unemployment rate of youth in Rajasthan was at 16.6% between 2018-19 as against 14.3% a year ago.
- The overall unemployment rates for this age group across India dropped slightly to 17.3% from 17.8%.
- Problems in Vocational Education in India (Kaushik, 2014, 57-58) :
- High dropout rates at Secondary level
- Lack of Industry and private involvement
- Not enough/adequate trained faculty
- Current education non-responsive to the skill demands of the future industry
- Outside of school education, ill-equipped training centres to meet the demand.
- Structurally rigid and outdated curricular which is not in sync with the market requirement.
- Issues of Skill Development (Government of India Planning Commission, 2019, 27-28) :

The NSSO employment survey reports have shown low unemployment rates in India. The unskilled labour force is very high and the wages which they work on is very low. On the other hand, the need for specific skills in India is high but is unmet because of the absence of the specific skill expertise in the population (World bank). Some things that need to be fixed on highest priority -

- a. Lower percentage of skilled persons in the workforce :- Only 5% of the Indian labour force in the age group of 20-24 has received vocational training whereas the percentage in industrialised countries is much higher, varying between 60% and 80%. The illiterate and literate up to primary level of education constitute a very high proportion of the existing workforce, the two together account for nearly 67% of the workforce. While on the one hand the level of educational attainment of the existing workforce is very low, the educated without professional skills on the other hand constitute 69% of the total unemployed. A major reason is that the system is excessively oriented towards general academic education with little or no vocational orientation.
- b. Lower labour productivity (Jethmalani, 2019) :- A report published by the State Bank of India Research said India's labour productivity was significantly lower than global peers. "Even in the next decade, i.e., by 2021 it is estimated that India's output per worker will rise to just \$6,414 compared to China's \$16,698.

c. Demand for Vocational Training from School-dropouts :- Over 200 million students enroll for schools in Class I each year, but only 20 million of these are able to finish Class XII i.e. 90 % of the school students drop out at different stages. Only 2.5 to 3 million vocational education and training places are available in the country. Out of these, very few places are for early school dropouts

d. Need to focus on the skills from the Informal Sector :- The informal sector in India comprises 60% of the GDP and employees 93% of the workforce in the country. These micro and small enterprises can help create most employment opportunities and should have development skill training.

e. Training for small and fit-for-purpose skill sets :- Most often we have jobs that do not require a formal two to three years of education. Modular short structured courses can be created to address the needs.

Focus / Aspects of the Practice to Improve

To bridge the gap between challenges and academia -

By far now we have viewed vocation education as means of optional study done by student teachers for either as part of professional development or course curriculum. The application or hands on experience for the same has not been tried upon in both the states. Due to the lack of experience in the topics students tend to use it as means to seek promotion. When students explore the skills and try to bring correlation with subject curriculums from either school or teacher curriculums, it will lead to exploring the work education and create principles and lessons on inculcating the same. Currently, the vocational education courses are available for students from standard 11th, what if a new experiential learning based curriculum could be designed by the student teachers by the means of these experimentation. Along the way of exploring the curriculum possibilities, student teachers also get a chance to explore earning through skill and can use it for future as means of side income.

To identify optimal alternatives of solutions -

While exploring the vocational activity could be an experience on developing or understanding the school or teacher curriculum, it can also be taken as a medium to learn new skills and explore self-hobbies. Most often, due to either family financial status or self-needs, students tend to work on different kinds of activities to generate pocket money. These activities of interest or practice could be chosen by students. Further, when students try out vocational activity to produce economic value in forms of employment or entrepreneurship they learn new skills like communication, convincing, building relationships which comes handy when the student teacher becomes a teacher. While these activities can be seen as an opportunity to

understand vocational education, it can also act as a medium of self-enhancement and confidence building in the youth, as they become Atma-nirbhar and contribute to the enhancement of the nation.

The Way Forward -

Unemployment has been the greatest trouble of the youth in India. Working in a job that doesn't challenge and feeling exhausted by the nature of work has been recorded as one of the reasons for a career switch done by individuals between the age of 25 - 35 years. Having a vocational activity of individual's choice can act as a source of continued extra income and help individuals find meaning to their lives. Further exploring the vocational education principles could help create a new plan of action that can be used to create vocational opportunities for adolescents or out of the school students from a young age. It can also be used as an opportunity to learn concepts of experiential learning and further be used with students when the participants become teachers.

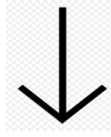
Orienting HEIs on the importance of promoting Rural Entrepreneurship -

Mahatma Gandhi National Council of Rural Education (MGNCRE) has paved a way for the spread of vocational Education in the Higher Educational Institutions by means of VENTEL (Vocational Education, Nai Talim, Experiential Learning) cells. These cells are institutionalised by means of conducting workshops and competitions in educational institutions across Rajasthan and Uttarpradesh with the Principals, Head of Departments, Faculty and students, to create awareness and drive action towards vocational education and experiential learning among the student teachers.

Actions Planned to Address the Problem

The institutionalisation of vocational activities to inculcate experiential learning principles in student teachers in the Higher Educational Institutions (HIE's) was intended by the initiative - VENTEL AP : Vocational Education, Nai Talim, Experiential Learning Action Plan. For both the levels of workshops done, the action was planned around institutionalising the Vocation Education and Experiential Learning in the educational Institutions of Rajasthan and Uttar Pradesh.

UNIVERSITIES' CLUSTER LEVEL WORKSHOP : minimum 25 institutions per workshop



INSTITUTIONAL WORKSHOP: minimum 50 student teacher participation

Figure 1 : Action planned Levels for VENTEL Cells

Proposed Action for Universities Cluster Level Workshops:

- a. Get Principals/HOD/Faculty members know about VENTEL, its work areas and relevance for the Institution/University
 - b. Get Principals/HOD/Faculty to fill the VENTEL Action Plan to institutionalise the VENTEL activities in the form of VENTEL CELL in their respective Institution/College
- Proposed Action for Institution Level Workshops:
- a. Get Teacher students/faculty members to be aware and know about VENTEL CELL, its work areas and relevance for the Student Teacher/Faculty.
 - b. Understand the work areas of VENTEL and fill the Student Action Plan as means of selecting the activities that they would like to pursue as part of the VENTEL CELL.

Further to promote the inception of work in the VENTEL Cells a national competition was proposed with three levels:

- a. Institutional Level Competition - where the institutions were asked to collect the vocational Activity work done by the students in form of three documents submission, select the best three activities via peer evaluation (rubric shared scoring) and send it to the Resource person.
- b. Cluster Level Competition - The Resource Person needs to collect three selected presentations from 20 colleges to form a cluster and organise and conduct a cluster level competition to choose best three presentations via the peer evaluation (rubric shared) scoring.
- c. Regional/National Level Conference - The best three presentations from the cluster level competition get to present their activity in the national level conference and the winners get felicitated.

Later, when a lot of institutions H.O.D/ Faculty/ Principals started mentioning about students not interested in participating in the competition due to the documentation process being either too lengthy or lack of ideas to present

their work. It was decided to have consultation sessions everyday between 2pm - 3pm from 19th January,2021 to 27th January, 2021. The purpose of the consultation sessions was as follows:

- a. Student teachers get a space to get ideas and discuss ideas to work on vocational activities.
- b. Student teachers feel motivated to participate and be part of the VENTEL Activities
- c. Student teachers get all possible help required to submit documents and details needed to submit the documents for the competition

Implementation of Action Plan

The Action and Process Done to Organise and Conduct University Cluster Level Workshop:

The steps followed to organize university cluster level workshop -

Each Resource person was given the task to organize ten university cluster level workshops in the respective state chosen by them. The states chosen by Resource people included - Andhra Pradesh, Delhi, Gujrat, Maharashtra, Telangana, Rajasthan, Kerala, Karnataka, Odisha, Uttar Pradesh, West Bengal. The steps involved contacting the Vice Chancellor and getting approval to contact the institutions for the workshop. Followed by sending individual emails and WhatsApp messages to the principal's/head of institutions to get approval for the workshop.

The steps followed to organize a cluster level workshop:

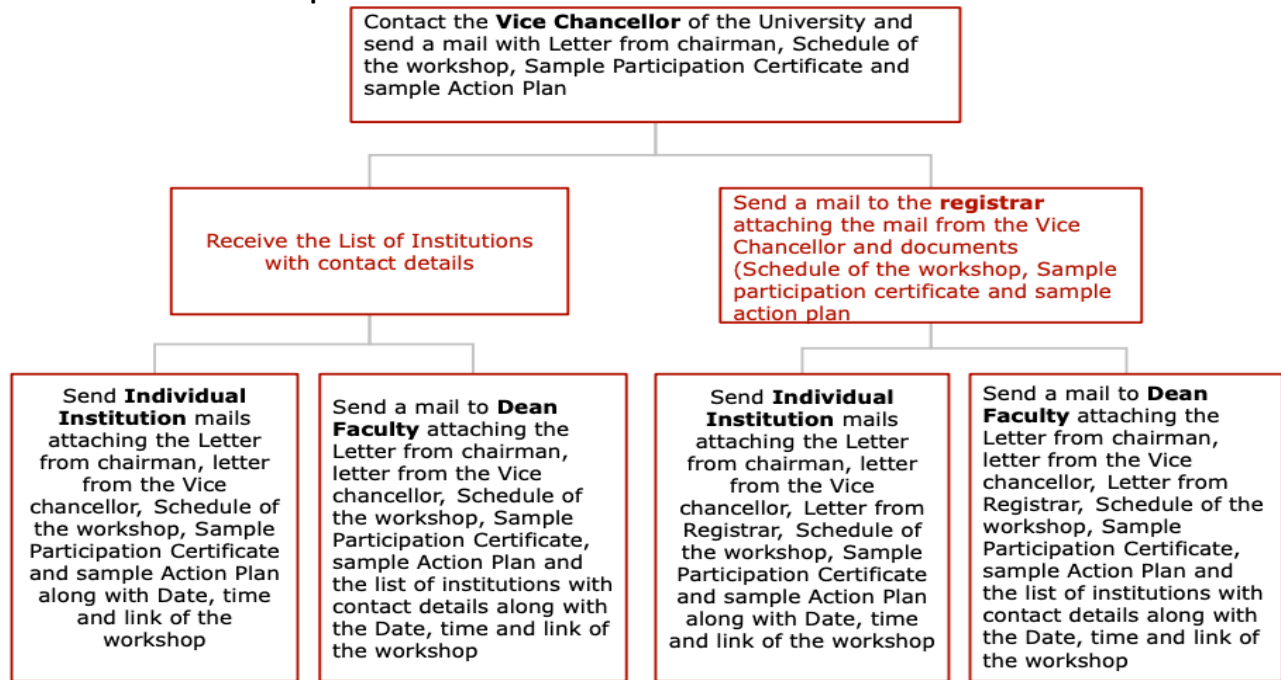


Figure 2: Steps followed to organise University Cluster Level Workshop for VENTEL Cell

The steps to conduct the University cluster level workshop -

The resource persons were directed to organise one workshop per day and ensure the participation of twenty five institutions per workshop. It was also needed for the resource persons to ensure that the institutions fill the Action plan and initiate the process to institutionalise the VENTEL cells in their respective colleges/Institutions. The steps followed to conduct the university cluster level workshop:

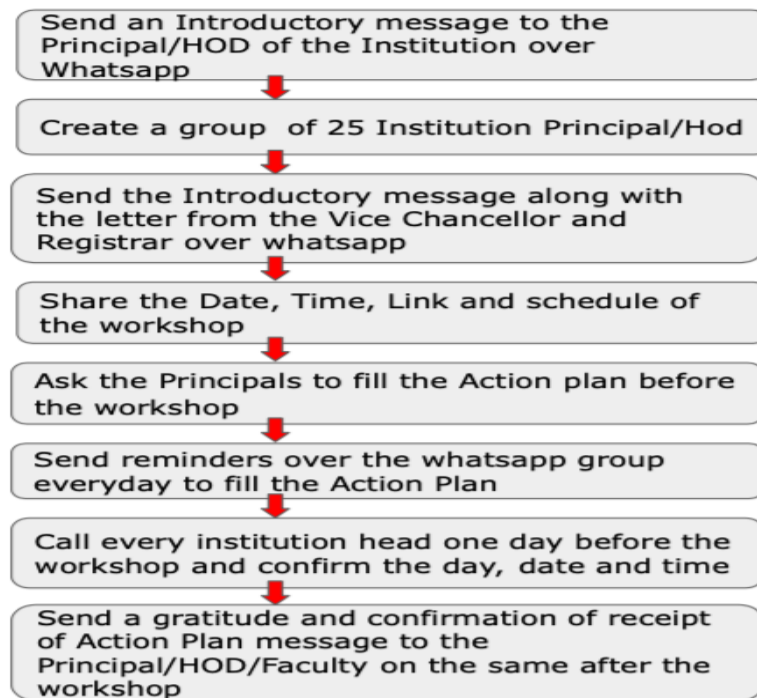


Figure 3: Steps followed to conduct the University Cluster Level Workshops for VENTEL Cell

The Action and Process Done to Organise and Conduct Institution Level Workshop:

The steps to organize institution level workshop -

Each Resource person was asked to contact the institutions which submitted their VENDEL Action plan and fix the date, time and day for the workshop. The workshop was aimed to create awareness about the VENDEL CELL, work areas of VENDEL and announce about the National Level conference and steps for students to become part of the same. The steps followed to organize institution level workshop:

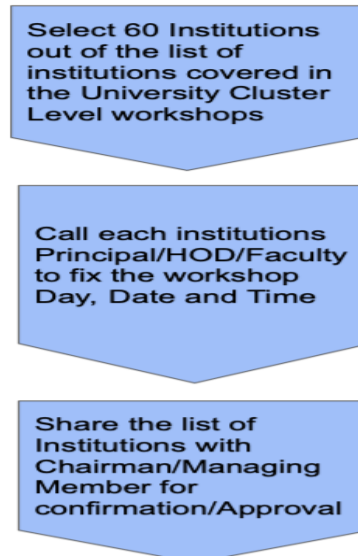


Figure 4: Steps followed to organise Institutional Level Workshops for VENDEL Cells

The steps to conduct Institutional level workshop -

Each Resource person was required to build relationships with the Principal/HOD/ Faculty in charge to ensure success of the institutional level workshops. These workshops were attended by the institution/college faculty and teacher students across batches/years in course. The workshop was to ensure that each student and faculty attending understand their role and functions of the VENDEL CELL. The steps to conduct the institutional level workshop:

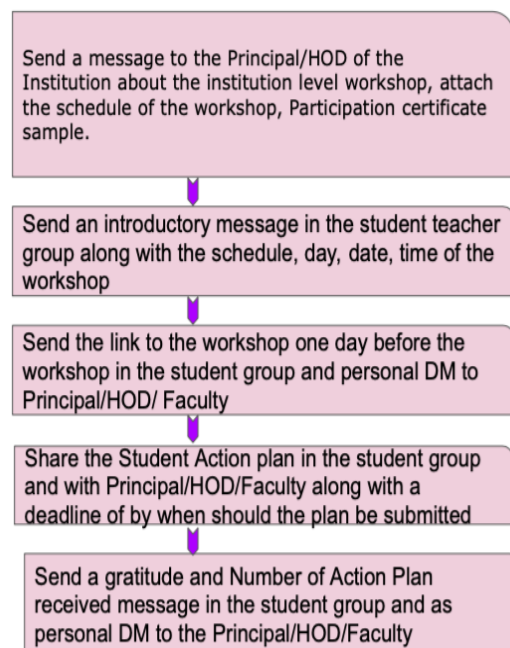


Figure 5: Steps followed to conduct Institutional Level Workshops for VENDEL Cells

Certification for the University Cluster Level and Institution Level Workshops

For University Cluster Level Workshop:

Each participating institution was provided with a Individual Institution and Individual Participation certificate within one week of the workshop conducted. The specimen of the certificates:

a. Individual Institution Certificate:



Figure 6: Sample of Institution certificate for VENTEL Cells

b. Individual Participation Certificate:



Figure 7: Sample of individual certificate for VENTEL Cells

For Institution Level Workshop:

Each participating institution was provided with a sample Individual Participation certificate and necessary support was provided to help institutions provide the certificates to the participants. The specimen of the certificate:



Figure 8: Sample of student participation certificate for VENTEL Cells

The Action and Process Done to Organise and Conduct Consultation Session:

The process to organise and conduct consultation sessions -

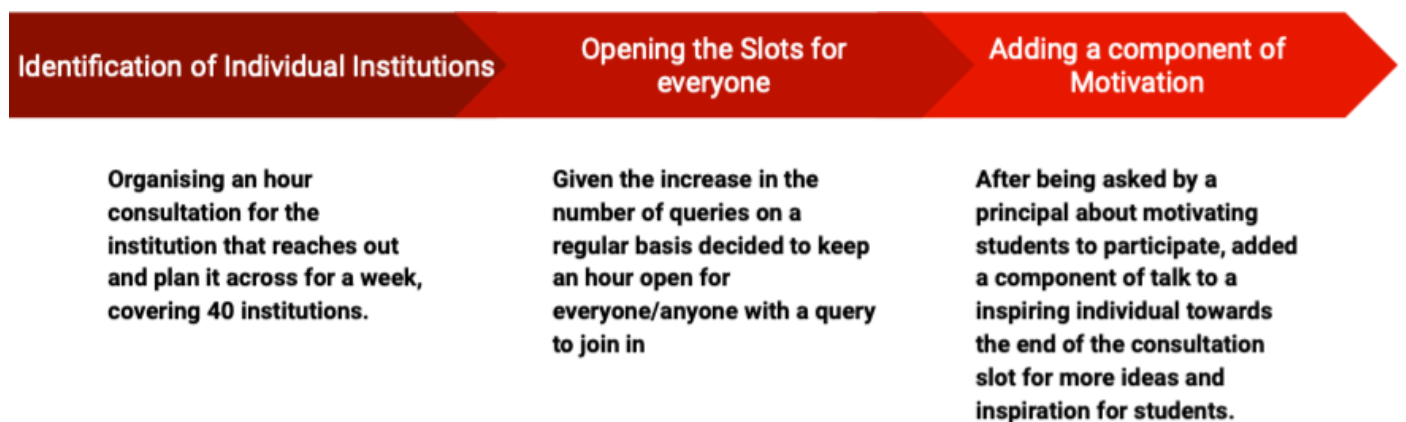


Figure 9: Process of evolution of consultation sessions for students of VENTEL Cell

The Action and Process Done to Organise and Conduct Institution Level Competition

The steps to organize institution level Competition -

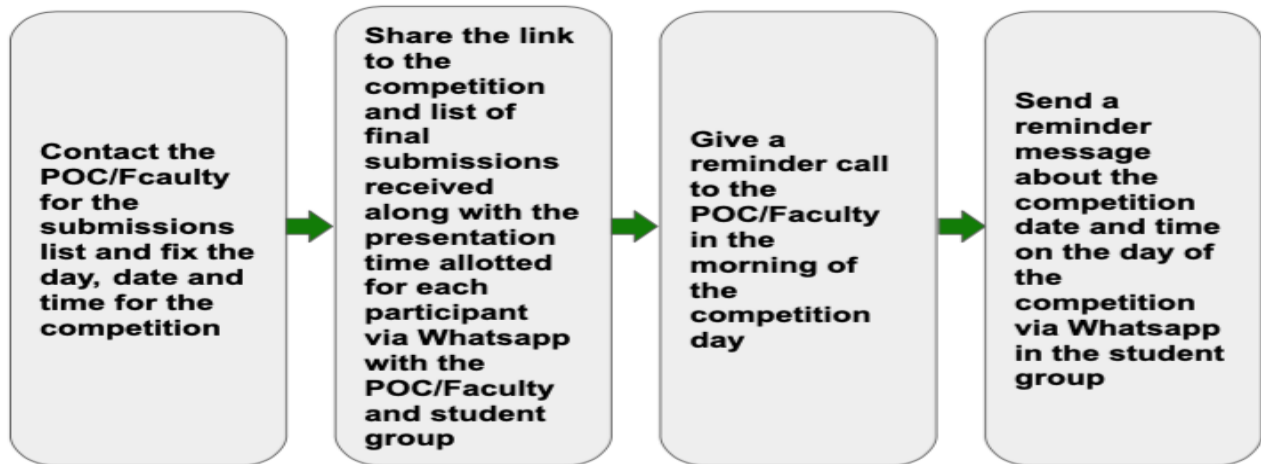


Figure 10: Steps followed to organise Institution Level Competition for VENDEL Cells

The steps to conduct Institution level Competition -

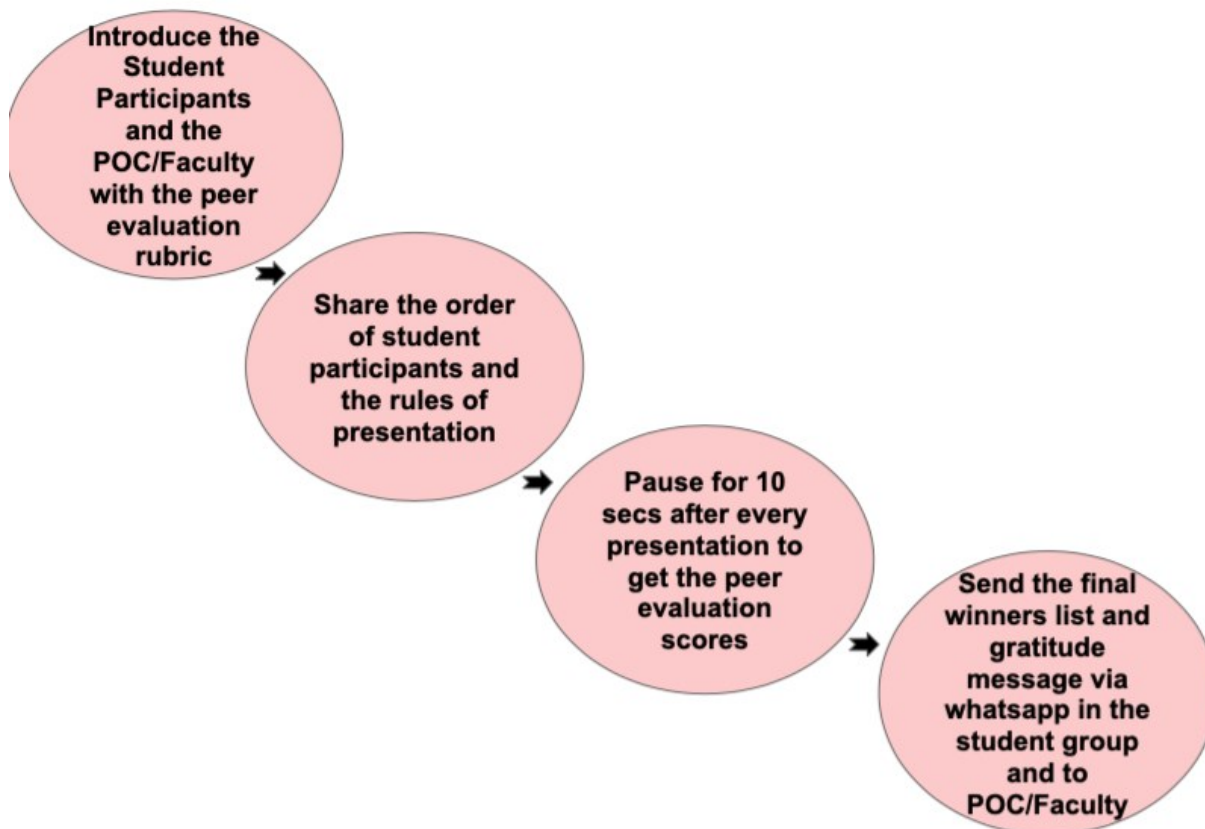


Figure 11: Steps followed to conduct Institutional Level Competition for VENDEL Cells

The Action and Process Done to Organise and Conduct Cluster Level Competition:

The steps to organize Cluster level Competition -

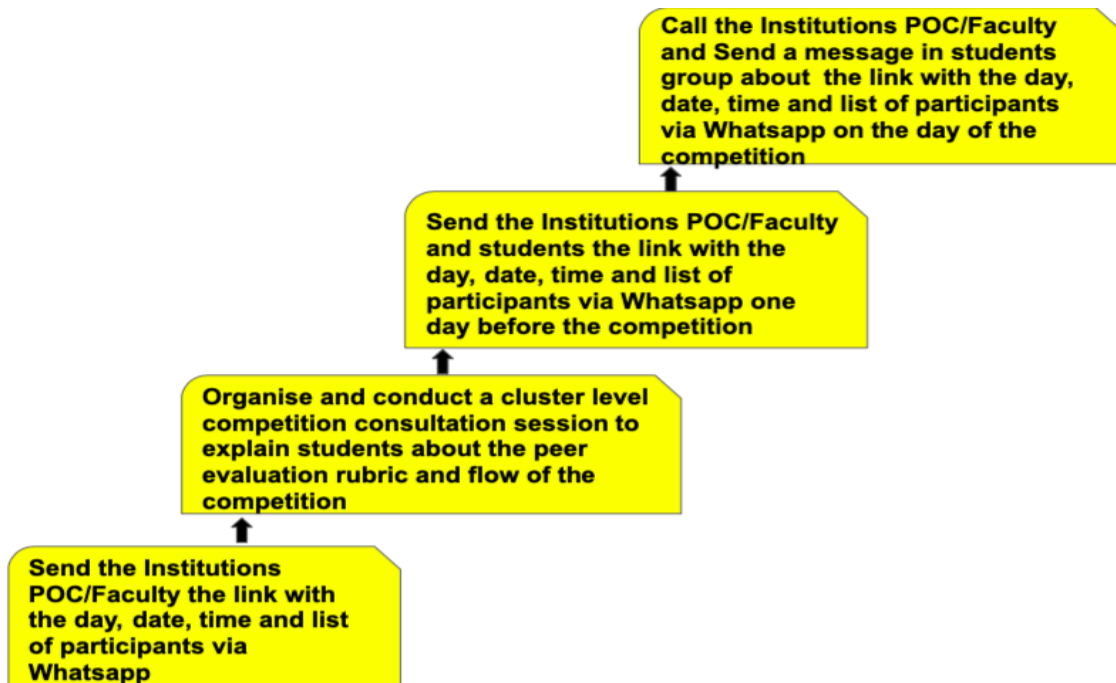


Figure 12: Steps followed to organise Cluster Level competition for VENTEL Cell

The steps to conduct Cluster level Competition -

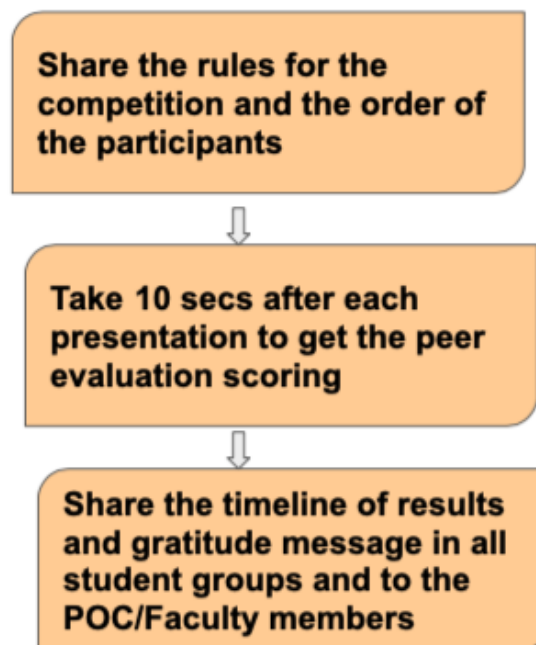


Figure 13: Steps followed to conduct Cluster Level Competitions for VENTEL Cells

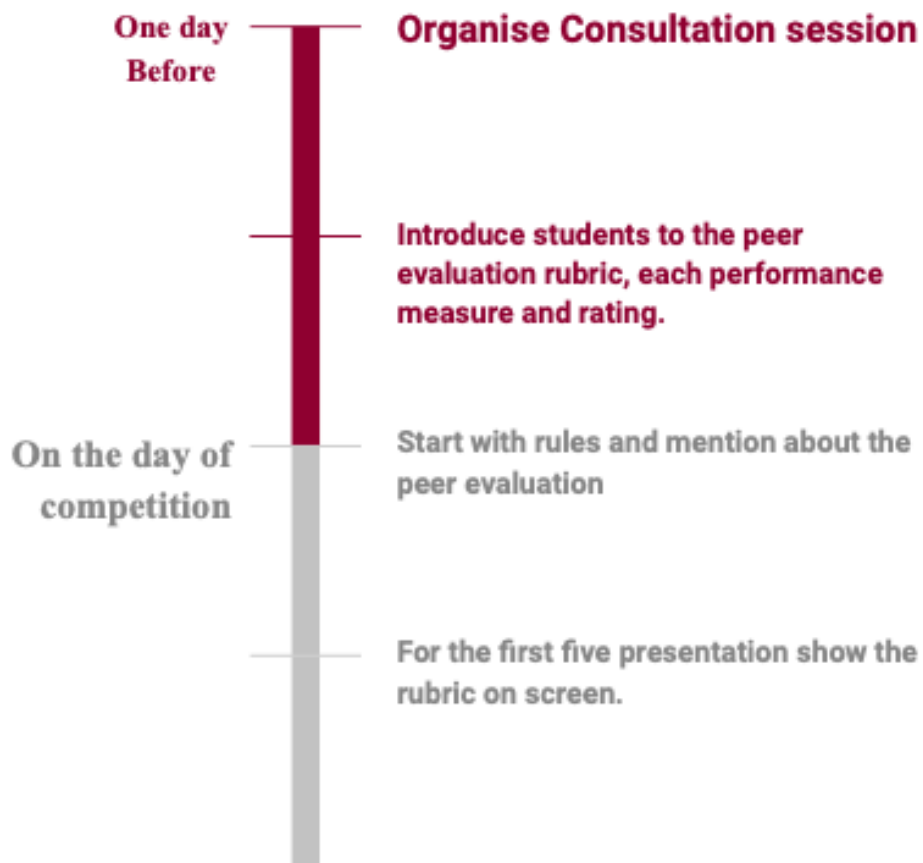


Figure 14: Steps followed to conduct peer evaluation during Cluster Level Competitions for VENTEL Cells

The Workshop Schedule for University Cluster Level and Institution Level Workshop:

A total of 19 University Cluster Level and 56 Institutional Level workshops were conducted over the course of six months from 2020 - 21. Each University Cluster Level workshop had a minimum 25 Institutions presence and each Institution Level workshop had a minimum of 50 student teachers present in the workshop. Each University Cluster level workshop was conducted online over Zoom or google meet as a 3 hours session. Each Institution Level workshop was conducted online over zoom or google meet as a 1.5 to 1 hour session.

Data Analysis and Interpretation

The Workshop Schedule for University Cluster level Workshop -

a. In the Month of September -

SL NO	Cluster	No of Institutions Covered	Date of Execution
1	University of Kota, cluster 1	20	22 September 2020
2	University of Kota, cluster 2	8	24 September 2020
3	University of Rajasthan, cluster 2	4	26 September 2020
4	Maharaja Ganga Singh University, cluster 1	10	27 September 2020
5	University of Rajasthan cluster 3,4	11	28 September 2020
6	University of Rajasthan cluster 5,6	9	29 September 2020
7	University of Rajasthan cluster 7,8	15	29 September 2020
8	University of Rajasthan cluster 9,10	6	30 September 2020

List 4: University Cluster Level Workshops conducted in September,2020 for VENTEL Cells

b. In the Month of November -

SL NO	Cluster	No of Institutions Covered	Date of Execution
9	DIET Raebareli	96	18 November 2020
10	DIET Prayagraj	40	19 November 2020
11	MGSU Cluster 1	10	23 November 2020
12	DIET Kanpur Nagar and All Pvt D EIED Colleges in Kanpur Nagar	32	24 November 2020
13	MGSU Cluster 2	12	26 November 2020
14	MGSU Cluster 3+GGTU Cluster 1	10	27 November 2020
15	GGTU Cluster 2	11	28 November 2020
16	DIET Sultanpur Cluster 02	62	29 November 2020
17	DIET Bijnor	39	30 November 2020
18	GGTU Cluster 3		30 November 2020

List 5: University Cluster Level Workshops conducted in November 2020 for VENDEL Cells

The Workshop Schedule for Institution level Workshop -

a. In the Month of October -

S.No	Institution	Date	Time
1.	Prashanti College of Education for women, Mahaveer Nagar II, Kota	14 October	11am - 1 pm
2.	Jawarharlal Nehru Teacher's Training College	14 October	2 pm - 4 pm
3.	Maa Bharti P.G College, Mahaveer Nagar	15 October	4 pm - 6pm
4.	Shri Agrasen Mahila TT College	16 October	2 pm - 4 pm
5.	Aklank College of Education	16 October	11am - 1 pm
6.	Kautilya Mahila Shikshak Prashikshan Mahavidyalaya	17 October	2 pm - 4 pm
7.	Gopeswar Shikshak Prashikshan Mahavidyalaya	17 October	5 pm - 7 pm
8.	Lord Buddha Institute of Technology and Science College, Kota	19 October	11am - 1 pm
9.	Nehru College of Education	19 October	2 pm - 4 pm
10.	Mother Teresa TT College	20 October	3 pm - 5 pm
11.	Maa Bharti P.G College, Swami Vivekananda Nagar	21 October	11am - 1 pm
12.	Bharti TT College, Anantpura	21 October	3 pm - 5 pm
13.	Sorabh College of teacher training	22 October	11am - 1 pm
14.	Maharan Pratap Teacher training college	22 October	3 pm - 5 pm
15.	Shri Ganpati Adarsh TT College	23 October	10 am - 12 pm
16.	Agarwal Mahila TT College	24 October	11am - 1 pm
17.	Lzebra College	24 October	3 pm - 5 pm
18.	R.M Memorial Teacher Training College	26 October	11am - 1 pm
19.	Children TT College	26 October	2Pm - 4 pm

List 6: Institution Level Workshops conducted in October,2020 for VENDEL Cells

b. In the Month of December -

S.No	Institution	Date	Time
1	D.I.E.T. Ismailpur Bijnor	7th Dec	11:30am - 12:30 pm
2	Krishna College of Science and Information Technology	7th Dec	1:00pm - 2:00 pm
3	S.P. College, Tigri, Bijnor	7th Dec	2:30pm - 3:30 pm
4	Vivekanand College of Education Darbara	8th Dec	1:00pm - 2:00 pm
5	Vivekanand Mahavidyalaya Darbara	9th Dec	11:30am - 12:30pm
6	Priyanka College of Professional Education, Dhampur	10th Dec	11:30am - 12:30pm
7	Gulshan Singh Memorial College of Education, Bijnor	10th Dec	1:00pm - 2:00pm
8	P.D.M. Mahavidyalaya, Puraini, Bijnor	11th Dec	11:30am - 12:30pm
9	Lakshya College of Advance Education, Bagwada, Bijnor	11th Dec	1:00pm - 2:00pm
10	Vivek College of Education, Bijnor	14th Dec	11:30am - 12:30pm
11	Prithviraj Chauhan Institute of Education & Technology, Dhampur	14th Dec	1:00pm - 2:00pm
12	Vivek College of Teacher Education, Bijnor	14th Dec	2:30pm - 3:30pm
13	Shri Ram Institute of Education Saarthal, Dhampur	15th Dec	1:00pm - 2:00pm
14	Albert Einstein Women's TT College	15th Dec	2:30 - 3:30 pm
15	North India College of Higher Education, Nazibabad	16th Dec	11:30am - 12:30pm
16	S.V.S. Degree College, Dhampur	16th Dec	1:00pm - 2:00pm
17	Kunwar Kali Educational College Vill.Alampur, Bijnor	17th Dec	1:00pm - 2:00pm
18	Mahila Shiksha Gramin Mahila Vidhyapeeth, Mainpura Sawai Madhopur	17th Dec	2:30 - 3:30 pm
19	Disha Institute of Science and Technology, Dhampur, Bijnor	18th Dec	11:30am - 12:30pm
20	Lal Bahadur Singh Samarak Mahavidyalaya, Gohawar, Bijnor	18th Dec	1:00pm - 2:00pm
21	Krishna College of Education, Bijnor	19th Dec	1:00pm - 2:00pm
22	Krishna Institute of Science, Jhalu, Bijnor	19th Dec	2:30pm - 3:30pm
23	Pragati Teacher's Training College	20th Dec	10:00pm - 11:00pm
24	Hitkari Mahakari Mahila Shikshan Mahavidyalaya	21-12-20	10:00am - 11:00am
25	Maulana Mohammad Ali Johar Higher Education Institute, Bijnor	21st Dec	11:30am - 12:30pm
26	L.R.S. College, Sharifpur Khoraj, Nagina, Bijnor	22nd Dec	11:30am - 12:30pm

List 7: Institution Level Workshops conducted in December,2020 for VENTEL Cells

c. In the Month of January -

S.No	Institution	Date	Time
1	Bharti Shikshak Prashikshan Shansthan	16th Jan	10:40 - 11:40
2	S.S.G Pareek P.G College of Education	16th Jan	12:30 - 1:30
3	BVM TT College Banswara	18th Jan	10:00 - 11:00
4	Raghukul College of Education	18th Jan	11:30 - 12:30
5	Sarvodaya Girls College Bagidora	19th Jan	10:00-11:00
6	Aravali P G Mahavidyalaya Banswara, Thikariya Tripura Colony Banswara (Raj.)	19th Jan	11:30-12:30
7	Shri Aatm Vallabh Jain Girls PG College	20th Jan	11:00-12:00
8	Gramotthan Vidyapeeth College of Education	22nd Jan	10:00-11:00
9	Swami Vivekanand Teachers Training College	22nd Jan	11:30-12:30

List 8: Institution Level Workshops conducted in January,2021 for VENDEL Cells

The Content Used for University Cluster Level and Institution Level Workshops:

a. For University Cluster Level Workshop -

The flow of the workshop was designed to make the Principal/HOD/Faculty members understand the need and work areas of the VENDEL Action plan. The first topic covered was about drawing similarities between the VENDEL AP and New education policy, 2020 and establishing the relevance of VENDEL. Further, an introduction to Gandhiji's Nai Talim was shared. This was to help the participants gain an insight on the vision of the intervention. Further, the work areas of VENDEL: Vocational Education, Self-reliance, Swachhta and Health and Community engagement were shared with examples of each. After which to explore the concept of experiential learning, certain tools and its usage was shared. The participants were asked to connect the tools with subject methodologies of Mathematics, Social Studies, Science and Language curriculums and think about the concepts that can be taught using the same tool. Later the principals/HOD/Faculty members are allotted time

within the workshop to fill the action plan and clarify every doubt. Lastly, certain examples from teacher curriculum and work on vocational education across country examples were shared and the session concluded.

b. For Institution Level Workshop -

The flow of the workshop was designed to make the student teachers/Faculty members aware about the VENDEL Cell and its work areas. Further the four subject methodology and examples were shared for students to try and ask doubts. The students were asked/encouraged to make connections between vocational activity and subject curriculums. Later the participants were introduced with the Student Action plan and given time to ask their doubts regarding any idea they might need explanation for. After sharing about the National Level Conference, the workshop session was concluded.

Outcomes of the Workshops

University Cluster Level workshops' outcome is the formation of Cells:

S.No	Month	No Of Participants	No Of Action Plans Received
1.	September (Rajasthan)	314	126
2.	November (Uttar Pradesh)	413	312
	Total	727	438

List 9: List of Outcomes for University Cluster Level Workshops for VENTEL Cells

- Institution Level workshops' outcome is the receiving of Student Action Plan:

S.No	Month	No Of Participants	No Of Action Plan Received
1.	October (Rajasthan)	1200	1054
2.	December (Uttar Pradesh)	1600	1529
3.	January (Rajasthan)	500	460
	Total	3,300	3043

List 10: List of Outcomes for Institutional Level Workshops for VENTEL Cells

Impact of the Workshops

a. **Impact of University Cluster Workshops -**

i. Institutionalising of the VENTEL CELL: The University cluster level workshops helped the principals/H.O.D/Faculty to see value in institutionalising the Vocational Education, Nai Talim, Experiential Learning activities. Having a common space to talk helped the participants learn from each other and have different perspectives.

ii. Sharing ideas and implementation plans: The presence of the faculty members were an added advantage as they could directly learn and share about the VENTEL Cell activities with the students and bring in participation.

iii. Understanding the work areas and combining it with existing programs: Rajasthan state Government has a program called Anandam, which is about creating a better living space. Many Faculty members could bring in faster impact by just directing the work towards the areas of VENTEL and help with more participation.

iv. Building relationships and connect: Having a group communication and having three hours sessions help make connections with the principals and Faculty members, making it easier to organise and conduct Institutional Level Workshops.

v. Hands-On-Experience activities: the hands-on-experience activity which was designed in a way to ensure that each participant gets involved, helped participants feel value in the session and everyone stayed engaged throughout.

vi. Submission of Action Plan: creating a space for the action plan and learning log submission during the session ensured everyone filled the documents and overall the Resource person got 90% submissions done throughout.

vii. Certification of participation and individual Institutions ensured more participation and willingness to listen and learn from the session.

b. **Impact of Institutional Level Workshops -**

i. Awareness about the VENTEL Cell: talking, discussing about the VENTEL Cell ensured students become aware of the cell.

ii. Having a space for Action plan completion within the session time ensured students can clear their confusions and make an informed decision about the activities.

iii. Building relationships and connect: Having a session and space to communicate with students directly ensured that they feel at ease to connect for respective vocational activity plan ideas and doubts with the resource person.

iv. Sharing examples and real-world examples: sharing examples and stories of success helped students gain confidence and be excited for the national level conference.

v. Discussion style of presentation ensured engagement and participation: one of the feedbacks which remained the same throughout the workshops was the openness with which students could express their opinions and ideas within the workshop.

Analysis of the Business Plans implementation

Out of 57 Institutional Level Workshops conducted, 29 colleges participated in the Institution level and Cluster Level Competitions.

a. Schedule of the cluster level competitions:

S.No	Institution
1	Albert Einstein Women's TT College
2	D.I.E.T. Ismailpur, Bijnor
3	Gopeswar Shikshak Prashikshan Mahavidyalaya
4	Gramothan Vidyapeeth College of Education
5	Krishna College of Science and Information Technology
6	Krishna College of Education
7	Krishna Institute of Science, Bijnor
8	Lakshya College of Advance Education, Bijnor
9	Maa Bharti P.G College, Mahaveer Nagar
10	Pragati Teacher's Training College

11	Raghukul College of Education
12	Sanjay T.T College
13	Shri Aatm Vallabh Jain Girls PG College
14	Vivek College of Education
15	Vivek College of Teachers Education
16	Subodh TT College
17	Shree Ram Gambhir Kasturi Lal Abbi group of colleges
18	Prashanti College of education for women, Mahaveer Nagar II, Kota
19	Aklank College of Education
20	Nehru College of Education
21	Bharti T.T College, Anantpura
22	Maharan Pratap Teacher training college
23	Shri Ganpati Adarsh TT College
24	Agarwal Mahila T.T College
25	S.S.G Pareek P.G College of Education
26	Sarvodaya Girls College Bagidora
27	Swami Vivekanand Teachers Training College
28	Maa Bharti P.G College, Swami Vivekananda Nagar
29	S.S Jain Subodh TT College

List 13: List of colleges participating in the Institutional and cluster competition for VENDEL Cells

b. List of activities chosen by students for the competitions:

S.NO	Activity Name	No of students
1	Jewellery Making	3
2	Mehndi art	8
3	Drawing/sketching/painting	7
4	Teaching /coaching	11
5	Stitching/Tailoring/ Knitting	6
6	Fabric painting	1
7	Arts and Crafts	5
8	Incense Stick Making with waste flowers	1
9	Organic Sanitizer	2
10	Egg Carton Painting	1
11	Best out of waste	1
12	Carpentry	1
13	Soft toys	1
14	Video editing	2

15	Farming/Kitchen Garden/Fertilizers	8
16	Bakery/Dish Making/Cooking/homemade pickles and murabba	8
17	Tea stall Business	1
18	Making mask	6
19	Gifting items	1
20	You tube/animation videos	2
21	Community campaign spit free india, swachhata, environment awareness	3
22	Bangle making	1
23	Milk Products	1
24	Writer	1
25	Electrician	1
26	News paper carry bags	1
27	Pottery design	1

List 14: List of activities taken by students in Cluster Level competition for VENDEL Cells

SNO	Institution Name	Student Name	Vocational Activity
1	Gopeswar Shikshak Prashikshan Mahavidyalaya	Jyoti Beniwal and Jyoti Jangid	Carpentry
2	Krishna College of Science and Information Technology	Iqra	Mehendi Design
3	Maa Bharti P.G College, Mahaveer Nagar	Prerna Goyal	Teaching
4	Pragati Teacher's Training College	Rekha Batodiya	Teaching arts and crafts
5	Shri Aatm Vallabh Jain Girls PG College	Manpreet Ramgaria	Fabric Painting
6	Vivek College of Education	MD Monis	Organic Fertilizer
7	S.S.G Pareek P.G College of Education	Aditya/ Yogesh Dabral	Art and painting
8	Bharti TT College, Anantpura	Komal Arora	English Teaching
9	Prashanti College of education for women, Mahaveer Nagar II, Kota	Mona, Twinkle, Payal	Jewellery Making

List 15: List of students and activities selected in Cluster level Competition

The following facts could be concluded from the data:

- i. About 90% of the participants in the cluster level competition presented vocational activities that they have already been doing for more than two years. '
- ii. Most of the student teachers took the use of whatsapp and voice calls to get clarity and work on the ideas, showing that the students are motivated and interested in being part of the VENTEL Cell.
- iii. 90% of the vocational activities are of the micro business or informal in nature and can be handled by students while studying and after that.
- iv. 80% of the participants are female and most common vocational activities are teaching, coaching, mask making, kitchen gardening, farming, fertilizers, Bakery, Dish making etc.

Methodologies Used for Action Plan Implementation:

In the course of the study, there were a lot of methods that were adopted to ensure institutionalization and participation of the Educational Institutions into the initiative. Working with two states Rajasthan and Uttar Pradesh, they are different from each other and presented different sets of challenges.

Some of the problems faced in state of **Rajasthan** are:

- a. Disinterest of private institutions in the initiative
- b. Existing notion about paperwork involved in institutionalization of the cells in college/institution
- c. Pandemic and hit in the college sphere of work, a lot of faculty members were MIA (Members Inactive) due to salary or funds issues.
- d. Online classes and student absenteeism
- e. Faculty dedication and divided attention with lot of chaos around subjects, curriculum and exams for the current batches
- f. Attitude bias towards Members in charge, leading to less or no response from the management.
- g. Students' inability to join due to lack of resources, interest.
- h. Students' inability to participate due to digital submissions and feeling the documentation be lengthy
- i. Colleges swamped with enquiries and admissions for the next academic year.
- j. College late examination and curriculum completion pressure.

Some of the problems faced in the state of **Uttar Pradesh** are:

- a. Existing notion about paperwork involved in institutionalization of the cells in college/institution
- b. Different Management and administrative staff lead to communication barriers between the Resource person and the Institutions and delayed responses

- c. Institutions are linked to DIET and everything needs to be communicated by the office.
- d. Students' inability to join due to the internet and lack of resources.
- e. Very less institutions gave access to student groups, leading to less communication and low participation from the colleges.
- f. Most of the trust/management are unresponsive over call and WhatsApp.
- g. Less control of DIET over private colleges/Institutions.

Some of the problems faced were immediately worked upon and some over the course of time were altered to ensure smooth functioning of the initiative. Since the problems presented from both the states were different, different strategies were used to mitigate through them.

Solutions adopted for **Rajasthan**:

- a. Adding myself and communicating mostly through student WhatsApp groups to avoid delay or loss of information
- b. Creating a University specific WhatsApp group to share progress done by any college to help motivate everyone to participate.
- c. Having regular connections with the Dean Faculty of all three universities ensured more participation in workshops.
- d. Having consultation slots for students every day to make sure they feel supported and think less of the paper work the competition comes with.

Solutions adopted for **Uttar Pradesh**:

- a. Having one point of contact who can manage the information communication and ensure faster scheduling of workshops.
- b. The point of contact for each institution were made to be part of a single WhatsApp group to ensure easy flow of communication regarding the scheduling
- c. The DIET point in contact helped ensure all workshops are scheduled for the Institution Level of workshops.
- d. Having capsules of documentation process help provided over tips message or greetings message was shared with the respective college requirement/queries.

Reflections and Implications

University Cluster Level Workshops Reflections:

- a. 90% of the principals/HOD/Faculty respond positively and are ready to work when called after sending the letter by the vice chancellor and the schedule of the workshop.
- b. Emails are the least preferred mode of communication of the officials, the most likely replies come from a cellular medium in the form of Voice calls or

Whatsapp. 90% of my experience has been about getting work done faster via a WhatsApp conversation over done by emails.

- c. Adding an individual's name to a message gets a reply in 70% of the cases.
- d. 70% Educational Institutions weren't prepared for online classes and hence had a hard time being able to assemble faculty to attend the workshops.
- e. 98% of the participants mentioned the workshops to be excellent.
- f. 95% of the participants commented the workshop was interactive, engaging and informative.
- g. 85% of Principals and faculty members felt more relatable to the workshop when done in an interactive manner and were more engaged when questioned about their best practices. This comment was received in the closing sections of the workshops.
- h. 90% of times having a space for document submissions in the session ensured more submissions than that when not done.
- i. The principals/ faculty even though excited about the work area of the VENTEL, but still would need an orientation about how to start associating it with subject methodology or teacher curriculums.
- j. Vocational Education activity is still taken as something done by individuals as a hobby by most of the head of institutions. To see it more concrete for teacher education curriculum would require an orientation workshop.
- k. Language plays an important role in both Rajasthan and Uttar Pradesh when it comes to conducting the sessions, the ability to connect with and have important discussions can only be possible if the language of the resource person is the same as the participants.
- l. The workshop flow allowed the participants to dwell into the components of the VENTEL CELL but also leave with having concrete action steps to be done.

Reflections on Institution Level Workshops:

- a. 90% of the students do not have a fair insight on what vocational education, Gandhi's Nai Talim and Experiential learning means. I started all my sessions by
- f. The acceptance of or need of vocational activities as means of self-reliance or independence was very low (15%).
- g. 92% of the vocational activities are creativity based and promoted by word of the mouth marketing.
- h. Pandemic was mentioned to be a driving force for the inception of vocational activity for about 25% of the participants.

asking students these as my starting questions and I hardly received any answers to these questions.

- b. 75% Students in Rajasthan and Uttar Pradesh are already involved in some sort of financial activities, as most of them were either into doing some activity to sustain family or earn pocket money.
- c. The gap of the Institutional workshop of about 1-2 months after University Cluster level workshops seemed like a futile exercise as no one remembered about the VENTEL CELL or its establishment.
- d. Hindi is the most comfortable language to understand for both the state's students.
- e. Students need at least two days of immersion workshop with hands-on-experience to start orienting themselves towards thinking about vocational education.
- f. 95% of the student teachers rated the workshops to be good use of time
- g. 96% of students commented the workshops to be good and informative
- h. 80% of students could remember and recall the areas of VENTEL Cell when asked towards the end of the workshops.

Reflections on the Vocational Activity Plans -

- a. 95% of students rated the consultation sessions to be helpful in completing the work for the competitions
- b. The colleges/institutions in Rajasthan have more activities related to art and craft and community engagement as part of the co-curricular for the student teachers. Hence, the vocational activity ideas for 15 of the participants emerged from the activities they had covered in college in some form.
- c. The student teachers did a fair attempt to connect their vocational activity to the teacher/school curriculum. 80% of the participants spoke about the aspect in their learnings section of the presentation
- d. 95% of the vocational activities presented by students have been with very few or no capital investment needed. For the ones where capital is required, it's either when a student teacher steps in to take over the existing family business or is supported by somebody.
- e. The motivation for the vocational activities was connected to the hobby/interest area for 95% of the participants.

Success Stories:

- a. Participation and submissions done by 32 institutions and student teachers for the cluster level competitions despite the uncertainty around physical college and upcoming examinations.
- b. Close to 80 participation every day for nine days between 19th Jan, 21 - 27th Jan, 21 for the consultation sessions and presence of either a faculty or a H.O.D for 70% of the time.

- c. 80% of the principals/faculty initiating and being positive about the future work on VENTEL.
- d. Students initiating and helping each other with the activity ideas and technical support required. In one of the sessions Aman from Maa Bharti PG College took charge and explained to everyone in the consultation session how to prepare for the presentation.
- e. Jyoti Perival and Jyoti Jangir from Gopeshwar college are challenging the stereotypes by involving themselves in carpentry
- f. Students from Gopeshwar College are working and bringing change by their campaign on SPIT FREE INDIA. The campaign is an initiation by their principal Dr. Usha Goyal.
- g. Dr Asha. H.OD Maa Bharti PG College, has made a project on VENTEL to drive participation and understanding in students from first and second year students. Megha Sharma from DIET Bijnor, has been a driving force to get institutions to participate for VENTEL activities.

Plan for Further Action

- a. Working with the existing VENTEL Cells - having the student teacher participants to act as volunteers/Ambassadors to drive the VENTEL activities further and engage in creation of principles and methodologies for vocational education curriculum for schools and teacher education colleges.
- b. Working with non-responsive VENTEL Cells - in the process there have been few colleges which have been non-responsive though the workshops have been conducted. Getting them to be more active for VENTEL activities by organizing orientation meetings and workshops. Spreading the work - take up new colleges and institutionalize vocational activities and experiential learning through VENTEL Cells.

Conclusion

The six months of the research has been remarkable to help understand the mindframe and understanding of vocational education from all stakeholders of Higher Educational Institutions. The attitude, orientation and goals of institution heads and faculty members often prove as a driving force for creation and functionality of the Cells established.

References

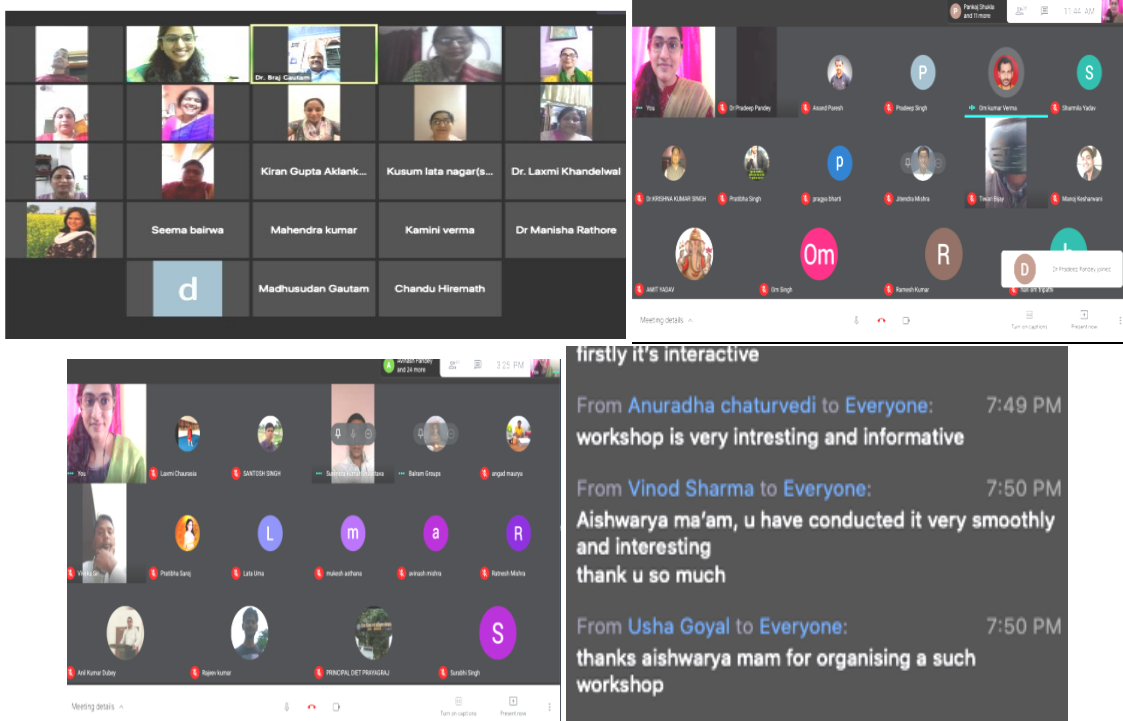
1. Abdur Razid, G. m. (2019). Importance of Vocational Education. *District education office, -(-), 22-25.* <http://m.theindependentbd.com/home/printnews/220620>
2. Government of India Planning Commission. (2019). Skill Development and Vocational Training. In *Report by working groups* (pp. 1-40). Government of India Planning Commission.
3. https://niti.gov.in/planningcommission.gov.in/docs/aboutus/committee/wrkgrp11/wg11_rpskill.pdf
4. Jethmalani, H. (2019, November Monday). There is no easy fix to declining workforce productivity in India. *the mint.* <https://www.livemint.com/market/mark-to-market/there-is-no-easy-fix-to-declining-workforce-productivity-in-india-11572794041485.html>
5. Kaushik, k. (2014). Vocational Education in India. *International Journal of Education and Information Studies, 4*(Number 1), 55-58.
6. Ministry of Skill Development and Entrepreneurship. (-, - -). *NCVTM. Home Page.* <https://www.ncvtmis.gov.in/pages/home.aspx>
7. Nair, R. (2020, May Tuesday). Bihar, Rajasthan among states with steep rise in unemployment in 2018-19, youth hardest hit. *The Print.* <https://theprint.in/economy/bihar-rajasthan-among-states-with-steep-rise-in-unemployment-in-2018-19-youth-hardest-hit/442713/>
8. Purohit, B. C. (n.d.). Efficiency in Education Sector: A case of Rajasthan state (India). *Working papers, -(Madras School of Economics), 121.* Times of India. (2019, May Sunday). Lack of resources forces Rajasthan university to close vocational courses. *Times of India, 5.*

About the Author: Ms. Aishwariya Upadhyay holds double master's in Education and clinical psychology. She is an alumni of Tata Institute of Social Sciences and founder of educational startup Chalks and Duster. She is a versatile trainer and has experience in training teachers, students, principals and faculty. She has 4+ years of education sector experience and has work experience in various projects involving private and government stakeholders. She is a system for change enthusiast and believer of quality education for all. Currently she works as a resource person with Mahatma Gandhi National Council of Rural Education. She has conducted several workshops and faculty development programs in Experiential Learning and Community Engagement.

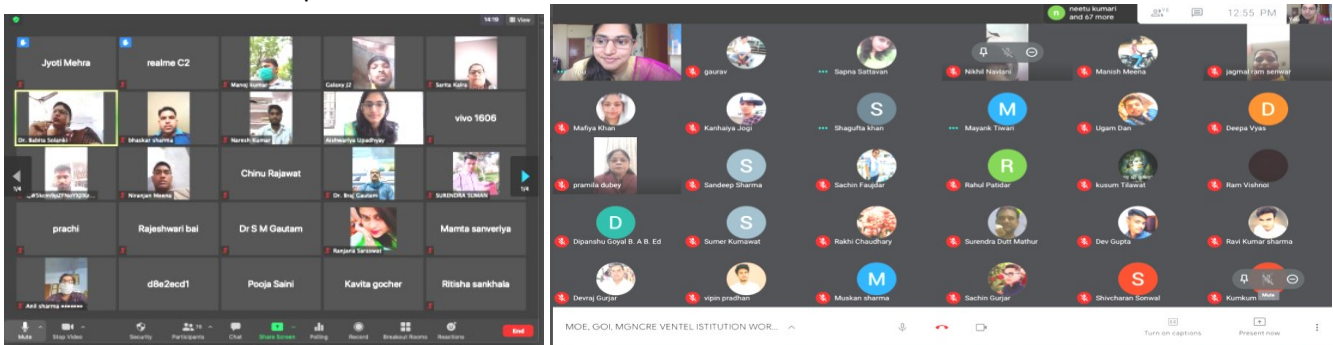
Annexures

Snapshots – Online Workshops in Progress

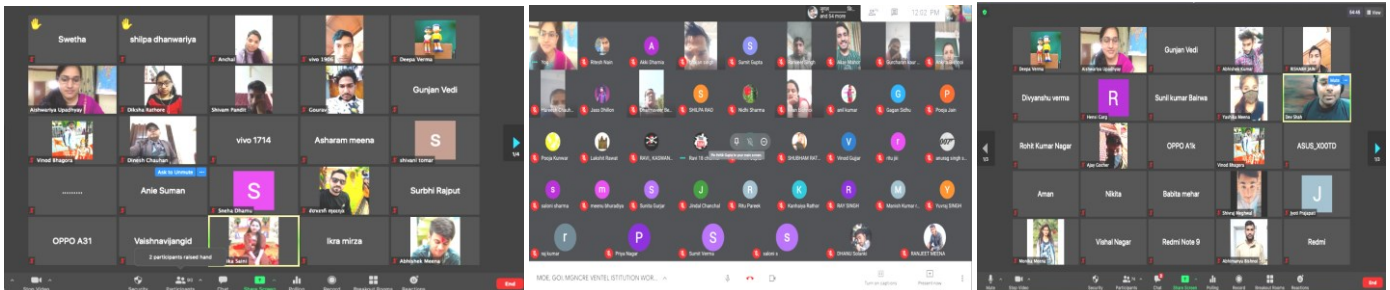
1. University Cluster Level Workshops :



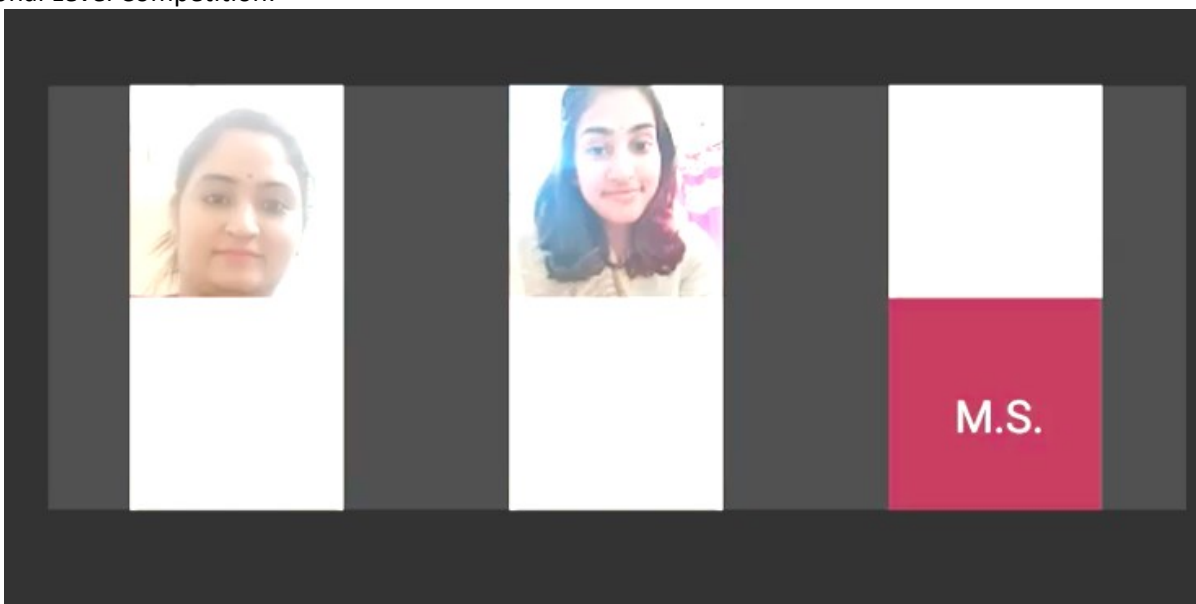
2. Institution Level Workshops:



3. Consultation sessions:

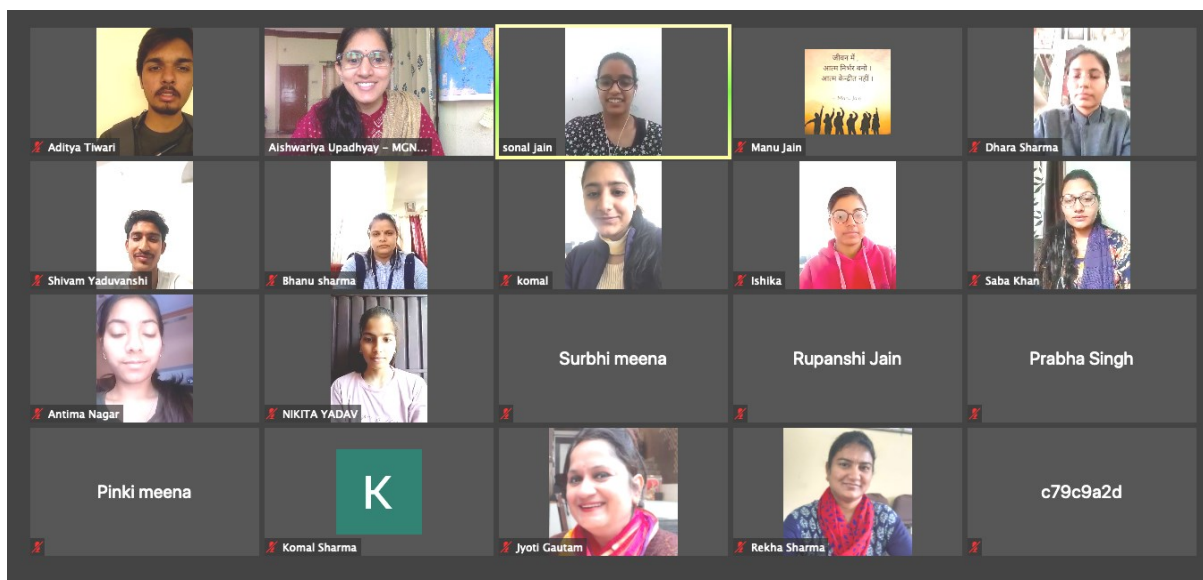


4. Institutional Level Competition:

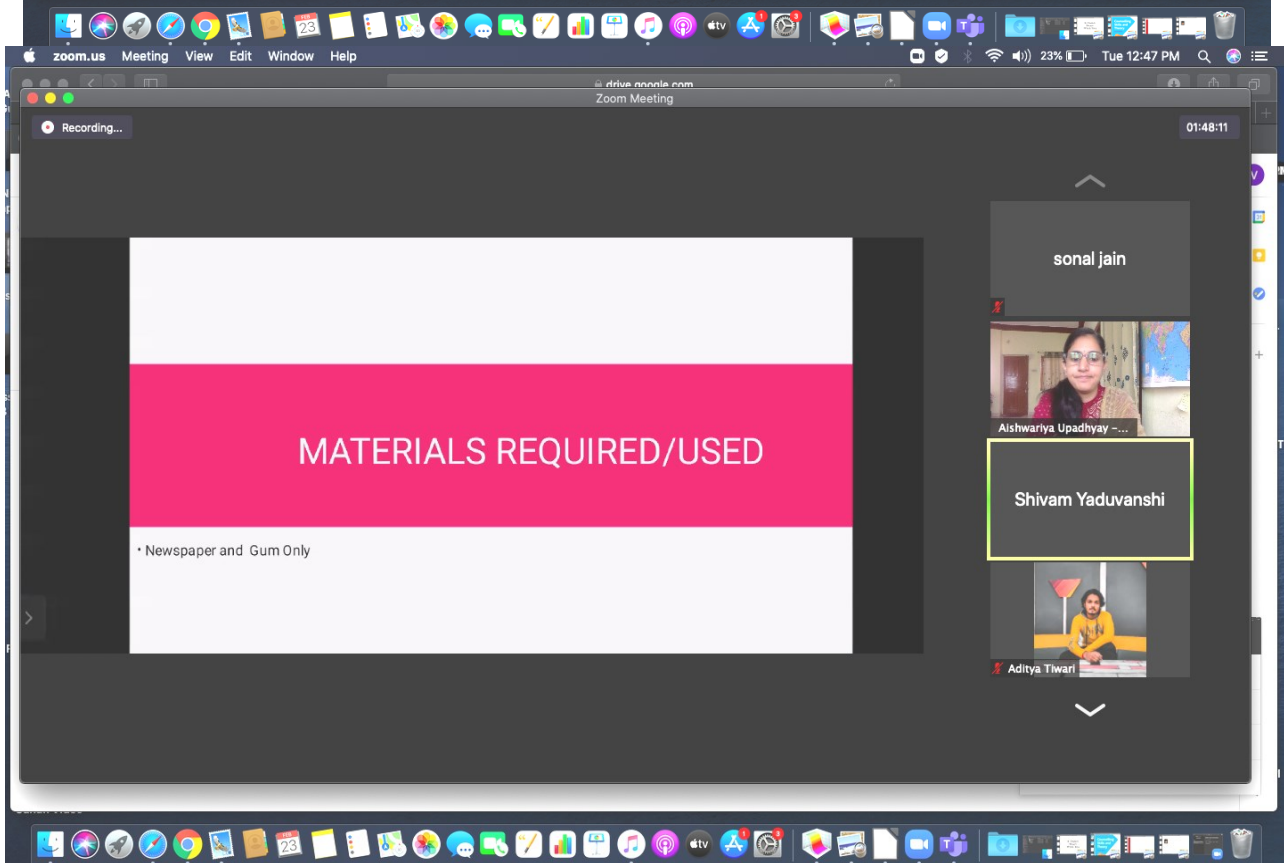
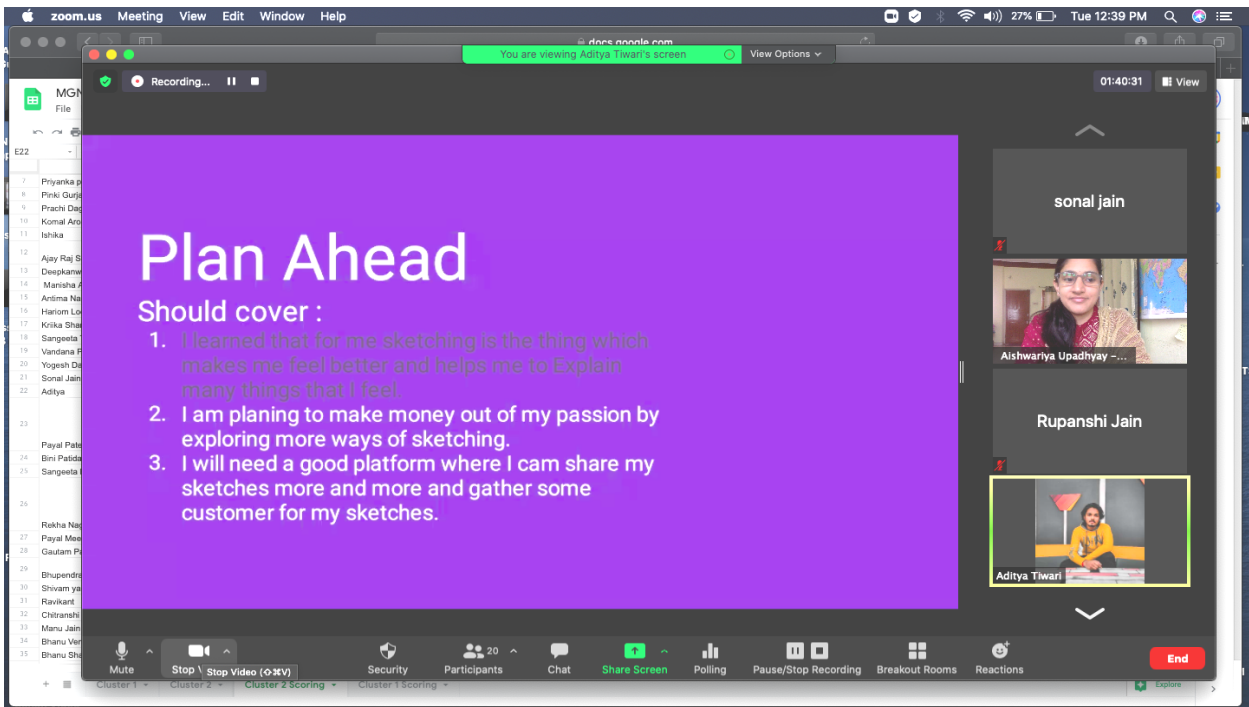


Drive Link: <https://drive.google.com/file/d/1z3uBDL1Ajm5WFTRL9MawUMSzRkT7V4FA/view?usp=sharing>

5. Cluster level Competition:



Institute Name	Students Participated	Subject of presentation	Time Alloted
Prashanti College of education for women, Mahaveer Nagar II, Kota	Mona, Twinkle, Payal	Jewellery making	11:00 - 11:05
	Group 2		11:05 - 11:10
Aklank College of Education	Rupanshi Jain	Environmental Awareness	11:10 - 11:15
	Nikita Yadav	Stiching	11:15 - 11:20
	Dhara Sharma	Teaching	11:25 - 11:30
Nehru College of Education	Priyanka purvanshi	Mehendi	11:35 - 11:40
	Pinki Gurjar	cooking	11:45 - 11:50
	Prachi Dagur	Knitting	11:50 - 11:55
Bharti T.T College, Anantpura	Komal Arora	English teaching	11:55 - 12:00
	Ishika	Teaching	12:00 - 12:05
Maharan Pratap Teacher training college	Ajay Raj Singh Hada	milk products	12:10 - 12:15
	Deepkanwar Gocher	Mask making	12:15 - 12:20
	Manisha Abid	Mask making	12:20 - 12:25
Shri Ganpati Adarsh TT College	Antima Nagar	Mehndi	12:25 - 12:30
	Hariom Lodha	Teaching/NGO	12:35 - 12:40
Agarwal Mahila T.T College	Kriika Sharma	Teaching	12:40 - 12:45
	Sangeeta Tinker	Teaching	12:45 - 12:50
	Vandana Pancholi	You tube	12:50 - 12:55
S.S.G Pareek P.G College of Education	Yogesh Dabral	Painting and tuitions	12:55 - 13:00
	Sonal Jain	Art and craft	13:00 - 13:05
	Aditya	Painting	13:05 - 13:10
SARVODAYA GIRLS COLLEGE BAGIDORA	Payal Patel / Rupaji Patel	Dish Making	13:10 - 13:15
	Bini Patidar / Akshay Patidar	Mehndi Design	13:15 - 13:20
	Sangeeta Bhoi	Mask Making	13:20 - 13:25
Swami Vivekanand Teachers Training College	Rekha Nagar	Tailoring	13:25 - 13:30
	Payal Meena	Mehndi	13:30 - 13:35
	Gautam Patidhar	Organic agriculture	13:35 - 13:40
Maa Bharti P.G College, Swami Vivekananda Nagar	Bhupendra Kumar	Writer	13:40 - 13:45



4. Promotion of Social Entrepreneurship, Swachhta and Rural Engagement in Higher Educational Institutions in the State of Tamil Nadu

An Action Research Project

B Sharath Chandra Naveen Kumar

Abstract

Social entrepreneurship is the use of entrepreneurial principles to create sustainable social value system. This study assesses the feasibility of initiating a social program in Social Entrepreneurship, Swachhta and Rural Engagement Cells of Higher Educational Institutions. Student surveys, a focus group and faculty interviews demonstrated a general lack of understanding of social entrepreneurship implementation. A deeper analysis, however, demonstrated that students and faculty members are interested in social entrepreneurship implementation and demonstrations of the experiences after implementing for thirty days, especially in the form of sustainability and related fields. This study recommends the gradual implementation of a social entrepreneurship implementation program through extracurricular and academic avenues by forming the student self help teams through Social Entrepreneurship, Swachhta and Rural Engagement Cells of the MGNCRE recognized Higher Educational Institutions.

Key words – Action Research, Entrepreneurship, employment, social responsibility, Swachhta, Rural Engagement, Community Engagement

Introduction

Social entrepreneurship paves way for responding to a social challenge, aligning to social values, fulfilling the social needs or requirements for sustainability and attending to the repairs of the damages that happen in the social dynamics due to interactions with social life and environmental interactions and tough times.

Social entrepreneurship creates a sustainable and constructive social value system. This study expounds the practicability of social entrepreneurship through Social Entrepreneurship, Swachhta and Rural Engagement Cells of Higher Educational Institutions with covid-19 situations in consideration.

Faculty level workshops conducted by Mahatma Gandhi National Council of Rural Education (MGNCRE), Department of Higher Education, Ministry of Education, Govt. of India demonstrated that social entrepreneurship has had a hold for expression of students' potential talent in business activities in the dimension of implementation.

The rooted analysis of the current study indicates that the student teams and Social Entrepreneurship, Swachhta and Rural Engagement Cell faculty members are interested and hold willingness in social entrepreneurship especially in the form of sustainability and related fields.

This study recommends the formation of 'student self help teams' and implementation of social entrepreneurship through Social Entrepreneurship, Swachhta and Rural Engagement Cells. These outputs of social entrepreneurship implementation could recombine with textbook tools for curriculum integration.

Focus of the Study

There is a specific structure of Cell created by MGNCRE for Social Entrepreneurship, Swachhta and Rural Engagement. This facilitates social entrepreneurship to be involved in ongoing academic activities or at the innovation centers of the HEIs. The basis of the current project is the belief that implementation of social entrepreneurship is a doable initiative that would be in alignment with the benefits of Higher Education institutes and its stakeholders. In addition to it there would be benefit for the community through the HEIs. It has been observed from the efforts and achievements of Swachhta activities by HEIs that there is a ground for working plan for the sustainability that had been achieved both on campus and in the adopted villages of the Higher Educational Institutions.

Social entrepreneurship is viable and could offer continuity for the activities which have social value. Activities are the social responses which are for the fulfillment of social challenges and needs. The transactions of social entrepreneurship appears as a central favorable adjustment to voluntarism. The repeated social challenges need repeated efforts in the response. Economic activity comes into circulation through social entrepreneurship which ensures to the larger extent the interest of continued commitment to offer repeated responses to the repeated social situational challenges.

The plan of study includes taking necessary steps for the implementation of social entrepreneurship through Social Entrepreneurship, Swachhta and Rural Engagement Cells to bring a functional value to the activities of students at Higher Educational Institutions.

The plan of study as a part of strategy and operational process includes activities of business with social value that are possible to be initiated and conducted with optimized pocket-friendly resources of the students. The current setup during the period

of this study has no Social Entrepreneurship, Swachhta and Rural Engagement Cell sponsoring the students. The students need to work individually and showcase the implementation experiences of the business ideas chosen by them after the workshop conducted by the resource person from Mahatma Gandhi National Council of Rural Education.

Social Entrepreneurship, Swachhta and Rural Engagement Cell will facilitate or mentor the participating students in the implementation of social entrepreneurship with knowledge skills and attitude essential for the implementation of social entrepreneurship by individual students. The willingness of the students affects the study and the reasons arrived would meet the goals of the study. Therefore this study is performed on the selected few from the Higher Educational Institutions based on the registrations in the social entrepreneurship implementation program for a period of thirty days.

The present study focuses on the manifestation of the student's interest and talent in the operational social entrepreneurship. Thus strategy of working plan for the study was prepared based on the experience of the researcher of this study.

Historic Experience

Mahatma Gandhi National Council of Rural Education has facilitated the Higher Educational Institutions for the constitution of Social Entrepreneurship Swachhta Rural Engagement Cells across the nation during the period September 2020 to December 2020. The workshops on the related subject have been conducted online with the participation of the head of the institutions, in the institutional cluster level programs.

In the workshops which are referred to as Cluster Level Workshops the faculty members were oriented towards the significant components of Swachhta, Rural engagement and Social Entrepreneurship. **The result of the workshop was formation of cells.** The functioning of the cells requires implementation of activities. The resource person and the faculty members brought out robust dialogue to implement the manuals of MGNCRE in the field of Campus Swachhta and Jal Shakti- Water Management. This led to social entrepreneurship to surface as a part of working plan for Social Entrepreneurship, Swachhta and Rural Engagement Cells.

The possibility of implementation of social entrepreneurship lies with collective work of faculty teams and student teams. The feedback of the workshops requested the organisation for the practical training for conducting activities on greenery, water management, waste management, energy management and sanitation and hygiene. The most suitable response evolved and accepted was "social entrepreneurship is lucid sustainability".

The heads of the institutions lead the Social Entrepreneurship, Swachhta and Rural Engagement Cells. This leadership impacted

the study conducted with almost no obstacles. During the COVID 19 tough times the students were working on their studies at home. There was time for the observations that could be converted in to the investigations on the practicality of social entrepreneurship by the students. Availability of Faculty members online adds to the advantages for working on the significant insights of the activities that could be conducted by the students and the guidance that could be offered.

Specific Research Questions for the Study

As the positive response evolved out of the cluster level workshops, the possibility of pragmatic response came to the forefront. In this context -

- Could social entrepreneurship be implemented through a Social Entrepreneurship, Swachhta and Rural Engagement Cell in the first go of activities?
- Would social entrepreneurship be lucid Swachhta or sustainability and related fields without a biased input?
- Would covid conditions bring evolved vocational social business activities?

The study operates its strategy to find a key out of the activities of social entrepreneurship through Social Entrepreneurship, Swachhta and Rural Engagement Cell for the questions of the study.

Background/Related Literature

MGNCRE has benchmarked practices of Swachhta Action Plan activities on campus and in the adopted villages of Higher Educational Institutions. The know how to attain results in the good practices of Swachhta results from the application of the manuals of Mahatma Gandhi National Council of Rural Education in order to facilitate the stakeholders of Higher Educational Institutions. There were workshops of capacity building and competency building conducted by Mahatma Gandhi National Council of Rural Education for the components of greenery, energy, water management waste management, sanitation and hygiene for the Higher Educational Institutions. The operational method of Mahatma Gandhi National Council of Rural Education includes the formation of clusters of Higher Educational Institutions for offering the training and related deliberations. The work done has established unit structural framework for working towards the sustainability of Swachhta practices and water management components and allied activities in the form of Social Entrepreneurship, Swachhta and Rural Engagement Cell. This in turn would result in the capacity building and competency building through experiential features in students both on campus and in the villages or outreach activities.

The present study is laid on the already offered input to the faculty members regarding the features of social entrepreneurship, swachhta and rural engagement. In order to transact social entrepreneurship through Social Entrepreneurship, Swachhta and Rural Engagement Cell while encouraging students' capacity building and competency

building in institutional level workshop was proposed for executing social entrepreneurship activities aligned to Social Entrepreneurship, Swachhta and Rural Engagement Cell working action plan. This emphasis is a part of the approach for the current study.

The literature reveals that there were studies conducted on formation of units with educational institutions for working on the lines of social entrepreneurship. As MGNCRE has practically formed units or cells in the form of Social Entrepreneurship, Swachhta and Rural Engagement Cells the study focused on the functioning of the cells.

Manuals, including *Swachh Campus and Jal Shakti Campus and Jal Shakti Gram*, dealt with implementation of the components of Swachhta and Water Management in detail. These manuals also form the integrated part of the working plans of Social Entrepreneurship, Swachhta and Rural Engagement Cells.

Social Entrepreneurship (Dees, 1998), as a new organizational form, has the inherent advantages of promoting social change in the context of a market economy (Mair and Martí, 2006). It usually contains the following features: business operations, promoting public welfare, and being transformative in nature.

Literature Reviewed:

Definitions

Author/Organization	Definition
	SOCIAL ENTREPRENEUR
(Alvy, Lees, & Thompson, 2000)	Social entrepreneurs are people who recognize where there is an opportunity to satisfy some unmet need that the state welfare system cannot or will not meet, and who gather together the necessary resources (generally people, often volunteers, money, and premises) and use these to “make a difference”
(Bornstein, 2004)	A path breaker with a powerful new idea, who combines visionary and real-world problem solving creativity, who has a strong ethical fiber, and who is 'totally possessed' by his or her vision for change
(Institute for Social Entrepreneurs)	A social entrepreneur is an individual who uses earned-income strategies to pursue social-objectives, simultaneously seeking both a financial and social return on investment
(LaBarre & Fishman, 2001)	Social entrepreneurs are dedicated innovators who are determined to tackle some of society’s deepest challenges by embracing new ideas from business.
(Skoll Foundation)	A social entrepreneur is society’s change agent: a pioneer of innovation that benefits humanity.
(Austin, Leonard, Stevenson, & Weil-Skillern, 2007)	Social entrepreneurship is an innovative, social-value-creating activity that can occur within or across the Non-profit, business, or government sector.
(Fowler, 2000)	Social entrepreneurship is the creation of viable socio-economic structures, relations, institutions, organizations, and practices that yield and sustain social benefits.

1. A set of inputs and activity procedure steps aim at helping to understand social entrepreneurship and motivates people to become social entrepreneurs.
2. Analysis and recording of the learnings from the experiences will weigh for showcasing the examples and caselets preparation
3. Analysis and regular follow up of the activity will help follow through the business activity.
4. Backing material to start a business decides the initiation of a business at physical level.
5. Category winners and an overall winner are to be awarded. This creates a way to express the students’ interest in the implementation of social entrepreneurship.
6. Competitions at college level and the scheme ahead brought a synergy in the 60 colleges participating in the study.
7. Conducting a social business with rigor and intensity may not sustain for long. The business which works with social vision and long-term goals runs well.
8. Conducting business that has to be followed on monthly basis or quarterly basis analysis will give chances for scaling up.

9. Conducting social business with utmost interest and continuity happens when Social Entrepreneurship, Swachhta and Rural Engagement Cells form student self help groups.
10. Consultations and resolutions required for the business are the stepping stones for operating a social business initiative.
11. Contribution of Social Entrepreneurship, Swachhta and Rural Engagement Cells online with students helps the study.
12. Working on the community based business conducted in capsules of time and available resources brought out puts.
13. Covering the issues of communication for running a business activity could be learned by the students while implementing the businesses.
14. Creating a business environment in the students' circle happens with the study that was conducted. This leads to the formation of student self help teams in the HEIs.
15. A discipline of executing steps involved in the activities of social entrepreneurship gets created.
16. Deciding the frame work of the business activity and the way the organizing is heading will be an input during the workshops itself.
17. Directly or indirectly, social enterprise involves transfer of exchange of goods and services for value.
18. Emphasis on the resources and process of the implementation of the activity in smaller steps serves as an ice-breaker for students. This will allow the students to interact freely with the Social Entrepreneurship, Swachhta and Rural Engagement Cells.
24. Social enterprise.
24. Social enterprise is considered as an economic activity as it is undertaken with the aim of earning with social benefit as the outcome.
25. Social entrepreneurship is an almost always a group effort.
26. Social Entrepreneurship consists of a series of functions and its functions are performed by all stakeholders simultaneously.
27. Social Entrepreneurship involves the performance towards the attainment of the startup goals.
28. Social Entrepreneurship is a dynamic function since it has to adapt according to need, time and situation of the changing business environment.
29. Social Entrepreneurship is a goal oriented process, which is to achieve already specified and desired objectives by proper utilization of available resources.
30. Social Entrepreneurship is a group activity since it involves managing and coordinating activities of different people as a team to attain the desired objectives of the start-up.
31. Social Entrepreneurship is multidimensional as it involves management of work, people and operations.
32. Social Entrepreneurship is universal in nature. It is used in all types of organizations whether economic or social irrespective of its size, nature and location and at each and every level.
33. Some important aspects of social entrepreneurship theory can be crucial to success.
34. Steering clear of common mistakes with the student social entrepreneurs requires mentoring of Social Entrepreneurship, Swachhta and Rural Engagement Cells.

Role of Social Entrepreneurship, Swachhta and Rural Engagement Cell in guiding, instructing, inspiring and motivating the students.

19. Social Entrepreneurship, Swachhta and Rural Engagement Cells have a role of mentoring the students for the actualization of the ideas.
20. Social Entrepreneurship, Swachhta and Rural Engagement Cell needs to be linked to the chain of opportunities to bridge the transition from idea to business level.
21. Social Entrepreneurship, Swachhta and Rural Engagement Cell provides planning resources and training to the students.
22. Social Entrepreneurship, Swachhta and Rural Engagement Cell will act as a spring board for the actions of social entrepreneurship.
23. Social enterprise involves dealings in goods or services on a regular basis. One single transaction of sale or purchase, therefore, does not constitute

The Research Context

It is proposed to work on the extension of the Social Entrepreneurship, Swachhta and Rural Engagement Cell formation activity that has demonstrated the interest of students and faculty members in implementation of social entrepreneurship in the year 2020-21 through the structural and functional Social Entrepreneurship, Swachhta and Rural Engagement Cells, which are the forms of sustainable and related fields. The study's working plan strategizes for the implementation of social Entrepreneurship with stakeholders of Higher Educational Institutions. The operational and execution of the working plan will insist on the applications of components of greenery, water, energy, waste, sanitation and hygiene in tandem with environment, economy and education. The programs will follow through and appreciate the doers. The process benefits in expanding the capabilities of the stakeholders of the HEIs. This focus of study would be the action research. The proposed work covers sixty Higher

Educational Institutions from the recognized Swachhta institutions of MGNCRE.

Research Study

The study conducted was on the implementation of social entrepreneurship by the HEI stakeholders through Social Entrepreneurship, Swachhta and Rural Engagement Cells. The data was gathered in the form of experiences shared while implementing the business activity practically for thirty days. The study designed involves three components, the stakeholders, the strategy and the operation of the strategy.

The study was conducted in association with the functions of Social Entrepreneurship, Swachhta and Rural Engagement Cells that were constituted during 2020-21 for the first time and are first of its kind. Each Social Entrepreneurship, Swachhta and Rural Engagement Cell includes 5 to 10 faculty members with the head of the institution as its convener. The faculty members have the responsibility of coordinating the Social Entrepreneurship, Swachhta and Rural Engagement Cell activities and celebrating at least three national or international important days. These institutions have been into Swachhta activities since 2015. These institutions will participate in the outreach programs annually.

The study was conducted with the faculty members and student teams of Social Entrepreneurship, Swachhta and Rural Engagement Cells. The data collected thus was from the student participants and the Social Entrepreneurship, Swachhta and Rural Engagement Cell coordinators. The workshops were conducted online with the discussions and inputs on the knowhow of the implementation of social entrepreneurship. Each workshop had a response with the business ideas of the individual students.

The participating students who were selected were based on their interests in the activities of Social Entrepreneurship, Swachhta and Rural Engagement Cells. The students were given free choice of registering to the workshops on 'Implementation of Social Entrepreneurship'. The studying researcher who is the resource person for the inputs is not the part of the HEIs understudy. The student participants are the under graduates and graduates pursuing post graduation studies. The Social Entrepreneurship, Swachhta and Rural Engagement Cells consented to the conducting of the workshop where the participants are students and faculty members.

The participants were given the inputs and flexibility for the implementation of social entrepreneurship without any advice or indication on specific areas of work to prevent bias on the nature of the type of social entrepreneurship the students are interested in. However the workshop inputs align completely with the functions and objectives of the Cells. The workshop

offered examples and activity steps for conducting business activity with social value. The examples included the latest online models available for business activities. Safety precautions wherever required were given during the workshops. A sample of the workshop link is appended. The roter which went as the input is also appended. The roter forms the guide for the innovative and practical business ideas which can be realized with less time investment, less space and less money. The activities in the workshop contain least stress on what and why. The emphasis is on the knowhow of the activities. The students are requested to take up the contributing assignment as fresh. All the activities performed were kept cost free and sponsor free for the purpose of study to find out the results. The activities chosen would have a social vision followed by a mission accommodating business activities. Therefore the business activities will focus with short term and long term continuity. This would be studied separately for the persistence and scaled up activities.

Data Collection and Analysis

The general approach to the study was qualitative research design. The quality of the outcome of the study will be the pattern that would be in the form of carrying the experiences of implementation of social entrepreneurship with optimized resources, time, space and the business design's procedure using few tools that are quite instrumental in bringing out the implementation of social value business activity. Experiences shared would be of qualitative. Thus the study will choose the path of qualitative mode of research design where the researcher is also involved to a limited part of the study. The researcher in the study is the initiator of the input for beginning a start up or social entrepreneurship initiative.

The data collected was the presentation of the implemented business activity for thirty days. The structural and functional aspects of Social entrepreneurship implementation would find place for arriving at robust inference. Therefore the study involves the faculty members of the Cells to monitor the progress of the ongoing implementations and follow through for conducting college level contest on the implemented business ideas. Through the rubric the best three ideas would be promoted to the cluster level which would mean that the contest would be for twenty such institutions which implemented social entrepreneurship programs.

The key strategy or the method of collecting data includes

1. Conducting of Social Entrepreneurship, Swachhta and Rural Engagement Cell Level workshops.
2. Working repeatedly with Social Entrepreneurship, Swachhta and Rural Engagement Cells through consultancy sessions kept available online on daily basis once the workshop session concludes helped the researcher to reach out for a clear communication required for the study.

3. Working with a recorded session of the workshop and a social entrepreneurship rooster prepared by the researcher (appended). The students took up the work individually in the business implementations possessing social angle in smaller steps and doable initiatives. This rooster contains the examples of the social value businesses and the activity steps.

4. Social Entrepreneurship, Swachhta and Rural Engagement Cell level presentations were conducted at the college level by the faculty members of Social Entrepreneurship, Swachhta and Rural Engagement Cells.

5. Each Social Entrepreneurship, Swachhta and Rural Engagement Cell nominated three best business ideas implemented at college level. These three presentations were chosen by the researcher to study the output qualitatively about the strategy for the current study.

The data was analysed for its implementation aspects of Social entrepreneurship. The data was collected only from the participants who performed the business activities. The data was analysed for the findings of the initiatives that were doable and achievable by using implementation impacting factors. The impacting factors for the activity are resources, time, place, procedure with precautions, tools or instruments involved and the promotion idea. The data was also used to find the implementation and the promotional methods of social entrepreneurship and chances of scaling up the social entrepreneurship business activity implemented. The data was also analysed for the outcome in the form of income generation or loss incurred after the implementation of social entrepreneurship for one month time period.

The data collected was arranged in the tabular arrangements columned with the predefined research design impacting factors and the outcome format collected from the faculty coordinators of Social Entrepreneurship, Swachhta and Rural Engagement Cell. Rubrics were used for the analysis in qualitative way (appended).

This study received the data in a PDF and PPT files which are verifiable indicators along with the presentation of the implemented social entrepreneurship program. Google drives and forms were used as the tools for the collection of data.

The timeline of the study conducted was close to 80 days. This includes the input workshops and the outcome study of the workshops. Consultancy helpline was run by the researcher for the participants after the workshops (appended).

Findings

Eighteen colleges out of the sixty colleges implemented social entrepreneurship in practice. The measure was taken to avoid the students' performance limited to idea level of social entrepreneurship. The Social Entrepreneurship, Swachhta and Rural Engagement Cell collectively worked with the students for the implementation of social entrepreneurship business activities. Measures were taken not to stop the business

activities with one or two steps or only at Idea level. The close study method by the Social Entrepreneurship, Swachhta and Rural Engagement Cells for unbiased extraction of the outcome was followed. Only implemented ideas were presented online.

Students found a way out that can help them in starting a business which will attract very less resources in terms of starting a business activity. The business chosen by the students were from day to day social responses. During the implementation of social entrepreneurship the students understood the dynamics of business and customer satisfaction.

The workshops gave unbiased inputs which resulted in choosing sustainability development business activities for implementation with no special advice. The students were left to their choice making in terms of starting the activities. The business activities on solid waste management were appreciated during the presentations of the business experiences. This establishes that there is an inclination towards natural resources and environment through business activities. The business conducted included the utilisation of the solid waste material from various sources like hotels, industries and markets. This emphasizes that the social entrepreneurship has alignment with the sustainable and related activities quite naturally.

The students started online social entrepreneurship that relates to their training and experiences from their education and skill sets that they have. The social entrepreneurship application to Higher Educational Institutions prepared by MGNCRE proved to be a useful tool in the implementation of business activities which included buying and selling, profit or loss as clear indicators of the activity done by the students. The qualitative analysis established that an individual student could perform well for the implementation of the business activity. This also could be expanded for the collaborative way of working in the form of student self help teams.

Businesses can be themed or categorised according to the implementation of the Social entrepreneurship activity. For example, there were business activities which are of making or preparing type, and selling or utilisation of used goods like books or sarees. Few businesses were directly related to the solid waste management pertaining to the glasses and bottles that are thrown haphazardly in the open areas. There was an integration of Ayurvedic medicine with the making of mask using the herbs in the pocketed mask. The bags made of paper could be reused. Malnutrition and subtle health nutrition requirements were well addressed with the businesses example of sales of aloe vera and health drinks. Sanitation and hygiene issues were addressed including soap making business.

The overall presentations showed the synergy of procurement, production, and promotion. The learning for the

researcher allows replicating the same with another set of Higher Educational Institutions. The study benefited the students.

Discussions/ Implications (associations/ suggestions)

This study brought out concrete evidence that social entrepreneurship is possible to be implemented by the students though they are in their education and academic years. The internships for the students can be devised as per the practical out puts.

The study benefited the faculty members of the Social Entrepreneurship, Swachhta and Rural Engagement Cells. The constitution of Social Entrepreneurship, Swachhta and Rural Engagement Cell was made functional with the support accorded to the study.

Social Entrepreneurship, Swachhta and Rural Engagement Cells interested in the activities get the inputs and the result of the study promotes active Social Entrepreneurship, Swachhta and Rural Engagement Cells.

The study established that during the COVID tough times also there are the ways for social entrepreneurship to happen. The study dealt with practical and demonstrative activities. The researcher benefited by learning the art of execution of things. Social Entrepreneurship, Swachhta and Rural Engagement Cells and the students were introduced to the art of social entrepreneurship in optimised conditions and the prerequisites for the implementation of social entrepreneurship at an individual level.

The question that emerges from the study is - Could the study be expanded to other Higher Educational Institutions with Social Entrepreneurship, Swachhta and Rural Engagement Cells and the scope of evolving through social entrepreneurship with the formation of student self help teams (collective level).

This study can be read for the practical works that can be

executed through the mentoring system of the faculty members and students. The aspects for the environmental concerns can be implemented with an action oriented study. The study therefore demands scaling up with student teams in the next go.

Conclusion

Social entrepreneurship is possible for sustainable and related activities. Students have an opportunity to express their latent talents of running a business through the implementation of social entrepreneurship in the available time at their disposal. The learning from the study indicates that the students could work together in a buddy system to form student self help teams. This will enhance the work and the impact thus created will be used for the scaling up of the social entrepreneurship activities. The role of Social Entrepreneurship, Swachhta and Rural Engagement Cell has established that the functioning of Social Entrepreneurship, Swachhta and Rural Engagement Cell is a contribution to community and the self actualization of the students in whom there is an inherent entrepreneur. This assumes all the more credence as this was established during the tough times of COVID 19. The takeaway from the study for the researcher is that the workshops with know how will tap the potential of the students to perform and the Social Entrepreneurship, Swachhta and Rural Engagement Cells of MGNCRE are vibrant in executing the chosen entrepreneurial activities.

References

Manual of Swachch Campus

Manual of Jal Shakti Campus and Jal Shakti Gram

https://web.wpi.edu/Pubs/E-project/Available/E-project-051109-143500/unrestricted/MCB0802_FinalPaper.pdf

<https://www.cairn.info/revue-journal-of-innovation-economics-2014-2-page-143.htm>

About the Author: B Sharat Chandra Naveen Kumar holds Masters degree in Life Sciences. He has more than 15 years of experience in community engagement services Engagement through Vivekananda Rock Memorial and Vivekananda Kendra and now with MGNCRE. He earlier worked with several Corporates imparting skill development in youth for employability. With MGNCRE Naveen Kumar has been a Resource Person for Swachhta Action Plan Project and has worked in several areas of the Project including WASH, Industry Academia Meets, Comprehensive Sanitation Management, Rural Immersion Programs, Community Engagement Programs and Rural Management Programs. He has organized fruitful workshops and faculty development programs in Community Engagement and Experiential Learning – Nai Talim. He has also been associated with Action Research Projects and has guided interns in Rural Community Engagement and Content Analysis of Rural components in Education.

Annexures

Samples of college level contests

Post to mhrdsap@gmail.com to be submitted by Social Entrepreneurship, Swachhta and Rural Engagement Cell Coordinator after Institutional level competition

Social Entrepreneurship Development Institutional Competition Report

S.No.	Items	Details
1	Name of the Resource Person	Assist. Prof. SHARI SADASIVAN
2	Name of the Cell In-charge	WASTE MANAGEMENT CELL
3	Name of the Institution	MAR ATHANASIVUS COLLEGE(AUTONOMOUS), KOTHAMANGALAM
4	Address of the Institution (District and State)	KOTHAMANGALAM, COLLEGE P.O., ERNAKULAM DISTRICT, KERALA, INDIA PIN:686666
5	Date of Institutional Competition	15 & 16 MARCH 2021
6	Background of the Institution	NAAC ACCREDITED 'A+' GRADE INSTITUTION AFFILIATED TO MAHATMA GANDHI UNIVERSITY, KOTTAYAM, KERALA
7	Please submit Participants Data (Enclose list of students and topic of their presentation in Annexure-1)	
Selected Best Implemented Action Plans(3)		
8	Action Plan -1	i. Topic ii. Target/s in Action Plan iii. Achievement in Action Plan
9	Action Plan -2	i. Topic ii. Target/s in Action Plan iii. Achievement in Action Plan
10	Action Plan -3	i. Topic ii. Target/s in Action Plan iii. Achievement in Action Plan

Annexures: 1.Participants and Topics Presented 2.Google Drive Link for Student Presentations 3. Institutional Competition Snapshots

Annexure_1: List of Participants and Topics Presented (PLEASE TYPE and DO NOT WRITE)

Sl. No.	Participant Name	Mobile No	E-mail ID	Topic
1.	KRISHNAPRIYA C & MEGHA MATHEWS	9656261552 8547308198	krishnapriyac3@gmail.com meghamathews174@gmail.com	PAPER BAGS https://drive.google.com/file/d/1tCd40l-wuhmZHsyPVGtITGWTAQjXb3xX/view?usp=sharing
2.	ROSE MARY PAUL	9539866591	rosemaryparayidathil@gmail.com	APICULTURE – BEEKEEPING https://drive.google.com/file/d/156Mo4VuyuzFiiZaqjHW9K8zFNx5L1kv7/view?usp=sharing
3.	MIHIRA P KUMAR	7510892900	mhirapkumar@gmail.com	ALMONA – ALMOND WHITENING & MOISTURISING CREAM https://drive.google.com/file/d/1wXN2F1zfJU5ufyrrBTVK3qDi4787YNh6/view?usp=sharing

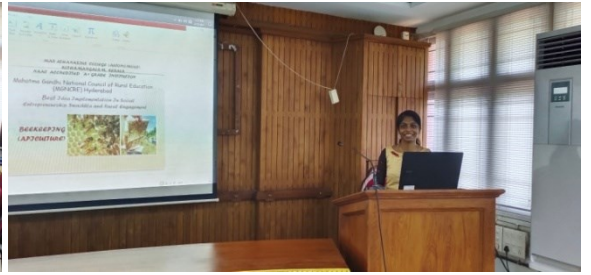
4.	GREESHMA MURALI & ASHNA SHAJAHAN	9207870696 8078025817	greeshmamurali222@gmail.com ashnashajahan08@gmail.com	CHARM BOTTLE MAKING https://drive.google.com/file/d/1j0bgUFAXOW8sZdAHY-oFEVveaYXlsbDS/view?usp=sharing
5.	CHRIS MARIAM GEORGE & TEAM	9495360414	chrismariamgeorge2000@gmail.com	LIQUID SOAP MAKING https://drive.google.com/file/d/16cYBTkh7hJbhoPXPxiqmeC37uinZROAa/view?usp=sharing
6.	MARIYA SEBASTIAN	9544531944	mariyasebastian872@gmail.com	MICROGREEN https://drive.google.com/file/d/1laadjPwUeEZcee0JkdSon-Eh5-nKcSdv/view?usp=sharing
7.	ANNIE REJI	9961651998	anniereji98@gmail.com	HANDMADE SOAPS https://drive.google.com/file/d/1HY4HP16oL65KeCizCTKOWpFuCAanuelo/view?usp=sharing
8.	FASEENA A B & TEAM	9496301044	faseenabava123@gmail.com	EXTRACTION of NATURAL PRODUCTS: PAPPAPERIN, LEMON GRASS OIL and CURCUMIN https://drive.google.com/file/d/1UjKjglLvY1yTvn0BWzRZ551z4LXvwqNe/view?usp=sharing

Annexure 2: Upload Google Drive Link for the Best Three Presentations

<https://drive.google.com/drive/folders/13VDCdE5LX7rctJdQcJ9sz9OIW9aNPD1e?usp=sharing>

Annexure 3: Snapshots - Samples Institutional Competitions





Post to mhrdsap@gmail.com to be submitted by Social Entrepreneurship, Swachhta and Rural Engagement Cell Coordinator after Institutional level competition

Social Entrepreneurship Development Institutional Competition Report

S.No.	Details		
1	Name of the Resource Person	Mr. Narender Babu Darla, Program Coordinator, Mahatma Gandhi National Council of Rural Education, Government of India	
2	Name of the Cell In-charge	Dr.S. Shailaja, Assistant Professor, Department of Chemistry, The Standard Fireworks Rajaratnam College for women, Sivakasi	
3	Name of the Institution	The Standard Fireworks Rajaratnam College for women, Sivakasi	
4	Address of the Institution (District and State)	The Standard Fireworks Rajaratnam College for women, Sivakasi-626123, Virudhunagar District, Tamilnadu	
5	Date of Institutional Competition	24.1.2021	
6	Background of the Institution	<p>The seeds of "The Standard Fireworks Rajaratnam College for Women" were sown five decades ago in the formidable memory of the eponymous philanthropist Thiru N.R.K. Rajaratnam, a renowned fireworks industrialist and business magnate. "The Standard Group of Industries" was established and expanded through the prudent and persistent efforts of Thiru Rajaratnam. The academic endeavour of the "Standard group" was conceived and crystallized in "The Standard Fireworks Rajaratnam College for Women" through the altruistic ideation and efforts of the late Thiru K.A.A. Sankaralingam Nadar, Thiru K.A.A. Arunachalam Nadar and Thiru A. Chelladurai Nadar. They acknowledged their moral responsibility of educating, uplifting and empowering young rural women and thereby, initiate bright spots of awareness and enlightenment in and around Sivakasi. "The Standard Fireworks Educational Charities Trust" was thus born. The light which was lit with a noble intent is being nurtured by the College Management Committee. The First Trustee and educationist Thiru Yennarkay R. Ravindran ensured the growth of the college through both infrastructural expansion and innovative programs of study. The evolutionary tradition is pursued by the present Management Committee under the headship of the esteemed President Tmt. Thilagavathy Ravindran, and our beloved Secretary Tmt. Aruna Ashok. "The Standard Fireworks Rajaratnam College for Women" was inaugurated by the then Vice Chancellor, Sri Meenakshi Sundaram on 27th January 1968. Being affiliated to Madurai Kamaraj University, the journey of the institution is one of upward nobility from a humble building to a vast campus of 25 acres. The committed service of the college earned the Five Star Status awarded by the National Accreditation and Assessment Council. In the third cycle of accreditation in 2014, 'A' grade has been awarded again. The grant of autonomy proved to be a boosting factor in the process of innovation and updation. The college was recognised with the coveted honour of "College with Potential for Excellence" by UGC in the year 2011. The year 2016-17 witnessed the successful passage of the institution through the second phase of CPE and the status is extended for a span of five years from 2017-2022. From modest beginnings, the development of the institution is well pronounced and its commitment towards upliftment of rural women gets only strengthened through time. Dovetailing the Golden Jubilee year, the academic year 2019-20, marched towards the strenuous process of Outcome Based Education (OBE) as next academic process.</p>	
7	Please submit Participants Data (Enclose list of students and topic of their presentation in Annexure-1)		
Selected Best Implemented Action Plans(3)			
8	Action Plan -1	R.Priyanka	iv. Topic - PANCHAKAVYAM and PANCHAKAVYA LAMP v. Target/s in Action Plan -Selling 50 packs each having 4 lamps vi. Achievement in Action Plan-30 packs

9	Action Plan -2	M.Visalakshi	iv. Topic- Naturalis - Organic soap v. Target/s in Action Plan- Selling 30 packs vi. Achievement in Action Plan-25packs
10	Action Plan -3	M.Sona	i. Topic- COVID – ORAV MASK (ORGANIC FACE MASK) ii. Target/s in Action Plan-20 Masks iii. Achievement in Action Plan-10 Masks

Annexures: 1.Participants and Topics Presented 2.Google Drive Link for Student Presentations 3. Institutional Competition Snapshots

Annexure 4: List of Participants and Topics Presented

S. No.	Participant Name	Mobile No	E-mail ID	Topic
9.	K.Dharani	9994243288	20dharani-ugmb@sfrcollege.edu.in	Healthy Food
10.	R.Dhivya Ragavi	9486719219	20dhivyaragavi-ugche@sfrcollege.edu.in	Craft With Wastes
11.	S.Divya Vaishini	9360197457	20divyavarshini-ugbba@sfrcollege.edu.in	Teastall
12.	J.R.Inumathi	9894568070	18indhumathi-ugbba@sfrcollege.edu.in	Handloom Mask with Cover(Pony's Belleze)
13.	K.Kanchana	9344802323	18kanchana-ugche@sfrcollege.edu.in	Flower decorations
14.	K.Ayyammal	8489085413	19ayyammal-ugmb@sfrcollege.edu.in	Organic face pack and spouts selling business
15.	S.Kaviya	9597132929	20kaviya-ugmb@sfrcollege.edu.in	Paper Bag
16.	M.Kiruthika	9489275259	20kriuthika-ugmb@sfrcollege.edu.in	Paper box and cloth bag
17.	M.Sona	9360044187	20sona-ugmb@sfrcollege.edu.in	COVID – Orav Mask (Organic Face Mask)
18.	K.Kavyaa	9787934574	19kavyaa-ugmb@sfrcollege.edu.in	VermiCompositing
19.	S.Kokila	9344881838	20kokila-ugmb@sfrcollege.edu.in	Idly Dosa Batter
20.	R.Priyanka	848966015	18priyanka-ugbba@sfrcollege.edu.in	Panchakavyam and Panchakavya Lamp
21.	G.Monisha Ponsakthi	97881221555	18monishaponsakthi-ugche@sfrcollege.edu.in	Homemade Hand Sanitizer
22.	D.Santhoshi	7867907913	20santhoshi-ugmb@sfrcollege.edu.in	Chalk Carving
23.	M.Visalakshi	8838785698	18vishalatchi-ugbot@sfrcollege.edu.in	Naturalis -Organic soap
24.	V.Subhashini	8248208269	20subhashin-ugmb@sfrcollege.edu.in	Jewellery Making

Annexure 5: Upload Google Drive Link for the Best Three Presentations

<https://drive.google.com/drive/folders/1pBvPfyvDGQ1EQUo5xldNGeDO12WLGk?usp=sharing>

(Note: Please copy the link and paste in Google browser to retrieve the ppts.)

Annexure 6: Institutional Competition

Plastic can make our home decorative



Snapshot

INCOME AND EXPENDITURE :

Government Office and Company :

1. Daily Sales + Orders.
2. High Rent.
3. Cost of the Tea : Rs.8 – 10.
4. Varieties: Not only Tea , Coffee, Milk etc...
5. No . Of . Tea Cup Sales Per Day: Minimum 900 – 1000 Cups.
6. No . Of . Working Time is 10 Hours.

Highway and Bus Stop :

1. National Highway Tea Stall.
2. Low Rent Compare to City/ town.
3. Cost of the Tea : Rs.10 – 20.
4. Varieties: Not only Tea , Coffee, Milk, Boost, Horlicks etc...
5. No . Of . Tea Cup Sales Per Day: Minimum 400 – 600 Cups.
6. No . Of . Working Time is 16 – 18 Hours.

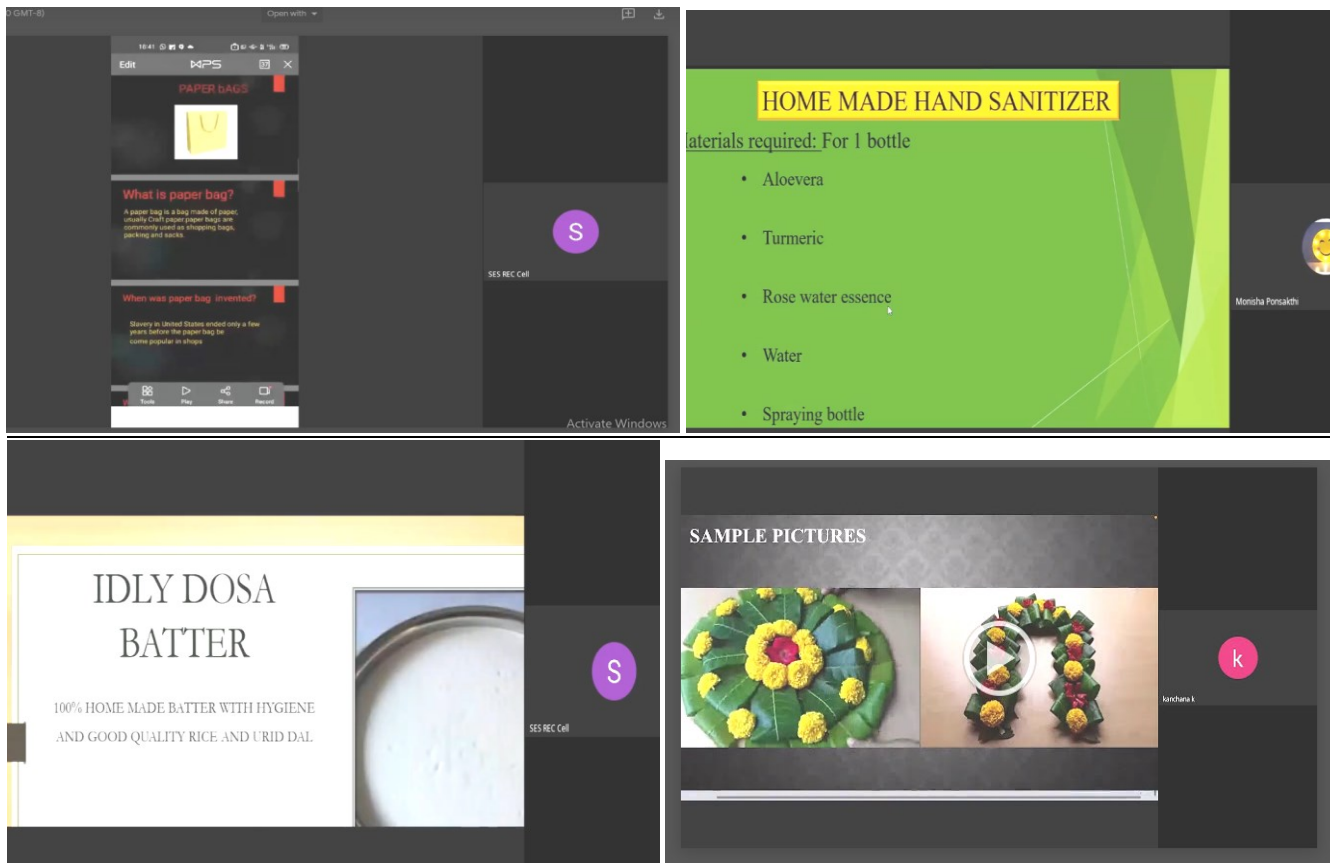
FACE MASK COVER



P

Parkodi J.

Watch in Picture-in-Picture



Post to mhrdsap@gmail.com to be submitted by Social Entrepreneurship, Swachhta and Rural Engagement Cell Coordinator after Institutional Level Competition

Social Entrepreneurship Development Institutional Competition Report

S.No.	Details	
1	Name of the Resource Person	SALMANUL FARIS C
2	Name of the Cell In-charge	MOHAMMED SHIHABUDHEEN K K
3	Name of the Institution	Markaz Arts and Science College, Athavanad
4	Address of the Institution (District and State)	Karthala (P.O), Athavanad. Malappuram (Dt) 679571 (Pin). Kerala.
5	Date of Institutional Competition	18-03-2021
6	Background of the Institution	Minority Institution in Rural Area
7	Please submit Participants Data (Enclose list of students and topic of their presentation in Annexure-1)	
Selected Best Implemented Action Plans(3)		
8	Action Plan -1	i. Topic: Organic Kajal ii. Target/s in Action Plan: All India distribution. iii. Achievement in Action Plan: Successfully running in Athavanad Panchayat.
9	Action Plan -2	i. Topic: Organic Henna Products and Service ii. Target/s in Action Plan: All India distribution. iii. Achievement in Action Plan: Distributed among college students & hometown
10	Action Plan -3	i. Topic: Handmade Bio degradable Stuffs and Framed Art Works ii. Target/s in Action Plan: Handmade products sale in all over India. iii. Achievement in Action Plan: Selling through online and offline media in Malappuram District.

Annexures: 1. Participants and Topics Presented 2. Google Drive Link for Student Presentations 3. Institutional Competition Snapshots

Annexure 7: List of Participants and Topics Presented

Sl. No.	Participant Name	Mobile No	E-mail ID	Topic
1.	SHIBILA MUNDHAS PV	9048356445	shibilamundhas@gmail.com	Virtual assistant
2.	SHAHADIYA. M	9207440048	diyadiyuzzzzz@gmail.com	Proof reader
3.	KAVYA. S	7025854118	ammuskavya02@gmail.com	Event Management
4.	AHAMMED MASHHOOD	9562138829	ahammedmashhoodmrm@gmail.com	Computer based
5.	ANAS	9995384363	talkwithanas@gmail.com	Freelance writer
6.	HASIF SAHEER	9544103745	hasifsaheer08@gmail.com	Making T-Shirts with simple designs in affordable prices
7.	ABDUL LATHEEF.A	9048775384	latheefbinhaidheralungal@gmail.com	Umbrella making
8.	FIDHA NAZRIN.K.P	9633133550	fnazrin19@gmail.com	Blog writer
9.	NUSVIYYA.K.P	9048674722	nusviyyanazil@gmail.com	Organic henna products and services
10.	FAHEEMA YASMIN ABDUL KHALIK	8943666644	sabirakhalik@gmail.com	Resume writer
11.	FAHEEMA YASMIN ABDUL KHALIK	8943666644	sabirakhalik@gmail.com	E mail making
12.	THAIFA BEEVI	9744165830	thaifabeevi123@gmail.com	Pet walker
13.	NOUFIYA CS	9846117589	noufiyacs56@gmail.com	Fashion designing
14.	SHAMLA	9207466427	juliusceaser427@gmail.com	online service
15.	JUMAILA KP	9809707194	jumailakpvly@gmail.com	Baby sitting
16.	LIYA SALEEM	9645416741	saleemliya0@gmail.com	Computer repair
17.	ANFIDA SHERI KP	8089577780	anfidasherikp60@gmail.com	Insurance billing
18.	SHARAFUDHEEN	9895006277	yadishafin@gmail.com	Yutube Tutorials
19.	FARSANA.V.V	9633433538	farsanafarz100@gmail.com	Fish export and import
20.	FATHIMA HANNA	9645098996	hannafath900@gmail.com	Scriber
21.	JISHADU MK	9048877494	jishadumk00@gmail.com	House cleaner
22.	SAYIDAMOL TP	9400222500	sayidamoltp@gmail.com	Vacation planner
23.	RESMI.P	8157077604	resmipoolakkil1999@gmail.com	Easy store owner
24.	FAYIZA KS	9496825125	fayizafazz45@gmail.com	Customs gift creator
25.	SAHLA	9645138894	sahlakadiyekkal@gmail.com	Graphic designer
26.	DRISYA.K	7902804090	drisyak876@gmail.com	Photographer
27.	NIHANA	7736279882	shamleena.sameerbabu@gmail.com	Book narrator
28.	RAMSHIDA	9061655589	ramshipvramshida@gmail.com	Online business
29.	MUHAMMED HASHIM A K	9656264292	muhammedhashimak1818@gmail.com	Food delivery driver

30.	MUHAMMED FAYIS K	7034257834	faizfazz31@gmail.com	Event valet
31.	SHABEER TK	9544291504	shabeertk221@gmail.com	Bike repair
32.	MUHAMMED FAYEEZ TP	7994670686	fayeezmohammed@gmail.com	Fitness instructor
33.	MOHAMMED ASHIQ P	8589916700	ashiqpulikkal603@gmail.com	Wellness coach
34.	ARIFA. P. P	9946669072	arifaakbarali10@gmail.com	Shop involving art and craft items
35.	RAHMATH AMEERA	9037168765	ameeraamiz60@gmail.com	Online business
36.	AYSHATH JUMANA ASMIN K T	8129488661	ayshkotta@gmail.com	Online tution
37.	NANDANA PRAKASH	7034408980	nandanaprakash97@gmail.com	Music teacher
38.	FATHIMA HANAN. CP	9048173505	fathimahanan0403@gmail.com	Fish Farming
39.	AMINA HANA	9778019252	aminahana2001@gail.com	Sports skill coach
40.	SEENA P	9846950102	seenaanu1@gmail.com	Holiday light installor
41.	SHAHNA SAFRI.K.T	8593987005	shafrishahna910@gmail.com	Appliance repair
42.	FATHIMA HANAN. CP	9048173505	fathimahanan0403@gmail.com	Tailor
43.	THASLEENA KK	9645990148	thaslinakk@gmail.com	Curtain desighner
44.	ALI	9847717005	alipariyath6@gmail.com	Buttons & Hole
45.	SHIRIN SHANA. K	8943205233	shanazaidshanuuzz@gmail.com	Cake making
46.	HANA BASHEER	9048118698	hanabasheer789@gmail.com	Juice corner
47.	MUHAMMED JAUHAR K	9072722351	jauharmohammedk@gmail.com	Biryani hub
48.	SHIFANA SHIRIN	9539620000	shifanasherin288@gmail.com	Online Business
49.	SAJNA SHERIN EP	9562713581	sherinsajna524@gmail.com	Fried chicken shop
50.	MUHAMMED HASEEB AK	7902556002	haseebak001@gmail.com	Online Psc Coaching
51.	MUHAMMED SIDHEEQ	9539921222	sidheeqsalammuhammed@gmail.com	Sulaimani Hub
52.	HISHAM AMEEN	8113950949	hishamameen123@gmail.com	Antique dealer
53.	ABDUL BASITH	7994211464	abdulbasithworld@gmail.com	Online physical trainer
54.	JITHENDRAN CJ	8138980252	jinoycj8138@gmail.com	Art gallery
55.	MUHAMMED SIDHEEQ	9539921222	sidheeqsalammuhammed@gmail.com	Tour guide
56.	MUHAMMED HASEEB AK	7902556002	haseebak001@gmail.com	Fashion desighner
57.	SHIFANA SHIRIN	9539620000	shifanasherin288@gmail.com	Mechanic shop
58.	MUHAMMED HASEEB AK	7902556002	haseebak001@gmail.com	Mehandi
59.	SHAFNA.E	7994323799	shafnabasheer98@gmail.com	Beautician
60.	MOHAMMED SAHBEEL K P	9745989599	sahbeelmohammed@gmail.com	Sanitary and Hardware
61.	MOHAMMED SAHBEEL K P	9745989599	sahbeelmohammed@gmail.com	Data entry
62.	SAHDIYA K K	9745527373	sahdiyashamsk73@gmail.com	Kulfi shop
63.	SHAHLA U	8111823658	shahlausaid@gmail.com	Cup cake
64.	ARIBA.C	9745934049	nasinasinasar@gmail.com	Bottle craft
65.	SAFWABASHEER.K.K	9605923735	safwa.k@gmail.com	Garden making
66.	ANJANA T	8848194852	anjanajayan28@gmail.com	Coconut oil
67.	SHAMNA VK	9496869276	Shamna.imnu@gmail.com	Honey making
68.	NESEERA	9947647259	naseeranaseera707@gmail.com	Paper pen
69.	RINSHA NAZRIN	9048111831	rinshanazrin37@gmail.com	Balloon art
70.	SUNAINA PARVIN	8590815451	parvikkunnath@gmail.com	Ice cream shop
71.	SHAHID AFREEDI	9567659908	afreedikaniyara@gmail.com	Jewelry
72.	MOHAMED HASIM M	8593089660	mohamedhasim2018@gmail.com	Jackfruit exporting
73.	FAYYAS SHIBILI	8943429926	fayyasshibili@gmail.com	Polymer field

74.	NISHAN M	6238267123	nshanu391@gmail.com	Bamboo Tea
75.	SHAJINI MALIYEKKAL	8590399665	shajins54@gmail.com	Logo designing
76.	MUBASHIRA K K	8943960551	mubashiramubashira386@gmail.com	Mathematics online class
77.	SHAHANAS	9539493812	Shahanasshana69@gmail.com	Motor mechanic
78.	NIDA T	9037195710	nidha4554@gmail.com	Night club promoter
79.	ASLIYA SHIRIN	9946168198	shirinasliya979@gmail.com	Outdoor adventure
80.	MUHAMED RAFEEF	9562390399	rafeefpalara@gmail.com	Tourist guide
81.	SALIHA A M	7510355769	salihasali111@gmail.com	Cake Baking
82.	FAIZA FARHANA	9605614416	faizaism4416@gmail.com	Personal trainer
83.	LUBNA SAID TP	9495674460	Lubnakbar1235@gmail.com	Online Marketing
84.	SUMAYYA KT	9809828856	sumayaharish@gmail.com	Spot fishing charter boat
85.	ANSA SAJI	9207152620	ansagnus98@gmail.com	Toy producer
86.	FABINA JASMIN	9061388038	fabinajasmin80@gmail.com	Event management
87.	MUHAMMED ANAS	7025992581	muhammedanas00786@gmail.com	Carpet cleaner
88.	JASEELA.K.P	9645371285	jaseelashafi29@gmail.com	Craft maker
89.	SHAKKIRA. M	7736816839	shakkiram3@gmail.com	Laundry
90.	FARSEENA	8113923673	farseenabshr09@gmail.com	Candle maker
91.	SUHAILA. V	9747896878	suhailasafiya61@gmail.com	L E D assembling
92.	RAMEES. P	9207409904	rameeshamsap@gmail.com	Game developer
93.	FASNA K V	9567518493	fasnaasif93@gmail.com	Soap making
94.	ASMILA.C	9809290447	ashmic246@gmail.com	Home bakery
95.	AFIYA SHERIN	7034626494	afiyasherin21@gmail.com	Software developer
96.	AFIYA SHERIN	7034626494	afiyasherin21@gmail.com	Interior designer
97.	SHAMNA SHERIN T.P	9744661389	shrnmshna@gmail.com	Let out agent
98.	FATHIMA MUFEEDHA	9.19961E+11	mufeedhampusthafa@gmail.com	Online net banking
99.	SHAHANA SHERIN.E.P	9605391625	shahanahameeda@gmail.com	Study material shop
100.	RAHUL.P.PONNANI	9539530351	rp662708@gmail.com	Chalk making
101.	MUHAMMAD AMAN PK	9947447912	amanpk712@gmail.com	Squash making
102.	MUHAMMAD AMAN PK	9947447912	amanpk712@gmail.com	Metal engraving product
103.	MOHAMMED SHIBIL	9526086532	shibilmohammed952@gmail.com	Online business
104.	SHIFANA.CP	9961095784	shifushifana19@gmail.com	Volleyball net making
105.	MUHSINA.P	9526004792	muhsinaameer786@gmail.com	Tyre resoling
106.	MUHAMMAD NABEEL	8943501334	nabeelnittoor6750@gmail.com	Balloon making
107.	SALMAN ATR	9745740608	salman8atr@gmail.com	Marketing
108.	MUNEEDA.V	7736373057	nibaasharaf@gmail.com	MBA
109.	ANJALA PARVIN. K	9072250696	anjalakallan@gmail.com	Craft and
110.	ADIRUMADA	8590811916	thanseehanazer@gmail.com	Food restaurant
111.	SHAHANA THASNI.CP	9746801518	Shahanashamsudheen0291@gmail.com	Organic khajal making
112.	AYSHA FARSANA	9633276984	Aishamoideen2@gmail.com	Handmade Bio degradable Stuffs and Framed Art Works

Annexure 8: Upload Google Drive Link for the Best Three Presentations

<https://drive.google.com/drive/folders/13VDCdE5LX7rctJdQcJ9sz9OIW9aNPD1e?usp=sharing>

1. NUSVIYYA

<https://drive.google.com/file/d/1ATjRUXc3JHGXhsEZqQn-MJMLo9Y40304/view?usp=drivesdk>

2. AYISHA FARSANA

<https://drive.google.com/file/d/1AIHNuXm2cNZu1P2U0mfft7sAW9g7iFL9/view?usp=drivesdk>

3. SHAHANA THASNI

https://drive.google.com/file/d/1A_7UKCdtcDgQYhGrZtii9kL2VGR2CAfv/view?usp=drivesdk

Annexure 9: Institutional Competition Snapshots



Post to mhrdsap@gmail.com to be submitted by Social Entrepreneurship, Swachhta and Rural Engagement Cell Coordinator after Institutional level competition

Social Entrepreneurship Development Institutional Competition Report

S.No.	Details	
1	Name of the Resource Person	Mr. B Sharath Chandra Naveen Kumar MGNCRE, Ministry of Education, Govt. of India. Chief Program Coordinator SAP, Dept. of Higher Education, Ministry of Education, Govt. of India.
2	Name of the Cell In-charge	Ms. Rima Kanjilal
3	Name of the Institution	Banipur MahilaMahavidyalaya
4	Address of the Institution (District and State)	near Banipur Sham Saha More Banipur, Habra, North 24 Parganas – 743233, West Bengal.
5	Date of Institutional Competition	12.03.2021
6	Background of the Institution	Government aided, West Bengal State University affiliated college
7	Please submit Participants Data (Enclose list of students and topic of their presentation in Annexure-1)	
Selected Best Implemented Action Plans(3)		
8	Action Plan -1	<p>vii. Topic – Colour of life (A painting business)</p> <p>viii. Target/s in Action Plan</p> <ul style="list-style-type: none"> • It is very easy to set up this business and anyone who has an interest in painting can start a venture of its own without much investment. • Startup costs are minimal, do not need any heavy machinery. • To Involve more people as their part time job. <p>ix. Achievement in Action Plan</p> <ul style="list-style-type: none"> • This business has been spreadrapidly, people are showing interest to this. • The result oftentimes is a better person who contributes to create a healthier community. In turn, a healthy community contributes to a strong nation.

9	Action Plan -2	<p>vii. Topic - Photography Business (Biodiversity)</p> <p>viii. Target/s in Action Plan –</p> <ul style="list-style-type: none"> • Through photography we are trying to enhance the accuracy of visual ideas and reflect the concept of saving our nature. • Not only self empowerment but also to empower women of the neighborhood. • Trying to increase employment. <p>ix. Achievement in Action Plan –</p> <ul style="list-style-type: none"> • From the beginning we are trying to save our mother nature through this work and we are quite successful in this job. • Involving more people in this work to empower them
10	Action Plan -3	<p>iv. Topic - Lights, camera &makeup (Makeup Artist Business)</p> <p>v. Target/s in Action Plan -</p> <ul style="list-style-type: none"> • Through this business we are raising the level of confidence of anyone by enhancing their appearance. • To increase the volume of business and to make it a full timeinvolvement. <p>vi. To provide employment for many both directly and indirectly.</p> <p>vii. .Achievement in Action Plan-</p> <ul style="list-style-type: none"> • The demand for this business is quite high and as satisfaction of my customers is my wealth. • Wish to involve more people in this venture.

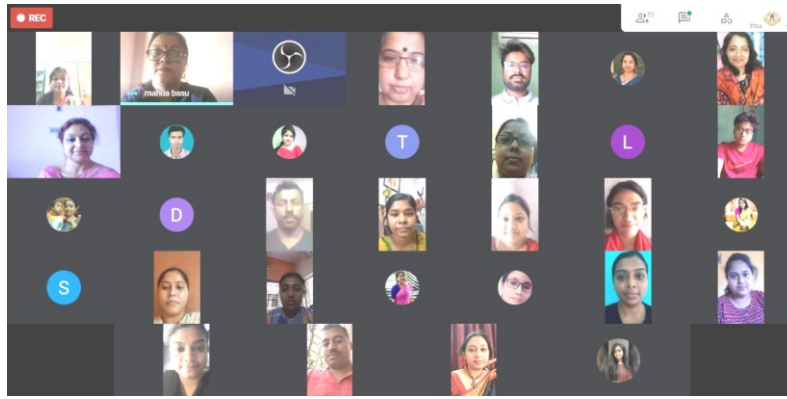
Annexure 10: List of Participants and Topics Presented

Sl. No.	Participant Name	Mobile No	E-mail ID	Topic
1.	Prity Roy	9064718883	prityroy.dut50@gmail.com	Color of life (A painting business)
2.	Urmi Majumder	8637317123	urmimajumder.2001@gmail.com	Photography Business (Biodiversity)
3.	Anindita Bhattacharya	7679773541	aninditabhattachryaab2001@gmail.com	Lights, camera &makeup (Makeup Artist Business)
4.	TriyashaSutradhar	7001356850	Pakhilal142@gamil.com	Makeup and Cake Making
5.	Dipanwita Kundu	7557885933	kundudipanwita192@gmail.com	Mask making, Designing ason& Radha krishna designing dress.
6.	JyotiBachar	70476 29583	Jyotibachar131@gmai.com	Asondesigning,paper craft
7.	Susmita Saha	8250678723	sahasusmita09402@gmail.com	Art and craft
8.				
9.				
10.				
11.				
12.				
13.				
14.				
15.				
16.				
17.				
18.				

Annexure 11: Upload Google Drive Link for the Best Three

Presentations<https://drive.google.com/drive/folders/13VDCdE5LX7rctJdQcJ9sz90IW9aNPD1e?usp=sharing>

Annexure 12: Institutional Competition Snapshot



Picture and Flyer of the Competition

BANIPUR MAHILA MAHAVIDYALAYA
Organises

Social Entrepreneurship Best Idea Implementation Competition, March 2021

(An initiative of capacity building, appreciation, recognition of contribution for promoting socially conscious enterprise implementing ideas and process by Social Entrepreneurship, Swachhta and Rural Engagement Cell teams)

Under

Mahatma Gandhi National Council of Rural Education (MGNCRE)

Date: 12/03/2021

Time: 7 pm

COMBINED SCORE SHEET

Sl No	Participants	Score					
		Judge-1	Judge-2	Judge-3	Total	Average	Position
1	Urmi Majumder	27	25	28	80	26.7	Second
2	Triyasha Sutradhar	19	18	17	54	18	
3	DipanwitaKumdu	21	20	24	65	21.7	
4	Prity Roy	30	27	33	90	30	First
5	Jyoti Bachhar	20	18	18	56	18.7	
6	Anindita Bhattacharya	23	21	27	71	23.7	Third
7	Susmita Saha	19	18	17	54	18	

Judges:

1. Dr. Bidish Ghosh Dastidar, Principal, Banipur Mahila Mahavidyalaya
2. Prof. Mahua Basu, Coordinator, IQAC, Banipur Mahila Mahavidyalaya
3. Dr. Sumana Gupta, Associate Professor, Banipur Mahila Mahavidyalaya

Sample of the Individual Workshop

ONLINE WORKSHOP REPORT

Sl. No	Details	
1	Name of the Resource Person	B S C Naveen Kumar
1	Complete details of the Program conducted (Workshop / FDP) with theme/topic, date(s), etc	One day Online Institutional Workshop on “Social Entrepreneurship, Swachhta and Rural Engagement Cell (SES REC)” for B.V.V.S Akkamahadevi Women’s Arts, Science and Commerce College 19-01-2021 2P.M to 3 P.M
3	Complete details of the Name of the University / Institution / College / State / District for whom the program is conducted	The program was conducted for the SESREC-Cell Members and teams formed for the functioning dynamics of SESREC of B.V.V.S Akkamahadevi Women’s Arts, Science and Commerce College.
4	Objective(s) of the program	<ol style="list-style-type: none"> 1. Understand the vision of SES REC Plan 2. Appreciate the need for a SES REC Committee in the HEI 3. Identify aspects relevant to sanitation and hygiene, greenery, water, waste and energy conservation/management in a Swachh Campus 4. Appreciate the importance of institutionalising SESREC Plan for sustainable action in the five identified areas of sanitation and hygiene, greenery, water, waste and energy conservation in the campus 5. Become familiar with the contents of the Swachh Campus Manual and the Jal Shakti Manual 6. Become aware of/Share a few best practices in the five areas of sanitation and hygiene, greenery, water, waste and energy conservation in the campus 7. Gain clarity on the documentation of Social Entrepreneurship and Community Engagement Cell activities 8. Prepare for implementation of SES REC Plan as soon as HEIs reopen post Covid 19
5	Number of participants (please enclose the detailed list in the prescribed format)	92 participants of SESREC level constituted teams of action plan. The program was inaugurated by the Principal and Convener of SESREC coordinator of SESREC, Dr Shivkumar Rajput
6	Details of the Resource persons / key speakers (please enclose the details)	B. S. C .Naveen Kumar, 7660802102, naveenmgncr@gmail.com

Sl. No	Details	
7	Key points discussed & the suggestions/feedback given by the participants of the workshop	<p>About MGNCRE interventions in HEIs and work done till date in the area of SOCIAL ENTREPRENEURSHIP and COMMUNITY ENGAGEMENT CELL SES REC Plan –Background, What, Why, When, How, Documentation, Economic Impact, Ultimate Goal, Swachhta Awards with experiences of the resource person’s visits to various HEI’s.</p> <p>Discussions happened on the following business with detail steps for immediate implementation- Resources, Time, Place, Process, Tools, Promotion, and Precautions. Online classical dance classes- performance based Digital shop – certificate , banner work, DTP Sanitizer, Dishwash bar- liquid making Theatre performance and Dramas Dried fish pickle and dry fish sales. Dried flower business and making of dhoop sticks. Dry cleaning pickup and delivery Electrical equipment services – mixer, grinder, water heater, motor services. Engaging yoga class and breathing exercise classes Event management/ organising- competitions and contests Farmers market vendor</p> <p>Apart from this standard, practical and can be implemented activities, businesses were discussed in details steps: Organising laughing Club. Small Basketry Services. Background wall painting. Terrace gardening. Organic composting from thrown away used tea power. Organising Chess/Tuition/” Khel-Katha-Geet” personality development for children online. Running a community Channel on YouTube. Selling of pure traditional curd/sathu mavu/malt/chapathi/ginger garlic paste etc Small packeting sales of Dry fruits/turmeric/kum-kum/wicks/naphthalene balls Running a books lending library at home.</p>
8	Brief summary of the Outcome of the program along with the snapshot of the photographs.	The program was received well. The HEI has requested for one more reorientation on the business implementation on 25 Jan 2021 at 2P.M. The students were ready to start the social business. The college has ensure for implementation of the business by the students in all possible way by working out on the design of the activity following the steps, precautions and tools required.
9	Course of action / follow up action of this program/ No. of Project Ideas Submitted	Institutions work on implementation of their action plans and formulate designs for social entrepreneurship. Business plan basics and structure will be guided if required by the HEI SESREC meets. Participation in conferences with paper presentation is activated. The ideas will be updated to the following link by the SESREC student teams.
10	Any comments / suggestions / recommendations of the Resource Person on the program for betterment of future programs.	Appreciated is the program for the effective, advancing and progressive works of the Social Entrepreneurship, Swachhta and Rural Entrepreneurship.

Signature : 

Name : B S C Naveen Kumar

Date : **19-01-2021**

List of enclosures:

1. List of Participants
2. Workshop Schedule
3. Snapshots of the Workshop
4. The Resource Person Profile

Enclosed the link of ideas of the social entrepreneurship which will be updated by the participants based on the study on the subject matter

<https://docs.google.com/spreadsheets/d/1SIRf9vzOZ-zZbuxgEFagiGxMWB8v4dbGDeNwKLMPEa4/edit?usp=sharing>

Enclosure 1 : Workshop Schedule



Faculty Development Centre
(Pandit Madan Mohan Malaviya National Mission on Teachers and Teaching)
Mahatma Gandhi National Council of Rural Education
Department of Higher Education, Ministry of Human Resource Development, Govt. of India
Hyderabad

Schedule for Online Workshop on 19-01-2021 2P.M to 3 P.M

Workshop Link: <https://meet.google.com/jks-nzds-snf>

S No	Topic	Duration	By	Workshop Objectives
1.	Introduction and Program Structure	5 min	MGNCRE Resource Person	<ol style="list-style-type: none"> Understand the vision of SES REC Plan Appreciate the need for a SES REC Committee in the HEI Identify aspects relevant to sanitation and hygiene, greenery, water, waste and energy conservation/management in a Swachh Campus Appreciate the importance of institutionalising SESREC Plan for sustainable action in the five identified areas of sanitation and hygiene, greenery, water, waste and energy conservation in the campus
2.	Presentation of SESREC Action Plan Social Businesses- Possibilities and Steps	25 min	MGNCRE Resource Person	<ol style="list-style-type: none"> Become familiar with the contents of the Swachh Campus Manual and the Jal Shakti Manual
3.	Discussion on Action Plan for Implementation of Business	20 min	MGNCRE Resource Person and Students	<ol style="list-style-type: none"> Become aware of/Share a few best practices in the five areas of sanitation and hygiene, greenery, water, waste and energy conservation in the campus
4.	Sharing of experiences of social Entrepreneurship	10 min	MGNCRE Resource Person/Guest Speaker/ Video Resources	<ol style="list-style-type: none"> Gain clarity on the documentation of SOCIAL ENTREPRENEURSHIP and COMMUNITY ENGAGEMENT CELL Activities <p>Prepare for implementation of SES REC Plan as soon as HEIs reopen post Covid 19</p>

Enclosure 3: Workshop Snapshots



5. Promotion of Rural Entrepreneurship in Higher Educational Institutions in the State of Karnataka

An Action Research Project

Melwyn Noronha

Abstract

Entrepreneurship education and curriculum enables an enterprise in an academic setting with participation from the various stake holders. This study is based on the interactions the researcher has had with Students, Faculty of various MBA & BBA colleges in Urban and Rural Karnataka as well as review of different action research papers on this subject. The researcher has presented his agreement and disagreement as thoughts to enable the next steps. The main objective is to analyze the roles of rural entrepreneurs in economic development, to know the major benefits from rural entrepreneurship, to study the problems in rural entrepreneurship, to suggest remedial measures to solve the problems faced by rural entrepreneurs and to study the major challenges faced by rural entrepreneurship in India.

Key Words: Action Research, Entrepreneurship, faculty development, Management Studies

Context

Time and again we have heard it repeatedly of India being a country made of villages where an astounding 75% depend on the rural economy (agriculture and its allied activities) to make a living. Though the bigger picture is to develop rural industries to solve rural unemployment and rural migration to cities, there is an urgent need to involve the young India in rural entrepreneurial initiatives. One of the means of making this possible is to motivate young individuals to take up rural entrepreneurship. Self-motivated individuals who wish to bring in the change have to be identified and supported in this initiative of getting rural India to be abundant and self-sufficient by improving the rural economy.

The effort of the researcher is to educate the final year MBA and BBA students on Aatmanirbhartha.

About Karnataka

Karnataka which has the IT Capital Bangalore and many Tier 2 towns which are the consumers of the rural products and work force. Bangalore, Karnataka is home to many IT start ups as well as non-IT start ups.

For being recognized as a TOP PERFORMER in developing a strong startup ecosystem in the state.

Key Points

The Government of Karnataka has taken several exemplary initiatives in developing:

- Futuristic policies to support new and disruptive technologies
- Regulatory committee for reviewing the challenges faced by startups working in emerging technologies
- ELEVATE, a unique concept providing comprehensive entrepreneurship platform for startups, including idea validation, funding and space

The state is recognized as:

- An Institutional Leader
- A Regulatory Change Champion
- A Procurement Leader
- An Incubation Hub

Source of information

<https://www.startupindia.gov.in/content/sih/en/home-page.html>

The non IT startups are not very prominent. Some of the non IT entrepreneurs ventures in Karnataka are:

Organic Mandya - <https://www.organicmandya.com/>

Karnataka and Indian states need more start ups like Organic Mandya to take shape to help rural people with better use of technology and build market linkages.

List of startups in Karnataka:

<https://startup.karnataka.gov.in/certified-companies>

Districts Covered

Bangalore Urban District, officially known as Bengaluru Urban district, is a district of the Indian state of Karnataka. It is surrounded by the Bangalore Rural district on the east and north, the Ramanagara district on the west and the Krishnagiri district of Tamil Nadu on the south. Bangalore is widely regarded as the "Silicon Valley of India" (or "IT capital of India") because of its role as the nation's leading information technology (IT) exporter. Indian technological organisations are headquartered in the city.

Bengaluru Rural District is one of the 31 districts in Karnataka, India. It was formed in 1986, when Bangalore District was divided into Bengaluru and Bengaluru. Presently in Bengaluru

Rural district, there are 1 division, 4 Talukas, 20 Hoblis, 1,065 inhabited, 5 towns, and 66 Gram Panchayats. The rural people are mostly agriculturists, although with the advent of SEZs in the area, service and IT industries are booming.

Dakshina Kannada (formerly South Canara) is a district of Karnataka state in India, with its headquarters in the port city of Mangalore.

Mangalore is also the administrative headquarters of the Dakshina Kannada district, and is a commercial, industrial, educational, healthcare and startup hub. It is bordered by Udupi district (formerly a part of this district) to the north, Chikmagalur district to the northeast, Hassan district to the east, Kodagu to the southeast and Kasaragod district of Kerala to the south.

Mandya is a city in the state of Karnataka. It is the headquarter of Mandya district and is located 45 kilometres from Mysore and 100 kilometres from Bangalore. Sugar factories contribute to the major economic output. Sugar factories contribute to the major economic output. It is also called Sugar city (which in Kannada means Sakkare nagara) because sugarcane is a major crop.

Mysore (or Mysuru), a city in India's southwestern Karnataka state, was the capital of the Kingdom of Mysore from 1399 to 1947. In its center is opulent Mysore Palace, seat of the former ruling Wodeyar dynasty. The palace blends Hindu, Islamic, Gothic and Rajput styles. Mysore is also home to the centuries-old Devaraja Market, filled with spices, silk and sandalwood.

Kolar Gold Fields is a mining region in K.G.F. taluk, Kolar district, Karnataka, India. It is headquartered in Robertsonpet, where employees of Bharat Gold Mines Limited and BEML Limited and their families live. Kolar Gold Fields (K.G.F.) is a mining region in K.G.F. taluk (township), Kolar district, Karnataka, India. It is headquartered in Robertsonpet.

Universities Covered

The researcher conducted workshops for the following universities: Bangalore University, Bangalore North University, Mangalore University, VTU, RCU. The Universities located in prominent districts in Karnataka have both Urban and Rural students. Many of the institutes have Entrepreneurial development cell as a part of their Placement wing. Introducing these institutes to forming REDC was not a difficult task. However, getting REDC to function and influence and mentor students to take up rural entrepreneurship was a challenge.

Bangalore University (BU) is a public state university located in Bengaluru, Karnataka, India. The university is a part of the Association of Indian Universities (AIU), Association of Commonwealth Universities (ACU) and affiliated by University Grants Commission (UGC). Bangalore University is accredited by the NAAC with grade A in 2016 under the new grading system.[2] Bangalore University was trifurcated into Bengaluru

City University and Bengaluru North University. Its Motto is 'Gyanam, Vignana Sahitam' (in English translates to 'Knowledge along with Wisdom')

Bengaluru North University (BNU) is a state university [1] located in Tamaka, near NH 75 in Kolar, Karnataka, India. The university was established in 2017 by the Government of Karnataka through the Karnataka State Universities (Amendment) Act, 2015[2] trifurcating Bangalore University by creating Bengaluru North University and Bengaluru Central University.

Mangalore University (MU) is a public university in Konaje, Mangaluru, Karnataka, India. MU has jurisdiction over the districts of Dakshina Kannada, Udupi and Kodagu.[1] The university imparts higher education in field of arts, commerce, science, law and management. In the eighties and early nineties, prestigious engineering colleges such as the National Institute of Technology-Surathkal and Manipal Institute of Technology-Manipal were constituent colleges of and affiliated to Mangalore University. These colleges have since been granted deemed university status by the Government of India. Several excellent colleges in and around Mangalore and in Dakshin Kannada are affiliated to this university.

The University of Mysore is a public state university in Mysore, Karnataka, India. The university was founded during the reign of Krishnaraja Wodeyar IV, the Maharaja of Mysore. It opened on 27 July 1916. Its first chancellor was the Maharaja of Mysore; the first Vice-Chancellor was H. V. Nanjundaiah. The university became the first outside the British administration in India, the sixth in India as a whole, and the first in Karnataka. It also runs a number of employment-oriented diploma courses and certificate programs.

Visvesvaraya Technological University (VTU), previously spelled "Visveswaraiah Technological University") is a collegiate public state university in Belgaum, Karnataka established by the Government of Karnataka.[10] Apart from a few notable exceptions, VTU has authority over engineering education throughout the state of Karnataka. It is a statutory requirement for colleges offering any program in engineering or technology in the state to be affiliated with the university.

The university is named after M. Visvesvaraya from Karnataka, the only engineer to be awarded a Bharat Ratna, the highest civilian award in India.

VTU is one of the largest universities in India with 219 colleges affiliated to it with an intake capacity of over 467,100 undergraduate students and 12,666 postgraduate students. The university encompasses technical and management fields.

Why Rural Entrepreneurship/ Vocational Education/ Social Entrepreneurship?

This action research paper is a sincere effort by the researcher to identify the influencing factors that drive Entrepreneurs to do what they do. The effort is to drive the point amongst Business & Management Studies students the importance of:

Converting concepts learnt in curriculum into skills
Experiential learning
Sharing learning with peers

MGNCRE has conducted vocational works shops at various levels (University Cluster, Institutional Faculty and Students) to drive the above points. Through organizing **Business Plan Execution** competition, the ultimate point of learning by earning (making a profit or loss) was driven. This paper explores the possibility of making Business & Management Studies students compete with each other to cultivate entrepreneurship culture. A culture of giving back to the society as and when you learn and earn and not waiting to become a millionaire philanthropist who donates what he/she can spare or has surplus.

In my personal experience in this MGNCRE journey, every stage / phase asked me several questions on the objective and effectiveness of what I was doing.

Hence this Action Research Project paper is submitted with the objective of helping resource persons and researchers to work on such initiatives objectively.

An entrepreneur is driven by personal experience. Something (event, situation) one encounters in life and take up to change and make a difference.

Most entrepreneurs are a pretty average lot:

- Many rural entrepreneurs have secondary education or less
- Most did not plan to own their own business, but it came about because of circumstance

This paper attempts to highlight how entrepreneurship education and curriculum enables an enterprise in an academic setting with participation from the various stake holders. The journey is not easy and the researcher encountered more failures than success. The failures taught the researcher to think different and hence helped to understand the objective. Convincing someone to initiate and run a business whilst working for himself/herself is tough when the researcher himself chose to tread a path of stability doing a job.

A quick understanding of the occupation of the rural folks one learns that most of the people in rural India are self-employed and most of them without choice. One of the major factors being employment opportunities do not exist.

Management and Business students can play is identify problems and issues the rural folks are facing and use their

education and skills to simplify, resolve these problems and monetize. Some of the key issues are market linkages, weather, pricing.

Migration of rural youth to urban areas is a massive challenge and brings up the issue of few or no employment opportunities in rural areas.

Demonetization and Covid has caused migration of people back to rural areas, creating additional burden on already unemployed rural sector. Demonetization has led to closure of many micro and small enterprises, leaving millions of people unemployed. It has severe effects on the poor section of the society especially small-scale entrepreneurs & employees, agriculturists, daily wage workers.

This study is based on the interactions the researcher has had with Students, Faculty of various MBA & BBA colleges in Urban and Rural Karnataka as well as review of different action research papers on this subject. The researcher has presented his agreement and disagreement as thoughts to enable the next steps.

Due to the nature of entrepreneurs, they cannot be summarised in one definitive way but they all have common traits. These are some of the most common:

- **Flexible** - able to work whenever needed
- **Self Motivated** - can motivated themselves to take action
- **Good Common Sense** - Can make judgements sensibly and accurately
- **Good timing** - Requires patience and know when to jump in and get things done!

There are also multiple types of entrepreneur and these can be broken down to the acronym '**SMILE**'

S System, someone who is happy to buy a proven system and use it (e.g. franchisee)

M Money, someone who measures their success by the number in the bank

I Innovator, the creative among you who enjoy developing new ideas

L Lifestyle, for those who want their hobby as their job and to earn money from it

E Empire builders, those who want power and influence and to see their brand everywhere

Review of Literature

In the words of Victor Hugo "No power on earth can stop an idea whose time has come." The economic liberalization that started in India in the 1990's revolutionized the Indian business completely. This led India to a new growth trajectory that transformed the country from a struggling economy to one of the best economies in the world (Rao & Kadam, 2016).

Over the years there has been a rise in young Indians shedding their phobia of failure and stepping up into the risky world of

startups. With the IT boom sweeping India, starting up something of your own has not been that difficult any more. Atmanirbharta, a concept conceived and preached by Mahatma Gandhi, has a great significance in today's era. India's prosperity lies in the Progress of the rural folks. Hence students taking up self-employment through Rural Entrepreneurship initiatives is key to both Rural Prosperity as well as creating employment opportunities.

The National Sample Survey Office (NSSO), a survey that was carried in 7,469 villages and 5,268 urban blocks spanning districts and states across the country, covering about 101,724 households, including 59,700 in rural and 42,024 in urban areas states that around 51% of Indian workers are self-employed in rural areas (Ians, 2013). The NISIET, since its inception in 1960 by the Government of India, has taken gigantic strides to become the premier institution for the promotion, development and modernization of the SME (Small and Medium Scale Enterprises) sector. In 2016, the Finance Ministry of India announced incentives to attract young entrepreneurs and allocated 100 billion Rupees as start-up funds. Although there were no clear documents about the real beneficiaries of the fund allocation, it was reported that the initiatives created 500 startups, 118 incubators, 257 tinkering labs were sanctioned under the Atal Innovation Mission, over 170 startups were mentored for incubation and funding support (Nair, 2017). In every annual budget, the central government allocates funds to cater the need of emerging entrepreneurs.

Major Objectives of the Study

1. To analyze the roles of rural entrepreneurs in economic development
2. To know the major benefits from rural entrepreneurship
3. To study the problems in rural entrepreneurship
4. To suggest some remedial measures to solve the problems faced by rural entrepreneurs
5. To study the major challenges faced by rural entrepreneurship in India

Identification of the Problem

Need for Vocational Education/Social Entrepreneurship/Rural Entrepreneurship promotion

What drives the students to take up entrepreneurial activity and become an entrepreneur vis a vis takes up a 9-5 job and work for someone else?

No doubt about the fact that earning is big influencer and is an important outcome in the decision-making process to take up an occupation

Parents, relatives, peers judgment and opinion deter youth to decide taking up self-employment.

Combining earning and learning through an academic activity exposes the students to opportunities in Entrepreneurial initiatives.

Though the institutions appear to be ideal for students to conceive and develop skills related to a profession, this study explores the various reasons that deter students from taking up entrepreneurial ventures.

Some of the major problems the students perceive that are faced by rural entrepreneurs are as under:

- Low Risks Bearing Capacity
 - Scarcity of Finance
 - Lack of technical knowledge
 - Competition from large and urban entrepreneurs
 - Exploitation by Middlemen
 - Low skill level of workers
 - Poor quality of products
 - Lack of Education
 - Inadequate Marketing Facilities
 - Lack of Information
 - Shortage of Raw Material
 - Lack of Security

Effectiveness of Online Workshops for Students

In the advent of Corona pandemic conducting online classes for the millennial's was a huge challenge. Many of the student with switched off camera and microphone did not follow or participate in the workshops

Rural Entrepreneurship in India

Who should be capable of making use of the government policies and schemes for the betterment of rural people?

Some individuals who happen to be local leaders and NGOs and who are committed to the cause of the rural people have been catalytic agents for development. Though their efforts need to be recognized yet much more needs to be done to reverse the direction of movement of people, i.e., to attract people in the rural areas. It means not only stopping the outflow of rural people but also attracting them back from the towns and cities where they had migrated. This is possible when young people consider rural areas as places of opportunities. Despite all the inadequacies in rural areas one should assess their strengths and build on them to make rural areas places of opportunities. This is much to do with the way one sees the reality of the rural areas. The way a survivor or job seeker would see things would certainly be different from those who would like to do something worthwhile and are ready to go through a difficult path to achieve their goals. It isn't that there is a dearth of people with such a mindset. But with time they change their minds and join the bandwagon of job seekers due to various compilations. Enabling them to think positively, creatively and Entrepreneurship purposefully is most of the development of rural areas. Young people with such perspective and with the help of rightly channelized efforts would usher in an era of rural entrepreneurship.

Focus / Aspects of the Practice to Improve

- To bridge the gap between challenges and academia
- To identify optimal alternatives of solutions
- To pave the way forward
- Orienting HEIs on the importance of promoting Rural Management/Rural Entrepreneurship
- Objective of Business plan execution competition:
- Educate and ensure the student understands Entrepreneurship
- Case Study Methodology - Discuss case studies on Student Entrepreneurship
- Concept to skill orientation through field visits and action research projects
- Emphasis on perceived usefulness
- Research Gaps

Management and Business studies students need to ensure the benefits from the above schemes reach the target audience by understanding the benefits and reaching out to the rural folks via social media and self help groups.

A conscious effort is made to motivate and inspire students into rural entrepreneurship through meaningful engagement. The initiative can help those who always wished to take up entrepreneurship and did not know how. At the outset the goal is to get students for experiential learning as an experience rather than take up entrepreneurship. The take away should be learning by earning. Setting up expectations for students become entrepreneurs could back fire.

Also, it is apt to have young entrepreneurs to address students in Rural Entrepreneurship Development workshops. Entrepreneurs get to the table their learning and experience and they think out of the book and classroom.

Actions Planned to Address the Problem

Cluster Level Workshops

University level cluster workshop for Management and Business studies Institutes senior management was conducted through Sept & Oct '2020. These WS were focused on a top-down approach of using VC and Registrar clout to get University affiliated colleges fall in line and facilitate participation of Institute Faculty and Students in Rural Entrepreneurship Development initiatives. Letters from University VC, Registrar were broadcast to Institutes via Email and smart phone Messengers.

Institutional Level Workshops

Business plan execution Workshops

Rural Entrepreneurship Development Workshops were scheduled in between ongoing online classes. The faculty were interested in Rural Entrepreneurship Development workshops anticipating student engagement by MGNCRE Resource Person. MGNCRE Resource Person's mandate was to inform and educate students on experiential learning via Rural

Entrepreneurship. The Resource Person shared Business ideas and explained terminologies of Business plan and encouraged students to execute it.

Business plan execution competition

The competition turned out to be a large grey area. The expectation of the institutes was that MGNCRE organized Business plan execution competition would draw the attention of the Industry and facilitate collaboration for Internship, Apprenticeship and Employment. Whilst MGNCRE objective is to make students and institutes self-sufficient (aatmanirbhhar) facilitating an Industry-Academia conclave is a possibility. However, the FPO's engagement did not materialize any concrete partnerships, those which could motivate students by providing them with opportunities to engage with the FPO & FPC.

Implementation of Action Plan

Detailed Steps followed in organizing the workshops

- Communicating with Universities, talking to officials, Strategy followed to get buy in
- Whatsapp group formation, communication
- Workshop schedule
- Content used
- Methodology followed in organizing the workshops' Guest speaker sessions
- Through the workshops the faculty and students explained the various initiatives of the Indian Government at various levels, the steps taken and the policies and schemes for graduates and post graduates for promotion and development of the enterprise.
- To begin with explaining to Universities and Institutes the benefit of engaging with MGNCRE for the Rural Entrepreneurship programs.
- RED cells were constituted for each institute and WhatsApp group created with a request for faculty and students to join the group. Privacy and confidentiality (student information) issues with WhatsApp was an issue.
- Presentation templates highlighting opportunities in rural entrepreneurship were used in the sessions and students were encouraged to participate and share their understanding. Each participant was asked to submit a feedback and learning in a google form. The participant response enabled the researcher to improve the sessions and participation of the students.
- Guest speakers non availability for the sessions was substituted by using videos of entrepreneurs with narration. The content of the videos was connected with management concepts and MGNCRE intention. Students were asked to visit MGNCRE and associated organizations websites.

Outcomes of the Workshop

First Level workshops' outcome is the formation of Cells

Second Level Workshop's outcome is the draft VENTEL/business plans

The researcher conducted workshops at University cluster and Institute levels. Each WS was concluded with a learning and feedback using Google forms.

The survey results were analysed using qualitative data analysis methods and themes and categories were identified for interpretation and next steps.

Expected Outcome

- Take up field work in rural areas s help convert concepts into skills by experiential learning
- Take up initiatives (business ideas) that benefit rural folks (Business plan execution)

Actual outcome:

- REDC failure to get students to execute business plans
- Few Students compiled business plans did not execute

Corrective suggestions:

- Reporting mechanism to ensure student goals are set and progress reported to REDC
- REDC to monitor student progress and suggest corrective action and update action taken and outcome

- MGNCRE Resource Persons to review REDC functioning and apply action research to enable students complete Business plan execution

Enterprises that can complement rural India:

- Farm insurance
- Investment in manufacturing
- Technology
- Logistics and packaging

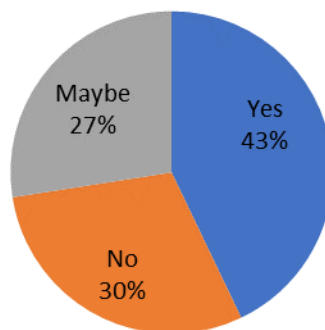
Data Analysis and Interpretation

- Institutions covered
- Impact of the workshops
- Analysis of the Business Plans implementation

The study uses both first hand primary data/information captured from personal interaction as well as feedback captured and secondary data collected from internet and online database.

State	1
Districts	8
Universities	5
Colleges Covered	38
Responses	504

Response to call for participation in Business Plan Competition

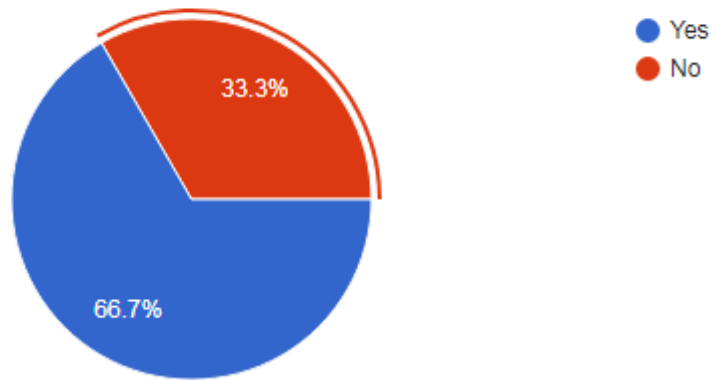


Though the response for call for participation was encouraging the final outcome of Business Plan execution fell into the cracks and there were no shortlists for the conference.

The researcher carried out a survey to assess the student interest and possibility of students taking up any entrepreneurial initiatives in the future. The response and the analysis as listed below.

Are absolutely obsessed with a passion for whatever you do?

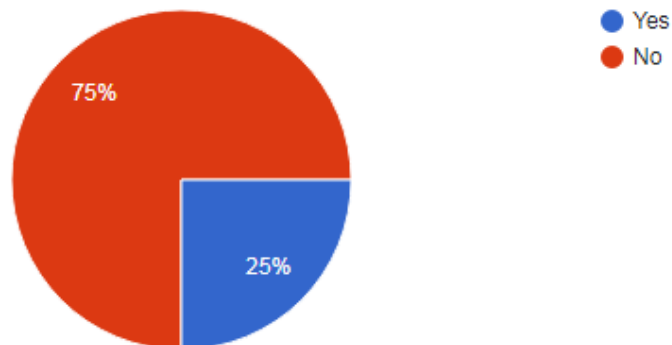
12 responses



The response suggests that 2/3rd of the students feel they are obsessed with what they do. Perhaps they are relating to the time they spend on social media and on web series.

Do you absolutely hate obeying rules, following others or working in a team?

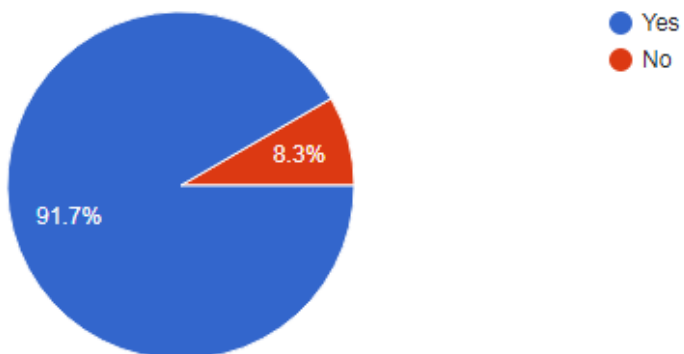
12 responses



Here 25% of the students showed instincts of thinking out of the box and not following the herd.

Do you always see things differently to others, even as a child?

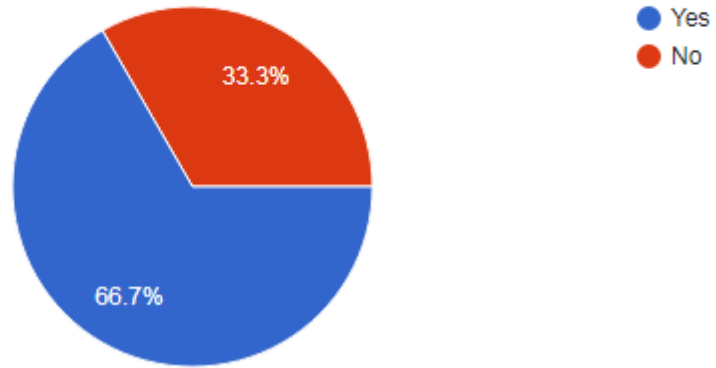
12 responses



This response is deceiving as the outcome does not see 90% of the students see things differently. Maybe they see things differently, however they do not act likewise.

Are you independent in your decision making?

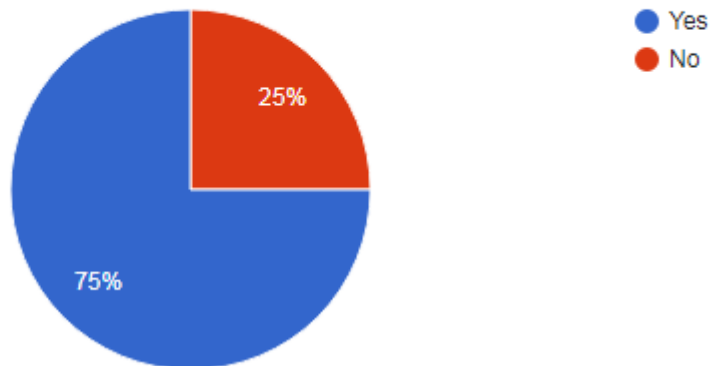
12 responses



The above response is contrary to the outcome.

Is Your goal to get the highest salary possible?

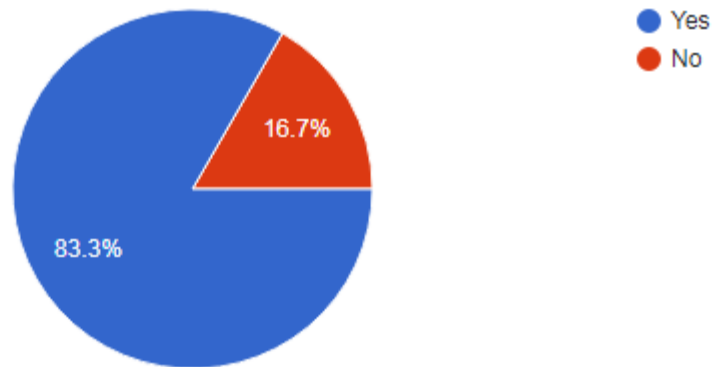
12 responses



This response suggests 75% motive is making money and taking up jobs.

Are You a natural risk taker?

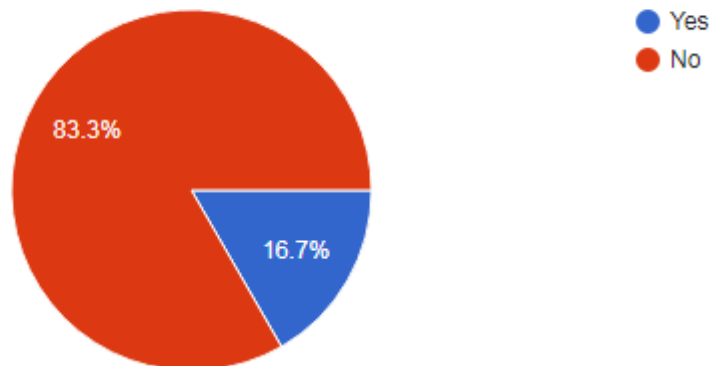
12 responses



Contradicts the previous response.

Do you believe Failure has no place for those destined for success?

12 responses



Response suggests entrepreneurial quality, however does not indicate why few takers for rural entrepreneurship.

The Major obstacles identified by the students for the non-initiatives to be an entrepreneur are as follows:

A. No Parental Approval

The students pointed out that they could not venture into starting a business of their own due to parent's disapproval or not able to discuss their ideas with parents. Since risk taking is a major concern in starting ventures, not many families encourage their children to enterprise any new initiatives.

B. Arranging Finance

The students gave arranging finance as one of the reasons for their lack of initiatives to have start-ups. As entrepreneurs, a base capital is needed and the college they study does not sponsor to help in this regard. Rural banks also discourage youngsters getting loans due to many willful defaulters in the agricultural sectors (Janetius, et al, 2013). Also, asking some

well-wishers to invest on an idea in the rural setting is a major challenge for the graduates.

C. No Self-Confidence

The students expressed that they do not trust themselves to start a business of their own. They do not believe in themselves and or have no confidence in running a business or to lead a team. They blame the educational setting for not offering the sufficient training in this regard.

D. No Self-Esteem

Similar to no self-confidence, the students feel unworthy of handling a business and they feel incapable of handling a high position. They are not inspired by many rural entrepreneurs and feel that such initiatives are meant for urban population.

E. No Skills Identification

Most of the students felt that the college education does not offer any opportunity to identify their natural skills. They also lament that no serious initiatives were taken by the teachers or the college as a whole to sharpen their skills to boost self-confidence or select an area of their talent. There is no such encouragement for skills identification in their home environment as well.

F. No Skills Development Programs

Almost all of the students claimed that they are not given any training or workshops as a part of their education or, given any opportunity to identify and develop their skill sets. The recognition of skill sets is not given a priority therefore there is no development of these skill sets.

Reflections and Implications

Few of the major reasons identified by the researcher through interaction with Faculty and Students are that the focus of college and teachers on finishing the lessons and the high pass percentage in the exam results. Almost all the students reported that their college has placement office that works on getting them some jobs to advertise 100 percent placement record. Students from one college reported that they have an exclusive psychological counseling centre, however, no initiatives were taken by the departments to utilise the services to enhance self-esteem and self-confidence in them. Students of three colleges reported that they have entrepreneur development cells in their college which functions for namesake. These cells function without taking any serious efforts to inculcate entrepreneurship initiatives among students or give basic orientation on skills identification to the students or organise any regular skills development activities to the students. The lesson plan, classroom activities are not focused on the holistic development of the student. The researcher received several suggestions (standard and obvious) from the students to improve the entrepreneurship initiatives in the college. The most frequent being that of Parental counseling. As seen in the results, parental approval is, in fact, an important factor for students to venture out and take the risk of committing to their business.

The researcher encountered an interesting case with a MBA (girl) student of Bangalore University from rural Kolar. Her father was in the business of renting 'chandraki' (mountage, silkworm rearing frame). The student explained the process in Kannada to all participants on video. Impressed by the girl student confidence. However, what was thought provoking that the students father intention to send his

daughter to MBA course was to take up a job in the corporate rather than become an entrepreneur. Was the State and College doing enough to help such students who can prosper with some technological and financial assistance.

Plan for Further Action

1) Repeated Awareness

There should be regular awareness about various initiatives taken by the government, regular guest lectures, periodical seminars and workshops on entrepreneurship need to be organised and conducted. More than the focus on placements, the students need to be encouraged to be entrepreneurs and they should be trained on how to go about it.

2) Bring Young Entrepreneurs to inspire

An activity which can enlighten the students and give them encouragement to pursue their passion is getting firsthand information from successful entrepreneurs. A success story can give a boost to the dreams of the students to have their own business ventures.

3) Create self-confidence & self-esteem

Qualified psychologists can help the students to boost their confidence level and personality development programs can be arranged as part of curriculum.

4) Skills identification & skills development

Aptitude and other psychometric testing and continuous mentoring must be given to the students by the regular teachers as a part of curriculum, by way of assignments, internship and training so that the students will clearly know their strengths and weaknesses as far as their talents are concerned.

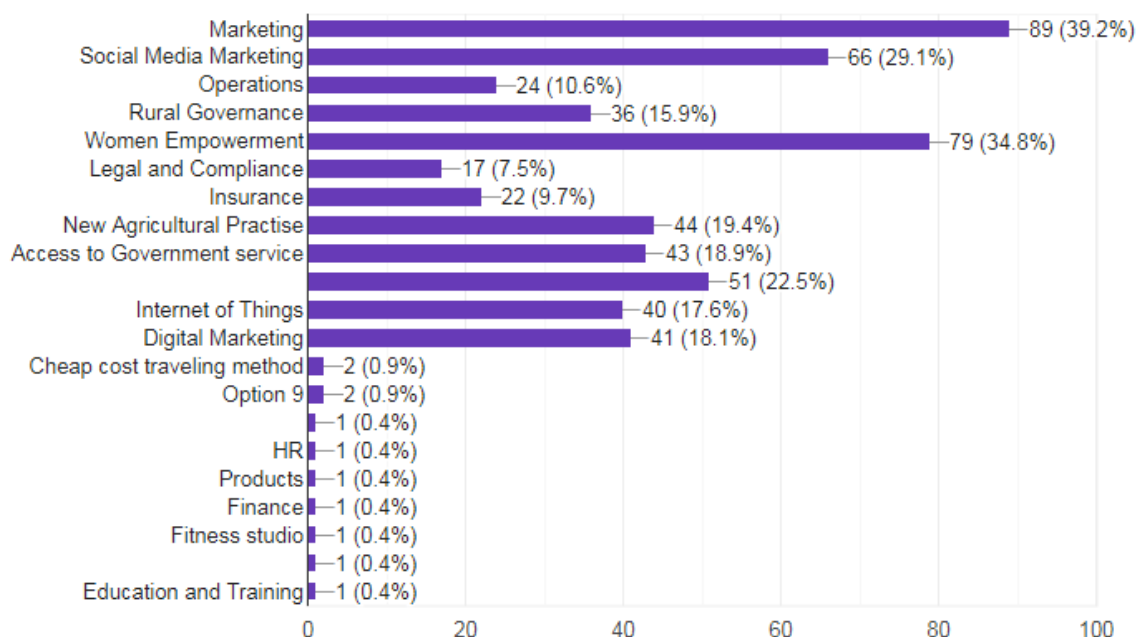
5) Financial Support from Banks & Others Agencies

Banks and other financial lending institutions can be invited to explain various plans available for start-ups and entrepreneurial initiatives so that students will be aware of various schemes available.

The study results show that out of 504 students, only 40% of the students were interested to start their own business to cater to rural economy. The reasons for this low interest are discussed above. When the students were asked whether the college encourages them and their ideas to become entrepreneurs, majority of the students do not believe that their respective colleges give them enough support and encouragement.

Which area of field you would like to work in Rural Entrepreneurship Development?

227 responses



The above response to the choice of rural activity students would choose it is evident the choices are in line with the rural requirements. The procedure of providing support should be made simple, transparent and less time consuming, taking into consideration the condition of rural entrepreneurs. Rural entrepreneurs should be provided proper encouragement and assistance for setting up marketing co-operatives, which are vital in fetching reasonable rate of their products. The training programs should be more structural taking into account the social and economic background of rural entrepreneurs.

Conclusion

Merely conducting workshops on rural entrepreneurship may not churn our entrepreneurs. Creating events around the students which drive them to feel and think may lead to creating successful entrepreneurs. One who may not work for profit however will work for benefit of rural folks.

The researcher has a strong feeling that apart from creating linkages the resource persons who are majorly faculty have little or no impact/influence on the audience.

Apt to have people from the industry and those with entrepreneurial experience to reach out and motivate students. The practical hands-on experience may be more valuable than the theoretical knowledge of the faculty.

Entrepreneurship plays a vital role in the social and economic development of the country. It gives personal fulfillment to the individual who runs the business concern by having self-employment opportunity and to have control over their profession. It gives an opportunity for initiative, innovation and for high chances for achievements. The results of the study indicate that majority of the students are not interested to start a business because they are not given proper guidance and encouragement. The students do not get the necessary

facilities required for skill development and skill identification. Their respective institutions need to take a lot of initiatives to overcome the short comings identified by the students so that Indian economy will rise as there will be many self-employed individuals.

Effectiveness of Social awareness and motivation.

Unless an individual encounters an event or situations which drives him or her to make a change motivating students and inculcating an interest in rural entrepreneurship will be a futile exercise.

Analogy of value of independence is known by someone who is under bondage or a rule. Until a person feels helpless within, he/she will not take up an entrepreneurial cause.

An entrepreneur comes into being due to something within (personal traits). That something within is the way the person is brought up, the surroundings and the good he / she sees occurring. In all the cases a successful* entrepreneur is not influenced by social awareness and motivation. It is the self-actualization that drives a good human being to pursue entrepreneurship.

Not a given that, Entrepreneurship will only take hold and succeed as a rural economic development strategy if the correct nurturing environment is created. The aim is to create a large and diverse pool of people, across a spectrum of entrepreneurial motivations, out of which there will flow a steady stream of high achievers with an interest in creating jobs and wealth in their communities. This effort should begin right from the formal stages of education and more important the child at home should be exposed to Do good kind of life.

Entrepreneurship Education

The new economy needs entrepreneurs to translate ideas and innovations into commercially viable propositions and to connect them to the marketplace. Entrepreneurship education trains students to examine their communities in order to discover unmet commercial needs, and then develop business plans to meet those needs. Entrepreneurship education has enormous potential for engaging students, teachers, and their communities in defining their own economic destinies. It provides a counterbalance to the economic rigidity bred by decades of dependence on farming, mining, and textile production as an unquestioned source of income. It can also stem the tide of outmigration, a pressing issue in rural America. Young adults leave the areas they grew up in because they do not see a potential for wealth creation. Entrepreneurship education allows youth in rural communities to re-examine their hometowns from a new perspective, discovering bright niches of opportunity.

Entrepreneur Networks:

Entrepreneur networks are critical components of a supportive environment for rural entrepreneurs. Through networks, rural entrepreneurs find links to potential sources of capital, find new employees, secure service providers like lawyers and accountants, exchange knowledge and information, receive support, access markets, and achieve economies of scale by joining together to purchase supplies or conduct business.

Infosys co-founder Narayana Murthy said "At the end of the day... it is about the power of entrepreneurship, how it can create lots of jobs and how there is a need to encourage our youngsters to create even more jobs" (PTI, 2016).

One of the drawbacks of the effort was that the researcher was unable to practice what he preached and neither was an effort put to implement the various methods suggested to students. It would have been apt if the researcher could work

About the Author: Melwyn Noronha holds an MBA in Marketing and Operations from CBSMS, Bangalore and also a Computer Science Engineering degree from Maharashtra Institute of Technology, Pune. He has worked in the corporate sector under various capacities with his key skills being service delivery management, service level management, and performance management. He is fluent in French also. His people management skills have been well utilized during his workshops, faculty development programs and action research projects conducted as part of his work at MGNCRE.

hands on in rural areas and connect management students to different areas of the rural geography which can benefit from the students' knowledge whilst converting concepts into skill. Surveys probed into the interest levels and knowledge of the students on Business Plan concepts. Many of the students did not respond the survey questions on Business Plan or response was not apt.

Entrepreneurial Intention:

In the recent past, there has been a realization on the need of technical education leveraging and aligning their output with the expectations of the industry who are the major consumers of the educational outputs.

Higher Engineering education is moving towards Outcome Based Education (OBE) wherein the quality of the teaching-learning process is adjudged by the abilities of the outgoing students measured during the academic program and also after the completion of the program the role of a teacher is redefined as a facilitator with curriculum development as his/her core functionality rather than being mundane with course delivery and assessment year after year.

Continuous improvements initiated on account of changed outlook of the teaching fraternity after having exposed to advanced degrees, Faculty Development Programs (FDPs), numerous technical workshops, Research grants, infrastructure grants, etc. on a continued basis.

References

- [1] Cantwell, J.A. & Santangelo, G.D. (2000), Capitalism, profits and innovation in the new techno economic paradigm, *Journal of Evolutionary Economics*, vol. 10, pp. 131-157.
- [1] Janetius S. T.1 Mini T. C.2 Pallavi P.3, *IJSRD* | Vol. 6, Issue 03, 2018, pp. 60-62
- [2] Andrea Levere, Kim Pate, and Brian Dabson¹, Rural Research report, Vol 16, Issue 10, *Entrepreneurship as a Rural Economic Development Strategy*, pp. -
- [3] Teegalapally Prasad, *Developments in Business Simulation and Experiential Learning*, Volume 35, 2008, DEVELOPING ENTERPRISE CULTURE AMONG THE STUDENTS THROUGH INTERCOLLEGIATE COMPETITIONS: A CASE OF STUDENT ENTERPRISE COMPETITION (SEC) 2007, pp 155-158
- [4] Saud Ilahi, *IJSR*, Rural Entrepreneurship: The Current Scenario in India, pp. 1428-1431
- [5] Dr. Supriya R¹, Dr. G.T. Govindappa², *MIJBR*, Development of Rural Entrepreneurship, pp. 69-67
- [6] Ms Indira Singh¹, Dr. T. Prasad², *IOSR-JBM* Volume 18, Issue 4, A Study on the Influence of Family Occupation on the Entrepreneurial Intentions of Management Students, pp. 41-47

6. Implementation of Case/Caselet Discussion Methodology in Higher Educational Institutions in the States of Telangana and Kerala

An Action Research Project

Dr. P. Gowri Kusuma

Abstract

Case discussion engages students in the collective exploration of the problem and the effort to reach out to a joint resolution. In the conventional lecturing method, the lecturer analyzes the course material and conveys the interpretation to the class. Whereas in a case discussion method the student/participant analyzes the material themselves and the lecturer acts as a facilitator and guide to the participants. In this action research project, the focus is to analyze and evaluate the effectiveness of the case discussion method as a predominant pedagogical tool in Business Schools.

Key Words: Action Research, Case, Caselet, Case Study, Management, Entrepreneurship, Teaching Methodology, Faculty Development

Context

Brief Introduction to Management Schools and their Teaching Methodologies

The first B-School in India dates back to 1886. It is known as 'Commercial School of Pacchiappa Charities'. The Indian Institute of Social Science was started in the year 1948. It was India's first Management Program. Later Xavier Labor Relations Institute (XLRI) was started in the year 1948 followed by the Indian Institute of Management (IIM) Calcutta. Today we have 20 IIMs and various B-Schools (6000) offering various Management Programs.

The need for Business Schools has emerged due to various micro and macro-environmental factors. Pedagogy refers to the methods and practice of teaching. It includes teaching styles, teaching theory, and feedback and assessment. Over the years pedagogy has taken various forms. From teacher-centric approach to student-centric approach and now High-tech approach. Technology plays a prominent role in learning. Examples include gamification and G Suite.

The USP of the business schools is its pedagogy. Business Schools contribute to the management capabilities and competencies that are relevant to the business practice.

Datar and Cullen (2010)³ in their study concluded that Business Schools need to reassess their value proposition by reviewing the facts, frameworks and theories they teach and at the same time rethink their curriculum in terms of holistic development along with values and attitudes. According to Avolia, Beatrice (2015) in their paper titled – 'Pedagogy Innovation in Business Education' they identified eight unmet needs of Management Education.

The need for students to get a real global perspective

Leadership development, improved emotional intelligence, and the ability to motivate, delegate and lead ethically

The need to integrate concepts through a multidisciplinary approach that helps students to solve their problems

Power and politics – students should understand how the organizational process works and develop a good sense of how the business world works

The need to pursue creative and innovative thinking

Develop written and oral communication skills

Need to understand risks and how these risks affect other people

The need to balance theory, practice, and experience

Academicians always focused on new approaches to impart practical knowledge to business school graduates. A varied number of teaching methods have emerged in this process. They are -

Experiential learning

Multidiscipline integrative projects

Study trips

Critical and analytical essays

Diagnostic evaluation

Multidisciplinary group work

Case discussion method

Blended learning (face-to-face and online)

In this action research project, the focus is to analyze and evaluate the effectiveness of the case discussion method as a predominant pedagogical tool in Business Schools.

Need for Implementation of Case Discussion Methodology

The objective of case discussion is not to arrive at a consensus or conclusion, but to understand how different people use the same information, interpret in their style (depending on their personality and perception) and give meaning to the environment. Therefore, case discussion methodology is considered an effective tool as it can replicate the live situation and provide a platform to the upcoming managers/leaders to understand the situation from every possible perspective. Case discussion is a situation based and it is very well known that 'Situation' rules the business. The existing theories help the protagonist to understand the case from a broader perspective and come with his/her submissions. The peers explore the

underlying issues, compare alternatives and suggest various ways of resolving the problem.

The case discussion method follows typically this procedure.

Prepare → Discuss → Participate → Relate → Apply → Note → Understand

Introduction to Case Discussion Methodology

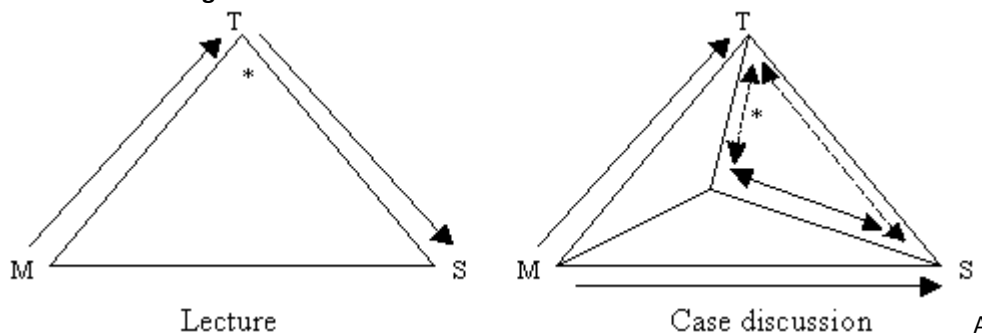
The case method is a discussion of real-life situations that have been experienced by business executives in their day-to-day business environment³. In the process of analyzing the case, the reader (participant) puts himself/herself in the shoes of the protagonist. A discussion group (living group) generally 8-12 participants is formed to discuss the case. Diverse opinions would be part of the discussion. Every participant analyzes the

case from his/her point and addresses the challenge. This uniqueness of expressing the varied points from the view of the protagonist builds a broad scope of understating the situation and helps in critically evaluating the case and give prospective solutions.

How it is beneficial? How is it different from lecturing?

Case discussion engages students in the collective exploration of the problem and the effort to reach out to a joint resolution. In the conventional lecturing method, the lecturer analyzes the course material and conveys the interpretation to the class. Whereas in a case discussion method the student/participant analyzes the material themselves and the lecturer acts as a facilitator and guide to the participants. The facilitator frames the task, focuses on the inquiry, stimulates interaction, probes thinking, sets direction, registers progress and brings closure⁴.

Figure 1 Difference between Lecture and Case Discussion



T – Teacher
M – Material
S – Students/participants

Source: *The handbook for Economics Teaching Assistants*
Kate Exley, Liz Barnett, Caroline Elliott, Christian Spielman
(revised 2020)

The teacher stands between the material and students in the lecture. In case discussion the students meet the material more directly and they interact with each other. The facilitator’s role is to manage the participants’ encounters towards purposeful ends to learn from them. Case discussion helps students to understand the concept/theory in two different approaches. In the first approach, the case is used to motivate students to learn theory. This increases the student engagement in the lectures on the theory that follows. The second approach is to use the case as an application of theory providing students with an opportunity to do and to apply acquired knowledge in real-world contexts. In this approach the students apply theory, use evidence and recognize the legitimate range of application of theory. This helps in the higher-order skills of the students. The students’ interest is kept alive as the application of abstract knowledge to real cases is evident.

Why are Caselets to be used, to begin with?

A caselet is a set of information given in a paragraph form that contains certain data or information. As a beginner, one needs to start practicing more caselets as they help in understanding the situation and drawing interpretation using the provided data. Caselets are written in a more compact style with an appealing narrative. Caselets focus on covering more depth in a given area. As the caselet is followed by teaching notes, it helps the novice in understanding the nuances of the case and also gets inputs on how to solve the case. While case studies provide the width and depth required for the holistic analysis-based discussion, caselets enable a more in-depth analysis of a given situation. Therefore, it is always advised that as a beginner before exploring the case discussion methodology, the initial practice should focus on solving as many caselets as possible.

Review of Literature

The first case of Harvard Business School is the ‘General Shoe Company’ written by Professor Bittle in 1921. Though it is a one-page case it is still a benchmark. Every student reads this case and tries to solve it from his/her perception.

Case method teaching immerses students in realistic business situations—which include incomplete information, time constraints, and conflicting goals. The class discussion inherent in case teaching is well known for stimulating the development of students' critical thinking skills, yet instructors often need guidance on managing that class discussion to maximize learning. "Teaching with Cases" focuses on practical advice for instructors that can be easily implemented. It covers how to plan a course, how to teach it, and how to evaluate it. Teaching with Cases is ideal for anyone interested in case teaching, whether basing an entire course on cases, using cases as a supplement or simply using discussion facilitation techniques⁶.

Case studies can be especially effective if they are paired with a reading assignment that introduces or explains a concept or analytical method that applies to the case. The amount of emphasis placed on the use of the reading during the case discussion depends on the complexity of the concept or method. If it is straightforward, the focus of the discussion can be placed on the use of the analytical results. If the method is more complex, the instructor may need to walk students through its application and the interpretation of the results⁷.

According to Louis Barnes, C. Roland (Chris) Christensen, and Abby Hansen (1994)⁸, the case method encourages students to apply the material they have learned in a course by presenting them with a problematic, real-life scenario. This scenario is called a "case" and is generally distributed prior to the actual discussion hour. The discussion thus centers on the problem(s) each case presents; students must rely on themselves, the classroom material, and each other in approaching the dilemma.

Sudzina, M. (1997)⁹ argues that recent interest and inquiry into constructivism, pedagogical content knowledge, and case study methodology are influencing the content and goals of educational psychology in teacher preparation. The reasons seem clear: The content of educational psychology lends itself to authentic, active, and pragmatic applications of theory to school practices, as well as to investigations of a variety of educational issues, perspectives, and contexts which can be viewed through the case study, a constructivist problem-based approach to learning. Widely-used educational psychology texts are including constructivism as a cognitive alternative to behaviorist and information-processing views of teaching and learning. Concurrently, case studies are being integrated into educational psychology texts, and a myriad of case texts have appeared with application to educational psychology courses.

Beatrice E. Avolion (2019)¹⁰ observes that in the present environment, business education is facing several types of challenges. Business schools need to update the content of their business education in order to develop the students' soft skills and encourage them to actively work in teams and discuss the business subjects based on the students' work and

professional experiences. Due to globalization, students expect more than just raw knowledge. They want an international experience in order to have a global outlook of businesses and have the opportunity to network. The initial diagnostic assessment provides an important starting point for the students' self-knowledge and their own improvement plan. The development of critical and analytical cases, as well as multidisciplinary teamwork, is a way to increase critical thinking skills. Finally, the capabilities of oral and written communication can be developed transversally through different methods, such as critical and analytical essays, multidisciplinary group work, case method, blended learning, case study writing, and conducting research papers. In conclusion, business schools would be well served by undertaking a review of their teaching methodologies in order to help the students acquire the business skills that are suitable for a radically evolving global economy. International management programs use the case method because it locates the students at a particular place at a specific point in time to think about a problem that needs to be solved in a business context. This tool is still widely used in management education because it promotes the development of important attitudes, competencies, and skills (Dixit et al., 2005)¹¹.

The case method emerged in response to economic crises. Business students needed to carefully reflect on the current situation. In contrast, this did not actually happen during traditional lectures, where students are required to learn the ideas of other people. The case method teaches future managers to make hard and courageous decisions with a broader perspective in uncertain environments (Bridgman, Cummings, & Mclaughlin, 2016)¹². The case method's popularity increased because students are exposed to real-world experiences and interactively understand the business environment (Riordan & Fink, 2003)¹³.

The case is considered as an educational vehicle and a tool that allows students to be the business protagonist and make dynamic decisions, applying theoretical knowledge (Tvaronavičiene & Ginevičius, 2003)¹⁴. A general approach to describe the case method proposes to encourage students to become active members of the decision-making process in the business field (Tvaronavičiene & Ginevičius, 2003). Therefore, during the teaching of this method and the constant discussion, students are learning the importance of teamwork and developing close peer networks because they have started informal study groups for transmitting knowledge and for developing interdisciplinary subject understanding (Roy & Banerjee, 2012)¹⁵.

Furthermore, the case method enhances the students' communication skills. They guide the flow of the discussions and discover solutions to the problems by themselves (Roy & Banerjee, 2012). The method facilitates the interactions of insights drawn from the experiences of international graduate

students (Riordan & Fink, 2003). Also, they have to be prepared to exhibit their own opinions as well as to debate other students' statements (Roy & Banerjee, 2012)

Identification of the Challenge

Need for implementation of case / caselet discussion methodology by management faculty in the HEIs

'Learn – un learn – relearn', is the mantra for faculty in any discipline especially for those in Management. Conventional pedagogy was more focused on the lecturing method. Though the faculty realized the need for the new pedagogical approaches, the students, peers, and college management also plays a key role in the implementation of the case discussion method. It is found that peer group influence is highly acknowledged in the adoption of case discussion methodology. Faculty has the zeal to attend the Faculty Development Programs on Case Discussion Methodology, but it is still a million-dollar question whether these faculties are adopting Case Discussion Method in their classroom. Therefore, a mechanism needs to be developed to assess and evaluate to what extent the transfer of knowledge is taking place and to what can be done for the successful implementation of the Case Discussion Methodology in the classroom. In this direction, this Action Research Program by MGNCRE will be highly effective as the program is designed in such a way that, that the resource persons of the Faculty Development Programs will be monitoring the implementation of the Case Discussion Methodology by the respective participants in their colleges/institutions. This is the first of its kind program that the role of the host/organizer of the Faculty Development Program is extended to the classroom of the participant.

Focus / Aspects of the Practice to Improve

To enable the faculty members of management institutions to implement the case discussion methodology

There are various parameters that motivate the faculty

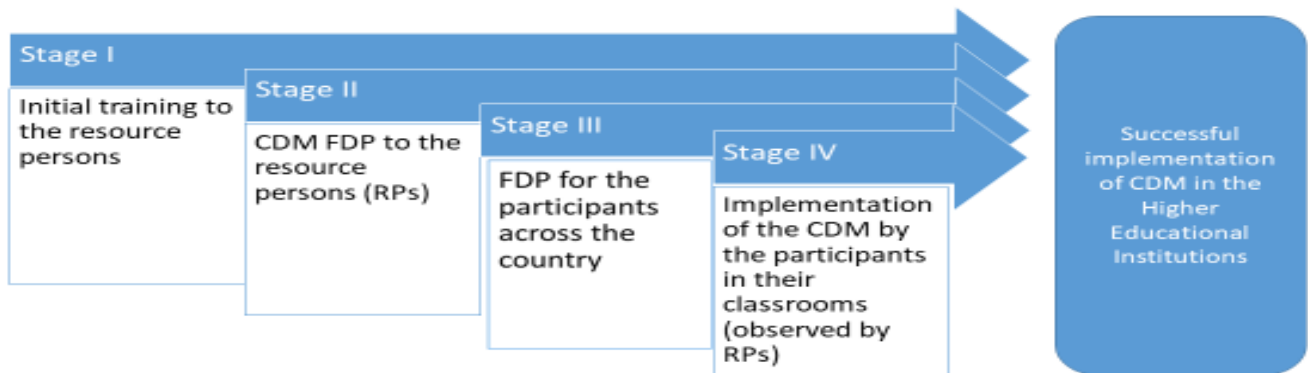
members to implement case discussion in the classroom. One of the primary parameters is the personality of the faculty member itself. His/her zeal to learn new things and implement the learnings in the classroom is very important for the implementation of new pedagogies. As we know every change management process has both restraining forces and driving forces, and the same is the case with implementing the Case Discussion Method. There are certain restraining forces that demotivate the faculty to implement the Case Discussion Method in the classroom. It could be the student's participation or support from peers or Management.

The Management may introduce some incentives to those faculties who upgrade/update themselves and adopt new pedagogy keeping in pace with the changing trends. Especially, the adoption of the Case Discussion Method in Higher Educational Institutions is the need of the hour keeping in mind various benefits of this pedagogy. It gives a holistic approach to understand the theory, experience and practical approach towards problem-solving. The case discussion method should be part of the curriculum. The exam pattern should also include at least one case discussion so that the students understand the importance of the case discussion method. Ultimately, it should be taken care that the restraining forces overcome the driving forces, and Case Discussion Method is successfully implemented in the classroom.

To train the faculty across the country

As there are more than 6,000 Business Schools across the country, it is a major challenge to train all the faculty of Business Schools to excel in the Case Discussion Method. But, a well-planned and structured Faculty Development Program like the one by MGNCRE can definitely meet the objective of training the faculty across the country.

Structure of the Case Discussion Methodology – Faculty Development Program by MGNCRE
Figure 2 – Stages in FDP



The Way Forward

The role of various stakeholders in the successful implementation of the Case Discussion Methodology cannot be overlooked. In this context, the Universities, Members of the Board of Studies, members of the curriculum design team, alumni, affiliated college managements, faculty members and students play an important role in making these programs successful. All these stakeholders need to be sensitized regarding the need and importance of Case Discussion Methodology in Higher Educational Institutions. A collective effort by everyone can result in the successful implementation of the Case Discussion Method. To pave the way forward, someone has to make a beginning. Institutions like MGNCRE are playing crucial roles in educating the stakeholders regarding Case Discussion Method. The resource persons and the participants trained in the Faculty Development Program act as agents in promoting the Case Discussion Method.

Objectives of the Faculty Development Program

- ü To appreciate experiential learning methods of teaching
- ü To familiarize with Case Teaching Methodology
- ü To analyze and make sense of a case
- ü To promote the development of skills including communication, active listening, critical thinking, decision-making, and metacognitive skills
- ü To apply course content knowledge, reflect on Knowledge
- ü To utilize Case Discussion for teaching Entrepreneurship, Marketing, Strategic Management and Managing Collectives including FPOs

Learning Outcomes

- ü Recognize the need for any course, internalize and take ownership of it
- ü Transact any course effectively using case methods
- ü Appreciate the various aspects of Entrepreneurship, Marketing, Strategic Management and Managing Collectives
- ü Foresee opportunities for internship, apprenticeship and entrepreneurship

To Train the faculty members in case/ caselet handling discussion methodology

A blended learning method can be adapted to train the faculty members in handling case discussion methodology. With the advancement of technology and the increasing level of awareness on the usage of technology, learning has no boundaries as long as the faculty members are destined to learn. First, the college managements have to permit the faculty to attend the training session. Usually, the FDP will be for one week. Therefore, the support from the management is highly appreciated. Initially, small caselets can be used, to begin with. Once the faculty members are comfortable using the caselets they can be given cases for further discussion and

practice. This is a process of continuous evolution. Every participant learns new concepts in every case. This is the uniqueness of the Case Discussion Methodology. Both primary and secondary sources can be used to train the faculty members. Sessions with experts in the field of Case Discussion Methodology need to be planned so that their expertise will add value to the program.

Actions Planned to Address the Challenge

Preparation

Training the Trainers

Training the trainers is the key element in the whole Faculty Development Program session. The resource persons (RPs) were selected and recruited by Chairman MGNCRE. They were clearly educated on the objectives of the Faculty Development Program and their roles and responsibilities as Resource Persons. Mr. Abhishek was our trainer. He is a person with commitment and has wide exposure to Case Discussion Method. Initially, the segments of the case discussion were categorized as Entrepreneurship, Marketing and Collectives.

All the trainees were given cases to practice. All the cases are from MGNCRE publications. The participants (prospective trainers) were given the cases well in advance. A day in advance of the trainee presentation, faculty members from MGNCRE held a grooming session. They were given inputs on what questions need to be framed and what should be the point of discussion without deviating from the main objective of the case. Dr. K N Rekha, Academic Consultant and Senior Faculty from MGNCRE mentored me in preparing for the training session. Her inputs helped me understand the case in a different perspective and present it in an amicable way.

Resource Material Used

The resource material consisted of cases from MGNCRE publications. They were grouped into three categories: Entrepreneurship, Collectives and Marketing. All the cases were primarily focused on rural development, livelihood and entrepreneurial opportunities in the rural areas. These cases were handpicked by the expert faculty members at MGNCRE. The participants were informed about the cases well in advance so that they could give a thorough reading and prepare for the case discussion.

Scheduling the Training Sessions

The training session was scheduled from 19th December 2020 to 23rd December 2020 from 8 pm-9 pm. The first session began with great excitement as many of the trainees were new to the Case Discussion Method. The same excitement continued till the end of the training period. Initially, there were challenges with the timing of the session, but the sessions started, participants were immersed in the training period ignorant of the time. This is the beauty of the Case Discussion Method. The trainers (faculty members from

MGNCRE) went the extra mile by not leaving any stone unturned in imparting training to the trainees. Apart from the scheduled sessions, personal discussions took place between the MGNCRE faculty and the participants to enhance their discussion abilities of the participants. Inputs were given by the MGNCRE faculty members on how to start the discussion and how to conclude the discussion taking utmost care that the discussion should not deviate from the objective of the discussion.

Content Finalization

A WhatsApp group was created including all the trainers, trainees, MGNCRE faculty members and Chairman MGNCRE. The content to be discussed was posted in the WhatsApp group well in advance. The trainees need to go through the case at least five times before the day of discussion. In order to ensure that all the participants read the case thoroughly, it was suggested that each case be divided into paragraphs and each trainee needs to be asked to read a certain paragraph. This made the preparation more concrete. The length of the cases ranged from four to eight pages. The opinion of the trainees was also taken into consideration before finalizing the cases as the trainees belong to certain specializations (like marketing, entrepreneurship and collectives). Finally, the trainees practiced multiple cases irrespective of their specializations. This strategy helped them in the final Faculty Development Program where they acted as the facilitators.

Buzz Groups Meetings

Buzz group is a cooperative learning technique consisting of small groups with the objective of developing a specific task (like idea generation, problem-solving....). Each Buzz Group records its output to the larger group.

We adopted the Buzz Group technique in our Faculty Development Program. A group of five to six participants was formed as one group. These group members actively participated in pre-discussion and post-discussion sessions. They exchanged their opinions, ideas and experiences which enriched the whole discussion. The Buzz Group Meetings helped us to understand each other especially the strengths and subject expertise of the individuals. Group cohesiveness was built which helped in developing a better rapport with each other. At the later stage of the actual Faculty Development Program, this Buzz Groups technique again experimented with the actual participants and it resulted in the success of the Faculty Development Program. After the meetings, minutes of the meetings and takeaways of the session were posted in the Whatsapp groups.

Faculty Development Program (FDP) for the Trainers

After the initial training period, the Faculty Development Program for the trainers was conducted. The main motto of the FDP was to assess the 'Impact, Outcome and Output' of the Case Discussion Method. The FDP was scheduled from

26th December 2020 to 30th December 2020. It was very clear to all the participants that this FDP is not a knowledge session but a purely practical session. We were given basic inputs on how to start the discussion.

- Welcome address
- Have a minimum of five observation points from the case
- Touch all the points. (various participants have various observations)
- No right or wrong point
- Discuss the subject and content (evolution and current prevailing situation)
- Make the participant read the case.
- At least eight to nine cases need to be discussed in a day
- As a facilitator, one should talk less and let the participant experience the discussion.

Taking a cue from these points, FDP for the trainers was successfully launched on 26th December 2020 at 10:00 am. It started with the prayer song by Chetan Sir. After the brief introduction by Chairman Sir, we had the opportunity to listen to Prof. Saswath Biswas. He gave a detailed explanation of the Case Discussion Method. According to his opinion, 'there is no best of teaching a case'. The case should be like a story that attracts people/students. He emphasized the role of students in the Case Discussion Method. Students need to be the co-creators of knowledge. Case discussion focuses on participant-centric education. Case discussion should be two-way learning.

Following are the takeaways from Prof. Saswath Biswas' session -

- Create interest
- Keep the student motivated
- Continuous motivation
- Developing the analytical ability of the students
- The problem can't be solved with a particular concept
- Analytical ability
- Be creative/innovative
- Adapt to other's experiences
- Be contextual
- The facilitator has to drive the discussion towards determined concepts as there may be many concepts in a single case.
- Helps in building empathy
- Provide background material so as to solve the problem.
- There might be various types of learners (the group may include slow learners also), therefore the facilitator has to drive the discussion in such a way that every participant is taken care of during the discussion.
- The facilitator should be a Devil's Advocate, keep on questioning the participants until we get the answers.

- Focus on the evaluation criteria
- Start encouraging the students to diagnose the problem.
- Draw flow charts and connect the flow charts with theories.

Prof. Saswath Biswas' session gave a clear understanding of the case discussion method. Dr. Rekha's intervention has been the icing on the cake. Trainees actively participated in the discussion and explored every element of the Case Discussion Method. In the next session, we had the opportunity to listen to Prof. Charles Dhanaraj, Professor of Strategy in Fox School of Business, Temple University, Visiting Professor, ISB.

He emphasized on -

1. Design
2. Development
3. Make a complex concept in a simpler form
4. Why the student is learning and what they are learning
5. Facilitator should be very clear about what he/she wants the participants should/want to learn.
6. Case is a combination of theory, business situation, and learning objectives.
7. No one size fits all
8. Preparation itself should be a learning
9. Students are from different backgrounds
10. Draw the best each of the participant
11. Begin with the end
12. Content Vs. Emotions (try to connect with the emotions)
13. Keep in pace with the context
14. Every class is an opportunity to learn
15. Teach local cases not foreign examples
16. Do not expect a whole lot of concepts from a single case
17. Do not deviate from the discussion
18. Focus on teaching methodology of
 - a) Try to give multiple-choice questions to prepare the participants for the discussion
 - b) Self-assessment can also be adopted (questions should be simple and allow students to think)
 - c) Turn to another participant and tell what you have learned
 - d) Roleplay
 - e) Pause and ask the participants to reflect upon
 - f) Learning in the class is only one third, therefore, create assignments
19. Read the case minimum of five times and know the characters in the case.

The first day of the Faculty Development Program was great learning with many takeaways. Day 2, 3, and 4 were devoted to the case discussions. All the trainees actively participated in the discussion and tried to implement the

learnings from Prof. Saswath Biswas and Prof. Charles Dhanaraj.

Day 5-morning session was dedicated to 'Case Writing'.

Dr. K N Rekha was the resource person and she gave her valuable insights on case writing. This session gave a holistic view of the Case Discussion Method. The participants experienced a complete course of the Case Discussion Method. Now they are ignited to train the other participants of the FDP which is scheduled from 4th – 8th January 2021.

Enrollment Strategy for FDP

There were various challenges in the enrollment of the faculty for the FDP. In Telangana, MBA 1st year orientation commenced from 4th January to 8th January 2021 for all the Management Colleges under the jurisdiction of Osmania University. Category B admissions have also commenced in all the colleges. Therefore, though the faculty is interested in attending the FDP on Case Discussion Method, they were bound by their professional responsibilities. It was a tiresome task convincing the faculty and the Principals of the colleges. The trainers used their network to get the enrollment for the FDP. They posted the information (brochure) in all their WhatsApp groups/contacts and mails. Continuous follow-up was done to finally get the registration process completed. All the participants were made clear regarding the mandate of the FDP. Chairman MGNCRE insisted that we need quality participants, not quantity. The participants were clearly communicated regarding the time and the effort they need to put in for successfully completing the FDP. These participants have to spend time discussing the cases even before the FDP. There were some dropouts at this stage. But, still, the vision of MGNCRE in conducting the FDP was very clear and we were ready to forgo some registrations but not compromise on the objective of the FDP. Finally, the participants' list was ready and they were allocated mentors (the trainees who were trained by the MGNCRE faculty).

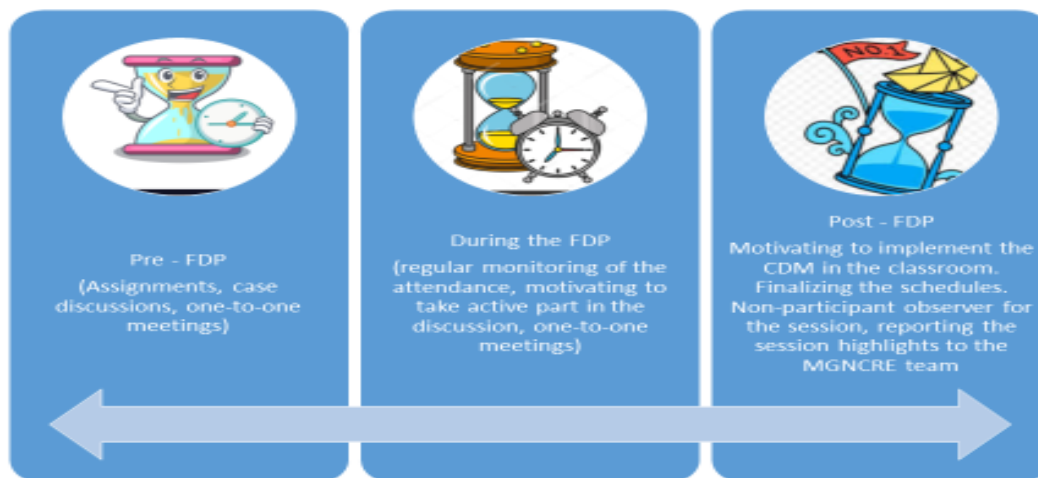
Pre-FDP Preparation of Participants – Assignments, Teams formed, One-to-one meetings

As discussed, this FDP is a unique program. The actual FDP starts from the Pre-FDP. Once the participants' list was finalized and the mentors allocated, a meeting was conducted chaired by Dr. Rekha, Faculty from MGNCRE to sensitize the participants regarding the objective of the FDP. Teams were formed. Each team consisted of 5 participants and one trainer. Three assignments were given to the participants. These assignments were submitted using the Google form link provided by MGNCRE. The objective of these assignments is to ensure that the participants thoroughly read the cases and make a note of the discussion points. Deadlines were given for the

submission of the assignments. The participants were given the liberty to call the mentors at any time to clarify their doubts if any. A WhatsApp group was formed with these participants and the mentor to facilitate the smooth functioning of the pre-FDP preparation. Due to any reason, if the participants failed to submit the assignments, the mentors reminded them regarding the submission and

finally ensured that all the participants submitted the assignments before the commencement of the FDP. This is the USP of this FDP. The mentors are with the participants before the FDP, during the FDP and after the FDP. One-to-one meetings between the mentors and the participants took place regularly during the three stages of the FDP.

Figure 3: Pre-FDP, during FDP and Post-FDP



Team Formation

Teams were formed for the success of the FDP. Each team had one mentor and five to six participants. These participants were from different parts of the country.

Mentoring the Mentees

It was observed that there is a challenge in conducting the FDP online. If the FDP was offline, the participants would have dedicated their time physically and be present in the whole FDP. There would be physical interaction with all participants and a serious environment would have been created. But, as this was an online FDP the challenges were many. We had to ensure that the participants are not occupied with any other tasks during the FDP. There were some technical glitches during the session. Therefore, continuous follow-up and

everyday mentoring became vital for the success of the FDP.

Break-out Sessions

Breakout sessions were planned so as to keep the energy levels of the participants focused. During these breakout sessions, the participants had time to discuss with other fellow participants the problems and the points of discussion of the case. These sessions gave inputs to discuss the case from various perspectives.

Actual FDP

Now it was time for – ‘The Case Discussion Method – Faculty Development Program’. The sessions were scheduled from 4th January to 8th January 2021.

Schedule of the FDP

- **Day 1- Day 5 activities – Session wise plan**

**5 Day Faculty Development Program on Case Discussion Methodology
Program Schedule–Group 1**

04-01-2021(Day1)		
09.30 AM–10.00AM	Inauguration	Team MGNCRE
10.00AM-11.00AM	Introduction to Case discussion Methodology	Prof.Vivek
		IIM Visakhapatnam Prof.Sampath Kumar,

11.00AM-11.30AM	Interactive Session	University of Wisconsin- Green Bay
11.30AM-01.00PM	Case Discussion Methodology -Session1	Prof.Saswat Biswas, IRMA
01.00PM-02.00PM	-----LunchBreak-----	
02.00PM-04.00PM	CaseDiscussionMethodology -Session2	Prof. Charles DhanarajProfessor of Strategy in Fox School of Business, Temple University, Visiting Professor, ISB
05-01-2021(Day2)		
11.00AM-01.00PM	Case Discussion on Marketing - The Study ofStrengtheningofthe SocialFabric-The StoryofAnilKumarYadav	Dr. Gowri Kusuma Resource Person-MGNCRE
01.00PM-02.00PM	-----LunchBreak-----	
02.00PM-04.00PM	Caselets Discussionon Marketing	Dr. Gowri Kusuma-Mentor <ul style="list-style-type: none"> ● Dr. Vishnu VardhanPalem -Marketing Painting RuralIndia ● Dr. V Jayanthi - Marketing- Marigoldcultivation Dr. Shiny CM -Mentor <ul style="list-style-type: none"> ● Ms. Jamshida KV-Marketing Painting RuralIndia ● Mr. Mohamed AshikSulthan - Marketing-Marigoldcultivation
		Mr. J. Sai Sudheer Kumar - Mentor <ul style="list-style-type: none"> ● Mr. Sunil Joseph A - Marketing Painting Rural India ● Ms. Anjali Abraham - Marketing Nutrine Confectionery
06-01-2021 (Day 3)		
11.00 AM - 01.00 PM	Case Discussion on Entrepreneurship - Entrepreneurship Promotion of Rural Enterprise through Sericulture	Dr. Shiny CM Resource Person - MGNCRE
01.00 PM - 02.00 PM	----- Lunch Break -----	

02.00 PM - 04.00 PM	Caselets Discussion on Entrepreneurship	<p>Dr. GowriKusuma - Mentor</p> <ul style="list-style-type: none"> Mr. Senthur Pandian S - Entrepreneurship Success against all odds Mr. SasikumarPaingkannan - Entrepreneurship Unity is Strength <p>Dr. Shiny CM - Mentor</p> <ul style="list-style-type: none"> Mr. Jamsheer CK - Entrepreneurship Success against all odds Fr. Shino Joy - Entrepreneurship Unity is Strength <p>Mr. J. Sai Sudheer Kumar - Mentor</p> <ul style="list-style-type: none"> Mrs. Meera S - Entrepreneurship Success against all odds Dr. GunitaChandhok - Entrepreneurship- Kheyti's Greenhouse in a Box.
07-01-2021 (Day 4)		
11.00 AM - 01.00 PM	Case Discussion on Collectives - A Dairy Cooperative in Chhattisgarh	Mr. J. Sai Sudheer Kumar Resource Person - MGNCRE
01.00 PM - 02.00 PM	----- Lunch Break -----	
02.00 PM - 04.00 PM	Caselets Discussion on Collectives	<p>Dr. Gowri Kusuma - Mentor</p> <ul style="list-style-type: none"> Mrs. Tuniki Bhargavi - Collectives- Strength of <p>Milk and Unity</p> <ul style="list-style-type: none"> Dr. Mercia Justin - Collectives Malaikottai Paddy FPO Challenges and Collective Development <p>Dr. Shiny CM - Mentor</p> <ul style="list-style-type: none"> Mr. T Anil Deva Kumar - Collectives- Strength of Milk and Unity Rajeshwari Devulapalli Malaikottai Paddy FPO Challenges and Collective Development <p>Mr. J. Sai Sudheer Kumar - Mentor</p> <ul style="list-style-type: none"> Dr. Grahalakshmi Selvarajan Collectives- Strength of Milk and Unity Dr. Subba Lakshmi A V V S - A Study on Contribution of Communities to Co-operatives
08-01-2021 (Day 5)		
11.00 AM - 01.00 PM	Case Discussion on Marketing, Entrepreneurship and Collectives	MGNCRE Resource Persons
01.00 PM - 02.00 PM	----- Lunch Break -----	

02.00 PM - 03.00 PM	Session on Case Writing Methodology	Prof. B. Ramesh, IIM Bangalore
03.00 PM – 04.00 PM	Valedictory Session	Team MGNCRE

The five days of the Faculty Development Program resulted in great learning for the participants.

Brief Day-wise Activities –

Day one started with the introductory note by Chairman MGNCRE Dr. W G Prasanna Kumar followed by interactions by the Coordinators – Prof. Chetan, Dr. Rekha and Mr. Abhishek with the participants. This was followed by an interactive session with Prof. Vivek, IIM Visakhapatnam and Prof. Sampath Kumar University of Wisconsin- Green Bay. Participants interacted with resource persons and gained insights from their experiences. In the afternoon session, Prof. Saswath Biswas and Prof. Charles Dhanraj created a facilitating learning environment for the participants.

Day 2 was dedicated to the case discussion on Marketing, facilitated by Dr. P. Gowri Kusuma. In this session, the participants presented and discussed their case and the facilitator focused on the discussion points and concluded the session.

Day 3 was dedicated to the case discussion on

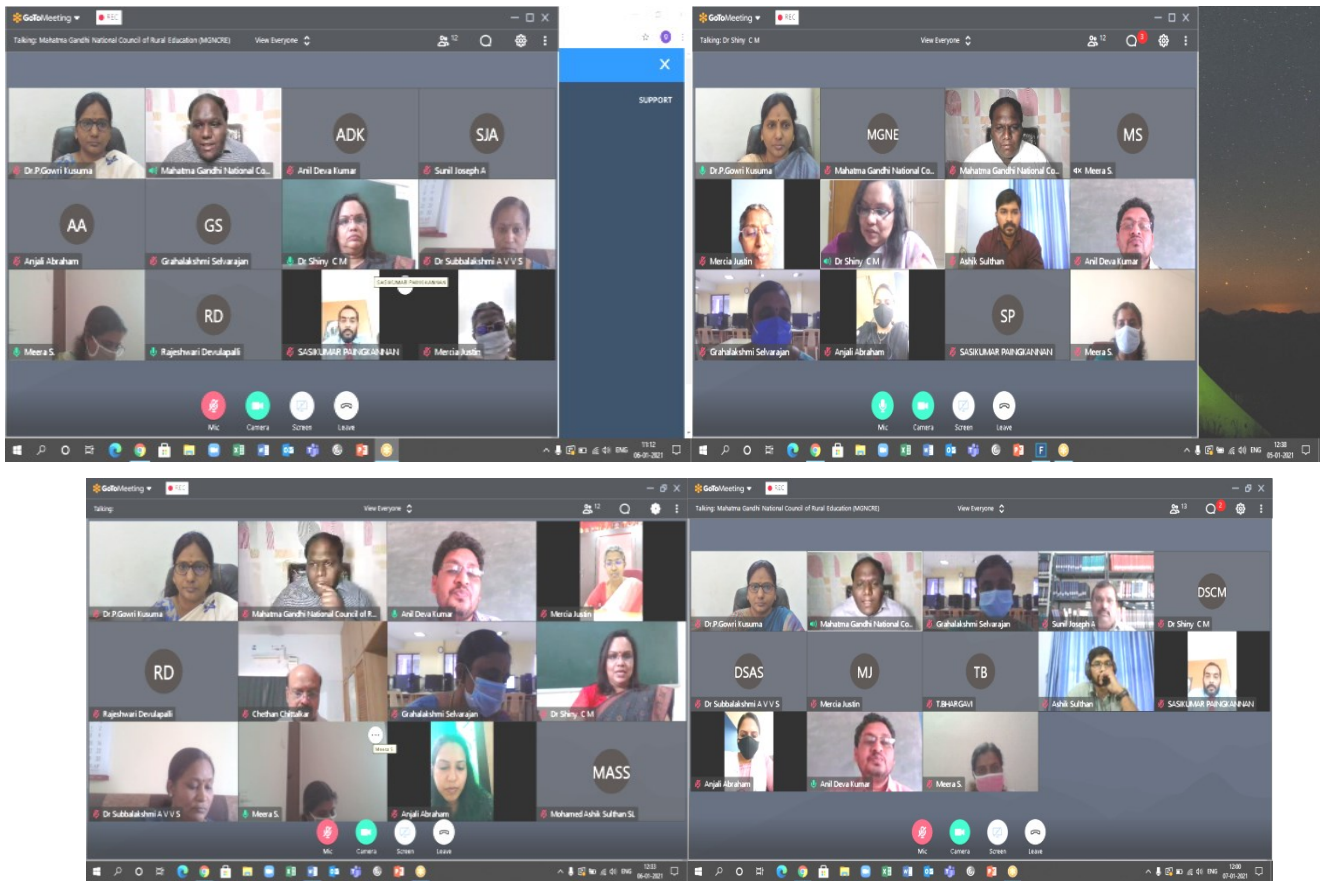
Entrepreneurship, facilitated by Dr. C M Shiny who brilliantly drove the case and added her inputs.

Day 4 was for the case discussion on Collectives.

Mr. J. Sai Sudheer Kumar was the facilitator for the session. His experiences in the training period were reflected in the way he presented and facilitated the discussion. Other participants also presented the cases. All the cases were communicated well in advance and the day before the discussion the mentors had a personal one-to-one discussion with the participants.

Day 5 Prof. B. Ramesh IIM Bangalore took the session on ‘Case Writing’. Interpretation by Mr. Abhishek from MGNCRE was very much applauded by the participants. The valedictory session in the afternoon of day 5 was much awaited. The participants gave valuable feedback. They welcomed the approach adopted by MGNCRE in the whole process of conducting the FDP. They valued this session as an immersion session. It was an enriching session focused on unlearning to learning.





Implementation of Action Plan

Implementation of the action plan is one of the objectives of the Faculty Development Program. Unlike other FDPs which conclude with the valedictory session, this FDP Action Plan started with the valedictory session. Chairman MGNCRE made each other applaud not for effectively conducting the FDP but to remind that now we have a major task ahead i.e., the Action Plan. The plan was very clearly communicated to the trainers and the participants. All the participants of the FDP need to conduct the Case Discussion Method in their class. The virtual link needs to be sent to the trainers well in advance. The trainers would join the session as non-participant observers. After the session, the trainer needs to submit the report to the MGNCRE team. Though the plan sounds simple and straight forward the implementation process had a couple of challenges. The feedback form was sent to the participants immediately after the valedictory session. One component of the feedback form was the schedule of the five cases which the participant proposes to conduct in their classrooms. Initially, some participants gave the schedule but could not proceed as per the schedule due to various reasons. Now comes the great challenge encountered by the trainers: 'How to motivate the participants to conduct case discussion in their classrooms?' Because this is the first of its kind FDP where the participants need to transfer the learning in their classroom and then only their certificates will

be awarded.

Detailed Steps followed Post FDP

Communicating with Mentees WhatsApp groups were formed for communicating with the mentees. Individual messages and updates were also sent to the mentees. As referred by Chairman MGNCRE in one of the earlier sessions the concept of personally writing (addressing) to the participant with their name instead of sending the group messages was followed. We realized that this technique though very simple had a great impact on the participant. The

the response was quick when we sent personal messages instead of group messages. Gentle reminders were sent to the participants to follow up their plan of action for implementing the case discussion in their classrooms. Initially, it was a rain of excuses, but we abided by the principles of MGNCRE. Finally, the participants were motivated to conduct the case discussion sessions in their classrooms. This was a great achievement for me as a trainer. I was allotted, five participants. Three participants successfully completed five case discussion sessions in their classroom. Once the beginning is done, the participants were motivated to seeing each other. Each participant drew inspiration from the other.

Scheduling the Sessions

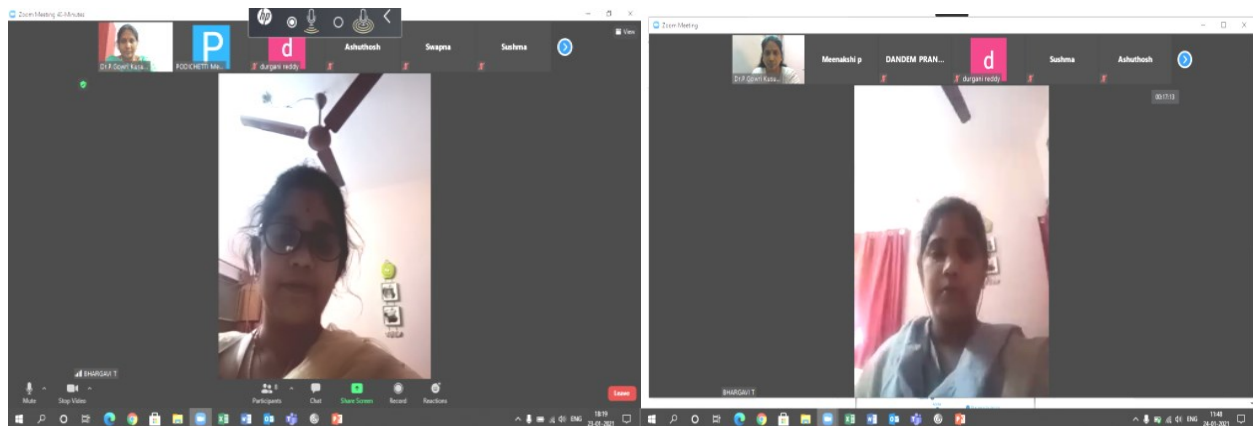
Case discussion sessions were scheduled depending on the regular class schedule of participants. According to their academic timetable, they scheduled the sessions. The link was sent to the trainer and the same was posted in the WhatsApp

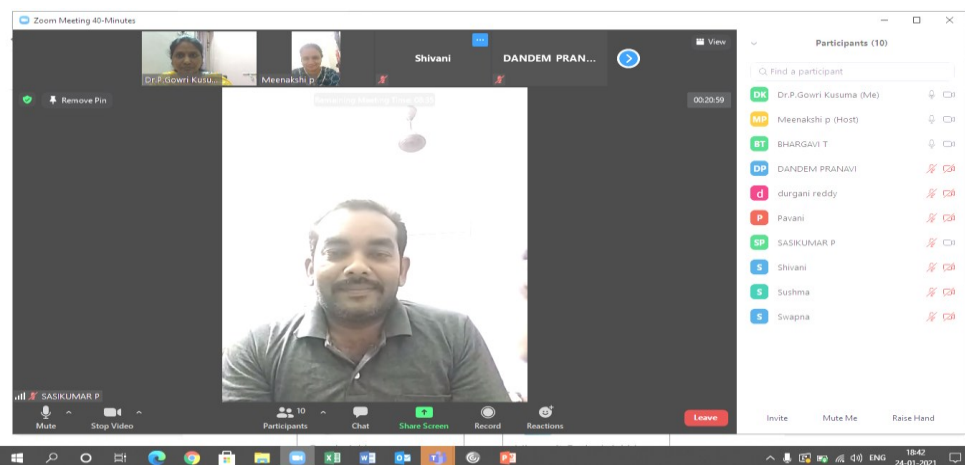
group. Other participants were also invited to join the session as non-participant observers. It was a learning experience for the students, faculty and other invited participants. Later we shared our observations personally.

Action Program on Case Discussion

- Name of the Faculty: Mrs. T. Bhargavi (Assistant Professor)
- Institution: Princeton P.G College of Management. Hyderabad, Telangana

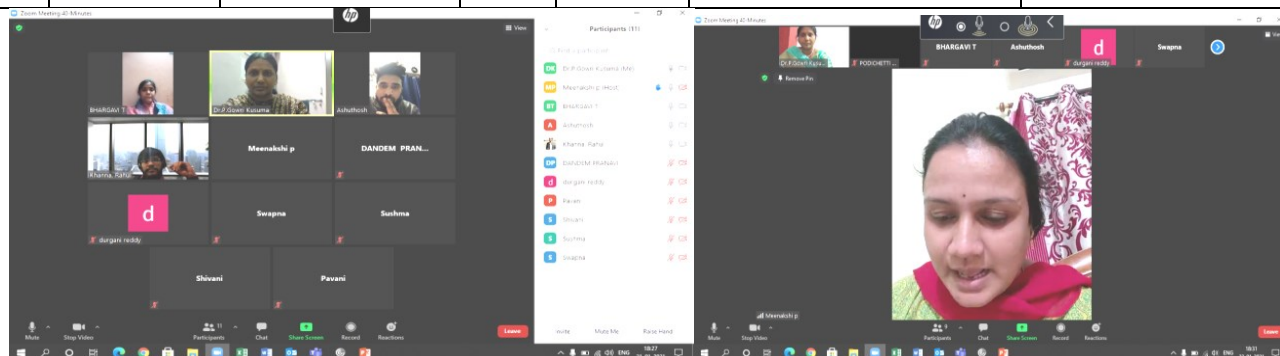
S. No	Date	Time	Team	Students	Caselet Title	Meeting Link
1	21/01/2021	6:10 PM-7:00 PM	4	12	Strength of Milk & Unity	https://us04web.zoom.us/j/77979422808?pwd=SmcxejY3ZWlrZ2VEblISZHIHdzNjdz09
2	23/01/2021	6:10 PM-7:00 PM	4	10	The long & difficult 13yr Journey to the market place for Pfizer's Viagra	https://us04web.zoom.us/j/79629051342?pwd=M0tINHJ5blU3ZmZicTFDcS9POTICUT09
3	24/01/2021	11:30 AM -12:20 PM	4	10	Success against all odds	https://us04web.zoom.us/j/72419394833?pwd=MjkzSXFrSDI5TG9VeUs2aUd6bTU3Zz09
4	24/01/2021	6:10 PM-7:00 PM	4	10	Hyper-Local strategy of Big Basket	https://us04web.zoom.us/j/77275637949?pwd=cE5Ra240MUZ5RUtkVGh5WDdBdmZqQT09
5	26/01/2021	5:00 PM -6:00 PM	4	12	A journey of RedBus	https://us04web.zoom.us/j/73701299272?pwd=eDU0dVlzbEZFakNqTDhBUzZFVVRudz09

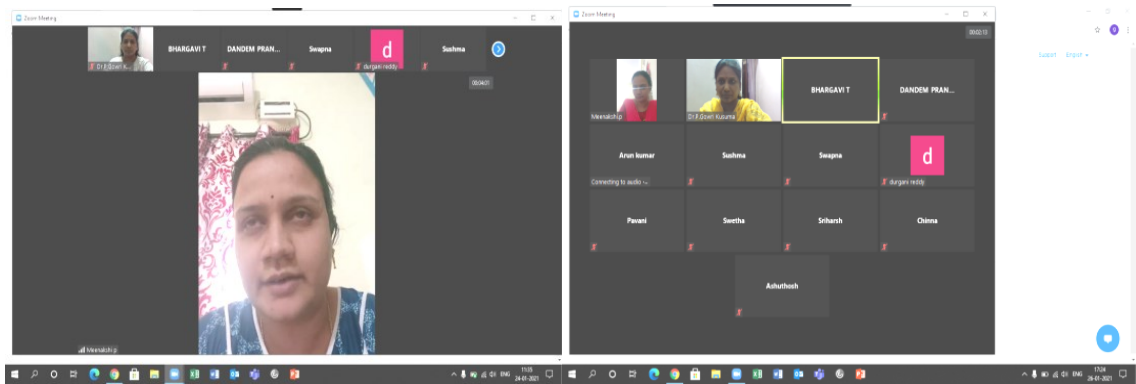




Name of the Faculty: Mrs. P. Meenakshi (Assistant Professor)
 Institution: Princeton P.G College of Management. Hyderabad, Telangana

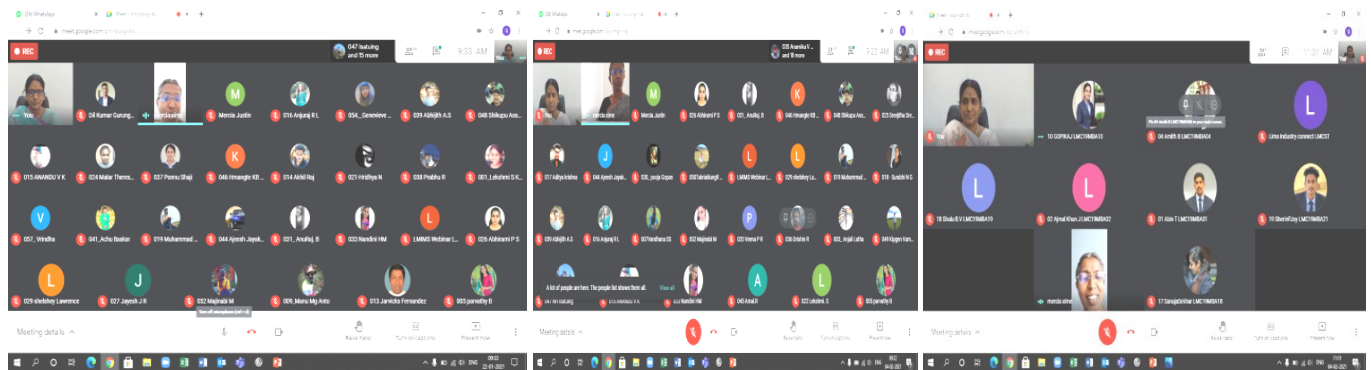
Sl.no	Date	Time	Team	Students	Caselet Title	Meeting Link
1	21/01/2021	7:00 PM-7:40 PM	4	10	“THE RIGHT MIX” →Cholayilpvt ltd)	https://us04web.zoom.us/j/77979422808?pwd=SmcxejY3ZWRrZ2VEblISZHhZdNJdz09
2	23/01/2021	7:00 PM-7:40 PM	4	10	“MALAI KOTAI PADDY FPO” →Challenges and Collective Development	https://us04web.zoom.us/j/79629051342?pwd=M0tINHJ5blU3ZmZicTFDcS9POTICUT09
3	24/01/2021	12:20 PM -1:00 PM	4	10	“A DIARY CO-OPERATIVE IN CHATTISGARH”	https://us04web.zoom.us/j/72419394833?pwd=MjkzSXFrSDI5TG9VeUs2aUd6bTU3Zz09
4	24/01/2021	7:00 PM-7:40 PM	4	10	“KHEYTIS GREEN HOUSE IN A BOX”	https://us04web.zoom.us/j/77275637949?pwd=cE5Ra240MUZ5RUtkVGh5WDDbDmZqQT09
5	26/01/2021	6:00 PM -6:40 PM	4	12	“NUTRINE CONFECTIONARY CO LTD”	https://us04web.zoom.us/j/73701299272?pwd=eDU0dVlzbEZFakNgTDhBUZFYVRudz09





Dr. Mercia Selva Malar, Lourdes Matha Institute of Management Studies, Trivandrum, Kerala

S No	Date	Time	Class	No of student	Case title	Google meeting link
1	22 January 2021	8.30 a.m. to 9.30 a.m.	MBA – I year	42	Corporate Governance in family-owned business: Villa Corporation, Mexico	http://meet.google.com/
2	3 February 2021	8.30 a.m. to 9.30 a.m.	MBA –II year	20	CSR Conflict at Multinationals: Coca-Cola, Walmart, Apple, Canon	https://meet.google.com/iuw-subt-tmg
3	4 February 2021	8.30 a.m. to 9.30 a.m.	MBA-I year	56	CSR: Nestle, TATA & ITC	http://meet.google.com/bjs-vmgn-naj
4	4 February 2021	11.00 a.m. to 12.00 noon	MBA-II year (Finance)	9	Le Serpent	https://meet.google.com/ibq-wdfx-tsi
5	5 February 2021	8.30 a.m. to 9.30 a.m.	MBA – I year	56	Malden Mills	https://meet.google.com/wor-bzre-zis



Selection of Caselets for Discussion in Classroom

The selection of the cases was based on the courses taught by the faculty. The faculty took some cases from the FDP. They have also taken cases from their prescribed references based on their subjects. The information regarding the selection of the cases was given in advance. The same information along with the meeting link, date and time was posted in the Whatsapp groups. The participants made time to attend these sessions. Every faculty had a unique style of conducting the case discussion. Some adopted the method

of asking multiple-choice questions in the beginning to see the preparedness of the students. Some faculty conducted quizzes to create enthusiasm among the students.

Mentoring Prior to the Sessions

Casual discussion before the case discussion took place. As faculty members are totally new to the case discussion methodology, they had some apprehensions before conducting the case discussion. These mentoring sessions helped to motivate the faculty to take up the case

discussion. The points of discussion in the case and how to direct the flow of the case were some elements discussed in the mentoring sessions. These mentoring sessions also created bonding among the trainers and the faculty. Communication after the case discussion sessions are still on and the Whatsapp groups are still active and professional information is being shared.

Non-Participant Observation (Monitoring by Resource Person)

As discussed earlier, the role of the trainer/resource person in the post-Faculty Development Program is totally non-participant observer. Resource persons need to motivate the faculty to schedule the sessions and ensure that these sessions are conducted accordingly. After the sessions, a brief note along with pictures has to be sent to the team at MGNCRE.

Feed Forward to Mentees

Feed Forward helped the mentees to focus their discussion points during the case discussion. As there are multiple concepts in a single case and as it is evident that the discussion may take a different turn during the process, feed-forward is very important to keep the case discussion on track. It acted as a rehearsal session. The mentees noted the points of discussion and ensured that the case discussion took place as planned. The questionnaire was used to collect information from Participants and students on the feedback of sessions conducted. A Questionnaire was designed to collect the information so as to further facilitate the data analysis, interpretation and derive the conclusion of the case discussion method. Two types of questionnaires were used to collect the information. One for the students and one for the faculty.

Student Feedback Questionnaire

Apart from the name, college name, course, email id, phone number, below are the questions in the questionnaire -

- ü Is Case Discussion Methodology followed in your college/institution?
- ü According to you what are the advantages of Case Discussion Methodology? (you can choose multiple options)
- ü How can Case Discussion Methodology create a new learning environment? (give three points)
- ü Do you wish to have more Case Discussions in your classroom?
- ü Do you think Case Discussion Methodology can be an effective tool for classroom teaching?
- ü "Case Discussion Methodology requires the students to prepare in advance and read the case thoroughly. "Do you agree?
- ü According to you what should be the motivation for students to actively participate in the Case Discussion Methodology?
- ü How do you motivate your fellow students to take part in

the Case Discussion?

ü Mention any three takeaways from Case Discussion

The second questionnaire was aimed to collect information from the faculty. Apart from their demographic data, the questionnaire consisted of the below questions -

- Teaching experience
- Is case discussion methodology a part of your teaching methodology?
- If yes, how are you applying it in practice?
- What was the basis of your interest in Case Discussion Methodology?
- How do you find case discussion methodology useful?
- How do you create a live environment to make case discussions interactive among students?
- How the implications of case discussion methodology would impact students?
- What was your major focus area in the case discussion methodology? Why?
- What made you join FDP on case discussion methodology?
- How have you convinced your HOD/Principal to attend this FDP on case discussion methodology?
- What were your expectations from the FDP on case discussion methodology?
- How far MGNCRE met your expectations in conducting FDP on case discussion methodology?
- How impactful were the Case discussion sessions conducted by you on your Students?
- How impactful were the Case discussion sessions conducted by you on your colleagues?
- Describe the outcomes of case discussion sessions conducted by you on your students and colleagues.
- Will you continue the case discussion methodology at your institution?
- Will you recommend case discussion methodology to your colleagues in your institution and outside institutions?

Outcomes

Implementation of Case/caselet discussion methodology by participants in their respective institutions

After the FDP and post-FDP sessions, the participants were highly motivated to continue the case discussion sessions in their regular classes. Implementing the case discussion has challenges like student participation and extra effort by the faculty in the preparation. Support by peer groups and the management is also needed in the implementation of the case discussion in the institutions. The faculty have tried to overcome all these challenges and successfully started implementing the case discussion.

Internalize the Culture of using Case/Caselet Discussion Methodology

Change management is needed in institutionalizing the case discussion methodology in the colleges/Higher Educational Institutions. Just one or two faculty adopting and implementing case discussion may not fetch maximum results. All the faculty need to start implementing case discussions in their classroom. But this might be a difficult task initially. So there should be a systematic plan to gradually introduce the case discussion method in the classroom. Institutes may start with a minimum of five cases per course and gradually this number might be increased. In-house training sessions may be conducted to motivate and educate the faculty on the case discussion method. Peer feedback is much appreciated. There is a myth that the case discussion method may not be suitable for all the courses. But the fact is that proper selection of cases can definitely meet the objectives of case discussion. Discussion with senior faculty is always recommended to get direction as and when needed.

Data Analysis and Interpretation

Tabulate the results mentee-wise.

The mentees have successfully completed five case discussion sessions in their classroom post-Faculty Development Program. They are

Dr. Mercia SelvaMalar, Dean, Lourdes Matha Institute of Management Studies, Trivandrum, Kerala

Mrs. T. Bhargavi (Assistant Professor), Princeton P.G College of Management, Hyderabad, Telangana

Mrs. P. Meenakshi (Assistant Professor), Princeton P.G College of Management, Hyderabad, Telangana

How many sessions are planned?

Each faculty conducted five case discussion sessions in their classroom post-Faculty Development Program. These sessions were scheduled according to the class timetable of the faculty. Some sessions were scheduled in the evening due to technical reasons.

How many students participated?

On average 40 students participated in the case discussion sessions.

Duration of the session

Each case discussion session was for about one hour each.

Impact of the methodology used

Student engagement, understanding of the concept and applicability of the concepts are some of the objectives of the case discussion method. It is observed that these objectives are met and the case discussion method is being appreciated by the peer group.

Analysis of mentees' data and interpretation
Four mentees/faculty have given the responses.

Dr. P. Sashi Kumar, Assistant Professor, Vivekananda College for Arts and Science for Women, Periyar University, Salem, completed three case discussion sessions post-Faculty Development Program. Hence, his responses are also taken into consideration.

The selection of the cases was based on the courses taught by the faculty. The faculty took some cases from the FDP. They have also taken cases from their prescribed references based on their subjects. The information regarding the selection of the cases was given in advance. The same information along with the meeting link, date and time was posted in the Whatsapp groups. The participants made time to attend these sessions. Every faculty had a unique style of conducting the case discussion. Some adopted the method of asking multiple-choice questions in the beginning to see the preparedness of the students. Some faculty conducted quizzes to create enthusiasm among the students.

Mentoring Prior to the Sessions

Casual discussion before the case discussion took place. As faculty members are totally new to the case discussion methodology, they had some apprehensions before conducting the case discussion. These mentoring sessions helped to motivate the faculty to take up the case discussion. The points of discussion in the case and how to direct the flow of the case were some elements discussed in the mentoring sessions. These mentoring sessions also created bonding among the trainers and the faculty. Communication after the case discussion sessions is still on and the Whatsapp groups are still active and professional information is being shared.

Non-Participant Observation (Monitoring by Resource Person)

As discussed earlier, the role of the trainer/resource person in the post-Faculty Development Program is totally non-participant observer. Resource persons need to motivate the faculty to schedule the sessions and ensure that these sessions are conducted accordingly. After the sessions, a brief note along with pictures has to be sent to the team at MGNCRE.

Feed Forward to Mentees

Feed Forward helped the mentees to focus their discussion points during the case discussion. As there are multiple concepts in a single case and as it is evident that the discussion may take a different turn during the process, feed-forward is very important to keep the case discussion on track. It acted as a rehearsal session. The mentees noted the points of discussion and ensured that the case discussion took place as planned.

The questionnaire was used to collect information from

Participants and students on the feedback of sessions conducted

A Questionnaire was designed to collect the information so as to further facilitate the data analysis, interpretation and derive the conclusion of the case discussion method. Two types of questionnaires were used to collect the information. One for the students and one for the faculty.

Student Feedback Questionnaire

Apart from the name, college name, course, email id, phone number, below are the questions in the questionnaire -

- ü Is Case Discussion Methodology followed in your college/institution?
- ü According to you what are the advantages of Case Discussion Methodology? (you can choose multiple options)
- ü How can Case Discussion Methodology create a new learning environment? (give three points)
- ü Do you wish to have more Case Discussions in your classroom?
- ü Do you think Case Discussion Methodology can be an effective tool for classroom teaching?
- ü "Case Discussion Methodology requires the students to prepare in advance and read the case thoroughly. "Do you agree?
- ü According to you what should be the motivation for students to actively participate in the Case Discussion Methodology?
- ü How do you motivate your fellow students to take part in the Case Discussion?
- ü Mention any three takeaways from Case Discussion

The second questionnaire was aimed to collect information from the faculty. Apart from their demographic data, the questionnaire consisted the below questions -

- Teaching experience
- Is case discussion methodology a part of your teaching methodology?
- If yes, how are you applying it in practice?
- What was the basis of your interest in Case Discussion Methodology?
- How do you find case discussion methodology useful?
- How do you create a live environment to make case discussions interactive among students?
- How the implications of case discussion methodology would impact students?
- What was your major focus area in case discussion methodology? Why?
- What made you join FDP on case discussion methodology?
- How have you convinced your HOD/Principal to attend this FDP on case discussion methodology?
- What were your expectations from the FDP on case discussion methodology?

- How far MGNCRE met your expectations in conducting FDP on case discussion methodology?
- How impactful were the Case discussion sessions conducted by you on your Students?
- How impactful were the Case discussion sessions conducted by you on your colleagues?
- Describe the outcomes of case discussion sessions conducted by you on your students and colleagues.
- Will you continue case discussion methodology at your institution?
- Will you recommend case discussion methodology to your colleagues in your institution and outside institutions?

Outcomes

Implementation of Case/caselet discussion methodology by participants in their respective institutions

After the FDP and post-FDP sessions, the participants were highly motivated to continue the case discussion sessions in their regular classes. Implementing the case discussion has challenges like student participation and extra effort by the faculty in the preparation. Support by peer groups and the management is also needed in the implementation of the case discussion in the institutions. The faculty have tried to overcome all these challenges and successfully started implementing the case discussion.

Internalize the Culture of using Case/Caselet Discussion Methodology

Change management is needed in institutionalizing the case discussion methodology in the colleges/Higher Educational Institutions. Just one or two faculty adopting and implementing case discussion may not fetch maximum results. All the faculty need to start implementing case discussions in their classroom. But this might be a difficult task initially. So there should be a systematic plan to gradually introduce the case discussion method in the classroom. Institutes may start with a minimum of five cases per course and gradually this number might be increased. In-house training sessions may be conducted to motivate and educate the faculty on case discussion methods. Peer feedback is much appreciated. There is the myth that the case discussion method may not be suitable for all the courses. But the fact is that proper selection of cases can definitely meet the objectives of case discussion. Discussion with senior faculty is always recommended to get direction as and when needed.

Data Analysis and Interpretation

Tabulate the results mentee-wise.

The mentees have successfully completed five case discussion sessions in their classroom post-Faculty Development Program. They are

Dr. Mercia SelvaMalar, Dean, Lourdes Matha Institute of Management Studies. Trivandrum, Kerala

Mrs. T. Bhargavi (Assistant Professor), Princeton P.G College of Management. Hyderabad, Telangana

Mrs. P. Meenakshi (Assistant Professor), Princeton P.G College of Management. Hyderabad, Telangana

How many sessions are planned?

Each faculty conducted five case discussion sessions in their classroom post-Faculty Development Program. These sessions were scheduled according to the class timetable of the faculty. Some sessions were scheduled in the evening due to technical reasons.

How many students participated?

On average 40 students participated in the case discussion sessions.

Duration of the session

Each case discussion session was for about one hour each.

Impact of the methodology used

Student engagement, understanding of the concept, and applicability of the concepts are some of the objectives of the case discussion method. It is observed that these objectives are met and the case discussion method is being appreciated by the peer group.

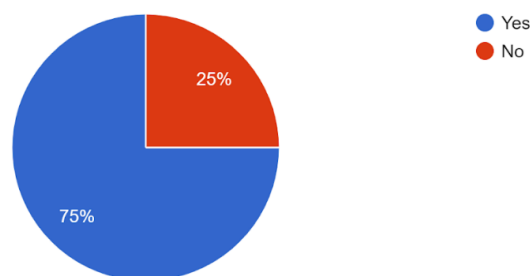
Analysis of mentees' data and interpretation

Four mentees/faculty have given the responses.

Dr. P. Sashi Kumar, Assistant Professor, Vivekananda College for Arts and Science for Women, Periyar University, Salem, completed three case discussion sessions post-Faculty Development Program. Hence, his responses are also taken into consideration.

Figure 4

Is case discussion methodology a part of your teaching methodology?
4 responses



From this it is evident that the faculty is using the case discussion method in their course, but they needed some additional guidance and inputs. Therefore, they have joined the Faculty Development Program conducted by MGNCRE.

Figure 5

If yes, how you are applying it in practice? 4 responses

Concepts. With case study

I bring it in my presentation

Role play, Group discussion and Brainstorming

From the above it is understood that faculty are using role play, group discussion and brainstorming methods to discuss the case.

Figure 6

What was the basis of your interest in Case Discussion Methodology? 4 responses

- Success of the cases as well failure also
- I know it gives better clarity and decision making skills
- FDP on case methodology by MGNCRE
- Teaching the Management concepts effectively

The above statements by the faculty answer why they have enrolled in the Faculty Development Program. One of the responses is that because MGNCRE has conducted the FDP, he/she has enrolled in the program. This shows the credibility of MGNCRE.

Figure 7

How do you find case discussion methodology useful? 4 responses

- It gives practical knowledge
- Indeed useful. Students are a bit resistant
- Its very easy to understand the concepts as well as the real time experiences from the case
- Students can understand, apply, practice and experience the process of Decision making and problem solving

These responses state the reason for adopting case discussion method.

Figure 8

How do you create live environment to make case discussion interactive among students? 4 responses

- By giving them role of the cases.
- Quiz. Video etc.
- Taking case like story
- Role play

These responses depict the strategies that could be adopted to make the case discussion more interesting.

Figure 9

How the implications of case discussion methodology would impact students? 4 responses

- They. Can also come up with innovative ideas
- Their thinking capacity expands. Their communication and convincing skills improve
- They became more interactive
- It will help them to apply the theoretical knowledge to gain practical experience

These responses highlight the benefits derived by the students when case discussion method is adopted.

Figure 10

- What was your major focus area in case discussion methodology? Why? 4 responses
- Success of case
 - Concepts and their application
 - Entrepreneurship and innovation
 - Marketing, Entrepreneurship and Human Resource Management

These are the recorded responses for the focus is on case discussion method.

Figure 11

- What made you to join FDP on case discussion methodology? 4 responses
- To get a chance of discussion. With other professors
 - To improve myself
 - Out of my personal interest
 - To refresh myself and to strengthen my network

From the above responses it is clear that faculties are interested in improving their professional interests.

Figure 12

- How you have convinced your HOD/Principal to attend this FDP on case discussion methodology? 4 responses
- Its useful for students amd faculty
 - I am convinced and hence moving forward
 - Our HOD madam is very supportive & she accepted immediately
 - I gave assurance that my regular duties won't get affected by this and said that this FDP will help to improve my teaching efficiency.

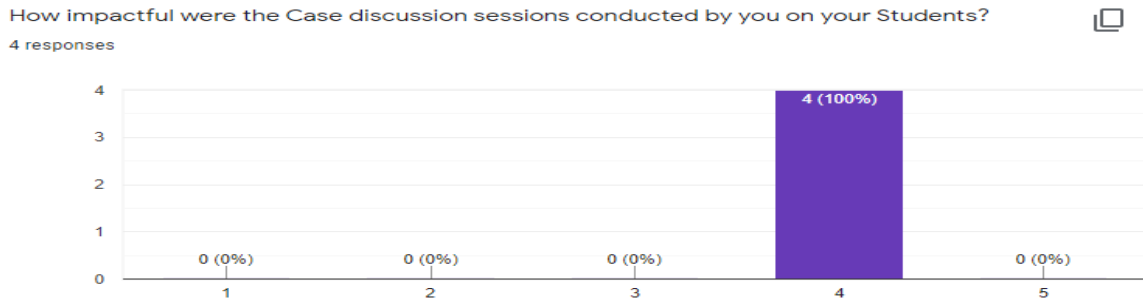
The support of the superiors/HOD/Principal/Management is very much needed for the success of these programs which are scheduled for five days. It is evident that the participants got full support and hence they could attend the Faculty Development Program.

Figure 13

- What were your expectations from the FDP on case discussion methodology? 4 responses
- Recognition of my case discussions
 - Handholding in writing more cases.
 - I have learned so many by this FDP. I hope this in future too
 - To learn from the experts about how to take up the case discussions in an interesting way

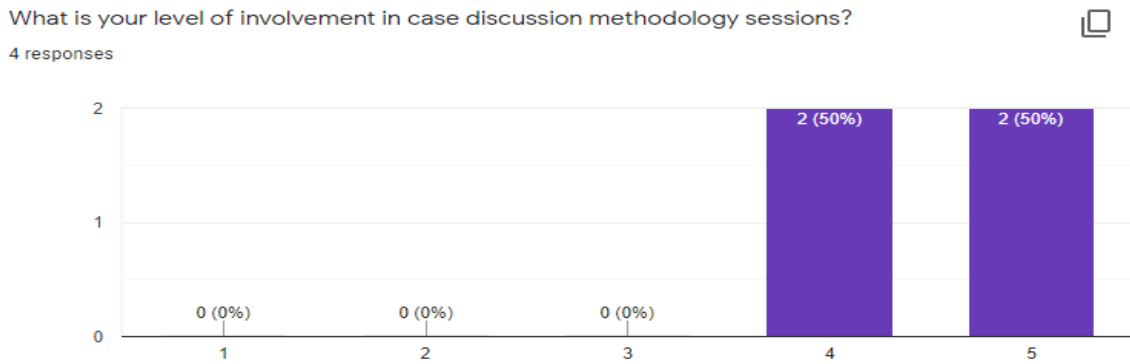
The participants are interested in future Faculty Development Programs also. They have mentioned that a session may be conducted on case writing.

Figure 14



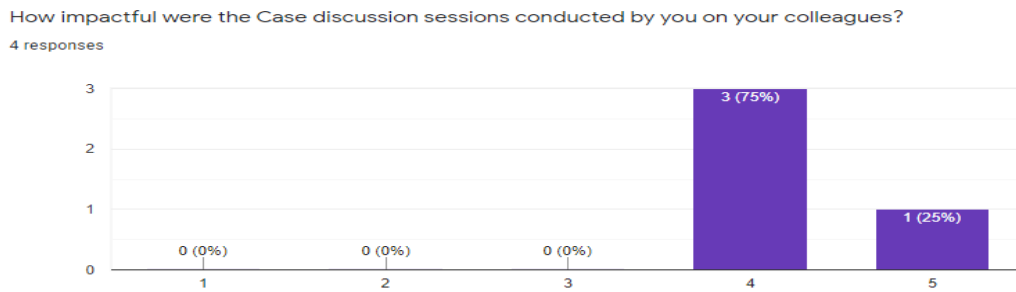
The case discussion sessions experimented with students are fruitful. They have created the intended impact.

Figure 15



It is understood that two faculties have completely immersed in the case discussion.

Figure 16



One of the stakeholders for the case discussion is the peer group. Their continuous support is relevant in the success of case discussion in the long run. It is evident the colleagues are totally influenced by the case discussion.

Figure 17

Describe the outcomes of case discussion sessions conducted by you on your students and colleagues.

4 responses

Interactive sessions began

I have impressed the importance of case discussion on my students

Case discussion sessions are more interactive, Understanding levels were improved

Initially students are hesitant to discuss their views and after few discussions they started enjoying the discussion. My colleagues really enjoyed the session and shared their views.

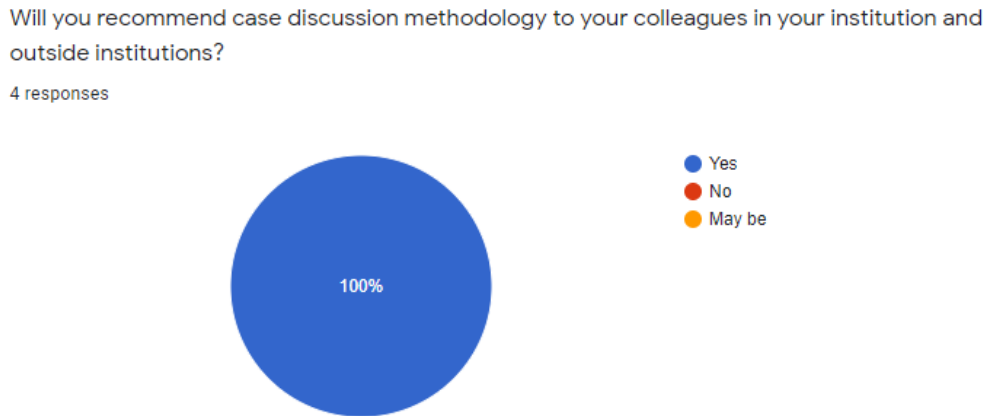
The outcomes of the FDP are very clearly mentioned by the participants.

Figure 18



The participants have responded that they will definitely adopt and practice case discussion sessions in their classes.

Figure 19

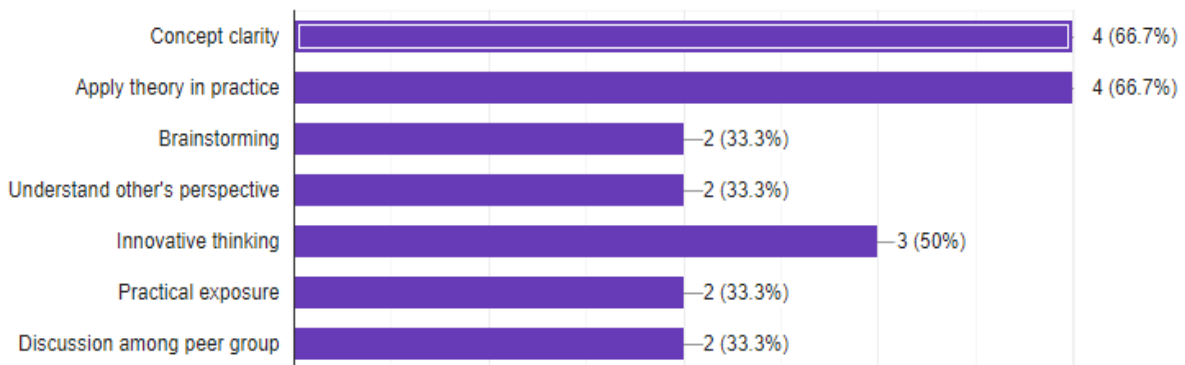


From the above responses it is clear that the success of this Faculty Development Program is going to be taken forward and participants will recommend this pedagogy to their colleagues.

Data Analysis and Interpretation of the Students' Feedback

1. According to you what are the advantages of case discussion methodology (you can choose multiple options)

Figure 20



Concept clarity and practical application of theory are the main advantages from the student's perspective in the implementation of case discussion.

2. How can Case Discussion Methodology create a new learning environment? (give three points)

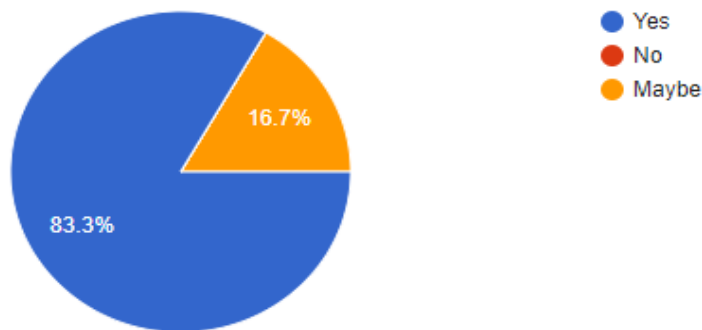
Figure 21

Improves communications skills and develops the knowledge skills
Ability to relate to real world scenarios; Brainstorm Get innovative ideas
Apply theory in practice,innovative thinking,creating cnversations
Innovative thinking Clarity on concept
Thinking,analysis, interactive
1. By providing practical exposure. 2. Will be able to relate practically and theoretically. 3. Able to understand concepts clearly.

Students opine that case discussion helps in creating a new learning environment.

3. Do you wish to have more case discussions in your classroom?

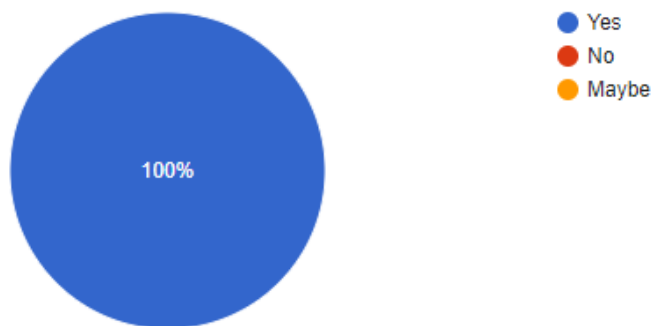
Figure 22



83% of the respondents recommended more case discussions in the classroom.

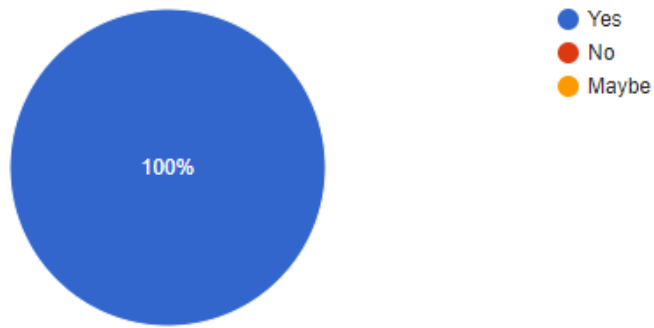
4. Do you think case discussion method can be effective tool for classroom teaching?

Figure 23



100% respondents agreed that case discussion can be an effective tool for classroom teaching.

5. "Case Discussion Methodology requires the students to prepare in advance and read the case thoroughly." Do you agree?
Figure 24



It is evident that students understand their role in making the case discussion successful.

6. According to you what should be motivation for students to actively participate in the Case Discussion Methodology?
Figure 25

- They should get good faculty who's makes more interests in subject
- It should be more of an open discussion
- Getting interesting in topics,the topic taken should be differentand new
- Free environment
- Appreciation note
- You'll learn.

Faculty, free environment and open discussion are the critical factors for the success of case discussion method.

7. How do you motivate your fellow students to take part in the Case Discussion?

Figure 26

- Making group discussions about what I have listened
- Tell about the advantages
- By interacting and discussing wat i read
- I'll share my experience and I'll motivate
- Grading
- You'll be better than before in understanding concepts.

Students should motivate their fellow students to make the discussion fruitful. For this the students need to discuss about the advantages and benefits of the case discussion with fellow students and encourage them to take active part in the case discussion.

8. Mention any three takeaways from Case Discussion.

Figure 27



Ability to think innovatively, application of theory to the real-world scenarios, understanding concepts, critical thinking and scope for further research are the takeaways which the students gained from the case discussion method.

Reflections and Implications

The participants gave their 100% effort to make the case discussion successful. Dr. Mercia Selva Dean, (Lourdes Matha Institute of Management Studies, Trivandrum, Kerala) has used the quiz method at the beginning of the session. This created curiosity among the students. On the first day of the session the enthusiasm levels of the students were observed to be low, but in the next session, students actively participated. Starting the session with a quiz grabbed the attention of the students. During the next sessions, students came well prepared and they were able to answer all the questions of the case. Initially, it was a challenge to motivate the students to speak, but later on, seeing the other students speaking and expressing their opinions other students also actively participated in the case discussion. The experience and subject knowledge of Dr. Mercia Selva Malar were clearly seen in the way she conducted the case discussion.

Mrs. T. Bhargavi and Mrs. P. Meenakshi, Assistant Professors from Princeton P.G College of Management, Hyderabad, Telangana were totally new to the case discussion method. They exhibited a great sense of commitment and dedication in conducting the five sessions post-Faculty Development Program. As admissions were taking place in their college, they could not schedule the case discussion sessions during the regular session. Therefore, they scheduled the session for the evening. One-to-one mentoring sessions took place with these faculties before the day of the case discussion. Finally, for the first time, these two faculties have implemented the case discussion method in their classroom and it was a memorable and enriching experience for both the students

and the faculty members.

Reflection on the feedback received from the participants and students

Students have experienced a new approach with the introduction of the case discussion method. Initially, their participation was nominal. They hesitated to discuss the case with the exception of 5-6 students who seriously studied the case and discussed the case. But, after the second and third sessions, the students understood the importance of case discussion and slowly started participating in the discussion. By the end of five sessions, the vibrant energy among the students was seen. They came with more discussion points. Students opined that the case discussion method helped them to relate the theory with practice and it had broken the conventional method of instruction. As they had to read the case well in advance, they clearly understood the concepts and the discussions that took place in the classroom. Peer group learning also took place as the students discussed with their fellow students the elements of the case. They perfectly played the role of the protagonist.

Plan for Further Action

The success of any program depends on meeting the objectives of the program. Goony birds/albatross are spectacular gliders among all birds, but they are unable to land properly. As long as any program is going on no one doubts where the program lands. A true visionary prepares the agenda for 'how things have to go on after the completion of the program'. This is what Chairman MGNCRE has done. He

did not stop at designing the Faculty Development Program for the Case discussion method but also had a plan of action post FDP. This report is the result of this post FDP action plan.

The participants understood the nuances of the case discussion method and they also implemented five case discussion sessions in their course work. Now the million-dollar question is the continuity of the case discussion method in other courses and semesters/years. Many of the institutions are governed by State Universities. In such a scenario where the case discussion is mandatory in the curriculum, definitely, the faculty will learn and adopt the case discussion method. But, if the case discussion is not mandatory and from the student's point of view case discussion does not have any weightage in their final examinations, the concept of case discussion may be diluted unless the faculty is determined to adopt the case discussion method.

The efforts put by MGNCRE, trainers/resource persons, and faculty participants should not be futile. Therefore, a recommendation needs to be sent to universities to adopt case discussion in their curriculum. All the participants who attended this Faculty Development Program can act as agents to promote the case discussion method. A refresher course after one year may be conducted with all these participants to track their progress and as well update them on their course of action and to know how the case discussion method has helped the students.

An orientation program at the beginning of the academic year may be planned by MGNCRE for the faculty of the Higher Educational Institutions. This will sensitize the faculty and management of the colleges to understand the need and importance of the Case Discussion Method, especially for Management programs.

Conclusion

It was invigorating and motivating to be part of this Faculty Development Program on Case Discussion Methodology. Chairman MGNCRE's vision behind this FDP was clearly articulated to the trainers. After much deliberations, the plan for the pre-FDP and post-FDP was formulated. With continuous monitoring and feedback, the FDP met its set objectives. The support by Prof. Chetan, Dr. Rekha, Mr. Abhishek and other trainers and the participants were vital for the smooth conduct of the FDP. One-to-one sessions with trainees and participants created a bonding among the participants. This FDP can be set as the benchmark for future FDPs by MGNCRE and other institutions. MGNCRE does not believe in one-time achievement. It adopts the principle of Kaizen – Continuous Improvement. Therefore, various other programs need to be unfolded by MGNCRE. This was a perfect

learning platform where people from various disciplines, places and backgrounds converged with the common passion for Learning.

References

- <https://www.jagranjosh.com/articles/overview-of-indian-management-education-1422015081-1>
- <http://ipsitransactions.org/journals/papers/tar/2015july/p3.pdf>
- <https://www.exed.hbs.edu/hbs-experience/learning-experience/case-study-method>
- <https://www.economicsnetwork.ac.uk/handbook/casestudies/31#:~:text=The%20teacher%20stands%20between%20the,with%20each%20other%20as%20well.>
- The Handbook for Economics Teaching Assistants (*updated January 2020*) Kate Exley, Liz Barnett, Caroline Elliott, Christian Spielmann
- <http://academic.hbsp.harvard.edu/teachingwithcases>
- <https://www.bu.edu/ctl/teaching-resources/using-case-studies-to-teach/>
- Louis Barnes, C. Roland (Chris) Christensen, and Abby Hansen. Harvard Business School Press, 1994; 333 pp. (vol 1), 412 pp. (vol 2).
- Sudzina, M. (1997). Case Study as a Constructivist Pedagogy for Teaching Educational Psychology. *Educational Psychology Review*, 9(2), 199-218. Retrieved March 3, 2021, from <http://www.jstor.org/stable/23359453>
- Beatrice E. Avolion (2019), Global Challenges for Business Education and the New Educational Agenda: Graduate Attributes and Teaching Methods. *e-Journal of Business Education & Scholarship of Teaching* Vol. 13, No. 2, September 2019, pp: 80-99.
- Dixit, M. R., Manikutty, S., Rao, S. S., Monippally, M. M., Bijapurkar, R., Raghuram, G., & ... Srinivasan, S. K. (2005). What is the future of the case method in management education in India?. *Vikalpa: The Journal For Decision Makers*, 30(4), 87-131
- Bridgman, T., Cummings, S., & McLaughlin, C. (2016). Restating the case: how revisiting the development of the case method can help us think differently about the future of the business school. *Academy of Management Learning & Education*, 15(4), 724-741. doi:10.5465/amle.2015.0291
- Riordan, D., Sullivan, M. & Fink, D. (2003). Promoting Creativity in International Business Education. *Journal of Teaching in International Business*, 15:1, 21-3. Retrieved from: https://doi.org/10.1300/J066v15n01_03

- Tvaronavičiene M. & Ginevičius R. (2003). Application of case teaching technique in educational process. *Journal of Business Economics and Management*, 4:4, 217-221. Retrieved from: <https://doi.org/10.1080/16111699.2003.9636058-509>
- Roy, S. & Banerjee P. (2012). Understanding students' experience of transition from lecture mode to case-based teaching in a management school in India. *Journal of Educational Change*, 13, 487

About the Author: Dr. P. Gowri Kusuma has 16 years of academic experience in Organizational behaviour, Human Resource Management, Marketing Management and Entrepreneurship. She is also an entrepreneur by choice. Her qualifications include MBA, PGDPMIR, M.Com, Ph D, UGC NET, APSET, Women Startup Program (2018), NSRCEL, IIM Bangalore. She is currently working as Principal, Dr.B.R.Ambedkar Institute of Management and Technology, Hyderabad. She contributes to MGNCRE as Resource Person having conducted several Workshops and Faculty Development Programs in Rural Management and Rural Entrepreneurship. Dr. Gowri Kusuma is Guest Faculty at Regional Directorate Skill Development and Entrepreneurship, Telangana, Resource person for various 'Supervisor Development Programs' and 'Train the Trainer' programs, Resource person at 'ni-MSME' - An organization of the Ministry of MSME, for Entrepreneurship Development course for the subjects Marketing and Research. She has attended various workshops and Faculty Development Programs at IIMs, IITs and other institutions of repute. She has completed MOOCs courses and ARPIT (Career Advancement Program) through Swayam by AICTE. Dr. Gowri Kusuma has published 13 papers in various national and international journals of repute and presented 8 papers at international conferences and 13 papers at national conferences.

Annexures

Questionnaire 1

This questionnaire is designed to collect the student's responses

1. Is Case Discussion Methodology followed in your college/institution?
2. According to you what are the advantages of Case Discussion Methodology? (you can choose multiple options)
3. How can Case Discussion Methodology create a new learning environment? (give three points)
4. Do you wish to have more Case Discussions in your class room?
5. Do you think Case Discussion Methodology can be an effective tool for classroom teaching?
6. "Case Discussion Methodology requires the students to prepare in advance and read the case thoroughly. " Do you agree?
7. According to you what should be motivation for students to actively participate in the Case Discussion Methodology?
8. How do you motivate your fellow students to take part in the Case Discussion?
9. Mention any three takeaways from Case Discussion

Questionnaire 2

1. Teaching experience
2. Is case discussion methodology a part of your teaching methodology?
3. If yes, how are you applying it in practice?
4. What was the basis of your interest in Case Discussion Methodology?
5. How do you find case discussion methodology useful?
6. How do you create live environment to make case discussion interactive among students?
7. How the implications of case discussion methodology would impact students?
8. What was your major focus area in case discussion methodology? Why?
9. What made you to join FDP on case discussion methodology?
10. How you have convinced your HOD/Principal to attend this FDP on case discussion methodology?
11. What were your expectations from the FDP on case discussion methodology?
12. How far MGNCRE met your expectations in conducting FDP on case discussion methodology?
13. How impactful were the Case discussion sessions conducted by you on your Students?
14. How impactful were the Case discussion sessions conducted by you on your colleagues?
15. Describe the outcomes of case discussion sessions conducted by you on your students and colleagues.
16. Will you continue case discussion methodology at your institution?
17. Will you recommend case discussion methodology to your colleagues in your institution and outside institutions?

7. Implementation of Case/Caselet Discussion Methodology in Higher Educational Institutions in the States of Punjab, Jharkhand and Uttar Pradesh

An Action Research Project

Dr. Khushboo R. Hotchandani

Abstract

Case discussion methodology plays an important role in involving students in a decision-making process. It enables an environment where a student along with his/her teacher can become a part of the process of extracting, deciding and solving a business problem. Cases are effective as the process of using case discussion methodology ensures participation of each and every student. Through participation, case discussion encourages communication and group dynamics. Earlier, the domain of case discussion methodology was limited to the medical and legal studies. Now, it has been explored in the areas of management, engineering and other allied subjects. Case studies are often based on real events. If we compare it with the other pedagogy of teaching, it is way more effective as it helps to learn students practically. Learning happens in terms of concepts and theories discussed and efforts put forward. It promotes active learning. The focused and main aspect of the case discussion methodology is to enable and motivate the faculty members of management institutions to implement this pedagogy for students in their teaching learning process. The faculty is expected to play the key role of an effective facilitator.

Key Words: Action Research, Management, Business Schools, Research Methodology, Faculty Development, Case Studies

Context

Prior to the industrial revolution, the system of management existed in its raw form. The development started after the industrial revolution in England during the middle of 18th century. It is a fact that the management of business organizations is considered as a science due to the constant work and contributions made by the scientists in the management field. Various scientists have contributed to the development of this subject. We can date back this concept to old times. The Schools of Management Thought have evolved over a period of time. The management schools are a theoretical framework for the study of management. Every management thought is based on some assumptions. The assumptions deal with the human beings and the organizations for which they work.

The study of management has progressed through several stages. Many management contributors have found ways to organize and disseminate the important information that was collected. The attempt of classification during this process has resulted in the identification of management schools and later on, its progress and work is called as Development of Management Thought. The present sophisticated and modern nature of management science is the result of the studies done by the researchers and contributions in this field. The evolution of management thought may be broadly grouped into the following stages -

Classical Theory of Management

The Classical school is the oldest form of management thought. It was in the second half of the 18th century that the relevance and serious thought was given to the problem of management. The classical school emphasizes on division of work and specialization. setting up of formal organization, accountability and management principles. The approach was more task-centered rather than employee-centered. In the

light of the modern developments and challenges before the managers, the ideas underlying the classical approach to management are considered obsolete and outdated.

The Advent of Scientific Management

The advent of scientific management is considered to be a significant phase in the history of development of management thought. Management scientists like Fredrick Taylor, Henry Gantt, Emerson and many others have contributed in this advent. F.W. Taylor is considered to be the father of scientific management concept. He investigated the effective use of human resources in an industrial organization and also advocated the scientific process of decision making. The era of scientific management is mainly concerned with enhancing the level of industrial efficiency by application of scientific techniques and tools of management. It showed the least concern about the human factor in industry. Henry Gantt put greater emphasis on development of the human factor in management. During this period, French Engineer Henry Fayol wrote a book on General and Industrial Management in which he presented his novel ideas on management.

Human Relations Approach or Neo-classical Approach

The credit of developing a neo-classical theory goes to Elton Mayo and his associates. He and his team conducted certain experiments which is known as Hawthorne Experiment. He proposed that mere hike in bonus and salary may not result in employee's efficiency. Working conditions, leadership behavior and good relations play an important role. Another thinker belonging to the human relations movement is Mary Parker Follett who laid emphasis on coordination, co-operation and communication within the organization. Chester Bernard in 1938 stressed the sociological aspects of management.

Modern Approach to Management

The modern management thoughts revolve around quantitative approach, systems approach and contingency approach to management. Quantitative approach deals with the development of technology and use of computers in management with models for planning, organizing and controlling. According to the system approach, an organization is a larger system and consists of many sub-systems. The contingency approach is also known as situational approach which emphasizes on this fact that no system is said to be a perfect system of management and it all depends on situations and the environment.

The growth of management science is the result of the contributions made by the different scholars from various disciplines. Therefore, management is interdisciplinary in nature. The field of management is changing. In the same way, the faculties teaching this course are changing their teaching learning process to bring more fruits to the students. Lecturing pedagogy is an old method. Any change in this field has some dimensions. Case discussion methodology is one of them.

Case discussion methodology plays an important role in involving students in a decision-making process. It enables an environment where a student along with his/her teacher can become a part of the process of extracting, deciding and solving a business problem. Cases are effective as the process of using case discussion methodology ensures participation of each and every student. Through participation, case discussion encourages communication and group dynamics. Earlier, the domain of case discussion methodology was limited to the medical and legal studies. Now, it has been explored in the areas of management, engineering and other allied subjects.

The evolution of case discussion methodology dates back to the time of Socrates. This pedagogy of teaching and learning is very old. There is much older evidence which traces back the case-based pedagogy in the ancient world. The traces can be extracted from the mythological books where the king used to seek the advice from his ministers to solve many problems of the kingdom. This methodology that time endured the active participation of each and every person chaired in the kingdom. Now, it is also ensuring the involvement of students. On one side, it covers a pragmatic approach. On the other side, it ensures the good participation of students by focusing on their need, ability and interest. It is a process where it cannot be called a monologue but a procedure where every person is creating something and disseminating the same with each other. It is a process of co-creating knowledge.

Case studies are often based on real events. If we compare it with the other pedagogy of teaching, it is way more effective as it helps to learn students practically. Learning happens in terms of concepts and theories discussed and efforts put

forward. It promotes active learning.

Lecturing is all about an oral presentation intended to make people understand a topic. It is a kind of monologue in which people tend to listen more to learn something. The lecturing method promotes the content to be presented by the teacher in a more systematic and structured way. There is a common objective of traditional pedagogy and case discussion pedagogy. Both are intended to make the students understand and learn the subject. Then, to transform this learning into practical use which a student can use in his personal, social and professional life.

The lecturing method is more towards learning the concepts. The learning capacity of every student is different. Case discussion methodology helps teachers in identifying those abilities of students which are different and cognitive in nature. It becomes difficult for a teacher to bring the students to the same platform. The case discussion methodology ensures participation of each and every student by bridging the gap of communication. Specially, it will help in the case of those students who are introverted. They have a learning pace but feel shy to interact and communicate.

Case studies are often based on some facts and realities. It adds a sense of urgency and creates an impactful environment which ensures a participatory style. It is important to start a concept by using case discussion methodology due to some reasons -

- It helps students in forming a mind set to create, think and discuss.
- It is ice breaking for the management faculties and students.
- It helps students in gaining confidence.
- It also helps students to frame the questions, answer and respond to a healthy discussion.
- It helps in understanding the theory or framework as a solution not just as a theory. It is better to bring cases followed by theory than theory followed by examples.
- It also provides a frame to students to develop their speaking and listening skills. A good speaker is one who is a good listener.

Review of Literature

We have seen many paradigm changes in teaching pedagogy. In management studies, the case teaching methodology is an effective tool to make the students to be participative in developing decision-making skills. A manager is known by the decision he/she takes. Case Discussion methodology helps students to develop their own power to make decisions. Case discussion methodology is a participatory and democratic kind of approach where students learn, develop and act in a real situation. It bridges the gap between the real world and theoretical world.

Management concepts play an important role. The things students learn conceptually with the help of case discussion

methodology, they can adopt this in the practical world. According to the study of Bruner (2002) and Christensen, Garvin, and Sweet (1991), this method of teaching creates a partnership between students and teachers. This method is more effective as it helps students to retain long and also helps in contextual learning. A teacher/ facilitator creates an environment of trust that the students will find the answers and will come with the best conclusion. It also helps to deal with the question like 'why' rather than 'how'. It also helps students to walk around the problem and see the problem with more closure.

Case studies are often based on actual events which adds a sense of urgency or reality. Cases are narratives, situations, select data sampling, or statements that present unresolved and provocative issues, situations, or questions (Indiana University Teaching Handbook, 2005).

In classroom discussion, when the case is given to students. The students are expected to analyze the case thoroughly and use the same to solve the challenges given in the case. To be more specific, rather than watching and reading, students involve themselves in case. They apply their concepts, methods and knowledge to solve the case. Every approach adopted by the students plays an important role. It provides

an opportunity to students to improve their ability and skills. There are various methods to facilitate this process effectively. It is very important for a facilitator to choose some steps to implement the CDM properly. The following points can be taken into consideration –

01. Choosing an appropriate case
02. Developing effective questions
03. Preparing students
04. Setting some rules/code of conduct
05. Make sure the students have read the case before discussion
06. Grading system can be adopted as kind of motivation

The selection of cases plays an important role. It must create an interest among students. It is considered as an important tool for management courses where the students can get the knowledge by understanding it. The facilitator must be able to create a string between the students and case. Motivation plays an important role in this methodology. The facilitator can choose the simple cases in starting and once he/she is able to make the students aware about this methodology, he/she can increase the complexity and depth level of the case by choosing it properly. By the time. Even it will reduce the faculty control and students will be able to understand it more effectively.

Table 1
Teacher and Student Roles in a Regular Case Class

When	Teacher	Student or Participant
Before Class	Assigns case and often readings	Receives case and assignment
	Prepares for class	Prepares individually
	May consult colleagues	Discusses case in small group
During Class	Deals with readings	Raises questions regarding readings
	Leads case discussion	Participates in discussion
After Class	Evaluates and records student participation	Compares personal analysis with colleagues' analysis.
	Evaluates materials and updates teaching note	Reviews class discussion for major concepts learned.

Source: Michiel R. Leeenders, Louise A. Mauffette-Launders and James Erskine, Writing Cases, (Ivey Publishing 4th edition) 3.

Identification of the Challenge

The case discussion methodology used in management studies is an innovative method and quite different. The effectiveness of this method lies on the shoulder of the facilitator. Management skills deal with conceptual, human and technical skills. In traditional teaching-based learning, the involvement

of a student and his participation is very less. Unlike the traditional method, the case discussion method ensures active learning. This method calls for a major change in which students become the part of this learning process. This pedagogy is enabling students to come up with the solutions for the real-life business problems. To make them market

ready, the pedagogy demands its implementation by management faculty in Higher Educational Institutions.

Focus/Aspects of the Practice to Improve

The focused and main aspect of the case discussion methodology is to enable and motivate the faculty members of management institutions to implement this pedagogy for students in their teaching learning process. The faculty is expected to play the role of an effective facilitator. Efficient and effective case presentation is the most essential step. He/she as a facilitator must know his/her role in facilitating cases. As mentioned earlier, the effectiveness of the case lies on the shoulder of the facilitator. For this, he/she must be aware about this pedagogy and implementation part.

Training faculties is another important area. Each case is a simulation of a real-world business problem. Facilitating the case requires knowledge and art. Case study methodology is far more engaging. The art of engaging is required from the part of the facilitator. Every case deals with some theoretical concept. Another challenge is to connect that theoretical concept with the practical situations. Approach of the faculty plays an important role. He must be able to create an environment where a student must walk into the shoes of the protagonist.

In the process of understanding and implementing case discussion methodology, the most important stakeholder is the student. The key to a good presentation is preparation. To enable the faculty members of management institutions to implement the case discussion methodology, it is important that they should know how to handle the case. Handling case discussion methodology needs preparation and interest. One must handle the part effectively. Once a trained group is formed, the information, procedure and the method can be disseminated among the faculties across the country. In Harvard Business School, the case discussion methodology is their core pedagogy of teaching learning processes. A trained faculty can form a group and circulate the methodology to get the best results. This will ultimately help in providing guidance to the students on how to develop arguments, mind set and solution for the case. Even, they can express the same in writing.

Actions Planned to Address the Challenge

Any methodology to implement requires considerable time and energy. The work on implementing case discussion methodology with my team required the same. The journey of my research started in Mahatma Gandhi National Council of Rural Education long back. I first initiated our journey as a student. I was a part of a group where I was trained first to know the difference between case, mini case and caselet. After getting the understanding about the differences, I was assigned some cases. One as a facilitator and other cases as a

trainee. The group was formed into sub-groups. I was the part of Dr. K.N. Rekha group. She, as a trainer and facilitator, guided us towards the learning part for the first few days. After that, we were assigned a case to present. As a facilitator, she made us realize our job. Case discussion methodology requires good listening skills. As a facilitator, my job was to engage each and every participant in the case. For that, a facilitator job is to create an environment where all the students taking part in methodology should feel secure and comfortable. I learned that the case should be provided before the sessions. Good presentation is an outcome of good preparation. The one who has read the case will be able to recall and take up the questions asked by the facilitator. It is really important to create a chain between the case, character and the situation.

Online Faculty Development Program on “Case Discussion Methodology” from 4th Dec to 8th Jan, 2021 was organized by Mahatma Gandhi National Council of Rural Education for the Management faculty of nation with the following objectives ---

- To appreciate experiential learning methods of teaching
- To familiarize with Case Teaching Methodology
- To analyze and make sense of a case
- To promote the development of skills including: communication, active listening, critical thinking, decision-making, and metacognitive skills
- To apply course content knowledge, reflect on Knowledge
- To utilize Case Discussion for teaching Entrepreneurship, Marketing, Strategic Management and Managing Collectives including FPOs

The cases, mini cases and caselets of MGNCRE were used as a resource material. The cases were classified in three categories - Marketing, Entrepreneurship and Collectives. The following are the details of the cases, mini cases and caselets which were used as resource material during the Faculty Development Program –

Marketing - From the field of rural marketing, the following cases were used as a resource material during the Faculty Development Program. Later on, few cases were used by the Mentees in their case discussion methodology sessions with their students -

- The Study of Strengthening of the Social Fabric - This case was facilitated by the Resource Person of the MGNCRE.
- Painting Rural India
- Marigold Cultivation for Women Empowerment
- Nutrine Confectionery Company Limited - Ruling the Rural Market
- The Right Mix
- **Entrepreneurship** - From the field of rural entrepreneurship, the following cases were used as a resource material during the Faculty Development Program. Later on, few cases were used by the Mentees in their case discussion methodology sessions with their students -
- Promotion of Rural Enterprise through Sericulture - An

Amazing Story of a Woman Entrepreneur - This case was facilitated by the Resource Person of the MGNCRE.

- Fresh Harvest: Entrepreneur Game Changer
- Kheyti's Greenhouse in a Box
- Unity is Strength
- Success Against All Odds

Collectives - From the field of collectives, the following cases were used as a resource material during the Faculty Development Program. Later on, few cases were used by the Mentees in their case discussion methodology sessions with their students -

-A Diary Cooperative in Chhattisgarh - This case was facilitated by the Resource Person of the MGNCRE.

-Rural Governance

-Strength of Milk and unity

-A Study on contribution of communities to cooperatives

Mallaikotai Paddy FPO: Challenges and Collective development

While scheduling the training sessions, the important aspects like need assessment, gap identification, analysis of stakeholders, consultation and decision making were taken into consideration.

The case method should be appropriately called the case discussion methodology. The content given in the case plays a vital role. A simple written case can provide an effective platform to the participants to discuss and add something from their side. It has been accepted as an important method for training students for their future. This method is widely accepted and acknowledged because its learning is based on active participation and democratic discussion. The content finalisation in case helps an administrator/facilitator to present the case properly. The method of discussion will also serve the purpose of how the case will be solved in real life. The discussions can be done with the teachers, peers and subordinates. If the contents are used properly, it has the scope to improve and gain knowledge and skills.

The content finalisation in case starts with identifying case development needs, deciding case leads, getting clearance from the superiors, collection of data, preparing the outline of the case, first draft and clearing, registering and testing. The case, mini case or caselet should be formally registered.

Buzz group is a small discussion group intended to accomplish a specific task. A buzz group ensures active participation of each and every participant because of its small feature. Every participant gets a chance to think, speak and contribute to the task. During the Faculty Development Program, buzz groups

were created and meetings were conducted to facilitate the process more effectively. In group two, we were three facilitators. Each facilitator was assigned a group to facilitate the case discussion methodology with their mentees. I started my journey with nine participants. Later on, only seven were able to complete their assignments and program. To make it more effective for the action research, the group limits to five participants only.

The Faculty Development Program for the trainers was also organised by MGNCRE from 26th to 30th December, 2020. We acted as a facilitator and participants. Later on, I got the chance to be the organising part of the Faculty Development Program on case discussion methodology. We were trained by Dr. Chethan Chittalkar, Dr. K.N.Rekha and Mr. Kumar Abhishek.

I was part of Dr. K.N. Rekha team along with eight more members. Every day at 8 pm, we used to have our session. One day, I acted as facilitator and the remaining days I attended as a participant. We were trained on following aspects -

- How to start case discussion?
- How to unfold and refold the case by asking questions?
- Job and role of a facilitator.
- How to initiate communication and create questions for the participants?
- How to ensure the active participation and involvement of each and every participant?
- Creating a relation between case, character and concept.
- Linking the concepts with the inputs.
- Facilitator has to be an expert with the facts and description mentioned in the case or caselet.
- Reading the case or caselet thoroughly.

The Faculty Development Program was exclusively for the Management faculties of the Universities, Colleges and Higher Educational Institutions. An exclusive opportunity for the management faculty to equip themselves with tools and techniques of case discussion methodology with focus on Entrepreneurship, Marketing, Strategic Management and Managing Collectives. The enrollment strategy focused on the outcome of the program. In brochure, the outcomes were clearly mentioned like recognising the need for any course, internalize and take ownership of it, transacting any course effectively using case methods, appreciate the various aspects of Entrepreneurship, Marketing, Strategic Management and Managing Collectives and foreseeing opportunities for internship, apprenticeship and entrepreneurship.

**Table – 2 Schedule of Five Day Faculty Development Program on Case Discussion Methodology Program
Five Day Faculty Development Program on Case Discussion Methodology Program Schedule – Group 2**

04-01-2021 (Day 1)		
9.30 AM – 10.00 AM	Inauguration	Team MGNCRE
10.00 AM - 11.00 AM	Introduction to Case discussion Methodology	Prof. Vivek IIM Visakhapatnam
11.00 AM - 11.30 AM	Interactive Session	Prof. Sampath Kumar, University of Wisconsin Green Bay
11.30 AM – 01.00 PM	Case Discussion Methodology - Session 1	Prof. Saswat Biswas, IRMA
01.00 PM - 02.00 PM	----- Lunch Break -----	
02.00 PM - 04.00 PM	Case Discussion Methodology - Session 2	Prof. Charles Dhanaraj Professor of Strategy in Fox School of Business, Temple University, Visiting Professor, ISB
05-01-2021 (Day 2)		
11.00 AM - 01.00 PM	Case Discussion on Marketing - The Study of Strengthening of the Social Fabric - The Story of Anil Kumar Yadav	Dr. Khusboo Hotchandani Resource Person - MGNCRE
01.00 PM - 02.00 PM	----- Lunch Break -----	
02.00 PM - 04.00 PM	Caselets Discussion on Marketing	Dr. Khusboo Hotchandani Mentor · Dr. Nidhi Srivastava Marketing Painting Rural India · Ms. Ankita Jaiswal Marketing-Marigold cultivation · Ms. Radhika Sharma Marketing Nutrine Confectionery Mr. Manoj Parmar - Mentor · Mr. Biswajit Pattajoshi Marketing Painting Rural India
		·Ms. Koyal Mukjherjee Marketing-Marigold cultivation Dr. Manisha Jagtap- Mentor · Dr. Sonal Sisodia Marketing Painting Rural India · Dr. Anshu Mala Gautam Marketing Marigold Cultivation
06-01-2021 (Day 3)		
11.00 AM - 01.00 PM	Case Discussion on Entrepreneurship - Entrepreneurship Promotion of Rural Enterprise through Sericulture	Mr. Manoj Parmar Resource Person - MGNCRE
01.00 PM - 02.00 PM	----- Lunch Break -----	

02.00 PM - 04.00 PM	Caselets Discussion on Entrepreneurship	<p>Dr. Khusboo Hotchandani - Mentor</p> <ul style="list-style-type: none"> · Mr. Rajesh Kumar Entrepreneurship- Success against all odds · Dr. Anupama Verma Entrepreneurship- Unity is Strength · Mr. Pankaj Kumar Rawat Entrepreneurship- Kheyti's Greenhouse in a Box. <p>Mr. Manoj Parmar- Mentor · Dr. Balev Singh Negi - Entrepreneurship Success against all odds</p> <ul style="list-style-type: none"> · Dr. Koushik Paik – Entrepreneurship- Unity is Strength <p>Dr. Manisha Jagtap - Mentor · Dr. Vanita Sawant - Entrepreneurship Success against all odds</p> <ul style="list-style-type: none"> · Ashokkumar Makwana – Entrepreneurship- Unity is strength.
07-01-2021 (Day 4)		
11.00 AM - 01.00 PM	Case Discussion on Collectives - A Dairy Cooperative in Chhattisgarh	Dr. Manisha Jagtap Resource Person - MGNCRE
01.00 PM - 02.00 PM	----- Lunch Break -----	
02.00 PM - 04.00 PM	Caselets Discussion on Collectives	<p>Dr. Khusboo Hotchandani - Mentor</p> <ul style="list-style-type: none"> · Dr. Deepika Pandey Collectives- Strength of Milk and Unity · Dr. Saroj Ranjan - Collectives Malaikottai Paddy FPO Challenges and Collective Development · Dr. Pranati Mishra- Study on Contribution of Communities to Co-operatives <p>Mr. Manoj Parmar</p> <ul style="list-style-type: none"> · Dr. Dipti Mayee Sahoo - Collectives- Strength of Milk and Unity · Dr Abid Sultan- Collectives Malaikottai Paddy FPO Challenges and Collective Development <p>Dr. Manisha Jagtap - Mentor · Dr. Preet Kulkarni Collectives- Strength of Milk and Unity</p> <ul style="list-style-type: none"> · Dr Kamlesh Kumar Patel - A Study on Contribution of Communities to co-operatives · Mr. Subodh Agarwal Collectives -Rural Governance- Dundigal
08-01-2021 (Day 5)		
11.00 AM - 01.00 PM	Case Discussion on Marketing, Entrepreneurship and Collectives	MGNCRE Resource Persons
01.00 PM - 02.00 PM	----- Lunch Break -----	

02.00 PM - 03.00 PM	Session on Case Writing Methodology	Prof. B. Ramesh, IIM Bangalore
03.00 PM – 04.00 PM	Valedictory Session	Team MGNCRE

The teams were formed. In our group, we were three facilitators along with one coordinator. The first and last day of the FDP were common. The main task started from the second day, I acted as a facilitator of my case in the first half. In the second half, all the mentors along with their mentees used to generate separate links and conduct the session. In my group, there

were eight participants. In the second half, I acted as an observer and the participants as mentioned in the schedule (Given above) acted as facilitator on January 5, 6 and 7. For the post lunch session, the following number of participants were assigned as a mentee. Though, after completion of the faculty development program. I was assigned five mentees from this group.

Table- 3 Participants

S. No.	Name of the Participant
01.	Mr. Rajesh Kumar
02.	Dr. Anupama Verma
03.	Dr. Nidhi Srivastava
04.	Ms. Ankita Jaiswal
05.	Ms. Radhika Sharma
06.	Dr. Saroj Ranjan
07.	Mr. Pankaj Kumar Rawat
08.	Dr. Pranati Misra
09.	Ms. Deepika Pandey

The Faculty Development Program was scheduled from 4th January to 8th January, 2021. After the scheduled session, every day the informal meetings with the mentees were part of this FDP. They were mentored and guided for the role of facilitator. With every case and caselet, they were asked to understand the profile of the protagonist of the case. To walk into the shoes of the protagonist helps

them to understand this concept more effectively. Walking around the problem is itself a solution of case discussion methodology.

During the Faculty Development Program, there were breakout sessions. The morning session used to be common. In the afternoon, the group two was formed into three groups headed by Mr. Manoj Parmar, Dr. Manisha Jagtap and Dr. Khushboo Hotchandani. They were created with an objective to provide a chance to each and every participant to think, talk and act as a facilitator and as a participant.

Implementation of Action Plan

A common lacuna of some plans is that they are never implemented. An action plan is something which deals with the implementation part of the predetermined goals. This deals with how the plan will be implemented and the desired results will be achieved. The planning of FDP started with the objective of converting the objectives of FDP into action plans. The most important objective was to implement the case discussion methodology in the respective institutions of the participants. It was well communicated to them. Even, they were asked to talk to their head of the Institution to help us in achieving this objective. They were suggested to arrange minimum five case discussion methodology sessions in their respective institutions with their management students.



Fig.1 : Implementation of Action Plan

After completion of post FDP assignment, the participants earned their certificate. The implementation of an action plan is an outcome of effective planning. Without implementation, the planning will be of no use though it is an interesting exercise but it will lead nowhere. As a part of the Action Plan of case discussion methodology, the program of case discussion methodology sessions was organized by the Institutions of Mentees with their management students. The sessions were scheduled in the following way –

Table - 4 Schedule of Action Program on Case Discussion Methodology
Action Program on Case Discussion Methodology
(In continuation of FDP on Case Discussion Methodology held during January 4-8, 2021)
Consolidated Program Report

Sr. No.	Name of the Participant	First Session	Second Session	Third Session	Fourth Session	Fifth Session
01.	Mr. Rajesh Kumar, Assistant Professor, Gobindgarh Public College, Allour (Khanna)	17/01/2021 Caselet: Success Against all Odds	17/01/2021 Caselet: Kheyti's Greenhouse in a Box	18/01/2021 Caselet: Marigold Cultivation for Women Empowerment	18/01/2021 Caselet: Strength of Milk and Unity	19/01/2021 Caselet: A Diary Cooperative in Chhattisgarh
02.	Dr. Anupama Verma, Assistant Professor, Usha Martin University, Ranchi	18/01/2021 Caselet: Unity is Strength	18/01/2021 Caselet: Painting Rural India	19/01/2021 Caselet: Rural Governance	19/01/2021 Case: A Study of Traditional Farming Based Livelihood Intervention at Sholayur	21/01/2021 Caselet: The Study of Strengthening of the Social Fabric
03.	Mr. Pankaj Kumar Rawat, Assistant Professor, G.C.R. G. Memorial Trusts Group of Institutions, Lucknow	19/01/2021 Caselet: Painting Rural India	20/01/2021 Caselet: Kheyti's Greenhouse in a Box	21/01/2021 Caselet: Success Against all Odds	25/01/2021 Caselet: Strength of Milk and Unity	27/01/2021 Caselet: A Diary Cooperative in Chhattisgarh
04.	Ms. Radhika Sharma, Assistant Professor, National Post Graduate College, Lucknow	21/01/2021 Caselet: Nutrine Confectionery Company Limited - Ruling the Rural Market	22/01/2021 Caselet: Strength of Milk and Unity	23/01/2021 Caselet: The Right Mix	25/01/2021 Caselet : Trust is the Trending Currency	25/01/2021 Caselet: A Study on Sustainable Growth through CSR Projects
05.	Ms. Deepika Pandey, Assistant Professor, G.C.R. G. Memorial Trusts Group of Institutions, Lucknow	21/01/2021 Caselet: Trust is the Trending Currency	21/01/2021 Caselet: Changing Attitudes in Rural India	25/01/2021 Caselet: Fresh Harvest - Entrepreneur Game Changer	27/01/2021 Caselet: A Study on Sustainable Growth through CSR Projects	27/01/2021 Caselet - The Study of WASH in Mandiravalasa

The caselets were selected on the basis of requirement of the Mentees. They were given free hand to choose their cases according to the syllabus, needs and wants of the students. The following are the details of the caselets selected by the mentees in their classroom –

01. Mr. Rajesh Kumar has chosen the following caselet for the discussion with the students -
- Success Against all Odds - A caselet on Entrepreneurship
 - Kheyti's Greenhouse in a Box - A caselet on Entrepreneurship
 - Marigold Cultivation for Women Empowerment - A caselet on
 - Marketing
 - Strength of Milk and Unity - A caselet on Collectives

- A Diary Cooperative in Chhattisgarh - A case on Collectives
He focused more on entrepreneurship and collectives and took only one case of marketing for discussion.

02. Dr. Anupama Verma has chosen the following caselet for the discussion with the students -

- Unity is Strength - A caselet on Entrepreneurship
- Painting Rural India - A caselet on Marketing
- Rural Governance - A caselet on Collectives
- A Study of Traditional Farming Based Livelihood Intervention at Sholayur - A caselet on Marketing
- The Study of Strengthening of the Social Fabric - A case on Marketing

She focused more on marketing while choosing case and caselet for the students in her class.

03. Mr. Pankaj Kumar Rawat has chosen the following caselet for the discussion with the students -

- Painting Rural India - A caselet on Marketing
- Kheyti's Greenhouse in a Box - A caselet on Entrepreneurship
- Success Against all Odds - A caselet on Entrepreneurship
- Strength of Milk and Unity - A caselet on Collectives
- A Diary Cooperative in Chhattisgarh - A case on Collectives

He focused more on entrepreneurship and collectives and took only one case of marketing for discussion.

04. Ms. Radhika Sharma has chosen the following cases/caselet for the discussion with the students -

- Nutrine Confectionery Company Limited - Ruling the Rural Market - A caselet on Marketing
- Strength of Milk and Unity - A caselet on Collectives
- The Right Mix - A caselet on Marketing
- Trust is the Trending Currency - A caselet on Marketing
- A Study on Sustainable Growth through CSR Projects - A caselet on community mobilization and Institution building

From the allotted caselets, she was very keen to select the new cases for her students. She tried to cover the other areas like community mobilization and Institution building, organizational behavior and training as well.

05. Ms. Deepika Pandey has chosen the following case/caselet for the discussion with the students -

- Trust is the Trending Currency - A caselet on Marketing
- Changing Attitudes in Rural India - A caselet on organizational behavior and group behavior
- Fresh Harvest - Entrepreneur Game Changer - A caselet on Marketing
- A Study on Sustainable Growth through CSR Projects - A case on community mobilization and Institution building
- The Study of WASH in Mandiravalasa - A caselet on marketing covering 7 P's

From the allotted caselets, she covered the other areas like

community mobilization and Institution building, organizational behavior and training as well.

It is really important that the mentor and mentee must have a good understanding of what they wish to achieve from the session. A review of actions and learning is an important element. The outline of the session needs to be consulted prior to the session. Then only, those outlines will be converted into agreed actions. After the session, confirmation of the next meeting is also an important step. Each and every case and caselet were discussed and facilitated properly. The mentoring was also done prior to the sessions. During the cases and caselets selection, the subject matter and case positioning were taken into consideration by the mentees.

It was also observed during the case discussion methodology sessions that some participants are reluctant to speak and not able to take part in the sessions due to lack of interest. Some facilitators tried really hard to make them participate and speak. But, lack of interest did not let them participate in the process. For them, some strategies and methods needed to be drawn. They were made to read the case and caselet. Atleast, they were told to contribute through that. Some mentees created a method to ensure the participation of each and every participant by letting them read between the lines. Some mentees used to distribute the part of the cases to the students to make them read and prepare the case.

There is always a scope to improve. The role of a mentor is not confined to give only advice and suggestions. It is more than that. Feedback by the mentor plays an important role. Feedback has a place, but there are times when Feed Forward is the more impactful approach. It is mainly focused on what could be done differently in the future. It is usually delivered with the help of some questions. Feed Forward is a concept of modern mentoring. The same was applied in this FDP also. After their case discussion methodology sessions, the Feed Forward sessions were part of daily assessment. The effectiveness of any program and action plan lies on the efforts and performance of the person doing it. They assured on the basis of feedback and Feed Forward ness; they will be implementing the changes in their teaching pedagogy. The shifting from conceptual based to practical based will happen. To assess the results more effectively, the questionnaire was prepared to collect the primary data from the participants. After every session, an oral feedback session with the students used to be handled by the Mentee. The effectiveness of the case discussion methodology was quite visible if we compare the participation in day 1 to participation in day 5. Except for a few sessions, the impact was positive and a change in behavior of the students was observed. More specifically, the change in terms of communication, confidence, energy and participation was quite visible.

Outcomes

Using case studies to teach is an important activity. Every activity is expected to provide some outcome. The most impactful outcome which can be drawn from this FDP is the implementation of Case/caselet discussion methodology by participants in their respective institutions.

Changing culture and pattern of work is a challenging task.

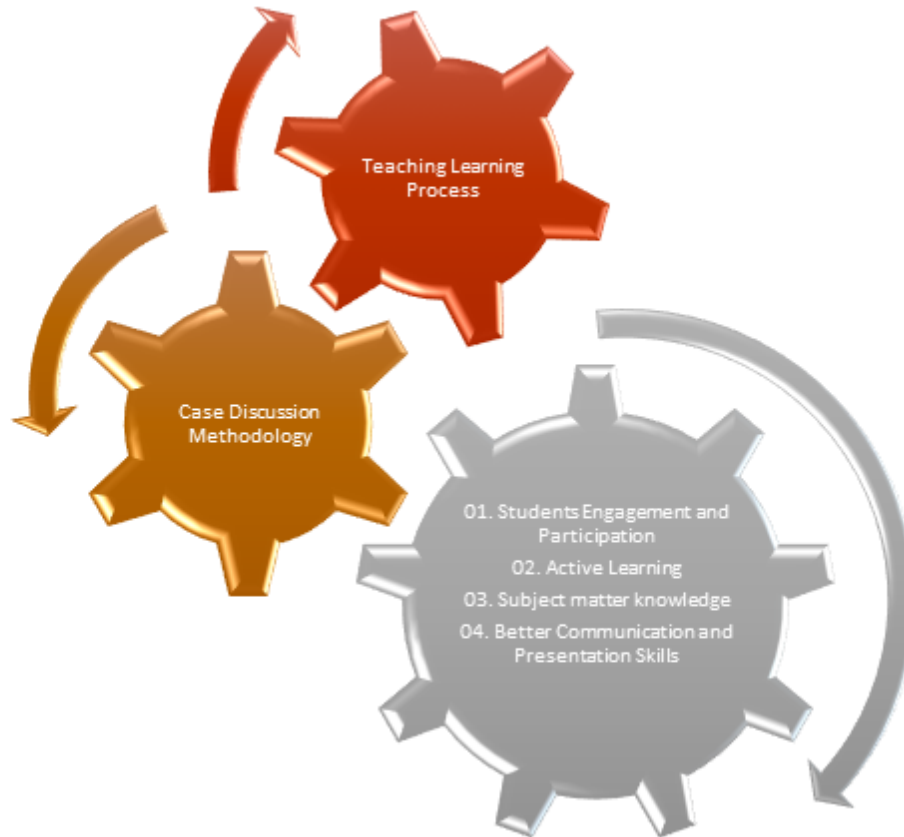


Fig. 2 : Outcome

Every teacher strives to work hard for their students. Internalising the culture of using case/caselet discussion methodology poses some difficult challenges but was not impossible to implement. Case teaching enhances learning by engaging students in an effective way. The mentees implemented the case discussion methodology in their respective institutions due to following reasons -

1. They found case discussion methodology interesting and real.
2. They want to make course content more effective and practical. Another reason is that they find it relevant to students in an extraordinary way.

3. During the Faculty Development Program, they learnt about their role as participants and facilitator. After completing the first part of FDP, they demonstrated the same in their institute as part of action research to complete the second part of the program.
4. Students are compelled to learn and relearn.
5. Improvement in their teaching pedagogy is also an important outcome.
6. Students' participation and engagement increase after the implementation of case discussion methodology in their institution.

Data Analysis and Interpretation

For the purpose of study, the primary data was collected through questionnaires. The separate questionnaire was prepared for the Mentees and their students. The objective

was to take the facts and frame from both sides. After collecting data, it was analyzed to understand the impact of case discussion methodology on faculties and students. The

before and after impact was analyzed through observation and data collected through questionnaire.

Table 5 - Case Discussion Methodology was followed earlier in their Institution

Case discussion methodology	Yes	No
Responses	40%	60%

From the above data, it can be interpreted that the case discussion methodology in the majority of the institutions was implemented after the faculty development program.

Table 6 - Effectiveness of case discussion methodology in understanding the practical application of concepts

Case discussion methodology effectiveness	Yes	No
Responses	100%	-

From the above data, it can be interpreted that the case discussion methodology is an effective pedagogy in understanding the practical application of concepts.

Table - 7 Pre and post observation in terms of effectiveness after adopting Case Discussion Methodology

Parameters	Before	After
Class Environment	40%	60%
Students Involvement	60%	40%
Decision Making Skills	40%	60%
Creative Thinking	40%	60%

From the above data, it can be interpreted that the class environment after the implementation of case discussion methodology increases. But students' involvement decreases. Meanwhile, in terms of effectiveness, case discussion methodology contributes in increasing the decision-making skills and creative thinking among students.

Table 8 - In learning the concepts of management, the Case Discussion Methodology has been _

Case discussion methodology effectiveness	Useful	Very useful	Not useful	No effect
Responses	20%	80%	-	-

Majority of the respondents agreed that in learning the concepts of management, the CDM has been proved to be very useful.

Table 9 - Change in their behavior after attending the Faculty Development Program on Case Discussion Methodology

Behavior change	Yes	No
Responses	100%	-

From the above data, it can be interpreted that they can feel a positive change in their behavior after attending the FDP on Case Discussion Methodology.

Table 10 – Case Discussion Methodology helps in skill development of students in terms of their creative thinking and participation

Case discussion methodology effectiveness	Agree	Strongly Agree	Disagree	Strongly disagree
Responses	20%	80%	-	-

Majority of the respondents agreed that CDM helps in skill development of students in terms of their creative thinking and participation.

Table 11 - Helps students to get a better understanding of a topic

Case discussion methodology effectiveness	Yes	No	May be
Responses	100%	-	-

Respondents agree that case discussion methodology helps students to get a better understanding of a topic.

Table - 12 CDM helps in imparting and applying knowledge

Imparting and applying	Agree	Strongly Agree	Disagree	Strongly disagree
Responses	20%	80%	-	-

A total of 5 Mentees were assigned for the study of action research. Every mentee in their institution planned five sessions by covering a wide variety of cases and caselet. In total, as a part of assignment and action research in total twenty-five sessions were planned. Each mentee planned five sessions in their respective institute with their management students.

The duration of the sessions was between 45 min. to 01 Hour. They scheduled their sessions in their respective classes as per the time table of their institution. The impact was quite visible from session first to session last. The following points were observed in their behavior by the mentees. As per the response sheet in their own language, they submitted few points which they observed -

01. **Mr. Rajesh Kumar observation -**
 - They started participating
 - Their questioning improves
 - Now they understand concepts more in a practical way, not cramming
02. **Dr. Anupama Verma observation -**
 - They have developed analytical approaches
 - They have become more responsive and open
 - They eagerly wait for case discussion sessions

03. **Miss Radhika Sharma observation -**
 - They are able to relate concepts while reading cases
 - They interact well
 - They are creative
04. **Mr. Pankaj Kumar Rawat observation -**
 - Improvement in Approach
 - Improvement in Learning
 - Improvement in Planning
05. **Miss Deepika Pandey observation -**
 - Intellectual
 - Development of thought
 - Skills development

Reflections and Implications

The effect of the Faculty Development Program was reflected during the program. The enthusiasm and response were the feedback itself. The management faculties were participating like students. A lure of learning and developing was quite visible. My team has submitted some reflections on their behavior after FDP. Mr. Rajesh Kumar quoted “It provides me with an in-depth analysis approach and different perspective of the same problem”.

Miss Radhika Sharma said “It has broadened my perspective”.

In the words of Dr. Anupama Verma, "I am able to deal with the cases in a more effective way". Mr. Pankaj Kumar Rawat admitted that he learnt about using logical approach in case discussion. Miss Deepika Pandey related her experience with holistic development.

As per my observation, the facilitation job of faculties was improving. Students were interacting more. In some, it was also observed that the faculty is not interested in taking sessions and in the same way the students were not able to perform. though, they were performing but that effectiveness was not there. The data was collected from the students and many questions were asked. Twenty-four students who were the art of case discussion program submitted their response. Most of the students admitted that studying cases had enhanced their problem-solving and decision-making skills and connected them to the real world of business.

They found this pedagogy more effective as they were able to relate the theory, facts and figures in the real world. They found case discussion methodology effective in understanding the practical application of concepts. Case discussion methodology helps in improving participation and creates a good environment in class. In terms of effectiveness, they rated this pedagogy high. They also felt that the CDM is helpful in creative thinking and this method is more student

centric. It also encourages students to express more and develop thoughts. It helps teachers in imparting knowledge more effectively. They were happy with the choice of the cases/caselet chosen by their faculty and they want their teacher to use this methodology in future also.

Plan for Further Action

Lecturing pedagogy is more towards learning the theory while the case discussion methodology is more inclined towards practical implementation. The cognitive ability of every student is different. A teacher cannot bring each and every student on the same platform. Case discussion methodology if implemented properly can bring excellent results in students' performance. In case discussion methodology, students are more engaged and can interact. As I mentioned earlier my observation about some non-participants, if a standard operating procedure is formed at University level to implement case discussion methodology it will bring tremendous results in the field of management. Students will learn by implementing and understanding the concepts.

A management faculty to bring some impactful changes can adopt this process and can take up the implementation part of case discussion methodology for further action -



Fig.3: Effective participation process

- To make the students participate, one must encourage students to -
- Attend the class regularly.
- Prepare the case presentation before class.
- Listen to what others are saying.
- Speak

Conclusion

Case discussion methodology is not a new concept. The inception of case discussion methodology is very old. The goal of this action research is to evaluate the change in behavior of management faculties and students who were the part of the faculty development program of case discussion methodology.

Case discussion methodology helps to inculcate thinking skills. It increases the analysis, evaluation and synthesis power of a participant. Case discussion methodology saves time and energy of the facilitator. A student with the help of case discussion methodology can create and add multiple perspectives. This pedagogy helps students to connect with the real business problems. Case discussion methodology is a pedagogy of thinking, sharing and learning. It strengthens the student's grasp of management theory, by providing real-life examples of the underlying theoretical concepts.

Case discussion methodology reflects the reality of managerial decision-making in the real world. The effectiveness of this method lies on the shoulder of the facilitator. Management skills deal with conceptual, human and technical skills. In traditional teaching-based learning, the involvement of a student and his participation is very less. Unlike the traditional method, the case discussion method ensures active learning.

There are some potential pitfalls of teaching case studies. Time is the major constraint. Finding the right case is another challenge. A good case is able to hold the audience for long. Evaluating effectiveness of teaching is another important issue. For the assessment purpose, some points need to be considered while implementing/using case discussion methodology like reading material quality, structural issues in written material, points of arguments, feasibility of the solutions suggested, intra group dynamics and evidence of considerations of all case factors and characters. The diverse background of the students makes it more effective. This methodology is not about finding the right answers but more about asking right questions.

About the Author:

Dr. Khushboo R. Hotchandani has done her PhD in Water Resource Management. She also has done her Masters in Business Administration and Masters in Commerce from Rashtrasant Tukadoji Maharaj Nagpur University, Nagpur. Currently she is working as an Assistant Professor in Department of Commerce, N.M.D. College, Gondia. As a Resource Person in MGNCRE, she has actively conducted several workshops and faculty development programs in Community Engagement and Social/Rural Entrepreneurship.

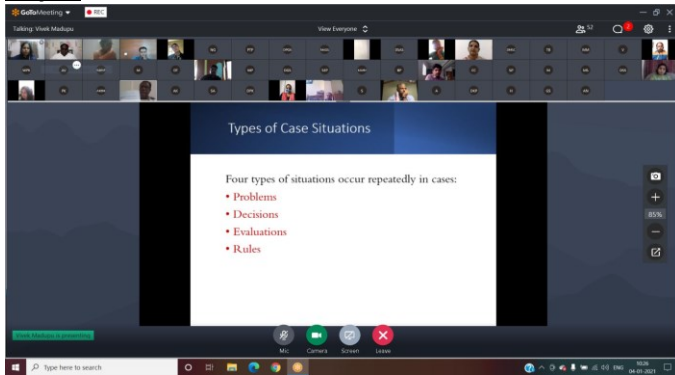
References

- Ates, O. (2013). Using case studies for teaching management to computer engineering students. *International Journal of Business and Management*.
- Barnes, L. B., Christensen, C. R., & Hansen, A. J. (1994). *Teaching and the case method* (3rd ed.). Boston: Harvard Business School Press.
- Bruner, R. (2002). *Socrates' muse: Reflections on effective case discussion leadership*. New York: McGraw-Hill.
- Case Study Method. <https://www.icmrindia.org/case%20study%20method.htm>. Accessed on 22nd February, 2021.
- Ellet William (2007). *The case study handbook*. Boston: Harvard Business School Press.
- Ellet William (2017). *The case study handbook* (1st ed.). Boston: Harvard Business School Press.
- Garvin, D. (1991). *Education for Judgement* (1st Ed.).
- Golich, V. L. (2000). *The ABCs of case teaching*. *International Studies Perspectives*.
- Teaching and Learning. <https://citl.illinois.edu/citl-101/teaching-learning/resources/teaching-strategies/the-case-method>. Accessed on 25th February, 2021.

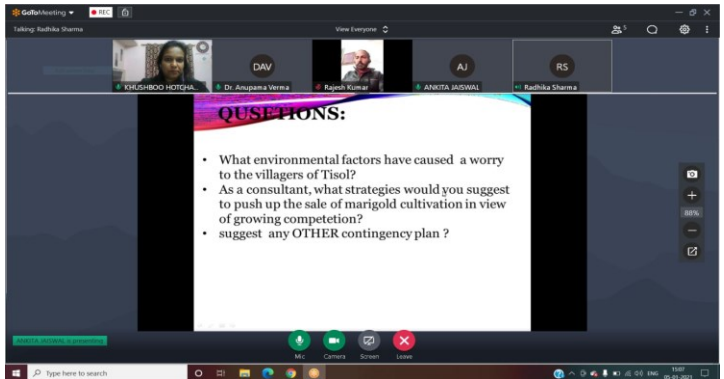
Annexure - I

Snapshots of the Faculty Development Program

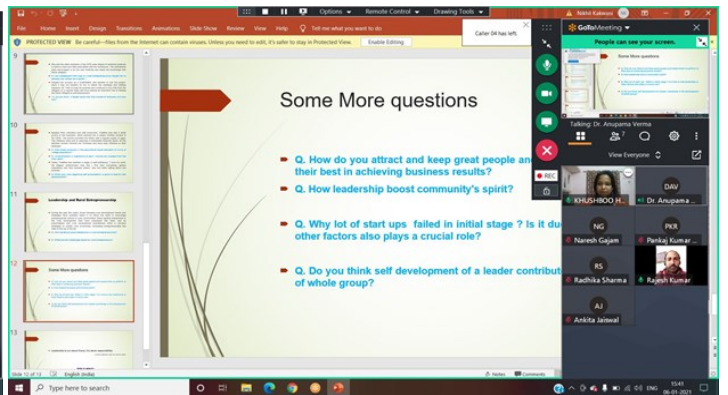
Day 1



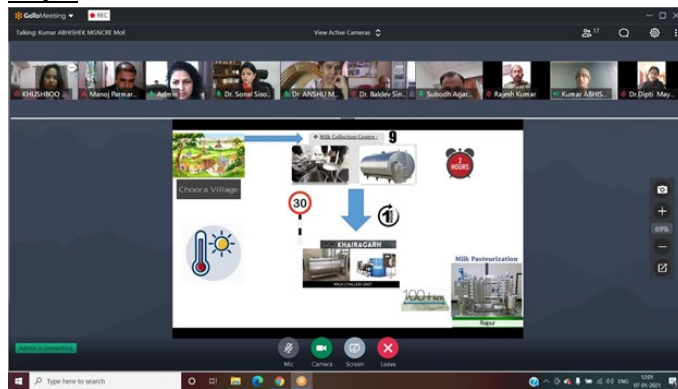
Day 2



Day 3



Day 4



Day 5



Annexure - II

Questionnaire for Faculty Members

01. Name
02. Contact No.
03. Email Id
04. Designation
05. Area of Specialization
06. Name of the Institution
07. Name of the Affiliated University
08. District
09. State
10. Was Case Discussion Methodology followed earlier in your Institution?
 - Yes
 - No
11. Do you find case discussion methodology effective in understanding the practical application of concepts ?
 - Yes
 - No
12. What difference do you find in your observation after adopting CDM? (Choose an option in terms of effectiveness)

- Class Environment
 - Students Involvement
 - Decision Making Skills
 - Creative Thinking
13. In learning the concepts of management, the CDM has been -
 - Useful
 - Very useful
 - Not useful
 - No effect
 14. Do you find any change in your behavior after attending the FDP on CDM?
 - Yes
 - No
 15. If yes, can you describe that change in a few words?
 16. CDM helps in skill development of students in terms of their creative thinking and participation.
 - Agree
 - Strongly Agree
 - Disagree
 - Strongly disagree
 17. Does it help students to get a better understanding of a topic?

- Yes
 - No
 - May be
18. CDM helps in imparting and applying knowledge.
- Agree
 - Strongly Agree
 - Disagree
 - Strongly disagree
19. Three changes you have observed in your students.

Questionnaire for Students

01. Name
 02. Contact No.
 03. Email Id
 04. Program (MBA/BBA/MMS/BMS)
 05. Semester
 06. Institution
 07. University
 08. District
 09. State
 10. Was Case Discussion Methodology followed earlier in your Institution?
 ● Yes
 ● No
 11. Do you find case discussion methodology effective in understanding the practical application of concepts?
 ● Yes
 ● No
 12. Case discussion methodology helps in improving participation and creates a good environment in class.
 ● Agree
 ● Strongly Agree

- Disagree
 - Strongly disagree
13. Your rating for teaching methodology (In terms of effectiveness 1 - Low & 5 - High)
 ● Lecture
 ● Case Discussion
14. CDM is helpful in creative thinking.
 15. This method is more student centric.
 ● Agree
 ● Strongly Agree
 ● Disagree
 ● Strongly disagree
16. CDM encourages students to express more and develop thoughts.
 ● Agree
 ● Strongly Agree
 ● Neutral
 ● Disagree
- Strongly disagree
17. It helps teachers in imparting knowledge more effectively.
 ● Agree
 ● Strongly Agree
 ● Neutral
 ● Disagree
 ● Strongly disagree
18. Rate the caselet/cases.
 19. Do you want your teacher to use this methodology in future also?
 ● Yes
 ● No

8. Implementation of Case/Caselet Discussion Methodology in Higher Educational Institutions in the States of Madhya Pradesh, Haryana and Maharashtra

An Action Research Project

Dr. Manisha Jagtap

Abstract

Case studies expose students to a wide range of industries, organizations, functions, and responsibility levels. This provides students with flexibility and confidence in handling various tasks and responsibilities in their careers. It also helps students make more informed decisions about their career choices. Management faculties can use Case studies as a teaching tool in the classroom to teach content, concepts, management theories, link students with real-world business scenario, and enable students to put themselves in the shoes of the decision maker and be a solution provider. Today's business schools face the difficult challenge of increasing student competency levels to meet corporate demands. Given the changes in today's business climate, preparing our students for the future will necessitate major changes in curriculum and pedagogy, posing significant challenges to all parties involved in the management education process.

Key Words: Action Research, Case Study, Research Methodology, Management, Business Schools, Pedagogy, Entrepreneurship

Context

Introduction to management schools and their teaching methodologies

The teaching method is a panacea for the effective implementation of the curriculum in the classroom. The teaching method refers to the various strategies that teachers use to deliver his/her subject content to students in the classroom according to the teaching goals to achieve learning. Teaching methods assist learning and help exchange ideas and skills with students. Several teaching methods can be used in the classroom, leaving the teacher to use the method most suitable for the classroom. These methods, if used properly, will strengthen teaching and learning, and bring expected changes to students. Although the task of the teacher is to ensure that learning is effective, one of the main ways to achieve this is to use appropriate teaching methods.

It is a well-known reality that most teachers are created rather than born, via consistent and deliberate efforts. This will lead to the development of excellent teachers with updated knowledge and skills. Understanding the teaching-learning process in depth is one of the prerequisites for being a successful teacher. This promotes a greater understanding of both the teaching profession and the educational method.

For business schools, it is important to use an appropriate curriculum, course materials and teaching tools that are not only the latest but also globally competitive, to ensure that management education can cope with global, technological and market changes. The use of interactive and participatory teaching methods is becoming increasingly common. Management education is a continuum of thinking and action leadership.

For students interested in pursuing an MBA, there is currently a lack of emphasis on holistic education. As a result, the student is neither employed nor prepared to start his own business. A management school's core competencies in providing management education are its distinctive and creative teaching tools, which allow for practical learning the acquisition of new skills and the improvement of existing ones. Thus, Corporates believe such management students are qualified to hire.

Due to rising demand, management education will become one of the most sought-after programs of higher learning. If Business schools are to survive, they must concentrate on studies to address long-term issues, as well as develop curricula and implement creative pedagogies that can effectively prepare students to practice their careers and meet real-world challenges.

Today's business schools face the difficult challenge of increasing student competency levels to meet corporate demands. Given the changes in today's business climate, preparing our students for the future will necessitate major changes in curriculum and pedagogy, posing significant challenges to all parties involved in the management education process.

Management education must concentrate on the subjects to be covered (what must be covered) and the process of delivery (how it has to be taught). The student-centered active learning approach has to adapt by management schools as it requires all students to participate in learning activities. It also aids them in thoroughly comprehending the advantages of teamwork in real-world environments.

In short, management education pedagogy should focus on:

1. Student-centered;
2. Develop case input for integration Put theory into practice;

3. Case study discussion method that includes the development of in-depth thinking;
4. Let students know more about real-time problems in the industry;
5. Create a working environment and adopt methods to facilitate discovery Learn

Since management is a practice-oriented field, management education must include a practical component. On-the-job preparation is an essential aspect. This will necessitate a mixture of teaching tools for concepts, theories, case exercises, and simulations. Business schools have no choice but to adapt to the needs of the fast-growing business world and train potential managers with all the skills needed to articulate the most effective strategies. Teaching methods should place more emphasis on leadership, teamwork, communication skills, and how to prepare students to play a key role in organizational transformation.

The pedagogy methods for B schools make the learning process of management institutions more integrated into nature, that is, they cover theoretical learning and the application of different theories and concepts through case study discussion method.

Need for Implementation of Case Discussion Methodology

The case study teaching method of management teaching is very different from most teaching methods in undergraduate schools. Unlike traditional classroom teaching, where students have the least participation in the classroom, the case method is a proactive learning method that requires student participation in the classroom. For those students who have only been exposed to traditional teaching methods, this requires major changes in their learning methods. Compared with traditional teaching methods, the benefits of this case study teaching tool have several advantages.

The skills that students develop through exposure to this method are listed below.

Cases enable students to learn by doing. They allow students to stand in the position of a decision-maker in a real organization and deal with problems faced by managers without risk to themselves or the organizations involved.

Cases improve students' ability to ask correct questions in specific problem situations. Their ability to identify and understand underlying problems rather than symptoms of problems has also been enhanced.

Case studies expose students to a wide range of industries, organizations, functions, and responsibility levels. This provides students with flexibility and confidence in handling various tasks and responsibilities in their careers. It also helps students make more informed decisions about their

career choices.

Management faculties can use Case studies as a teaching tool in the classroom to teach content, concepts, management theories, link students with the real-world business scenario, and enable students to put themselves in the shoes of the decision-maker and be a solution provider.

The consequences for students of participating in this method are as follows.

Case studies strengthen students' mastery of management theory by providing practical examples of basic theoretical concepts. By providing rich and interesting information about the real business environment, they breathed life into the conceptual discussion.

Cases enable students to understand the actual work of companies and other organizations in the real world.

Case studies reflect the reality of management decisions in the real world because students must make decisions based on insufficient information. The case reflects the ambiguity and complexity associated with most management problems.

When conducting case studies in a group, students must also be able to understand and deal with the different views and opinions of other members of the team. This helps to improve their communication and interpersonal skills.

Case studies provide a comprehensive view of management. Management decision-making involves integrating theories and concepts learned in different functional areas (such as marketing and finance). The case method enables students to understand the reality of this management.

Introduction to Case Discussion Methodology

In different management institutes, the case study approach has been commonly used as one of the most powerful teaching methods. Its worth comes from the fact that it immerses students in a real-world business setting where they can practice critical thinking. Case studies can be used in a variety of ways in the classroom. Case studies are an instructional tool (not a theory) in which students observe, evaluate, record, execute, conclude, summarize, or commend based on real-life circumstances. Case studies are developed and used as an analytical and discussion method. A teaching case is a rich narrative in which students must make decisions or solve problems. Teaching cases are fully loaded with data and information, but neither analysis nor conclusions. The students need to analyze the relationship between events within the case, decide alternatives, assesses choices, and predict the impacts of the action.

Case studies are a perfect way to offer students a descriptive scenario while also motivating them to make decisions. The aim of the case method is for students to be

able to adapt what they've learned and come up with new ideas to manage a situation or solve a problem. The focus is on the students' approaches rather than the solutions. The case study approach as a teaching tool can be utilized to create decision-making abilities, improve team spirit, boost communication and interpersonal skills and augment students' analytical skills.

The case method is especially useful in teaching business, management, and business ethics, where students are expected to act as decision-makers. The case study method is now employed universally in management education. The focus of the case study isn't only on the analysis of the content of management strategy, but also on the fundamental strategy-making processes. It's suggested that faculty who are conducting a case study discussion should act as ideas/perspectives advisors, usher in examples and concepts from other disciplines, and make a fun learning atmosphere.

Allowing students to develop higher-order thinking skills, bringing real-world examples into the classroom, promoting knowledge transfer, and bringing organizational effects, social values and ethical concerns to the forefront are all benefits of the case study teaching process.

Used as a teaching tool, case studies are tools for engaging students and they help students for reflective discussion in the classroom. Higher-order thinking is encouraged.

Case solutions can be undefined, allowing for innovative problem solving and the application of previously learned skills. They are effective tools for inspiring students to put their experience and skills into practice. Cases transfer much of the responsibility for learning from the teacher to the student, whose position shifts far away from passive absorption toward active creation as a result of much of the responsibility for learning from the teacher to the student.

Caselets

The case method is particularly useful in teaching business, management, and business ethics, where students are expected to take the role of the decision-maker [14]. The case study method is now employed universally and ubiquitously in management education [12]. The focus of the case study is not only on the analysis of the content of management strategy but also on the fundamental strategy-making processes [12]. It is suggested that case instructors should act as ideas/perspectives brokers, bring in examples and ideas from other disciplines, and create a fun learning environment.

Caselets are a shorter version of a case study, usually two to three pages long and are increasingly used as teaching aids. Since it is brief and focused on a specific topic, a framework is a useful way for management faculty to begin with, as an

approach to take on practicing the case study method discussion. When there is a balanced combination of cases and caselets and other teaching tools, the curriculum plan of the management school curriculum may be more effective. Caselets are similar to case studies in that they can describe a series of events or ask a question that requires a decision. In management education, the use of caselets as a teaching tool is becoming more and more popular. The basic goal of the caselets is to allow learners to apply ideas and insights from theory to real-life problems and problems to the caselets. This helps learners to have a deeper understanding of all relevant factors in a specific problem context, and an in-depth understanding of the nuances of themes in a specific management field. When a faculty member or trainer conducts executive education programs, there is a need to condense the entire learning experience into the limited time available. Moreover, there may be a need to customize the teaching aids, keeping in mind the target audience. Caselets are quite suited to fulfill these requirements. Also, caselets can be innovatively used for achieving the dual objectives of 'working in a group' and 'sensitization to the broader management theories/concepts.

Review of Literature

The case study method has been extensively utilized as a pedagogical method in many disciplines. In general, the case study method in teaching describes a genuine business situation and thus is an effective way to bring real experience into the classroom. Case method helps to bridge the gap between teaching and reality/practice. For the said research work, the researcher has referred to a lot of study material to obtain necessary information and statistical data.

Johnson and Stubbs¹, explored the prospect of interactive web-based case studies to facilitate individualized realistic learning experiences that scale for many students. Further, the differences in teacher roles between online and face-to-face environments were examined from cognitive and social aspects.

As Stake (1995) ² suggests, the case study is often a preferred method of research because case studies may be epistemologically in harmony with the reader's experience and thus to that person a natural basis for generalization.

In a case study, a real-time phenomenon is explored within its naturally occurring context, with the consideration that context will create a difference (Kaarbo & Beasley, 1999)³.

Although case studies have been discussed extensively in the literature, little has been written about the specific steps one may use to conduct case study research effectively (Gagnon, 2010; Hancock & Algozzine, 2016)⁴.

Baskarada (2014)⁵ also emphasized the need to have a succinct guideline that can be practically followed as it is tough to execute a case study well in practice.

Dubois and Gadde (2002)⁶ refer to the process of abductive research as “systematic combining.” They argue that systematic combining is a process where theoretical framework, empirical fieldwork, and case analysis evolve simultaneously. This method is useful when the objective is to develop new theories and provide a platform for future research.

Sandford and Bradbury (2008)⁷ in their view-points empathized that case studies “require the direct participation of the students, they are learning by doing, the case study method carries the danger that once ‘case’ may be regarded as typical and generalizations may be drawn based on a sample that is too small or too unrepresentative to warrant them.

In qualitative research, the case study is one of the frequently used methodologies (Yazan, 2015)⁸. However, it still does not occupy a legitimate position as a social science research strategy, as it does not have well-structured and fully defined protocols (Yin, 2002)⁹, so novice researchers who intend to use this methodology usually become confused about what a case study is and how it is different from other types of qualitative research methodologies (Merriam, 1998).¹⁰

Effective teaching also involves moving students away from familiar formats, exposing them to different approaches to learning that move those out of their comfort zone (Brookfield, 1998)¹¹. The successful use of case studies, however, requires significant preparation by the teacher (Carlson & Schodt, 1995)¹². The teacher needs to be able to facilitate good discussion, pose a range of questions that probe the key issues of the case, and, finally, bring the exercise to closure with an adequate sense of completion (Harling & Akridge, 1998)¹³.

While the use of case teaching is well practiced at the postgraduate level, there is still some question about its effectiveness in comparison to other teaching methods. Flynn and Klein (2001)¹⁴ observed that research on the case method is limited. Kim et al. (2006)¹⁵ reviewed 100 studies on case teaching and noted that the majority of research articles were descriptive, lacked data and outcome measures, and few addressed the implications for refining and improving the case method. They concluded, “It is difficult to validate the widely accepted belief that cases contribute to critical thinking skills in learners compared with conventional teaching methods”. Despite this observation, the practice in many disciplines such as medicine, law, education and business have a long history of teaching from cases that challenge learners with problems in complex, real-life situations (Brooke, 2006; Flynn & Klein, 2001; Kim et al., 2006)¹⁶.

Biggs (2003)¹⁷ has argued that the structure of teaching and assessment is critical in influencing a student’s approach to learning. A focus on facts and covering material will encourage a surface approach whilst teaching for active participation and engagement, building on the knowledge base that students already have, and assessing for interpretations and understandings is more likely to encourage deeper learning.

Eastcott and Farmer (1992)¹⁸ argued that the motivational context is important for student learning and students learn well when they feel they own the task. The learning activity needs to go beyond reproduction and the students need to be engaged in the activity working to analyze and solve a problem.

Szostak (2005)¹⁹ argued that exposure to the complexity of real-world policy problems should be an important component of university policy programs. Examples in lectures are often abstract, condensed versions of a more complex reality and case studies allow students to become more familiar with the complexities of everyday policy problems.

Identification of the Challenge

Despite the intangible, enigmatic, and elusive qualities of the case method, it continues to generate a transferential hold on the very idea of management education. It is not surprising then that the case study method has become a powerful tool of differentiation for management programs worldwide.

While most of the Indian management schools are still unable to use the case method widely due to a lack of highly qualified and well-trained faculty members, its determination in the IIMs, especially at IIMA, which pioneered the method in the 1960s as part of its association with Harvard Business School, is worthy of a case study in management education in and of itself.

It is this foundational moment, in itself a blend of myth and method, that bestows Mahatma Gandhi National Council of Rural Education (MGNCRE) with the education responsibility to broadcast the case methodology. Hence the Faculty Development on Case study Discussion Methodology was planned for five days. This action research aims to look at and assess the effectualness of the case discussion methodology as a well-liked teaching tool in business schools at undergraduate and post-graduate levels.

What then is the case method? How is it different from the lecture method?

The lecture method is the most common teaching tool in management schools. It is a teacher-controlled and

information-centered approach to classroom instruction in which the teacher acts as the sole resource. In the lecture form, the teacher is the only one who shares information/knowledge while the students are merely passive listeners. Whereas the case method, almost by definition, demands more since it is also implicated in the real business problem. It demands that the participant locate himself or herself at a particular locus in space and at a particular point in time to think through a problem involving decision-making in an organization regarding a business scenario. The situation itself may be of varying degrees of difficulty, and it must be derived from the case; the situation's contours are far from evident without any analysis. In other words, it is unclear to participants at the start of a case discussion what exactly is at stake in a given situation.

The case discussion often reveals that the situation is something other than what they might have imagined it to be during individual or group preparation before class. Furthermore, the case's temporal unfolding through the classroom's interpersonal dynamics is an unpredictable method. Despite the unpredictable nature of the method, it continues to play a significant role in management education because it not only imparts knowledge but also aids in the creation of other related attitudes, competencies and skills.

The method at its best demands not merely intellectual robustness and the willingness to do some homework on the part of the faculty members and the participants but also the affective capacity to contain and work through the discussion generated. Even experienced faculty members who have taught a particular case on several occasions will find that it is not easy to compose a class discussion especially when a contingent encounter related to any concept's existence opens up possibilities that were not apparent in previous case discussions in class. In other words, the method is not without its demands. The demands are numerous, but we must acknowledge, at the very least, that emotional labour is even more in the case method for all parties involved (other things being equal) than it is in the lecture method. The participants must also have an appetite for handling change, uncertainty, and a considerable 'tolerance for ambiguity.' The method is both analytical and discursive and hence unsettling for those who demand easy answers at the end of a session. It is, to put it simply, doubly demanding, and as the contributors will demonstrate, doubly rewarding.

Hence, Higher Educational Institutions must provide incentives, wherever possible, to encourage the usage of cases and work out the modalities for training Faculty or employees or participants through the use of the case method.

Focus / Aspects of the Practice to Improve

To enable the faculty members of management institutions to implement the case discussion methodology

The lecturing method occupied a paramount position in the teaching and learning situation. It acts as a medium for interaction between the teacher, students, and the subject matter. The subject matter is most vital in any teaching subject in management school.

The lecturing method is an integral part of the school curriculum; the teacher needs to know the effective method to communicate with the students to achieve the set objectives by the Higher Education.

The case study approach encourages student's involvement in the problem-solving and decision-making process, which contributes to the creation of competencies of the students. The method's cornerstones are the case study tool, student participation in the case study discussion, and supporting infrastructure.

Hence before implementing the case study discussion methodology, there is a need for faculty to develop an interest in it and train themselves for delivering the case study discussion.

To Train the Faculty across the Country

This case study shows that there are many issues to consider when planning, designing and delivering the case study session for management students. Hence training programs are necessary for faculties so they get trained well on how to conduct a case study discussion methodology effective pedagogical tool. It is also clear that because faculties have different needs and learning styles, it is essential to produce a program that will be rated well by every management faculty. In this instance, it was needed to make the faculties practice the handling of case/ caselets discussion after the training.

Faculty members need to be prepared enough by some sort of a faculty development program (FDP) to deal with the rapid changes and shifting paradigms in management education. Without such training, teaching is often reduced to instructors presenting their understanding of the subject by one-way lecturing.

To cope with the rapid changes and evolving paradigms in management education, faculty members must be adequately prepared through some kind of training through a faculty development program (FDP). Without such training, teaching is usually reduced to faculties presenting their understanding of the topic by one-way lecturing.

The Way Forward

In a classroom, while textbooks and reference material serve the purpose of teaching concepts, definitions and methods, a case study trains the faculty with the skills required to do the job. As a result, the majority of Higher Educational Institutions adhere to this case study discussion method. Essentially, a case study is an analysis of an organization, an event, a person, or a series of decisions resulting in success or failure. If used correctly, it can be a very powerful teaching tool. So it becomes a very effective classroom technique. A major advantage of teaching with case studies is that the students are actively engaged in identifying the principles and theories by abstracting them from the examples.

A case study-based curriculum is known to work for the development of management students' key skills such as problem-solving, decision making, analytical abilities – quantitative and/or qualitative, coping with ambiguities, individual study, time management, presentation skills, a group working, communication and soft skills.

The most impactful aspect of case study-based learning is that it enables the students to not only apply their knowledge and experience but also conduct research and analyze the problem, before arriving at a recommendation. This method will help management students be dynamic, solution providers and good decision-makers. As in organizations, in today's competitive business environment employees are expected to not only be subject matter experts but also to have the knowledge and expertise to incorporate that insight into a solution that will work for the organization.

Hence if classroom learning is enriched through case studies the management students will be more employable.

Mahatma Gandhi National Council of Rural Education (MGNCRE) led a stepping stone to pave the way forward by organizing a unique faculty development where the training was provided to the resource persons to be the trainers in the FDP to showcase the case discussion methodology to the participants. MGNCRE believes that Teaching and Training are only effective if it promotes Learning. Hence a well-organized five days FDP was organized by MGNCRE for all management faculties of India, to equip them with a teaching tool so that they can help the management students to shine in the corporate world.

Lectures by experts and resource persons, PPT presentations, discussions, interactions in workshop mode, sharing of experiences, mentor-mentee groups and individual/group-based practical activities were the methods for imparting training. The highlight of the Faculty Development Program (FDP) was to prepare faculty members for the change as it was to improve their teaching performance and also identify the execution of case study

discussion methodology by the faculties in their respective institutes. Hence, each participant (mentees) was expected to implement the case discussion methodology in their respective institutes for post-training evaluation (follow-up activity) each mentor had to observe and guide the mentees for conducting and handling effective case discussion in the classroom. This exercise was meant to assess the levels at which participants had benefitted, in terms of building their competencies and the levels at which they were contributing to their workplace after attending the program. This was the Unique Selling Proposition (USP) of the Faculty Development Program (FDP) organized and conducted by MGNCRE. Such orientation of Faculty Development Program (FDP) will act as a catalyst in enriching the management faculties all over India with a teaching tool the Case Study Discussion Method.

Actions Planned to Address the Challenge

Teaching with case study discussion is an integral aspect of management education today. The outcomes of this approach are: more participation by students, highly stimulating classroom discussions, students are better prepared for the real-life corporate realities/issues, learning becomes multi-dimensional and interdisciplinary – and a renewed joy in teaching and learning. Though case study teaching method is a new approach of teaching for many management faculties hence the challenge was to have a good well-planned faculty development program. As the objective of the FDP is to provide insights about case teaching, to help the participants to design a teaching plan and prepare to teach notes for cases and also guide how to effectively use cases to connect with concepts.

Various steps were undertaken to make the FDP effective and successful.

Preparation - Training the Trainers

This training brought out the strengths of the case method in teaching, motivated the trainers/participants to adopt 'case teaching' as an additional pedagogical tool in the delivery of their future courses, equip trainers/participants to teach cases more effectively and also expose them to the art of conducting and handling craft of case discussion. The training imparted to trainers was with an objective that the trainers would develop an appreciation of case method in teaching fraternity of Management, make them able to orient the FDP participants for learning with cases, give proper insights into the process of managing classroom discussions to the FDP participant.

The objectives of the FDP and the role and responsibilities of the resource persons to be prospective trainers for the FDP were briefed clearly by the mentors. Hence the group

of would-be trainers was grouped under three mentors/coordinators of MGNCRE, and under their guidance, the training was imparted. In each group, independent case studies were given to each of the resource persons (prospective trainers) and everyday case study presentation was done by respective trainees.

Case studies can be especially effective if they are paired with a reading assignment that introduces or explains a concept or analytical method that applies to the case hence a lot of reading assignments were given while training the trainers. This helped the trainees (prospective trainers) to be skilled trainers who steer questions and discussions to keep the class on track and moving at a reasonable pace.

Constructive Feed Forward was provided by the mentors to help the trainees to become good trainers for the FDP.

Resource Material Used

The resource material used for training the trainers was selected from the digital publication source of MGNCRE. To begin with, caselets were selected from Rural Management with special reference to subjects Marketing, Collectives and Entrepreneurship. A selection of caselets was chosen specifically for FDP to support all teachers who are new to case-based teaching, as well as those who have case teaching experience but want to enhance their case teaching effectiveness.

Scheduling the Training Sessions

The training sessions were conducted for one week every day for one hour. The sessions were from 19th December to 23rd Dec 2020. Groups were formed and each group was assigned coordinators who trained the trainers on case study discussion methodology. Every day one trainer conducted a case related to anyone subject of Marketing, Collectives and Entrepreneurship. After the case is conducted by the trainer (participant) there was an insight shared by the coordinators which helped the trainer (participant) to work on any shortcomings while delivering the session. The other trainers (participants) had to write the learnings and work for the next day's action plan. These sessions were designed for the trainer (participant) in such a way that they would improve their case teaching and prepare themselves for the FDP. The training sessions provided an immersive experience to the participants through a combination of interactive lectures interspersed with a quiz, group discussions and practice.

Content Finalization

The three-subject area – Marketing, Entrepreneurship and Collectives were selected of Rural Management, as a Course

for studying the effectiveness of case study teaching because they were the key concepts addressed by this particular course that was most likely to be taught in several other management courses. At the start of the finalization of content, relevant existing case studies that were freely available from the website of Mahatma Gandhi National Council of Rural Education (MGNCRE) were selected for the case discussion in the FDP. Published case studies that were relevant to the subject area – Marketing, Entrepreneurship and Collectives were selected that could be appropriately addressed in the Faculty Development Program by participants.

To curtail unnecessary variation, control topics and assessments were carefully matched in complexity, format, and number with case studies, and an equal amount of session time was allocated for each case study. Instruction related to FDP was delivered with an emphasis on reading assignments accompanied by assignment worksheets designed for participants.

To minimize extraneous variation, control topics and assessments were carefully matched in complexity, format, and number with case studies, and an equal amount of class time was allocated for each case study and the corresponding control lesson. Instruction related to control lessons was delivered using minimal slide-based lectures, with emphasis on textbook reading assignments accompanied by worksheets completed by students in and out of the classroom.

Buzz Groups Meetings

The total participants were divided into buzz groups to have focused and effective participation. Each resource person was the mentor for the mentees allotted to them. Buzz group technique was used in the training the trainers before the FDP and also after the participants enrolled in FDP where the mentors and mentees group were formed in small groups to have a short, intense discussion on a case study and defined problem areas.

A buzz group meeting was the highlight of the FDP where discussion technique was used to help overcome the problem of silence in group situations and to ensure that everyone gets a chance to contribute to the discussion, within a specific period. It was also beneficial because it gave all mentees the space and freedom to express themselves equally, thus ensuring that as many creative voices as possible contribute to solving the problem in question.

FDP for the Trainers

It is believed that the most important resource of any FDP is its trainers who conduct a training program for the

participants to teach knowledge and skills to use case study discussion as a teaching tool. Hence an actual five-day FDP was conducted for the trainers so that the objective of FDP is met. The FDP for trainers was conducted from 26th-30th December 2020.

Enrollment Strategy for FDP

To enhance the teaching skills sets of management teachers, MGNCRE organized an online FDP, and one-week program, specially designed for faculty members of management education across the country. The program is managed and delivered by a mix of faculty from India and abroad and guest faculty from industry and other institutions for intensive exposure to case method of teaching.

Faculty Development Program Brochure was prepared by MGNCRE and was mailed to all universities of India and faculty members of all the universities. The brochure was also forwarded in WhatsApp groups so that more faculties could enroll for the FDP. The FDP was for only management faculties as it was firmly believed that the implementation of case study discussion could be done for management theories and concepts. The participants across India enrolled for the FDP by making an online payment of Rs. 1000/-.

Pre-FDP Preparation of Participants –Assignments, Teams formed, One-to-one meetings

Before the FDP an online meeting was arranged for all the participants who enrolled for the FDP. This meeting was an

ice breaker for the participants, the trainers, the coordinators and Chairman MGNCRE. Everyone got to know each other. The objectives and the learning outcomes of the FDP and the conduct of the FDP were also briefed to all the participants. The role of the participants was also revealed to the participants as it was a different type of FDP where the trainer and trainees were co-producers of the FDP.

Before the FDP, participants were given few case studies as assignments through Google Drive. The participants had to thoroughly go through the case, identify the problem and suggest suitable solutions for the problem identified in the case. Google sheets were shared with the participants to mark their case insights. Every day cases were given to them so they get well versed with the approach of case study discussion before attending the actual FDP. Teams were formed for the North & South of India, and more sub-teams were formed under each trainer/ mentor. The participants became the mentees of the respective mentors. This had a wonderful impact on building a cordial relationship between the mentor and mentee. Every day one to one meetings were taken by the mentors which helped to have a close bond with the mentees.

The Buzz teams of participants were formed, one team comprised of 4-5 participants as mentees and one trainer as a mentor. Such nine teams were formed for the effective and focused execution of the FDP. The teams were formed as per the participants from the North and South of India. 3 teams were from the North and 6 teams of the south were formed. This formation was done to allot those mentors who are from North and South, this would give the participants a personal touch. Here is the table below to see the mentees allotted to the mentor.

A. Team Formation and Mentee Allotted to the Resource Person (Mentor)

Mentor	Mentee	Mail id	Cell no	Designation	Institution	Place
Dr. Manisha Jagtap	Dr. Sonal Sisodia	sonalsisodia@gmail.com	8349962229	Principal	Daly College of Business Management	Indore, Madhya Pradesh
	Dr. Anshu Mala Gautam	anshumalagutam@admi.mu.ac.in	7506896268	Asst. Professor	Alkesh Dinesh Mody Institute for Financial and Management Studies	Mumbai, Maharashtra
	Prof. Subodh Agarwal	subodh.agarwal47@gmail.com	9896119012	Asst. Professor	College of Agriculture	Hisar, Haryana
	Dr. Vanita Sawant	vjsawant@sus.ac.in	9665673443	Asst. Professor	Punyashlok Ahilyadevi Holkar Solapur University Solapur	Solapur, Maharashtra

Table 1: Mentee allocation to the Resource Person (Mentor)

We can see that the above four mentees were allotted to the researcher (mentor). They were from Madhya Pradesh, Haryana and Maharashtra. In the same way allocation of mentees was done for other mentors.

The major concern was how to control the online 5-Day FDP throughout the day for the full five days. The Buzz teams helped in solving the problem by conducting informal online meetings every day where the mentees shared their problems, if any, and also shared their insights gained in the FDP. Every day such sessions helped to have a wonderful and fruitful relationship with the participants/mentees. This helped to have the online presence of the participants that resulted in a successful full-day online five-day FDP on Case study discussion.

Actual FDP

The Five-day FDP commenced on 4th January 2021 and ended with a valedictory ceremony on 8th January 2021. The first day of the FDP was with India as well as International Guest Speakers who highlighted the importance of case study discussion in teaching and also paved the way to conduct such sessions engagingly.

The first day began with an inauguration program and address by the chairman of MGNCRE where he highlighted the objective of the FDP. The Speakers Prof. Vivek, IIM Visakhapatnam and Prof. Sampath Kumar, University of Wisconsin- Green Bay, shared their teaching style while conducting case discussions in the class of management students.

The afternoon session was by two renowned personalities, Prof. Saswath Biswas, IRMA and Prof. Charles Dhanaraj, Fox School of Business, Temple University, they threw light on how complex business situations in the case to be converted into a teaching moment.

Saswath Biswas, IRMA made the participants realize that the Management field is an applied field means it is a field of practice. Hence case study method of teaching will bring managerial situations into the classrooms which can provide students an understanding of the business environment in which students are exposed to managerial problems and issues and that will enhance student's logical and analytical skills and also develop an ability to be creative/ synthesize and be innovative. He also stressed teachers and students being the two wheels of the chart and being the co-creator of knowledge. He further guided that faculty should take case discussion in a storytelling process so it creates interest among the students and also keeps them motivated throughout the class.

Prof Charles gave his mantra as six principles of case discussion in the class:

Content Vs Emotion

Less is More

Begin with the End

Context colours everything

Every participant is one of its kind

Every class is an opportunity to Learn

He emphasized that faculty needed to read the case a minimum of 5 times note the points/ concepts that can be covered and cover only one or two points for discussion. He said the faculty needed to relate the theory and learn the art of deriving the discussion towards the theory. If needed flowchart for case discussion can be done by highlighting the points.

He also gave tips to the participant on writing a case study based on a case triangle which has the first corner as Theory (Conceptual Framework): the second corner as Business Situation (Decision Issue, Decision making & time of decision): the third corner is Learning objectives (Orientation of discussion).

These insights would also equip participants on how to handle the case discussion session and enhance the effectiveness. All the eminent speakers also focus on preparing case teaching plans and note so that teachers and students can make the best out of this teaching methodology.

The second, third and fourth days were handled by the Trainers in the morning by conducting a real-time case discussion to showcase to the participants the nuances of case study method. It was indeed a learning session for the trainer as well as the trainees. As in the afternoon for all three days, the trainees (mentees) presented and discussed their case online in their respective groups and under the able guidance of the trainer (mentor).

The last day of FDP was reserved for 'Case Writing' session by Prof. B. Ramesh, IIM Bangalore. He highlighted the Case to be written by linking it with the course you teach so it becomes easy to teach the case in the classroom. He mentioned that case is not a paper it's a script or a story with plots. There have to be complexities, decision areas and actions.

Dr. K N Rekha, MGNCRE Resource Person also shared her case writing experiences with the participants. She emphasized that the case should end with challenges and not questions. She further explained how exhibits and teaching notes play an important role in case writing.

The afternoon was the valedictory session where every stakeholder of this FDP had a truly enriching experience. Every participant was excited to share his/her learning experience he enjoyed in this 5-day FDP. They said they enjoyed the personal online touch by respective mentors and their unconditional support throughout the FDP. All the

Day 1- Day 5 activities – Session wise plan:

The schedule for all the five days is as below:

5 Day Faculty Development Program on Case Discussion Methodology Program Schedule

04-01-2021 (Day1)		
9.30AM–10.00 AM	Inauguration	Team MGNCRE
10.00AM-11.00AM	Introduction to Case discussion Methodology	Prof. Vivek IIM Visakhapatnam
11.00AM-11.30AM		Prof. Sampath Kumar University of Wisconsin-GreenBay
11.30AM–01.00PM	Case Discussion Methodology -Session1	Prof. Saswat Biswas, IRMA
01.00PM-02.00PM	-----Lunch Break-----	
02.00PM-04.00PM	Case Discussion Methodology -Session2	Prof. Charles Dhanaraj Professor of Strategy in Fox School of Business, Temple University, Visiting Professor, ISB
05-01-2021(Day2)		
11.00AM-01.00PM	Case Discussion on Marketing - The Study of Strengthening of the Social Fabric-The Story of Anil Kumar Yadav	Dr. Khusboo Hotchandani Resource Person–MGNCRE
01.00PM-02.00PM	-----Lunch Break-----	
02.00PM-04.00PM	Caselets Discussion on Marketing	<p>Dr. Khusboo Hotchandani-Mentor</p> <ul style="list-style-type: none"> ● Dr. Nidhi Srivastava Marketing Painting Rural India ● Ms. Ankita Jaiswal Marketing-Marigold cultivation ● Ms. Radhika Sharma Marketing Nutrine Confectionery <p>Mr. Manoj Parmar-Mentor</p> <ul style="list-style-type: none"> ● Mr. Biswajit Pattajoshi Marketing Painting Rural India ● Ms. Koyal Mukjherjee Marketing-Marigold cultivation <p>Dr. Manisha Jagtap-Mentor Dr. Sonal Sisodia Marketing</p>

		Painting Rural India Dr. Anshu Mala Gautam Marketing Marigold Cultivation
06-01-2021(Day3)		
11.00AM-01.00PM	Case Discussion on Entrepreneurship – Entrepreneurship Promotion of Rural Enterprise through Sericulture	Mr. Manoj Parmar Resource Person–MGNCRE
01.00PM-02.00PM	-----Lunch Break-----	
02.00PM-04.00PM	Caselets Discussion on Entrepreneurship	<p>Dr. Khusboo Hotchandani – Mentor</p> <ul style="list-style-type: none"> ● Mr. Rajesh Kumar Entrepreneurship- Success against all odds ● Dr. Anupama Verma Entrepreneurship- Unity is Strength ● Mr. Pankaj Kumar Rawat Entrepreneurship- Kheyti's Greenhouse in a Box. <p>Mr. Manoj Parmar-Mentor</p> <ul style="list-style-type: none"> ● Dr. Balev Singh Negi - Entrepreneurship Success against all odds ● Dr. Koushik Paik –Entrepreneurship- Unity is Strength <p>Dr. Manisha Jagtap-Mentor</p> <ul style="list-style-type: none"> ● Dr. Vanita Sawant -Entrepreneurship Success against all odds ● Dr. Ashok Kumar Makwana – Entrepreneurship- Unity is strength.
07-01-2021 (Day4)		
11.00AM-01.00PM	Case Discussion on Collectives - A Dairy Cooperative in Chhattisgarh	Dr. Manisha Jagtap Resource Person–MGNCRE
01.00PM-02.00PM	-----Lunch Break-----	

02.00PM-04.00PM	Caselets Discussion on Collectives	<p>Dr. Khusboo Hotchandani -Mentor</p> <ul style="list-style-type: none"> ☒ Dr. Deepika Pandey-Collectives- Strength of Milk and Unity ☒ Dr. Saroj Ranjan -Collectives Malaikottai Paddy FPO Challenges and Collective Development ☒ Dr. Pranati Mishra-Study on Contribution of Communities to Co-operatives <p>Mr. Manoj Parmar</p> <ul style="list-style-type: none"> ☒ Dr. Dipti Mayee Sahoo - Collectives- Strength of Milk and Unity ☒ Dr Abid Sultan-Collectives Malaikottai Paddy FPO Challenges and Collective Development <p>Dr. Manisha Jagtap-Mentor</p> <ul style="list-style-type: none"> ☒ Dr. Preeti Kulkarni Collectives- Strength of Milk and Unity ☒ Dr Kamlesh Kumar Patel -A Study on Contribution of Communities to co-operatives ☒ Mr. Subodh Agarwal- Collectives-Rural Governance-Dundigal
08-01-2021 (Day5)		
11.00AM-01.00PM	Case Discussion on Marketing ,Entrepreneurship and Collectives	MGNCRE Resource Persons
01.00PM-02.00PM	-----Lunch Break-----	
02.00PM-03.00PM	Session on Case Writing Methodology	Prof. B. Ramesh, IIM Bangalore
03.00PM-04.00PM	Valedictory Session	Team MGNCRE

Table 2: Faculty Development Program Schedule

Implementation of Action Plan

The distinctiveness of this Faculty Development Program was to bring relevant people together and provide a training method and structure to make a good start on planning for case study implementation in their management institutes. The FDP was not only about imparting training but also guiding the participants for conducting and handling the effective case study discussion. Case studies are effective in management education because they bridge the gap between theory and practice. Hence an action plan was needed to understand that participants with such training would be able to impart the case study discussion. However, some management institutes are encouraging this practice to

encourage classroom teachers to become more reflective and more thorough problem solvers. Hence all the respective trainers (mentors) had to plan after discussing with their respective mentees for the implementation of case studies discussion with their class. This was challenging as although effective, case study discussion method is not as prevalent in the classroom as the more traditional lecture-based instructional methods. Hence each mentee had to conduct a minimum of 5 case study discussions in the classroom as per their convenience, this was their first step in trying a new teaching tool. Hence the institute's head of the department permission was needed for conducting case study discussion, after doing all the necessary formalities the schedule of each mentee for discussion was finalized. Here are listed below all the activities conducted for implementing the Action Plan:

Steps followed Post Faculty Development Program Communicating with Mentees

Followed up with the mentees after they have attended the FDP. As a reference, initiated a need to conduct a small-scale case-study teaching involving semi-structured interviews with 4 mentees which were triangulated with focus group discussions with their students. This would allow to explore the case study teaching methodology among the mentee as well as evaluate the mentees capability of handling case discussion.

Scheduling the Sessions

Each mentee had to conduct 5 sessions of case study discussion with their respective students. As per the time slot available with mentees the schedule of case discussion was fixed and conducted by the mentees.

The mentees were given the freedom to use materials at their discretion based on the content of their courses, the format of their instruction, and the needs of their students. Various

approaches were used in the implementation. Each mentee shared the caselets with the students one day before the discussion and students read and analyzed the case and came into the class with more or little preparation.

To ensure effective case study discussion Mentees had given the case to students before the day in advance so they could read and come in the class. Case studies, according to faculties, would help students develop higher levels of Bloom's taxonomy of cognitive learning, moving beyond recall of knowledge to analysis, evaluation, and application. Faculties believed student participation is central to the case method, and the effectiveness of the method is tied directly to the proficiency with which students participate in case discussion. Hence while sharing the case with the student's faculties ensure that the student's preparation was taken as a responsibility by them. Hence, they focused on two components: preparing the material and learning how to discuss it. This helped the students though not initially but later the students enjoyed the learning sessions.

Below we can see the schedule of mentees and the case discussion by them individually in their class.

Schedule of Implementation of Case Study Discussion

S.No	Name of Mentee	Title of Case study	Date of the Session	Online Platform	Time	Course
1	Dr. Sonal Sisodia	Indradhanush Painting Rural India	Jan 13, 2021	Zoom	11:45 am to 12.35 pm	BBA
		Kheyti's Greenhouse in a Box	Jan 14, 2021	Zoom	11:45 am to 12.35 pm	BBA
		Dairy cooperatives in Chattishgarh	Jan 15, 2021	Zoom	11:45 am to 12.35 pm	BBA
		Hiware Bazar: A Success Story	Jan 16, 2021	Zoom	11:45 am to 12.35 pm	BBA
		The Right Mix	Jan 14, 2021	Zoom	11:45 am to 12.35 pm	BBA
2	Prof. Subodh Agarwal	Marigold Cultivation for Women Empowerment	Jan 18, 2021	Google Meet	11am to 12pm	MBA Agribusiness
		Kheyti's Greenhouse in a Box	Jan 19, 2021	Google Meet	11am to 12pm	MBA Agribusiness
		A study on contribution of communities to cooperatives	Jan 22, 2021	Google Meet	11am to 12pm	MBA Agribusiness
		Dairy cooperatives in Chattisgarh	Jan 22, 2021	Google Meet	12 pm to 1 pm	MBA Agribusiness
		Fresh Harvest: Entrepreneur Game Changer!	Jan 25, 2021	Google Meet	11am to 12pm	MBA Agribusiness
3	Dr. Vanita Sawant	Entrepreneurship Success against all odds	Jan 21, 2021	Google Meet	12 pm to 1.00 pm	MBA
		Unity is Strength	Jan 21, 2021	Google Meet	1 pm to 2.00 pm	MBA
		Marigold Cultivation for Women Empowerment	Jan 22, 2021	Google Meet	10 am to 11 am	MBA
		Rural Challenges in Business: The Story of a Businessman in Nawabganj	Jan 23, 2021	Google Meet	12 pm to 1.00pm	MBA
		Hiware Bazar: A Success Story	Jan 23, 2021	Google Meet	1 pm to 2 pm	MBA
4.	Dr. Anshu Mala Gautam	Indradhanush Painting Rural India	Jan 28, 2021	Google Meet	12.15 pm to 1.15 pm	BMS
		Marigold Cultivation for Women Empowerment	Jan 30, 2021	Google Meet	12:00 pm - 1:00 pm	BMS

	Success Against all Odds	Jan 30, 2021	Google Meet	1:00 pm - 2:00 pm	BMS
	Strengthening of the Social Fabric: The Story of Anil Kumar Yadav	Jan 31, 2021	Google Meet	10:00 - 11:00 am	BMS
	Rural Governance	Jan 31, 2021	Google Meet	11:15 - 12:15 pm	BMS

Table 3: Action Plan Schedule of Mentee’s Implementation of case study discussion

Selection of caselets for discussion in their classroom:

The caselets were in the subject Marketing, Co-operatives and Entrepreneurship. As per the subjects taught by the mentees and their experience each mentee selected their 5 cases which they were confident of conducting a case study discussion. Few mentees undertook the case discussion for marketing as they belonged to that specialization. Some mentees blended the 3 subjects for 5 sessions to challenge themselves for handling the case discussion in the class.

From table no.3 it can be inferred that mentee’s selection was based on the cases they felt they could handle effectively in the class.

Mentoring before the Sessions

This period allowed mentees to assimilate, plan, and implement what they have learned into their teaching practices. Apart from imparting technical pedagogical skills to mentees so that they can facilitate student-centered and outcome-driven learning sessions. Hence each mentee was mentored before every session which was to be implemented by them to professionalize the teaching among the mentees. The individual mentees then discuss their inferences and action plans.

Non-Participant Observation (Monitoring by Resource Person):

The resource persons observed the case discussion handled by the mentees with their students. This exercise was meant to assess the levels at which mentees had benefitted, in terms of building their competencies and the levels at which they were contributing to their sessions after attending the FDP.

The mentees each were from different locations in India and possessed unique backgrounds, experiences, and qualifications that influenced their instructional approaches. The student was from a different location and varied in several different ways but all found the method and the case interesting and engaging.

Feed Forward to Mentees:

Mentors tried offering Feed Forward when the mentee missed the mark and is looking for better options for the case study discussion. Provided feed-forward to mentees that are empowering, actionable and prepares them for a good and engaging case study discussion.

After each case discussion Feed Forward was given to mentees to progress and overcome the shortcomings while delivering and engaging the students

Structured Questionnaires were used to collect information from participants (mentees) and students on the feedback of sessions conducted.

Apart from the demographic profile of the faculties and students, the researcher has tried to frame sentences based on Mapping to Bloom’s Taxonomy for Lecture/Talk & Chalk method of Teaching and Case study method of teaching.

Outcomes

Implementation of Case/caselets discussion methodology by participants in their respective institutions:

One of the parameters to judge the outcome post-training competencies of mentees was the transfer of training (TOT), which is considered to be the best practice to retain, implement and strengthen the knowledge and skills gained during training. Mentees became familiar with handling case study discussion teaching methodology. It provided an overview of case study preparation, and they learned key aspects to design and develop the questions and drive the case to the concepts of the subject.

Each mentee conducted 5 case discussion with their students and now there were very much confident to conduct case discussion in future.

Internalize the culture of using case / caselets discussion methodology

Our educational institutions are dynamic, complex organizations. As a result, new problems continue to emerge for faculties, who are increasingly aware of the need to move away from conventional teaching methods and towards a new pedagogical approach to teaching, learning, and improving students’ performance and total in all enhancing student success.

Creating a single solution for all problems around the board is no longer enough to solve these challenges. Having an ethical commitment to discuss them alongside stakeholders involved in the teaching and learning processes is important.

This FDP also aims that the participants should also train and empower their peers to confront challenges in their institutions, and acknowledge the new pedagogical approach of teaching. Therefore, it is intended for future educational leaders to take charge in transforming their management institutions of educational excellence, taking into consideration and reflecting on the experiences lived in classrooms. This would benefit student learning as well as the social relationships and experiences that occur in teaching and learning environments.

Data Analysis and Interpretation

The researcher had devised the tools to collect the data, which guided the researcher to arrive at the outcomes of the study. This data was further analyzed. Data was collected from faculties and students through google forms and the excel sheets were used for data analysis.

A. Profile of the Mentees

One of the objectives of the study was to collect personal information about the Mentees (trainees) such as their gender, experience, teaching pedagogy used, course they teach and experience in industry and academics. 4 respondents have been examined and presented here:

Profile of Mentees:

Number of Mentees	4		
Gender	Male	Female	
	1 (25%)	3 (75%)	
Place	Maharashtra	Madhya Pradesh	Haryana
	2 (50%)	1(25%)	1(25%)
Discipline (area of course Taught by mentees)	Only Undergraduate	Only Post graduate	Both UG & PG
	1 (25%)	0	3 (75%)
Teaching Experience	2.5 to 5 years	7.5 to 10 years	More than 15 years
	1(25%)	2(50%)	1(25%)
Industry Experience	No experience	1 to 5 years	5 to 10 years
	1(25%)	2(50%)	1(25%)
Designation	Assistant Professor	Associate Professor	Professor
	3(75%)	0	1(25%)
No of sessions planned by each mentee	5 sessions	Total sessions conducted by all mentees	20 sessions
Duration of each session	45 mins -1 hour	1 hour	1-2 hour
	1(25%)	3(75%)	0
Average No. of students participated	Less than 10	10-15	More than 15
	1(25%)	2(50%)	1(25%)

Table 4: Characteristics of the respondents

While analyzing their profiles, it was found that as per the team of mentees allotted, 25% of the participants were male and 75% were female. Out of the four mentees, 2 were from Maharashtra, 1 from Madhya Pradesh and 1 from Haryana. The analysis also revealed that participants (mentees) had

varied teaching experiences, ranging from 2.5 years to more than 15 years and only 3 participants had industry experience. Regarding their Course taught, it was found that 75% of mentees taught to UG & PG course and only one mentee taught only to UG course. Regarding their designation, 7%

were Assistant Professors and 25% were Professors, the reason Assistant Professors being the majority was because the program was aimed at imparting training and augmenting the skills those faculty members who were new to the Case Study Teaching Method and had not attended any such programs earlier. Despite this, it is interesting to report that 25% of the participants were professors this shows the strong zeal of senior professionals towards acquiring knowledge and skills and keeping themselves updated. The findings, about trainees' profiles, may help finalize the target group before organizing any Faculty development programs in the future.

Five sessions were planned by all 4 mentees and all 20 sessions of case discussion were conducted by the mentees. The duration of each session was a minimum of 45 mins, hence 3 mentees conducted a session for 1 hour whereas one mentee conducted five sessions of 45 mins each. The session was conducted during college hours hence their session was for only 45 mins. These sessions were of UG students. All PG students have their classes for one hour minimum. The average No. of students who participated in the session was around 10-15 students.

B. Teaching and Learning Methods used by mentees

Teaching and Learning Methods used	Frequency	Percent
Lecture Method / Chalk & Talk Method	3	75%
Case Study Method	0	0
Both	1	25%

Table 5: Teaching and Learning Methods used

From the above table, it is inferred that 75% of respondents adopted Lecture Method / Chalk & Talk Method for class discussions, whereas only one respondent used both Lecture Method / Chalk & Talk Method and Case study method. It can be stated that case study teaching method is not an adaptable style of teaching among management faculties.

C. Case discussion Methodology followed in Institution for course/ subject

	Frequency	Percent
Yes	1	25%
No	3	75%

Table 6: Teaching tool used

From the above table, it is inferred that 75 % of respondent's institutes did follow Case discussion Methodology whereas 25% of respondent's institutes did not adopt Case discussion Methodology as a teaching tool. It can be stated that due to the convenience factor Lecture Method / Chalk & Talk Method is preferred by the respondent's institute.

D. Mentees/Trainees' opinion about the FDP

Efforts were made to get the reactions of mentees/ trainees on various aspects of the FDP, and results, as reflected in the table mentioned below:

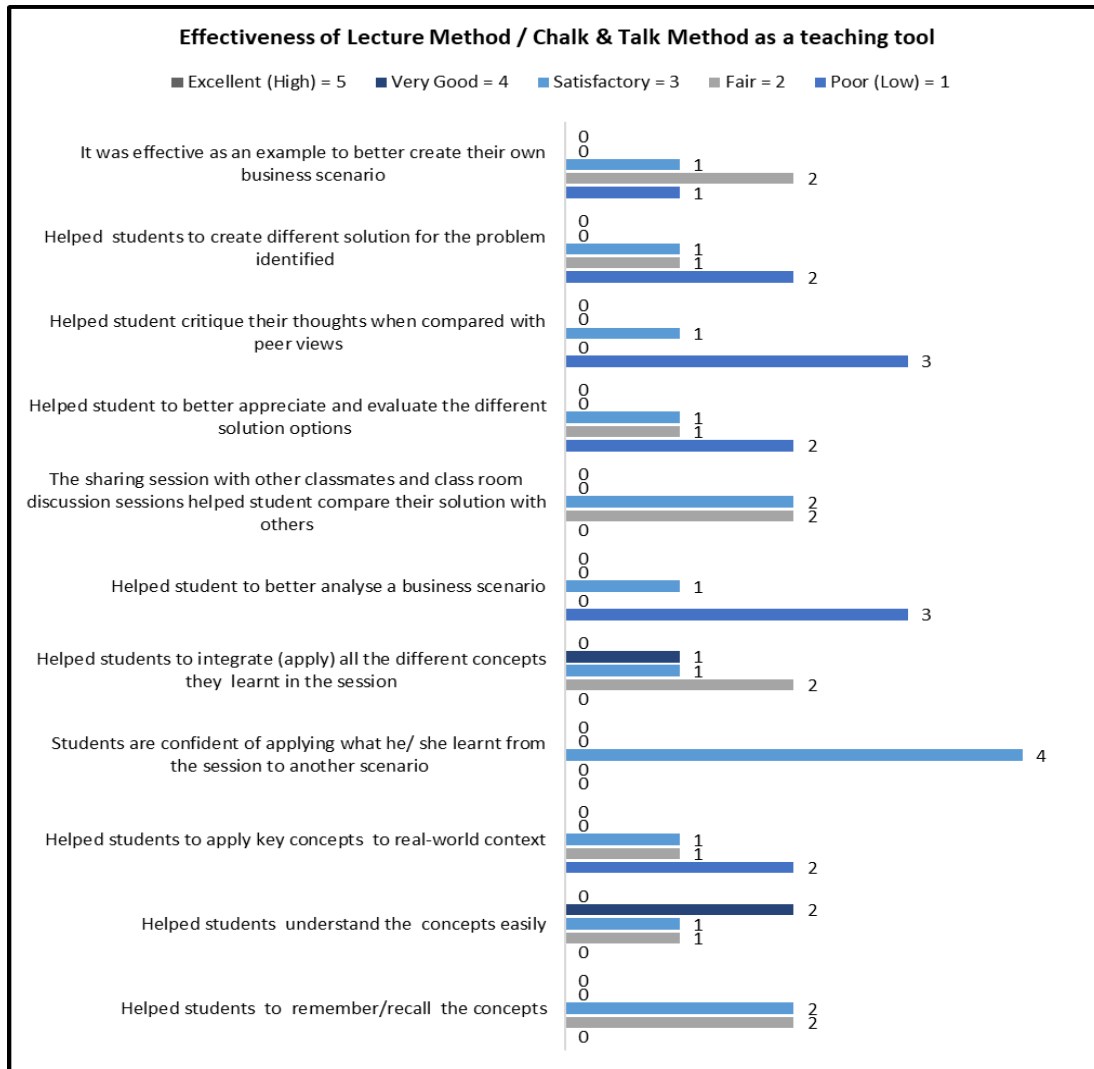
	Satisfied	Neutral	Dis-satisfied
Conduct of the FDP	4 (100%)	0	0
FDP was relevant and useful	4 (100%)	0	0
Selection of Caselets	1 (25%)	0	3 (75%)
Resource Persons	4 (100%)	0	0
Usefulness of hands-on / practical activities	3 (75%)	1 (25%)	0
Increased confidence level of trainees significantly after the program	3 (75%)	1 (25%)	0
Overall opinion about the program	4 (100%)	0	0

Table 7: Opinion about the FDP

It shows that all of the participants (60%) were “satisfied” in terms of conduct, relevance, usefulness and overall program. On the usefulness of hands-on/practical activities towards conducting case study with peers, the majority (75%) were satisfying as they felt increased in the confidence level due to this experiential learning and 25% reported that they were “neutral”. 75% of the respondents were dissatisfied by the choice of caselets as only one participant was from Rural Management Course and others were from General management Course.

E. Lecture Method / Chalk & Talk Method as an Effective Teaching Tool

To verify the effect of the Lecture Method / Chalk & Talk Method on teaching management students the researcher has asked a set of statements exhibiting different aspects of teaching to the faculty participants (mentees). Rating scale of 1-5 was developed where, Excellent (High) = 5, Very Good = 4, Satisfactory = 3, Fair = 2, Poor (Low) = 1. These statements are analyzed and represented in a graph.



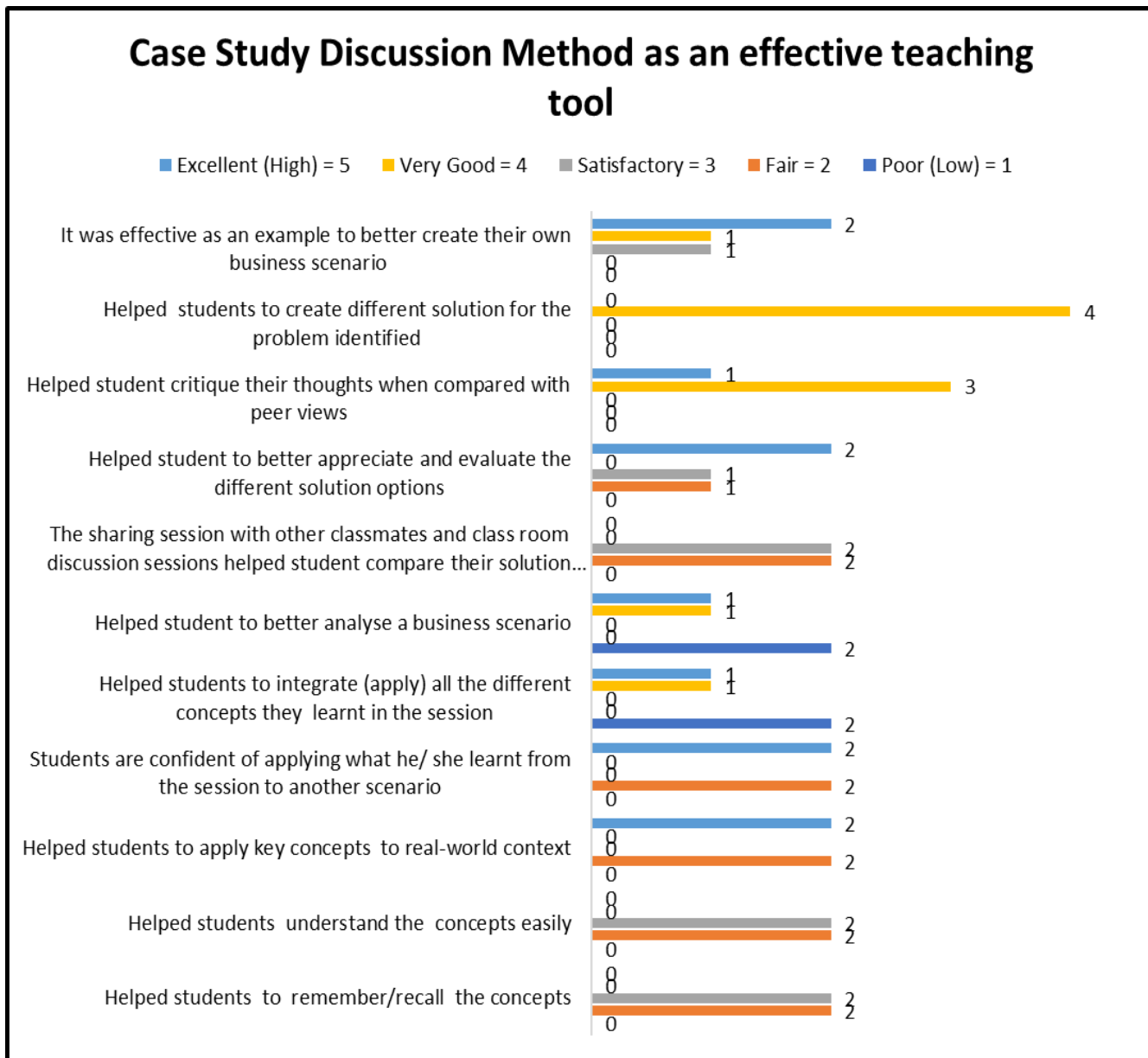
Graph 1: Lecture Method / Chalk & Talk Method as an Effective Teaching Tool

From the above graph, it can be inferred that, according to respondents (mentees) Lecture Method / Chalk & Talk Method of teaching was helpful for students to remember and understand the concepts. But 50% of participants feel the concepts learned by the students in the class did not help the students to apply key concepts to the real world. 75% of respondents (Mentees) feel that students would not be able to critique their thoughts when compared with peer’s views and analyze a business scenario. Faculty’s response was satisfactory to the statement that students are confident of applying what he/ she learned from the session to another scenario, as maybe they are teaching for so long year with the conventional method so they feel so.

F. Case Study Discussion Method as an Effective Teaching Tool

To verify the effect of Case Study Discussion Method of teaching management students the researcher has asked a set of statements exhibiting different aspects of teaching to the participants (mentees) after conducting the case study discussion method in their class

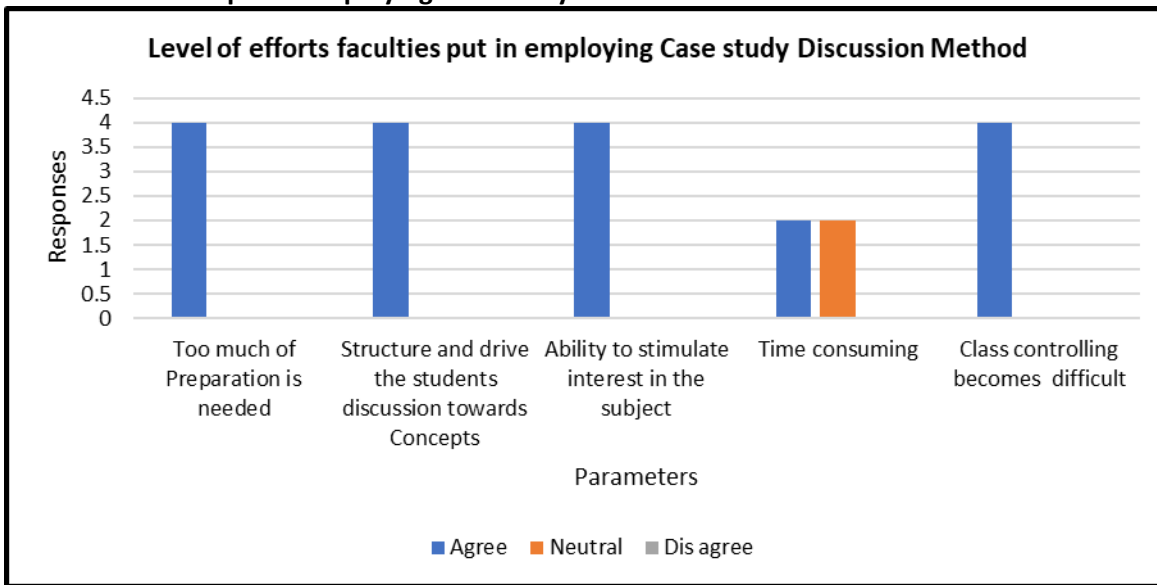
Rating scale of 1-5 was developed where, Excellent (High) = 5, Very Good = 4, Satisfactory = 3, Fair = 2, Poor (Low) = 1. These statements are analyzed and represented in a graph.



Graph 2: Case Study Discussion Method as an effective teaching tool

From the above graph, it can be inferred that 50% of respondents felt satisfactory and fair that the case study method helped students to remember and understand the concepts. 75% of the faculty response was very good to the statement that case study discussion in the class helped the students to critique their thoughts when compared with peer views. All the respondents felt that case study helped students to create a different solution for the problem identified in the case.

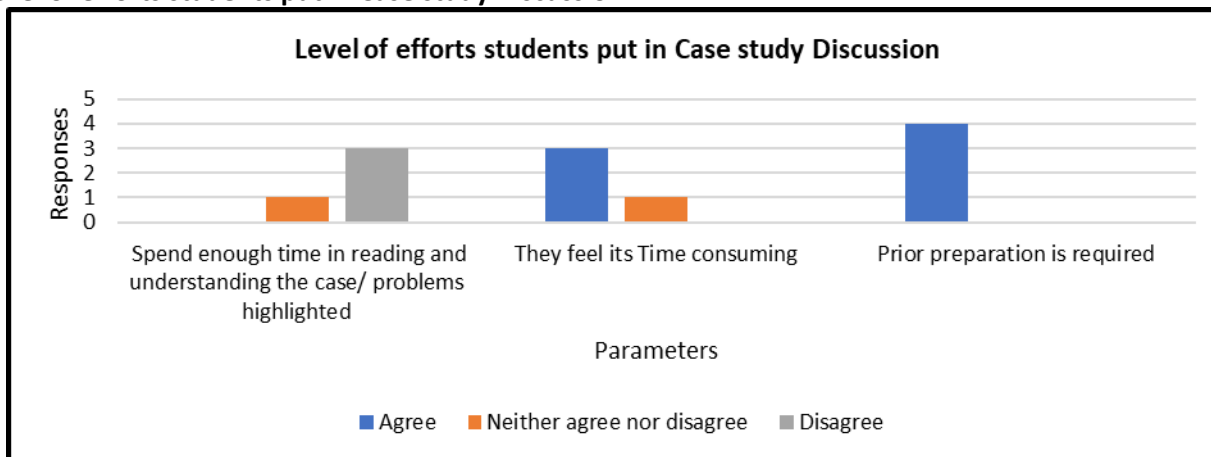
G. Level of efforts faculties put in employing Case study Discussion Method in class



Graph 3: Level of efforts faculties put in employing Case study Discussion Method in class

All of the participants (100%) were of the view that too much preparation is needed while conducting case study discussion method as a teaching tool and there needs to be a structured approach that can drive student’s discussion towards the right concept. 100 % of participants feel that case study discussion method can stimulate interest in the subject, though they all find it difficult to control class.

H. Level of efforts students put in Case study Discussion



Graph 4: Level of efforts students in learning e Case study Discussion Method in class

Mentees were inquired about the level of efforts students need to put in case study discussion, and it can be observed from the graph above that 100% of mentees felt that prior preparation is required by students before they attend the class. 75% of mentees felt that students may find it time-consuming as they need to come prepared for class. 75% of mentees felt that after all the 5-case study discussions in the class, that students do not spend enough time reading and understanding the case nor are they highlighted about the problems. Hence faculties need to take a lot of effort for developing interest in the case study teaching method.

I. Faculty agreement to conduct case study discussion in the class in future

	Frequency	Percent
Yes	4	100%
No	0	0
Maybe		

Table 8: Faculty agreement to conduct case study discussion in the class in future

All the mentees agreed that they would conduct case study discussion while covering their syllabus.

J. Students Profile

Number of Mentees	49			
Gender	Male	Female		
	24 (49%)	25 (51%)		
Age Group	18-21	21-25	25-30	
	23 (47%)	21 (43%)	5 (10%)	
Place	Maharashtra	Madhya Pradesh	Haryana	Other states
	22 (45%)	9 (18%)	12 (24%)	6 (12%)
Course	BBA/BMS	MBA		
	23 (47%)	26 (53%)		
Year of Study	Second yr of UG	Third yr of UG	First yr of PG	Second yr of PG
	18 (37%)	5 (10%)	0	26 (53%)

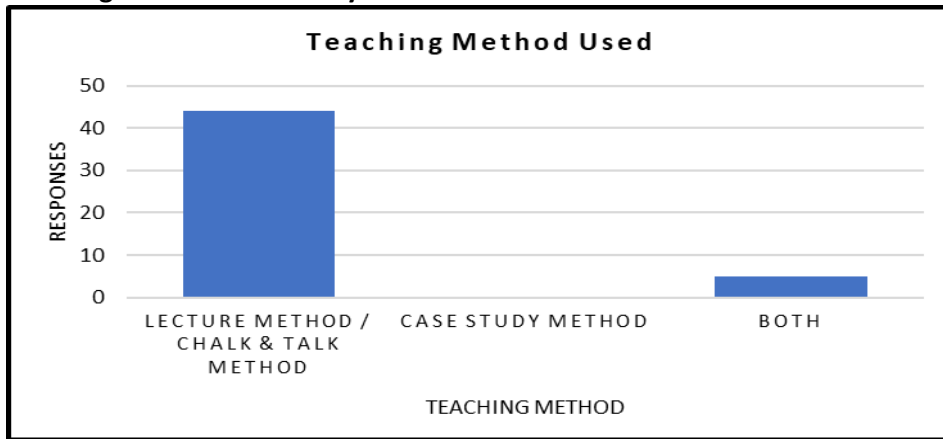
Table 9: Characteristics of the Students

The profile of the students who participated in the case discussion session conducted by their respective faculties is recorded here.

Out of 49 students, 51% were females while 49% were male students. 47% of the students belonged to the 18 to 21 years age group, 43% belonged to the 21 to 25 years age group and only 10% belonged to the 25 to 30 years age group. The students were from two institutes in Maharashtra, one from Madhya Pradesh and Haryana respectively, 45% of students were from Maharashtra, 24% were from Haryana, 18% were from Madhya Pradesh and 12% were residing in other states, namely; Rajasthan, Uttar Pradesh and Nagaland.

According to the information above it can be inferred 53% of the students were pursuing their post-management program and 47% of students are pursuing undergraduate management programs. Students for the study were from undergraduate and post-graduate Management courses, 53% were from the second year of post graduate management program, 37% were from the second year and 10% were from the third year of the undergraduate management program. First-year students of both undergraduate and post graduate management courses were not yet considered for the study as the admission process was delayed due to Covid 19 pandemic.

K. Teaching and Learning Methods used in by the faculties

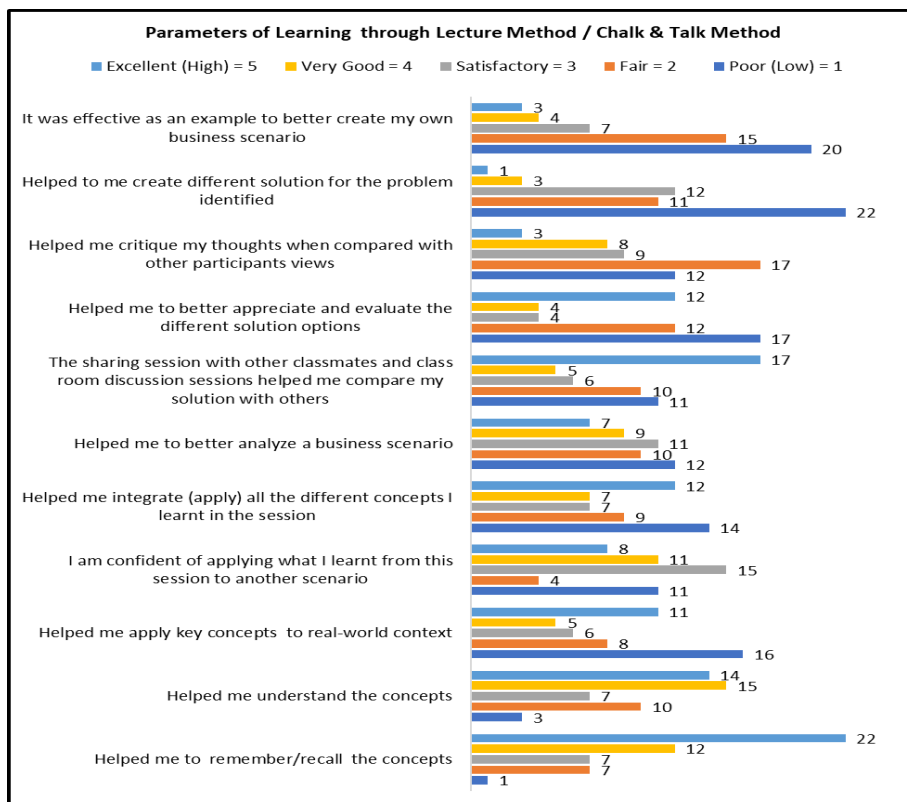


Graph 5: Teaching and Learning Methods used in by the faculties

From the above data, it can be observed that case study was not used as a teaching tool to teach management concepts to the students. Only 5 students said both the lecture method and case study method were used as a tool for teaching the management students. 44 students (90%) responded that it was the lecture method or the chalk & talk method that was the teaching tool prominently used to teach management courses.

L. Impact of Learning through Lecture Method / Chalk & Talk Method

To verify the impact of Faculty conducting a session with a teaching tool of Lecture Method / Chalk & Talk Method on the management students the researcher has asked a set of statements exhibiting different aspects of learning to the students. These statements are analyzed and represented in a graph.

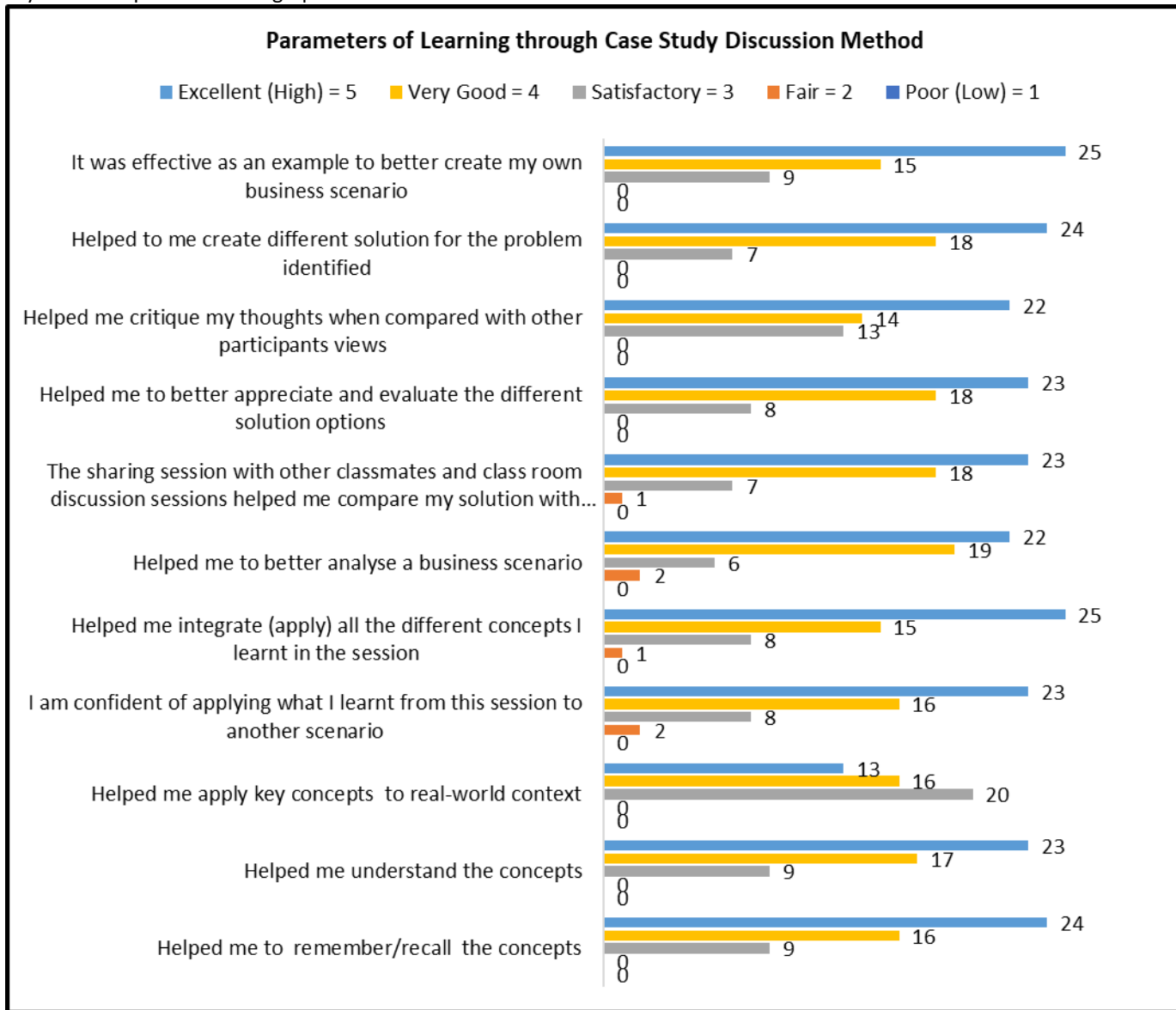


Graph 6: Impact of Learning through Lecture Method / Chalk & Talk Method

From the above graph, it can be inferred that according to students 45% of students feel Lecture Method / Chalk & Talk Method of teaching was helpful for them to remember and recall the concepts and 29% of students felt they could understand the concepts. But 45% students felt that they could not create different solutions for the problems and 41% of students feel that they could also not create their business scenario with the basic understanding. 35% of students feel that they are poor in appreciating and evaluating the different solutions by learning through the lecture method. 33 % of students also feel that the concepts learned by them in the class did not help them to apply key concepts to the real-world context.

M. Impact of Learning through Case Study Discussion Method

To verify the impact of Faculty conducting a session with a teaching tool of Case Study Discussion Method for the management students the researcher has asked a set of statements exhibiting different aspects of learning to the students. These statements are analyzed and represented in a graph.

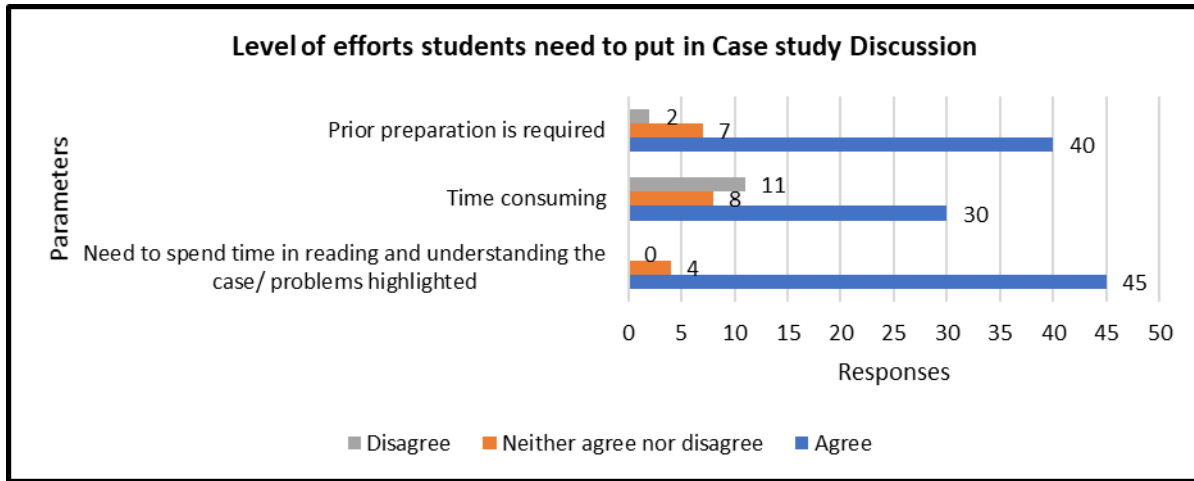


Graph 7: Impact of Learning through Case Study Method

From the above graph, it can be inferred that 51% of student’s respondents felt excellent that the case study method helped students to integrate/apply all different concepts learned in the session and to create their business scenario. 49% of student’s response was excellent towards the statement that it helped them to remember and create different solutions to the problem identified in the case. 47% of student’s response was excellent towards the statement that understands the concepts, confident of

applying what is learned in the session to another scenario and capable of appreciating and evaluating the different solutions

N. Level of efforts students need to put in Case study Discussion



Graph 8: Level of efforts students need to put in Case study Discussion

The data above refers that 45 students feel that they need to spend time in reading and understanding the case or the problems highlighted in the case. 40 students feel they require to be prepared for the class and 30 students agree that case study discussion is a time-consuming activity.

O: Acceptance of the case study method of learning

	Not interested	Little bit interested	Neutral	Interested	Very interested
Initial First case discussion	23 (47%)	0	12 (25%)	14 (28%)	0
After 2-3 case discussion	5 (10%)	10 (20%)	8 (16%)	22 (46%)	4 (8%)
After all 5 case discussion	2 (4%)	5 (10%)	3 (6%)	26 (54%)	13 (26%)

Table 10: Acceptance of the case study method of learning

To determine whether students would accept the case study discussion method learning gains than completing textbook readings or participating in class discussions. For these reasons, the data was analyzed and it inferred that 47% of students were not interested after the first case study discussion maybe they felt that more preparation is required as compared to the lecture or Chalkboard method of learning, 28% of students found the case study learning interesting and 25% had mixed feelings towards the case study method of learning. After two to three case study discussions happened in the class the 52% of students were finding it an interesting medium of learning whereas out of 47% who were not interested after the first case study discussion out of which 20% had developed a little bit of interest in the case study learning and still 10% of the students were not finding it interested and 16% of the students had mixed feelings. After all 5 case study the data shows above that 80% of the students were finding case study method interesting method of learning, 10% were a little bit interested. From the above figures, we can interpret that the case study method will not receive a garland welcome in the student’s fraternity but gradually it can be elevated with patience and the right handling of the case study from the faculty members. We can see from above that, 47%, not interested students initially after the first case study was left with only 4%, hence if the teaching tool is a case study method then continuous efforts to learn through will surely develop students’ interest.

P. Students' agreement towards usage of case study in the classroom as a learning tool by faculty in future

	Frequency	Percent
Yes	43	88 %
No	2	4 %
Maybe	4	8 %

Table 11: Students' agreement towards usage of case study in the classroom as a learning tool by faculty in future

The strongest response was in respect of student agreement where 88% of respondents found the case study method should be used as a teaching tool in the future also as the respondents were finding case study method extremely effective in helping them interact with and learn from other students.

Reflections and Implications

All the mentees were charged to explore their teaching style with a case study. Dr. Sonal Sisodia was experienced in conducting case study discussions in class as she had in their university a subject of Case study in their course. She was very confident in the delivery and she was very good at driving the case towards the concepts. She was the first one, to begin with, the implementation of the action plan. On the first day, the students had not read the case, hence very patiently she shared the screen for case study reading with the students. Giving 15 minutes to read the case, Dr. Sonal Sisodia opened the discussion with a simple question so everyone could answer and get themselves involved. Students revealed that exchanging information created a comfortable learning environment that allowed all the students to get engaged. Dr. Sonal conducted the session with much ease and interest of the students. She could engage mostly all the students in the class through her expert knowledge and skills. She highly showcased her support to students during their learning process.

Prof Subodh Agarwal, College of Agriculture, Hisar, Haryana, had no expertise in conducting a case study in the classroom, but he had a field project-based teaching experience which helped him to deliver relevant examples in the class. The students belonged to various parts of India with agriculture background hence Prof. Subodh Agarwal Sir conducted two cases of marketing and three cases of Collectives subject. For each case study, he would list out the concepts he was planning to have in the discussion which guided the students through the learning experience. He had his own style of conducting the case study discussion with some humor to make the class active and enjoyable. The students were from post-graduate classes and many had work experience, hence the case study method of discussion was an engaging experience, and Prof. Subodh Agarwal, a learned faculty derived the theoretical concepts through the case study discussion in the class.

Dr. Vanita Sawant, Punyashlok Ahilyadevi Holkar Solapur University Solapur, Solapur, Maharashtra conducted a session

of 5 case studies with great effort. She was doing it for the first time, though her subject was finance and business law she tried hard to rehearse the concept first and then conducted the case study discussion with her students. She did a lot of homework as compared to other mentees and she was eager and happy also to do it for the first time. Her efforts were commendable by the open-ended questions she had for the students. Here the students and faculty had a language barrier but both tried to encounter the case study and give justice to the theoretical concepts explored through the fruitful discussion. She covered 4 case studies from entrepreneurship and one from marketing.

Dr. Anshu Mala Gautam, a very well eminent faculty from Alkesh Dinesh Mody Institute for Financial and Management Studies, Mumbai, Maharashtra conducted the case study discussion method with great enthusiasm. She was very thorough with the concepts she has to cover in the case. She had students from various backgrounds. She challenged herself by taking cases from all the subjects like 2 of Marketing and Collectives and one from Entrepreneurship subject. Her attempt was so confident in the class that she showered that confidence among the students also as they were too interactive in the discussion. Like other mentees, she also formed the case study discussion group on WhatsApp for students, but she shared the case on it with what points the students need to ponder and that gave a direction for students to come well prepared in the class. Her online case study discussion was an ideal teaching tool that can foster collaborative learning and create environments where students can interact with their faculties and peers to enjoy the learning environment.

All the participants (mentees) used to read the case many times and understand the major concepts to be covered. Open-ended questions were framed by each participant (mentees) and we had developed a question bank for the common case study conducted. This exercise was truly appreciated by all the participants (mentees) as they could have a 360 view of the case study. With this post FDP review approached was appreciated by all participants.

Reflection on the Feedback received from the Participants and Students

Participants (mentees) response from the start to the implementation of the case study discussion was very positive. They were having a learning approach. Feedback from Prof Subodh Agarwal was that he never felt sleepy in any of the sessions and always he was on his toes to learn and transmit to his students. Using the case-study method in the management course would make positive contributions to the objectives of the course and, enhance the skills and values of faculties as well as the students. Faculties felt that it is one of the different FDP programs they attended before where the journey ended on the last day of FDP but this was a never-ending journey. Faculties felt that such types of focused learning can really bring change in their attitude of teaching and can try with such new teaching tools. They were with a responsibility to impart education in a student-centric way, by conducting case study discussions. Most participants found change and new ideas uncomfortable to deal with, like conducting 5 case studies with students and certificates after practicing what they learned but they felt that it was stimulated by the mentor so well that they would be eager to join many more future programs organized by MGNCRE.

Both students and faculties created a session filled with knowledge and ideas and thus it could be said that faculties and students are co-creator of knowledge. Participants (mentees) believed that teaching and learning in higher education is a shared process, with responsibilities on both student and teacher to contribute to their success. The cases offer multiple opportunities for the students to practice different leadership approaches, better understand the role of each of the protagonists in the case study, and reflect on these situations using their own personal experiences as reference. Students were very eager to come for the sessions as it was the online session, they were keeping their cameras on to feel and actively participate in the discussion. Such an attitude of learning can be developed if a student finds something new in their learnings.

Plan for Further Action

In order to enhance the quality of classroom delivery of academic programs to be run and foster a better ecosystem for research and innovation in the Institutions, the University has to decide to conduct faculty development programs (FDPs) at a large scale in different clusters of the state in association with the affiliated Institutions. Such proposals need to be given to various Universities for Faculty Development Program on Case Methodology. The USP of the FDP needs to highlight that it would be action-oriented which will create a huge impact. The target audience for such FDP should be the participants be entry-level faculties or with a designation of Assistant Professor who are eager to learn and unlearn.

If each faculty faces huge strength of students where they would be not able to conduct and effectively handle the class discussion, then with two or three assistants, they could divide the class into some groups and assign more practical teamwork while they were carefully supervised take a problem-based learning and student-centered learning. Such assistant faculty could be given training and equip them with the case study discussion methodology of teaching. We can approach such institutes for Faculty Development Program. Since the EDP is a continuous learning process for the management faculties.

Since the FDP is a continuous process, we need to have Levels of FDP as the first level for Entry level faculties, second level for experienced with 5 to 10 years, and third-level for more than 10 years experience. Such levels can have something different like industry stalwarts which will add value. Hence at each level, we can target these different segments of faculties as per their experience so each has an enriching experience of learning.

An FDP for students also needs to be conducted in the same way to inculcate the new learning methodology so that they get adapted to it.

Conclusion

With this FDP initiative, we hope to provide management faculties with a space for reflection and analysis of the realities that they will encounter once they will continuously use case study teaching methodology in the world of education. Furthermore, we hope that this contributes to their personal and professional development, as we helped them in the implementation of case study method to analyze their behavior and better understand their apprehensions and actions, using real and challenging situations present daily in schools as tools, which will help improve the quality of the education for the management students in our country. The Mantra of management faculties should be updated is LEARN-DO-IMPLEMENT. This will always keep them in learning mode.

A good learning pedagogy will help the students to question their preconceptions and motivates them to learn, by putting them in a situation in which they come to see themselves as the authors of answers, as the agents of responsibility for change. Hence the institute needs to adopt the case study methodology of teaching to engage in rich and informative conversations with their students.

Therefore, it is intended for management faculties to take charge in transforming their B-schools into institutions of educational excellence, taking into consideration and reflecting on the experiences lived in classrooms. This will contribute positively to student learning and social relationships and interactions found in teaching and learning environments.

References

- Bain, K. (2004). *What the best college teachers do*. Cambridge, MA: Harvard University Press.
- Baskarada, S. (2014). Qualitative case study guidelines. *The Qualitative Report*, 19, 1–25.
- Baxter, P., Jack, S. (2008). Qualitative case study methodology: Study design and implementation for novice researchers. *The Qualitative Report*, 13, 544–559.
- Bazeley, P. (2015). Mixed methods in management research: Implications for the field. *Electronic Journal of Business Research Methods*, 13, 27–35.
- Beverland, M., Lindgreen, A. (2010). What makes a good case study? A positivist review of qualitative case research published in *Industrial Marketing Management*, 1971–2006. *Industrial Marketing Management*, 39, 56–63.
- Biggs, J. (2003). *Teaching for quality learning at university* (2nd ed.). Buckingham, United Kingdom: SRHE & Open University Press.
- Blaikie, N. W. H. (2000). *Designing social research: The logic of anticipation* (2nd ed.). Cambridge, England: Polity Press.
- Brewer, J., Hunter, A. (1989). *Multimethod research: A synthesis of styles*. Newbury Park, CA: Sage.
- Brookfield, S. D. (1998). On the certainty of public shaming: Working with students 'who just do not
- Brooke, S. L. (2006). Using the case method to teach online classes: Promoting Socratic dialogue and critical thinking skills. *International Journal of Teaching and Learning in Higher Education*, 18(2), 142-149.
- Brynard, D. J., Hanekom, S. X., Brynard, P. (2014). *Introduction to research* (3rd ed.). Pretoria, South Africa: Van Schaik.
- Carlson, J. A., & Schodt, D. W. (1995). Beyond the lecture: Case teaching and the learning of economic theory. *Journal of Economic Education*, 26(1), 17-28.
- Coffey, A., Atkinson, P. (1996). *Making sense of qualitative data: Complementary research strategies*. Thousand Oaks, CA: Sage.
- Coll, R. K., Chapman, R. (2000). Qualitative or quantitative? Choices of methodology for cooperative education researchers. *Journal of Cooperative Education*, 35, 25–33.
- Creswell, J. W. (2013). *Research design: Qualitative, quantitative, and mixed methods approaches*. Thousand Oaks, CA: Sage.
- Creswell, J. W., Hanson, W. E., Clark Plano, V. L., Morales, A. (2007). Qualitative research designs: Selection and Implementation. *The Counselling Psychologist*, 35, 236–264.
- Crotty, M. J. (1998). *The foundations of social research: Meaning and perspective in the research process*. Thousand Oaks, CA: Sage.
- Cruzes, D. S., Dybå, T., Runeson, P., Höst, M. (2015). Case studies synthesis: A thematic, cross-case, and narrative synthesis worked example. *Empirical Software Engineering*, 20, 1634–1665.

About the Author: Dr. Manisha Jagtap is an education professional focused on Marketing. She has an affluent blend of industry and academic credentials with more than two decades of experience. She began her career with automobile industry and spent over nine years with Kinetic Finance Ltd. She is passionate about teaching and is always experimenting with innovative pedagogical approaches and making learning a collaborative activity which will foster success of the student. She also holds a B.Com degree and double Post Graduate degree in Commerce (Cost&Works Accountancy) and Management (Marketing). Since the last decade she is into academics. Currently she is a Resource Person with Mahatma Gandhi National Council of Rural Education. She conducts workshops for faculties and students across India under the program of Rural Entrepreneurship.

Annexures

A. Team formation and mentee allotted to each resource person (Mentor)

Name of the Mentor	Name of the Mentee	Mail id	Cell No	Designation	Institute name	Place
Dr. Manisha Jagtap	Dr. Sonal Sisodia	sonalsisodia@gmail.com	8349962229	Principal	Daly College of Business Management	Indore, Madhya Pradesh
	Dr. Anshu Mala Gautam	anshumalagautam@admi.mu.ac.in	7506896268	Asst. Professor	Alkesh Dinesh Mody Institute For Financial and Management Studies	Mumbai, Maharashtra
	Prof. Subodh Agarwal	subodh.agarwal47@gmail.com	9896119012	Asst. Professor	College of Agriculture	Hisar, Haryana
	Dr. Vanita Sawant	vjsawant@sus.ac.in	9665673443	Asst. Professor	Punyashlok Ahilyadevi Holkar Solapur University Solapur	Solapur, Maharashtra

B. Schedule of Implementation of case study discussion:

S.No	Name of Mentee	Title of Case study	Date of the session	Online platform	Time	Course
1	Dr. Sonal Sisodia	Indradhanush Painting Rural India	Jan 13, 2021	Zoom	11:45 am to 12.35 pm	BBA
		Kheyti's Greenhouse in a Box	Jan 14, 2021	Zoom	11:45 am to 12.35 pm	BBA
		Dairy cooperatives in Chattishgarh	Jan 15, 2021	Zoom	11:45 am to 12.35 pm	BBA
		Hiware Bazar: A Success Story	Jan 16, 2021	Zoom	11:45 am to 12.35 pm	BBA
		The Right Mix	Jan 14, 2021	Zoom	11:45 am to 12.35 pm	BBA
	Prof. Subodh Agarwal	Marigold Cultivation for Women Empowerment	Jan 18, 2021	Google Meet	11am to 12pm	MBA Agribusiness
		Kheyti's Greenhouse in a Box	Jan 19, 2021	Google Meet	11am to 12pm	MBA Agribusiness
		A study on contribution of communities to cooperatives	Jan 22, 2021	Google Meet	11am to 12pm	MBA Agribusiness
		Dairy cooperatives in Chattishgarh	Jan 22, 2021	Google Meet	12 pm to 1 pm	MBA Agribusiness
		Fresh Harvest: Entrepreneur Game Changer!	Jan 25, 2021	Google Meet	11am to 12pm	MBA Agribusiness
3	Dr. Vanita Sawant	Entrepreneurship Success against all	Jan 21, 2021	Google Meet	12 pm to 1.00 pm	MBA

		odds				
		Unity is Strength	Jan 21, 2021	Google Meet	1 pm to 2.00 pm	MBA
		Marigold Cultivation for Women Empowerment	Jan 22, 2021	Google Meet	10 am to 11 am	MBA
		Rural Challenges in Business: The Story of a Businessman in Nawabganj	Jan 23, 2021	Google Meet	12 pm to 1.00pm	MBA
		Hiware Bazar: A Success Story	Jan 23, 2021	Google Meet	1 pm to 2 pm	MBA
4.	Dr. Anshu Mala Gautam	Indradhanush Painting Rural India	Jan 28, 2021	Google Meet	12.15 pm to 1.15 pm	Bachelor of Management Studies
		Marigold Cultivation for Women Empowerment	Jan 30, 2021	Google Meet	12:00 pm - 1:00 pm	Bachelor of Management Studies
		Success Against all Odds	Jan 30, 2021	Google Meet	1:00 pm - 2:00 pm	Bachelor of Management Studies
		Strengthening of the Social Fabric: the Story of Anil Kumar Yadav	Jan 31, 2021	Google Meet	10:00 - 11:00 am	Bachelor of Management Studies
		Rural Governance	Jan 31, 2021	Google Meet	11:15 - 12:15 pm	Bachelor of Management Studies

C. Snapshots of the sessions Conducted

The screenshot shows a Google Meet session in progress. The main window displays a presentation slide with the following content:

A Dairy Cooperative in Chhattisgarh

Challenge
The case revolves around a village in Chhattisgarh named Chhoora. It is situated about 30km from Khairagarh, the nearest big town. Khairagarh is famous for Kala Sangit Vishwavidyalaya- Asia's only university dedicated to visual and performing arts. The village is concentrated at the center and the land of 1500 acres surrounds the inhabited area. There is one artificial pond, called as Job by the State Government for irrigation purposes. Households mostly consume rice, pulse. There is a very low consumption of milk, milk products, eggs, meat, and fruits. (see exhibit)

Agriculture is the prime source of employment in the village with 93% of the total number of people being involved in agricultural practices. Due to large dependency on agriculture as a livelihood, irregular rainfall is a serious threat to the farmers' sustenance.

Response
Few villagers decided to diversify the source of livelihood and came up with the idea of setting up a dairy cooperative.

On the right side of the screen, there is a grid of participants. Visible names include: Dr. Manish Bajpai, Faculty DCMU, Raj Karjari, Sreebhushan Nair, Sumeer, Varshika Mishra, Nidhiya, Divya Prasad, and Mahesh Garg.

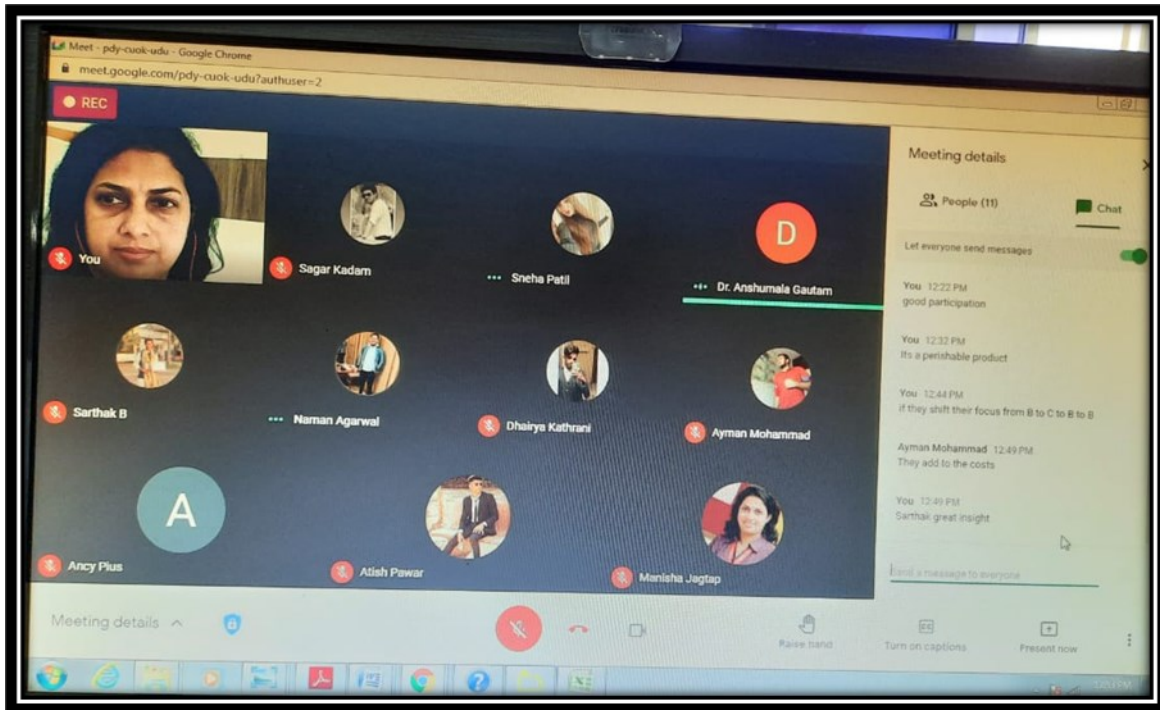
Session Conducted by Dr. Sonal Sisodia



Session by Prof. Subodh Agarwal



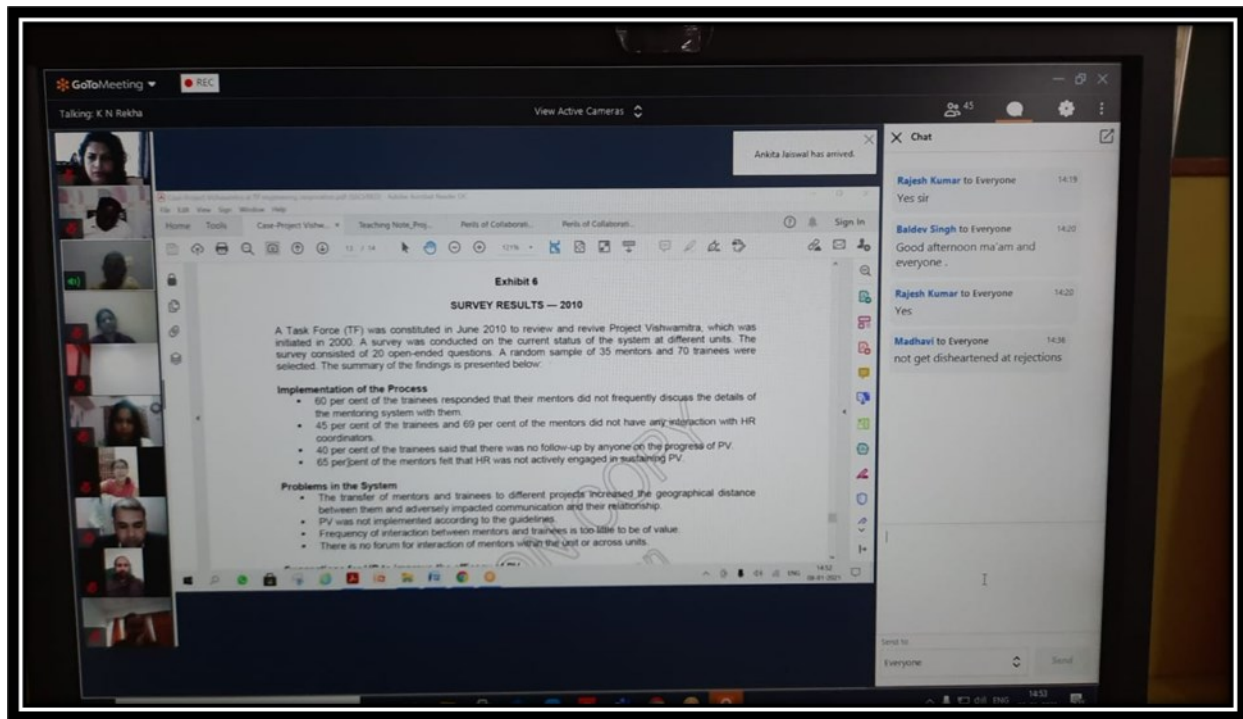
Session by Dr. Vanita Sawant



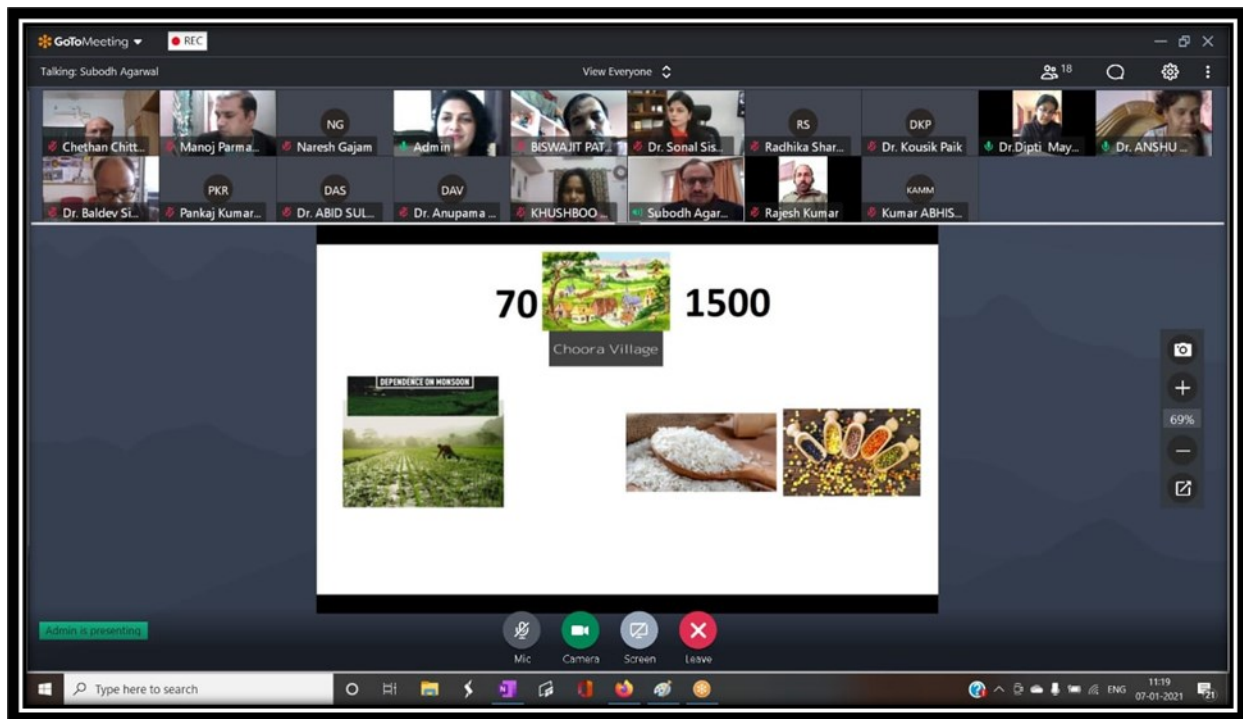
Session by Dr. Anshu Mala Gautam



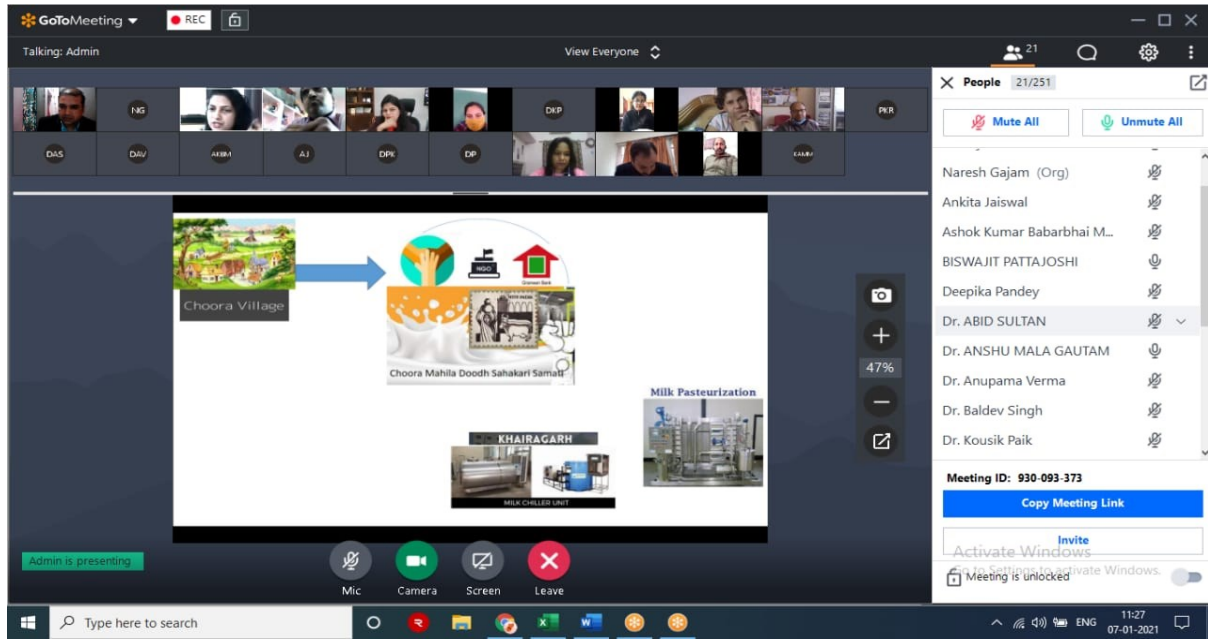
Faculty Development Program in Progress



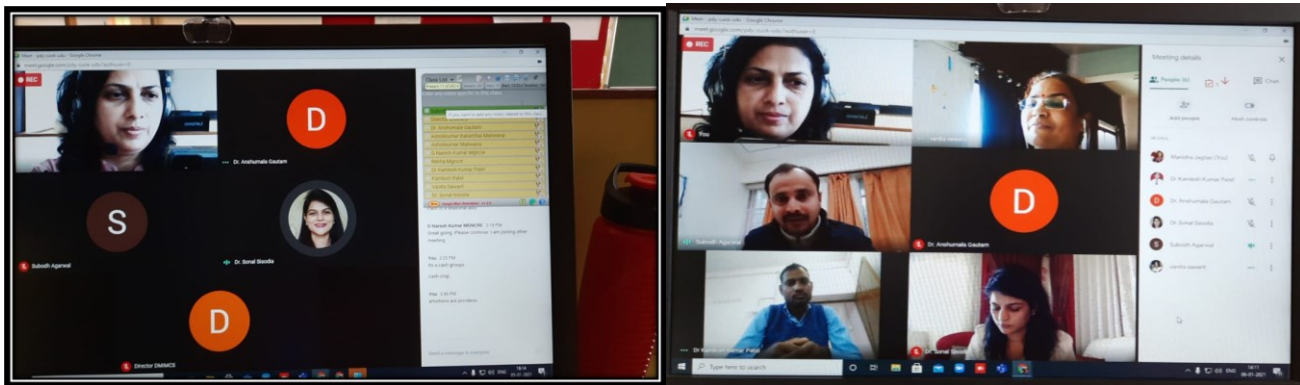
Faculty Development Program in Progress



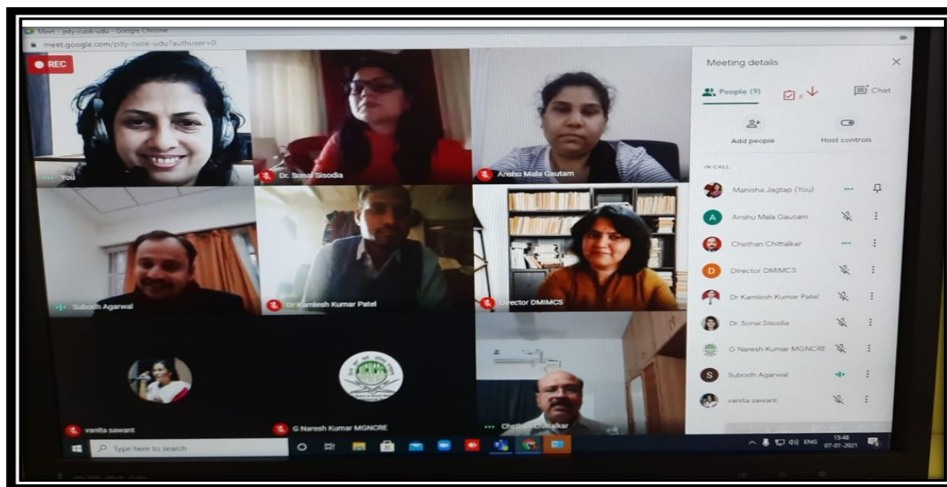
Case Study Discussion Session using Slide Presentation by Resource Person Dr. Manisha Jagtap

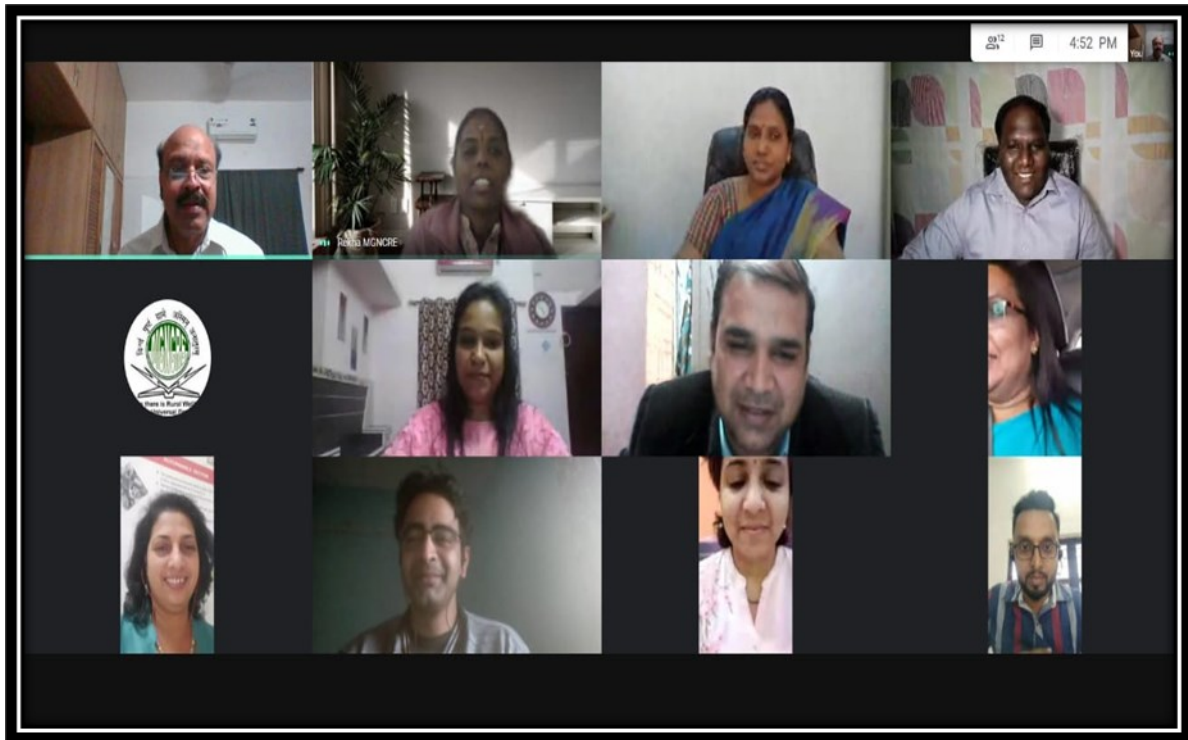


Case Study Discussion Session using Slide Presentation by Resource Person Dr. Manisha Jagtap



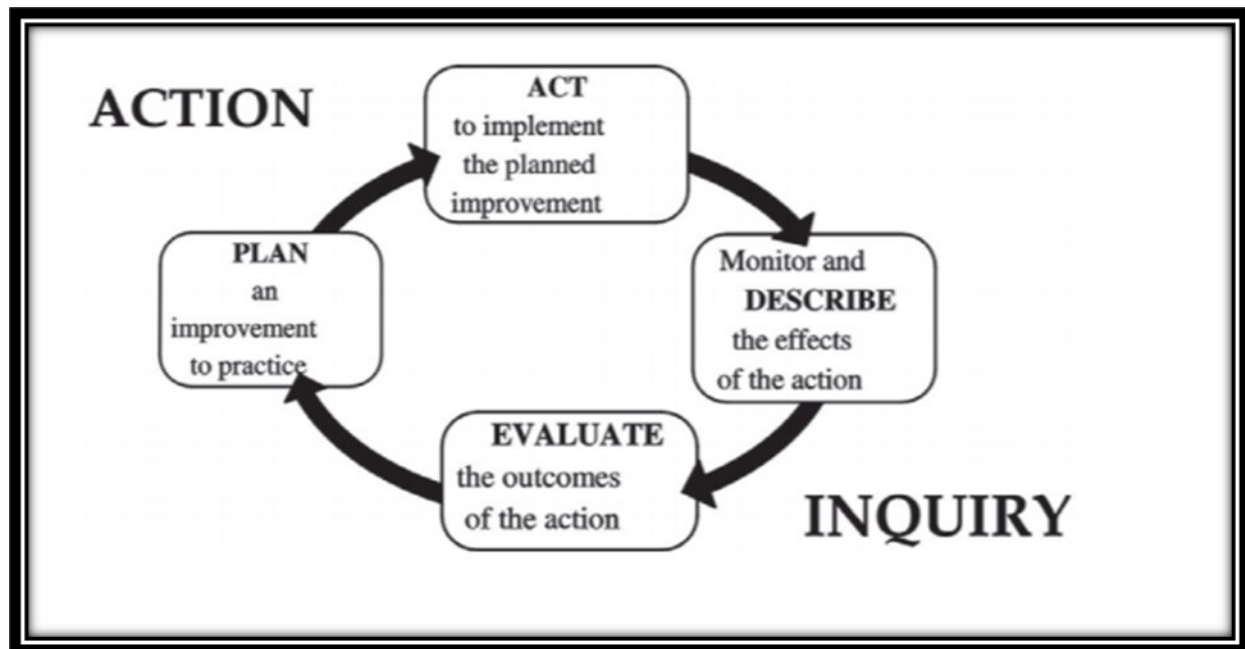
Mentees Presenting the Case in the Faculty Development Program





Train the Trainers Online Session

D. Four Steps in Action Research



E. Questionnaire for Participants (Mentees)

1. Name of your Faculty	Dr. Sonal Sisodia	Prof. Subodh Agarwal	Dr. Vanita Sawant	Dr. Anshumala Gautam	Dr. Kamlesh Patel
2. Your University	Mumbai University	PAH Solapur University	CSS Haryana Agriculture University	DAVV University	
3. State you belong to	Haryana	MP	Maharashtra	UP	Others
4. Designation	Asst. Prof	Assoc. Prof	Professor	Principal/ HoD	
5. Course You Teach	BBA (UG)	BMS(UG)	MBA(PG)	Both UG & PG	
6. Teaching experience	Less than one year	1 to 2.5 yrs	2.5 to 5 years	5 to 7.5 yrs	7.5 to 10 yrs
				10 to 15 yrs	more than 15 yrs
7. Industry Experience	None	1 to 5 years	5 to 10 years	10 to 15 years	more than 15 years

Section II

8. Teaching and Learning Methods used by you before the sessions of 5 case study conducted with your students.

Lecture Method	Case Study method	Both
----------------	-------------------	------

9. Was Case discussion Methodology followed earlier in your Institution for your course/ subject?

Yes	No
-----	----

10. Your opinion/ Feedback about the Faculty Development Program

	Satisfied	Neutral	Dissatisfied
Conduct of the FDP			
FDP was relevant and useful			
Selection of Caselets			
Resource Persons			
Usefulness of hands-on / practical activities			
Increased confidence level of trainees significantly after the program			
Overall opinion about the program			

11. Rate the following parameters of teaching for Lecture Method / Chalk & Talk Method of teaching on a scale of 1-5. Fill in one response for each question below. Excellent (High) = 5, Very Good = 4, Satisfactory = 3, Fair = 2, Poor (Low) = 1

Parameters		Lecture Method / Chalk & Talk Method				
		Poor(Low) = 1	Fair = 2	Satisfactory = 3	Very Good = 4	Excellent (High) = 5
A. Remembering	Helped students to remember/recall the concepts					
B. Understand	Helped students understand the of concepts					
C. Application	Helped students apply key concepts to real-world context					
	Students are confident of applying what is learnt from this session to another scenario					

	Helped students to integrate (apply) all the different concepts learnt in the course					
D. Analyze	Helped students to better analyze a business scenario					
E. Evaluation	The sharing session with other classmates and class room discussion sessions helped students compare my solution with others					
	Helped students to better appreciate and evaluate the different solution options					
	Helped students to critique their thoughts when compared with other team's project					
F. Creation	Helped students to create different solution for the problem identified					
	It was effective as an example to better create their own business scenario					

12. Rate the following parameters of Teaching Case study Method on a scale of 1-5. Fill in one response for each question below. Excellent (High) = 5, Very Good = 4, Satisfactory = 3, Fair = 2, Poor (Low) = 1

Parameters		Case study Method				
		Poor(Low) = 1	Fair = 2	Satisfactory= 3	VeryGood =4	Excellent(High) = 5
A. Remembering	Helped students to remember/recall the concepts					
B. Understand	Helped students understand the of concepts					
C. Application	Helped students apply key concepts to real-world context					
	Students are confident of applying what is learnt from this session to another scenario					
	Helped students to integrate (apply) all the different concepts learnt in the course					

D. Analyze	Helped students to better analyze a business scenario					
E. Evaluation	The sharing session with other classmates and class room discussion sessions helped students compare my solution with others					
	Helped students to better appreciate and evaluate the different solution options					
	Helped students to critique their thoughts when compared with other team's project					
F. Creation	Helped students to create different solution for the problem identified					
	It was effective as an example to better create their own business scenario					

13. Level of efforts put in by you to conduct Case study Discussion

	Agree	Neither agree nor disagree	Disagree
Structure and drive the students discussion towards Concepts			
Too much of Preparation is needed			
Ability to stimulate interest in the subject			
Time consuming			
Clarity of Concept to be explained			

14. Level of efforts students put in Case study Discussion

	Agree	Neither agree nor disagree	Disagree
Need to spend time in reading and understanding the case/ problems highlighted			
Time consuming			
Prior preparation is required			

15. In future would you like to conduct case study discussion in your class.

Yes		No	
-----	--	----	--

F. Questionnaire for students

1. Gender	Male		Female			
2. Marital Status	Single		Married			
3. Age (in yrs)	18 -21		21-25		25-35	35-50 50 & above
4. Qualification	First year Graduation)		Second year Graduation		Third year Graduation	First year MBA Second year MBA
5. Course	BBA		BMS		MBA	Others
6. Your University	Mumbai University		PAH Solapur University		CSS Haryana Agriculture University	DAVV University
7. State you belong to	Haryana		MP		Maharashtra	UP Others
8. Name of your Faculty	Dr. Sonal Sisodia		Prof. Subodh Agarwal		Dr. Vanita Sawant	Dr. Anshumala Gautam Dr. Kamlesh Patel

Section II

9. Teaching and Learning Methods used by your respective faculties before the sessions of 5 case study conducted with you.

Lecture Method		Case Study method		Both	
----------------	--	-------------------	--	------	--

10. How would you rate the Case study method used to explain the concepts

Yes		No	
-----	--	----	--

11. Rate the following parameters of learning for these Lecture Method / Chalk & Talk Method of teaching on a scale of 1-5. Fill in one response for each question below.

Excellent (High) = 5, Very Good = 4, Satisfactory = 3, Fair = 2, Poor (Low) = 1

Parameters		Lecture Method / Chalk & Talk Method				
		Poor(Low) = 1	Fair = 2	Satisfactory= 3	Very Good =4	Excellent(High) = 5
A. Remembering	Helped me to remember/recall the concepts					
B. Understand	Helped me understand the of concepts					
C. Application	Helped me apply key concepts to real-world context					
	I am confident of applying what I learnt from this session to another scenario					
	Helped me integrate (apply) all the different concepts I learnt in					

	the course					
D. Analyze	Helped me to better analyze a business scenario					
E. Evaluation	The sharing session with other classmates and class room discussion sessions helped me compare my solution with others					
	Helped me to better appreciate and evaluate the different solution options					
	Helped me critique my thoughts when compared with other team's project					
F. Creation	Helped to me create different solution for the problem identified					
	It was effective as an example to better create my own business scenario					

12. Rate the following parameters of learning for these Case study Method of teaching on a scale of 1-5. Fill in one response for each question below.

Excellent (High) = 5, Very Good = 4, Satisfactory = 3, Fair = 2, Poor (Low) = 1

Parameters		Case study Method				
		Poor(Low) = 1	Fair = 2	Satisfactory= 3	Very Good =4	Excellent(High) = 5
A. Remembering	Helped me to remember/recall the concepts					
B. Understand	Helped me understand the of concepts					
C. Application	Helped me apply key concepts to real-world context					

	I am confident of applying what I learnt from this session to another scenario					
	Helped me integrate (apply) all the different concepts I learnt in the course					
D. Analyze	Helped me to better analyze a business scenario					
E. Evaluation	The sharing session with other classmates and class room discussion sessions helped me compare my solution with others					
	Helped me to better appreciate and evaluate the different solution options					
	Helped me critique my thoughts when compared with other team's project					
F. Creation	Helped to me create different solution for the problem identified					
	It was effective as an example to better create my own business scenario					

13. Level of efforts you have put in Case study Discussion

	Agree	Neither agree nor disagree	Disagree
Need to spend time in reading and understanding the case/ problems highlighted			
Time consuming			
Prior preparation is required			

9. Implementation of Case/Caselet Discussion Methodology in Higher Educational Institutions in Kerala

An Action Research Project

Dr. Shiny C.M.

Abstract

Case method teaching is "the art of managing uncertainty"—a process in which the instructor serves as "planner, host, moderator, devil's advocate, fellow-student, and judge," all in search of solutions to real-world problems and challenges. Action research is a philosophy and methodology of research generally applied in the social sciences. It seeks transformative change through the simultaneous process of taking action and doing research, which is linked together by critical reflection. Action research helps the teacher to turn from the traditional methods of teaching to those methods that are modern and effective hence ensuring the satisfaction of the needs of the students. It is therefore very important in ensuring professional development for the teachers.

Key Words: Action Research, Management, Business School, Case Discussion Methodology, Case Studies, Entrepreneurship, Faculty Development

Context

Business schools confer a degree in management or administration and teach subjects such as management principles, accounting, human resources management, entrepreneurship, economics, quantitative methods, business law, marketing management, operations management, research methodology, organizational behavior, etc.

A large number of business schools have emerged all over the world. Business school teaching methodologies vary since the traditional teaching methods have undergone significant changes for the last century. There may be similarities in the program, but it is for sure that teaching styles may be different, and innovative teaching pedagogy is required to mold global management professionals who are competent to face the global challenges. There are so many institutions all over the world that teach management subjects, use various methods of teaching to make the learning experience more effective and fruitful.

Common types of teaching methods involve good old traditional lecturing, case study, experiential learning, and simulation. Methodologies change as per the demand and situation of a particular country and based on the subject which is learned by a student. In some situations, the lecture method will be the most expeditious way to disseminate information to the audience, and in some other situations, experiential learning is required.

Brief Introduction to Case Discussion Methodology

A case study is a miniature version of a business situation used as a tool in management programs to facilitate learning. It is a teaching approach that uses decision-forcing cases to put the students in the place of people who have faced the problems and solved them in the past. Cases are narratives, situations, select data samplings, or statements that present unresolved and provocative issues, situations, or questions.

The case method is a participatory, discussion-based way of

learning where students gain skills in critical thinking, communication, and group dynamics. It is a type of problem-based learning. Often seen in the professional schools of medicine, law, and business, the case method is now used successfully in disciplines such as engineering, chemistry, education, and journalism. Students can work through a case during class as a whole or in small groups.

Like any other kind of decision game, a decision-forcing case puts students in the role of a person faced with a problem (often called the "protagonist") and asks them to devise, defend, discuss, and refine solutions to that problem. Typically, a case study presents a vague-sounding management problem for a specific business. Often it may be an issue that the top level of management or any other stakeholders in the business is facing. It consists of real-life situations and subjective and objective data to support the case. It is a narrative of the decision-forcing case that has happened in the past. A brief history of the company and the challenges faced by them also will be given.

Case studies are an instructional method (not a theory) that refers to assigned scenarios based on situations in which students observe, analyze, record, implement, conclude, summarize, or recommend. Case studies are created and used as a tool for analysis and discussion. They have a long tradition of use in higher education, particularly in business and law.

Cases are often based on actual events which adds a sense of urgency or reality. Case studies have elements of simulations but the students are observers rather than participants. A good case has sufficient detail to necessitate research and to stimulate analysis from a variety of viewpoints or perspectives. They place the learner in the position of problem solver. Students become actively engaged in the materials discovering underlying issues, dilemmas, and conflict issues.

Case studies can be either single or multiple-case designs. Single cases are used to confirm or challenge a theory, or to represent a unique or extreme case.

Single-case studies are also ideal for revelatory cases where an observer may have access to a phenomenon that was previously inaccessible. Single-case designs require careful investigation to avoid misrepresentation and to maximize the investigator's access to the evidence. These studies can be holistic or embedded, the latter occurring when the same case study involves more than one unit of analysis.

Multiple-case studies follow a replication logic. This is not to be confused with sampling logic where a selection is made out of a population, for inclusion in the study. This type of sample selection is improper in a case study. Each case study consists of a "whole" study, in which facts are gathered from various sources and conclusions drawn on those facts.

Used as a teaching tool, case studies are tools for engaging students in research and reflective discussion. Higher-order thinking is encouraged. Solutions to cases may be ambiguous and facilitate creative problem solving coupled with an application of previously acquired skills. They are effective devices for directing students to practically apply their skills and understandings.

Students learn to identify delineate between critical and extraneous factors and develop realistic solutions to complex problems. They have the opportunity to learn from one another. For teachers, it offers an opportunity to provide instruction while conducting a formative evaluation.

Case method teaching is "the art of managing uncertainty"—a process in which the instructor serves as "planner, host, moderator, devil's advocate, fellow-student, and judge," all in search of solutions to real-world problems and challenges.

Unlike lectures, case method classes unfold without a detailed script. Successful instructors simultaneously manage content and process, and they must prepare rigorously for both. Case method teachers learn to balance planning and spontaneity. In practice, they pursue opportunities and "teachable moments" that emerge throughout the discussion, and deftly guide students toward discovery and learning on multiple levels. The principles and techniques are developed, Christensen says, "through collaboration and cooperation with friends and colleagues, and self-observation and reflection."

The success of the case discussion methodology is based on preparation to teach, leading it in the classroom, and providing proper assessment and feedback. Send written case studies materials in advance so that the students can digest the facts and issues involved and direct students to solve the

problem within a given period. Include oral case studies as a change of pace - keep them short (5-10 minutes) so that others in the group can assimilate the details. Let the instructor moderate.

Need for Implementation of Case Discussion Methodology

Business schools use the case methodology in various proportions. When Harvard Business School imported this method from its Law School counterpart, in the 1920s, it aimed to force business students into the shoes of actual decision-makers, so that they must deal with the responsibility of having to choose a course of action with incomplete information (almost always the case in real life) and defend it before their peers (the stand-ins for investors, business partners, members of Boards of Administration, etc.). Business schools worldwide have stuck to the case study method because they have faith in its ability to develop students' ability to learn more autonomously, to bear in mind past situations, and to practice the arguing and persuasion skills they will need as business leaders.

Bruner (1991) states that the case method:

- Is effective: It employs active learning, involves self-discovery where the teacher serves as facilitator.
- Builds the capacity for critical thinking: It uses questioning skills as modeled by the teacher and employs discussion and debates.
- Exercises an administrative point of view: Students must develop a framework for making decisions.
- Models a learning environment: It offers an exchange and flow of ideas from one person to another and achieves trust, respect, and risk-taking.
- Models the process of inductive learning-from-experience: It is valuable in promoting life-long learning. It also promotes more effective contextual learning and long-term retention.
- Mimics the real world: Decisions are sometimes based not on absolute values of right and wrong, but relative values and uncertainty.

The case method gives students the ability to quickly make sense of a complex problem, rapidly arrive at a reasonable solution, and communicate that solution to others succinctly and effectively.

Advantages of Case Discussion Method

The most important advantage of using a case study is that it simplifies complex concepts. Case studies expose the participants to real-life situations which otherwise is difficult. It helps in adding value to the participants through discussion on concrete subjects. It improves analytical thinking, communication, developing a tolerance for different views on the same subject, ability to defend one's viewpoint with logic and enhances teamwork of the participants making them

efficient over some time. The many solutions which come out of the case act as a ready reference when participants face similar situations in the future at their workplace.

To use the case method appropriately, it is necessary to choose appropriately which is based on facts that are useful for purpose of analysis. We need to develop effective questions. Let the students start preparation on framing questions to be addressed such as:

- Who is the key decision-maker?
- Who are the other people involved?
- What caused the problem?
- What are some underlying assumptions or objectives?
- What decision needs to be made?
- Are there alternative responses?

For effective class discussion suggest the following to the students:

- Carefully listen to the discussion but do not wait too long to participate.
- Collaboration and respect should always be present.
- Provide value-added comments, suggestions, or questions.

Review of Literature

Case Discussion Methodology and the Need for Action Research in Case Discussion Methodology

In the contemporary classroom, 5 different styles are being followed by teachers: the authority style, the delegator style, the demonstrator style, the facilitator style and the hybrid style. Understanding how to engage the students in the learning process across a broad range of subjects is important in developing a suitable and effective style of teaching. In this case, it is challenging for a teacher to experiment with various strategies to make the student understand various topics.

A case study is a research method involving an up-close, in-depth and detailed investigation of a subject of study and its related contextual position. They can be produced following a form of research. A case study helps in bringing the understanding of a complex issue or object. It has been widely used in social sciences as a qualitative research method to investigate contemporary real-life situations and has provided a foundation of application of ideas and extension of methods. It has been defined as an empirical inquiry that

examines a contemporary phenomenon within the context of its real life.

Case study research is more of a qualitative method of research where there is an in-depth study of an individual or a group of individuals. It explores a contemporary prodigy within its real-life context and provides an organized way of observing the events, collecting data, analyzing information, and reporting the results. Further, the case study method focuses on the description or exploration of a particular phenomenon, rather than identifying the cause and effect. This method includes both quantitative and qualitative data and allows the researchers to see beyond statistical results and understand human conditions like illiteracy, poverty, etc.

Action research is a philosophy and methodology of research generally applied in the social sciences. It seeks transformative change through the simultaneous process of taking action and doing research, which is linked together by critical reflection. Action research helps the teacher to turn from the traditional methods of teaching to those methods that are modern and effective hence ensuring the satisfaction of the needs of the students. It is therefore very important in ensuring professional development for the teachers.

Action research challenges traditional social science by moving beyond reflective knowledge created by outside experts sampling variables, to an active moment-to-moment theorizing, data collecting, and inquiry occurring amid emergent structure. "Knowledge is always gained through action and for action. From this starting point, to question the validity of social knowledge is to question, not how to develop a reflective science about action, but how to develop genuinely well-informed action – how to conduct an action science". In this sense, engaging in action research is a form of problem-based investigation by practitioners into their practice, thus it is an empirical process. The goal is both to create and share knowledge in the social sciences.

Action Research is a method of systematic inquiry that teachers undertake as researchers of their practice. The inquiry involved in Action Research is often visualized as a cyclical process as shown below.

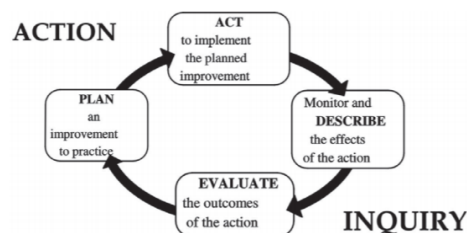


Figure 1: Cycle of Action Research

Action research is simply a form of self-reflective inquiry undertaken by participants in social situations to improve the rationality and justice of their practices, their understanding of these practices, and the situations in which the practices are carried out (Carr and Kemmis 1986: 162). Action study assumes the social world to be constantly changing, both, researcher and research being one part of that change.

Generally, action researches can be divided into three categories: positivist, interpretive and critical. The positivist approach to action research, also known as 'classical action research' perceives research as a social experiment. Accordingly, action research is accepted as a method to test hypotheses in a real-world environment. Interpretive action research, also known as 'contemporary action research' perceives business reality as socially constructed and focuses on specifications of local and organizational factors when conducting the action research. Critical action research is a

specific type of action research that adopts a critical approach towards business processes and aims for improvements.

The following features of action research need to be taken into account when considering its suitability for any given study:

- It is applied to improve specific practices. Action research is based on action, evaluation, and critical analysis of practices based on collected data to introduce improvements in relevant practices.
- This type of research is facilitated by participation and collaboration of a number of individuals with a common purpose
- Such research focuses on specific situations and their context

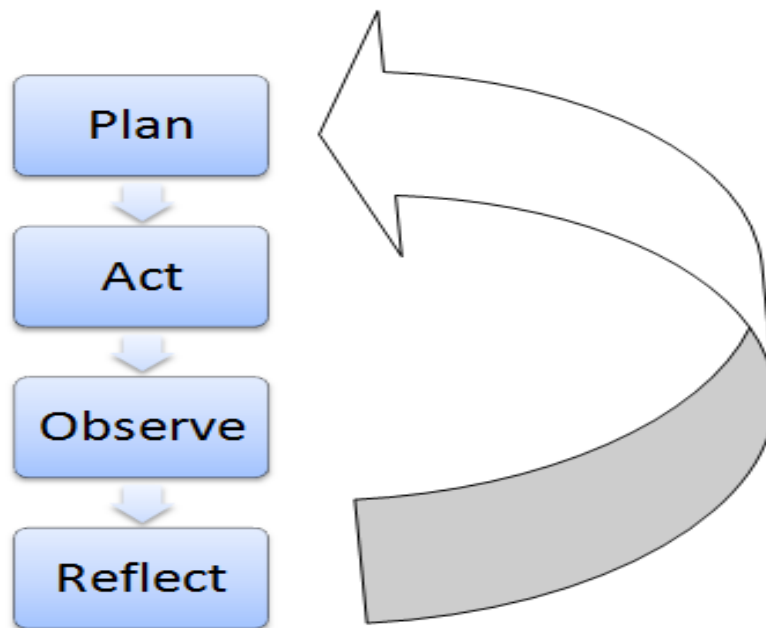


Figure 2: Stages in Action Research

It is important to make a clear distinction between action research and consulting. Specifically, action research is greater than consulting in a way that action research includes both action and research, whereas business activities of consulting are limited action without the research.

Action study is a participatory study consisting of spiral of following self-reflective cycles:

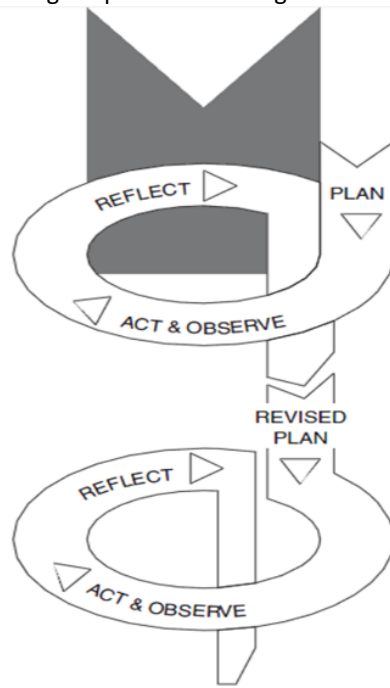


Figure 3: Action Research Spiral

1. Planning in order to initiate change
2. Implementing the change (acting) and observing the process of implementation and consequences
3. Reflecting on processes of change and re-planning
4. Acting and observing
5. Reflecting

Kemmis and McTaggart (2000) acknowledge that individual stages specified in the Action Research Spiral model may overlap, and an initial plan developed for the research may become obsolete in a short duration of time due to a range of factors. The main advantage of the Action Research Spiral model relates to the opportunity of analyzing the phenomenon in a greater depth each time, consequently resulting in a greater level of understanding of the problem. Disadvantages of the Action Research Spiral model include its assumption each process takes a long time to be completed which may not always be the case.

Need of Action Research in Case Methodology

Mostly, a case study begins with the researcher's interest in a particular set of phenomena, whereas an action research project begins mostly with the issues and concerns within some practical situation, with which the action researcher interacts.

Action research should be considered as a way of life in the classroom. As a reflective practitioner teacher will observe what happens in the class and then identify an issue or problem that you need to address. After consulting relevant

literature, a new approach or intervention can be formulated, which can be carried out in the classroom. Then reflect and reconsider its effectiveness and impact and the cycle can start again. For a practice-based inquiry go through several cycles or one cycle only. The advantage of action research is that it naturally develops from the teaching practice and that it addresses real issues within your classroom.

Teachers can very well observe the way students discuss the case given to them and can make necessary corrections in between.

Identification of the Challenge

Need for Implementation of Case/Caselet Discussion Methodology by Management Faculty in Higher Educational Institutions

Case method teaching is an active form of instruction that focuses on a case and involves students learning by doing. Cases are real or invented stories that include "an educational message" or recount events, problems, dilemmas, a theoretical or conceptual issue that requires analysis and/or decision-making. Case-based teaching simulates real-world situations and asks students to actively grapple with complex problems. This method of instruction is used across disciplines

to promote learning and is common in law, business, medicine, among other fields.

The case method bridges theory to practice, and promotes the development of skills including communication, active listening, critical thinking, decision-making, and metacognitive skills, as students apply course content knowledge, reflect on what they know and their approach to analyzing, and make sense of a case. Hence this is the best method to make the learning process more effective in business schools.

Focus / Aspects of the Practice to Improve

Taking into consideration the effectiveness of the teaching-learning process, faculty has to learn how to conduct case discussions for the management students to teach them various concepts. To enable the faculty members of management institutions to implement the case discussion methodology an FDP is organized on case discussion for the faculty members across the country.

Though the faculty members conduct case discussions in their respective institutions, the way they conduct not necessarily be effective. Correction is required in conducting the case discussion to make it a more meaningful practice. The importance of the case discussion methodology needs to be communicated to the students and teachers as well.

Actions Planned to Address the Challenge

Training the Trainers

Initially, MGNCRE has conducted training for the selected resource persons and demonstrated to them how to handle the case discussion effectively. The one-to-one discussion has been done to give corrections on the spot. Mentoring given by the moderator was effective so that resource persons were able to take the case discussion to next level.

Resource Material Used

The resource persons were given few cases related to entrepreneurship, marketing, and cooperative movements. They were asked to read and prepare it thoroughly in advance of the commencement of the case discussion sessions. The whole materials were selected and distributed by MGNCRE.

Scheduling the Training Sessions

Training sessions were given initially 1-hour duration to trainers, in which they were asked to discuss the case and lead the case discussion. Professionals from MGNCRE sit with them and give feedback on the spot, immediately after the

discussion. After a few discussions and corrections, trainers/resource persons started to feel more confident to independently lead a case discussion.

Content Finalization

It was decided in advance that the whole project is aiming at rural entrepreneurship development, cases also would be related to rural entrepreneurship, rural marketing, and the rural cooperative movement.

Buzz Group Meetings

Buzz group meetings were held frequently so that resource persons usually got a chance to share their views, clarify their doubts during the discussions.

FDP for the Trainers

FDP for the trainers was planned for 5 days. Each day from 11 is to 4 pm FDP is conducted for 5 days. It was made compulsory to attend the program every day. Different panels have been formed under which participants were distributed. Each participant was entrusted with the responsibility of handling certain cases/caselets.

Enrollment Strategy for the FDP

Faculty members from various institutions have been invited to participate in the 5-day workshop. The registration fee was Rs. 1000 for 5 days. Resource persons representing various states have been asked to contact the faculty from respective states. and a target of 20 was given to each resource person.

Pre- FDP Preparation of Participants – Assignments, Teams formed, One-to-one meetings

The response was received from various colleges conducting BBA/MBA courses. These faculty members were given caselets and teams were formed for smooth conduct of the FDP. Faculty resource persons were allocated members based on the states and language of the participants. One-to-one preparatory meetings also were conducted for the doubt clarifications and introduction to the procedure of conducting the case discussion. The resource persons of MGNCRE have explained the prerequisites and guidelines to the participants. Attendance was made compulsory and it was communicated to them clearly that the camera should be on during the session. The participants were instructed to attend the sessions every day. They were also informed in advance that they should conduct 5 case discussions in their colleges to get the certificate issued.

15 cases were given to participants before the FDP so that they will get an awareness of cases that were going to be discussed. and each one of them was asked to fill the brief of the cases after reading it. It was a good exercise so that faculty participants would get a thorough understanding of the cases.

Total participants were formed into 3 teams which would lead by an MGNCRE Resource Person who would guide the participants during sessions and the entire FDP. From day 2 morning sessions will be handled by MGNCRE Resource Persons and afternoon sessions will be handled by participants. Participants and mentors were expected to talk to each other a day before the session. The facilitator had to read a minimum of 5 times the case or caselet that he or she was going to handle. The facilitator had to be familiar with the names, roles, and facts of the caselet. It would be useful for driving the discussion of the participants. A link also was given where all the cases or caselets were going to be handled

during five days of FDP.

https://drive.google.com/drive/folders/1Y2_W0DDwMPSoXh8n93WdMTrbt4otAKtO?usp=sharing.

Assignment Submission Links also were given as follows:

- 28.12.2020: <https://forms.gle/6apHoha2oJZpw4JXA>
- 29.12.2020: <https://forms.gle/rgozexB6VLZfZp1J7>
- 30.12.2020: <https://forms.gle/AJdCm3hYCsXyjsWAA>
- 31.12.2020: <https://forms.gle/SzU8pDEfVciLXeG76>
- 01.01.2021: <https://forms.gle/kZMy7ArV41qB1vQ39>
- 02.01.2021: <https://forms.gle/gXhLKKewuQJdq9YG9>

Actual Faculty Development Program

Day 1- Day 5 activities – Session wise plan

5 Day Faculty Development Program on Case Discussion Methodology Program Schedule – Group 1

04-01-2021 (Day 1)		
09.30 AM – 10.00 AM	Inauguration	Team MGNCRE
10.00 AM - 11.00 AM	Introduction to Case discussion Methodology	Prof. Vivek, IIM Visakhapatnam
11.00 AM - 11.30 AM	Interactive Session	Prof. Sampath Kumar, University of Wisconsin- Green Bay
11.30 AM – 01.00 PM	Case Discussion Methodology - Session 1	Prof. Saswat Biswas, IRMA
01.00 PM - 02.00 PM	----- Lunch Break -----	
02.00 PM - 04.00 PM	Case Discussion Methodology - Session 2	Prof. Charles Dhanaraj Professor of Strategy in Fox School of Business, Temple University, Visiting Professor, ISB
05-01-2021 (Day 2)		
11.00 AM - 01.00 PM	Case Discussion on Marketing - The Study of Strengthening of the Social Fabric - The Story of Anil Kumar Yadav	Dr. Gowri Kusuma Resource Person - MGNCRE
01.00 PM - 02.00 PM	----- Lunch Break -----	
02.00 PM - 04.00 PM	Caselets Discussion on Marketing	Dr. Gowri Kusuma - Mentor Dr. Vishnu Vardhan Palem - Marketing Painting Rural India Dr. V Jayanthi - Marketing- Marigoldcultivation Dr. Shiny CM - Mentor Ms. Jamshida KV - Marketing Painting Rural India Mr.Mohamed shik Sulthan- marketing- Marigold cultivation

		Mr. J. Sai Sudheer Kumar - Mentor Mr. Sunil Joseph A - Marketing Painting Rural India Ms. Anjali Abraham - Marketing Nutrine Confectionery
06-01-2021 (Day 3)		
11.00 AM - 01.00 PM	Case Discussion on Entrepreneurship - Entrepreneurship Promotion of Rural Enterprise through Sericulture	Dr. Shiny CM Resource Person - MGNCRE
01.00 PM - 02.00 PM	----- Lunch Break -----	
02.00 PM - 04.00 PM	Caselets Discussion on Entrepreneurship	Dr. Gowri Kusuma - Mentor Mr. Senthur Pandian S - Entrepreneurship Success against all odds Mr. Sasikumar Paingkannan - Entrepreneurship Unity is Strength Dr. Shiny CM - Mentor Mr. Jamsheer CK - Entrepreneurship Success against all odds Fr. Shino Joy - Entrepreneurship Unity is Strength Mr. J. Sai Sudheer Kumar - Mentor Mrs. Meera S - Entrepreneurship Success against all odds Dr. Gunita Chandhok - Entrepreneurship-Kheyti's Greenhouse in a Box.
07-01-2021 (Day 4)		
11.00 AM - 01.00 PM	Discussion on Collectives - A Dairy Cooperative in Chhattisgarh	Mr. J. Sai Sudheer Kumar Resource Person - MGNCRE
01.00 PM - 02.00 PM	----- Lunch Break -----	
02.00 PM - 04.00 PM	Caselets Discussion on Collectives	Dr. Gowri Kusuma - Mentor Mrs. Tuniki Bhargavi - Collectives-Strength of

		<p>Milk and Unity Dr. Mercia Justin- Collectives Malaikottai Paddy FPO Challenges and Collective Development</p> <p>Dr. Shiny CM - Mentor Mr. T Anil Deva Kumar - Collectives- Strength of Milk andUnity Rajeshwari Devulapalli Malaikottai Paddy FPO Challenges andCollective Development</p> <p>Mr. J. Sai Sudheer Kumar - Mentor Dr. Grahalakshmi Selvarajan Collectives- Strength of Milk andUnity Dr. Subba Lakshmi A V V S - A Study on Contribution of Communities to Co-operatives</p>
08-01-2021 (Day 5)		
11.00 AM - 01.00 PM	Case Discussion on Marketing, Entrepreneurship and Collectives	MGNCRE Resource Persons
01.00 PM - 02.00 PM	----- Lunch Break -----	
02.00 PM - 03.00 PM	Session on Case Writing Methodology	Prof. B. Ramesh, IIM Bangalore
03.00 PM – 04.00 PM	Valedictory Session	Team MGNCRE

Teams Formation

Resource persons were grouped into 3 under the leadership of Prof. Chetan Chitalkar, Mr. Naresh and Mr. Kumar Abhishek

Team 1: Prof. Chetan Chitalkar

1. Sudheer Kumar J S
2. Dr.P.Gowri Kusuma
3. Dr.Shiny CM

Team 2: Naresh

1. Dr. Khushboo R. Hotchandani
2. Manoj Parmar
3. Dr. Manisha Jagtap

Team 3. Kumar Abhishek

1. Ashit
2. Mahesh
3. Devi Bhavani

Mentoring the Mentees Everyday

Listen to the mentees and the way they conduct case discussion make the case discussion successful. Mentor has to interfere when the mentee is deviating from the methodology and stipulated time. Mentoring makes a whole lot of difference in the way participants approach the case discussion. Proper guidance and motivation are to be done continuously to encourage the mentees.

Implementation of Action Plan

Communicating with Mentees

First of all, the faculty mentors started to communicate with their mentees on the schedule of the FDP and schedule and other details of the program. Forenoon and afternoon sessions from second day onwards were allocated to faculty mentors and fellow participants. Mentor has given the instructions to be followed while attending the FDP such as:

1. Ensure that your internet connection is of high speed and uninterrupted throughout FD
2. Keep the camera ON throughout the session.
3. Keep the Mic on mute all the time, unless you were asked to unmute
4. Participants are asked to raise hand to share your thoughts in chat box
5. Entire FDP session will be recorded and certificate will be given to ONLY those who are active and 100% present throughout the FDP for 5 days. Submission of learning log and feedback form (both morning and afternoon sessions) for five days is MANDATORY.
6. From Day 2, the morning session will be handled by MGNCRE Resource Persons, Afternoon session will be handled by mentees. The details of the name of the faculty, caselet and day will be provided to you before the end of the day.

7. The participants have to read the case or caselets shared in the group and have to come prepared for the next day discussion.

8. The whole days' program will be recorded and will be posted on WhatsApp group for future reference.

9. The certificates will be given only after completing all the Assignments, learning logs and feedback forms.

10. In case of disturbance in audio or video quality, the participant who is experiencing the difficulty in listening or watching, may immediately report to the administrator by way of messaging through WhatsApp.

11. It is requested to extend your genuine feedback to enable us to improve the performance in the upcoming programs.

12. The participants are welcome to submit any rural relevant caselets or experiences written as an article which may be published in our journal after peer review.

13. Let us learn together by sharing knowledge and experience.

Participation of Mentees

Out of 6 mentees only 3 have participated in the FDP. Follow up calls have been done, but only three have attended the FDP. Most of them found to be held up with their own official duties, responsibilities and other engagements.

Questions to be Addressed in MGNCRE – FDP Action

Research Report

A questionnaire was made to collect information on the attitude of fellow participants towards FDP. The following questionnaire was sent to them.

1. What made faculty to join FDP on case discussion methodology?
2. How the faculty convinced principals to attend FDP?
3. What were the expectations of faculty from the FDP on case discussion methodology?
4. How far the FDP conducted met the expectations of faculty?
5. Whether the students agree to have case discussion methodology sessions in regular classes?
6. What is the level of faculty and student involvement in case discussion methodology sessions?
7. What are the impacts of case discussion methodology sessions on colleagues/other faculty of participants?
8. What are the session wise improvements in case discussion methodology among both faculty and students?
9. How do you compare participants of case discussion methodology one –one basis?
10. Will case discussion methodology continue to be implemented further at your institution?

Summary of the Answers given by the Mentees

In recent times, there has been accumulating evidence about the ineffectiveness of the traditional way of teaching. The importance of faculty development is to respond to advances

in higher education, to continue to adapt to the growing responsibilities of faculty members, and to carry out more rigorous program evaluations. The case discussion methodology stressed that FDPs needed to expand their focus, consider different training methods and formats, encourage faculties to get into the relevant cases in any streams, and should have a fruitful discussion on that. Thereby, students can learn to achieve this model from the faculties and it will help them to be more responsive and participative in social issues.

The faculty brought the following problems in teaching to the notice of the principal:

- Overload of the curriculum with content material having little relevance to the practice
- Lack of student support in their learning (e.g., ethical and communication skills)
- Passive teaching methods through lecturing with little student interaction and participation
- Teachers-centered approach and assessment methods focused on students' recall of information
- Education system creating dependent rather than self-directed learners.

Case discussions can resolve the above problems to a limit by implementing the methodology in students.

Expectations of faculty from the FDP on case discussion methodology were that the following skills can be achieved through FDP programs, especially a case discussion centered FDP program.

- **Knowledge:** Regarding specific facts, concepts, procedures, theories, and principles
- **Cognitive skills:** The ability to apply theoretical understanding of concepts, principles, and theories and apply procedures by problem-solving and critical thinking

- **Interpersonal skills and responsibility:** The ability to become a self-directed learner, work effectively in groups and practice leadership, act consistently and ethically with high moral standards

- **Communication, information technology, and numerical skills:** The ability to communicate effectively (spoken and written), use information and communication technologies, as well as basic mathematical and statistical methods

- **Psychomotor skills:** Psychomotor learning is demonstrated by physical skills such as movement, coordination, manipulation, dexterity, grace, strength, speed—actions that demonstrate fine or gross motor skills, such as the use of precision instruments or tools, and walking.

- The Faculty Development Program met the above-explained skills and expectations of the faculty in a good way.

- Students have agreed to implement the case discussion methodology in their sessions in regular classes. They found it very useful in learning a concept and improving creative thinking and effective problem-solving.

- The level of faculty and student involvement in case discussion methodology is at an above-average level. The other faculties are also quite impressed and ready to implement case discussion methodology in their sessions, to improve the performance of students. The students seem to be refreshed and enthusiastic in all sessions because the case discussion methodology helped them to reduce their workload and scare to any subjects. They are talented and highly responsive

Scheduling the Sessions

Out of three mentees who attended the FDP only one mentee has scheduled the case discussion sessions in the college. One among them had health issues and the other one did not want to conduct case discussions in his college.

Action Plan for 5-Day Faculty Development Program

Name of Faculty : Mr. Mohamed Ashik Sulthan SL

Name of Institution : EMEA College of Arts and Science, Kondotti

Date	Time	Class	Title of the Caselets	Meeting Link
05.02.2021	11 Am - 12 Pm	4th Semester BBA	Malaikottai Paddy FPO: Challenges & Collective Development	meet.google.com/pjz-gzpd-zbt
	2.30 Pm - 3.30 Pm		Strength of Milk and Unity	meet.google.com/pjz-gzpd-zbt
06.02.2021	11 Am - 12 Pm	4th Semester BBA	Contribution of communities to cooperatives	meet.google.com/pjz-gzpd-zbt
	2 Pm - 3 Pm		Unity is Strength	meet.google.com/pjz-gzpd-zbt
08.02.2021	11 Am - 12 Pm	4th Semester BBA	Rural Enterprise through Sericulture	meet.google.com/pjz-gzpd-zbt

- Selection of caselets for discussion in their classroom- Faculty himself has selected the case to make the discussion easier and more understandable to students.
- Mentoring before the sessions- Mentoring was given before the sessions to the mentee. Each case was discussed with the mentee before he addresses the students.
- Non-Participant Observation (Monitoring by RP)- Though the RP was a non-participant observer, the mentee has requested to give support in introducing how the case discussion can be done and the importance of the methodology for management students.
- Feed Forward to mentees- To make the case discussion more effective, feed-forward on streamlining case discussion methodology was given to mentees.

The questionnaire used to collect information from Participants and students on the feedback of sessions conducted.

Questions asked to the Students

1. Are you familiar with case discussion methodology in teaching learning process?
2. Do you find the case discussion methodology is useful compared to other methodologies?
3. Do you find case discussion methodology interesting?
4. What are the benefits of using case discussion as the tool for teaching a concept?
5. Is this the best methodology to teach a concept?

Summary of the Feedback from the Students

Most of the students expressed their opinion about the case discussion methodology and its benefits in teaching a particular concept. Compared to any other tools, they find this method more result-oriented and thought-provoking. Students will automatically start thinking about the concepts, context, problems, and best possible solutions for it. Better ideas could be generated through discussions because two heads are always better than one. They added that it would be encouraging and challenging to go through the case discussion methodology. They expressed interest to conduct case discussions regularly in classroom teaching.

Outcomes

Implementation of Case/caselet discussion methodology by participants in their respective institutions

There were 6 mentees allocated to each resource person. Resource persons were expected to make calls and regular follow-ups with the mentees. Though they have agreed to attend the FDP, only 3 of the mentees have actively attended 5 days program. Over and above, only one out of three has implemented 5 case discussions in his institution. Students

were thorough about each case and have actively participated in the discussion. After each discussion, it was noticed that the interest level and involvement of the students were increasing. The faculty mentor was also found effectively leading the case. He also has become an expert in conducting case discussions. Though the other 2 mentees have not implemented the case in their respective institutions, they have learned the methodology of case discussion since they have got an opportunity to lead a case discussion during FDP.

Internalize the Culture of using Case Discussion Methodology
From the observation, it could be suggested that case

discussion methodology can be used regularly for teaching-learning purpose.

Data Analysis and Interpretation

Mentee Details

SI No	Name of Faculty	Ph No	Email Id	State
1	Ms Jamshida KV	8300663781	jamshikuruppath@gmail.com	Kerala
2	Mr. Jamsheer CK	7025307693	jamshimgm@gmail.com	Kerala
3	Mr T Anil Deva Kumar	9885414931	anilt9885@gmail.com	Andhra Pradesh
4	Mr. Mohammed Ashik Sulthan SL	7736749272	ashikpmst@gmail.com	Kerala
5	Fr. Shino Joy	8921946897	Shinosdb@gmail.com	Kerala
6	Mrs. Rajeshwari Devulapalli	9040903120	devulapallirajji@gmail.com	Andhra Pradesh

Tabulate the Results Mentee-wise

SI No	Name of Faculty	Attended/Not attended	Implemented /Not implemented
1	Ms Jamshida KV	Yes	No
2	Mr. Jamsheer CK	No	No
3	Mr T Anil Deva Kumar	Yes	No
4	Mr. Mohammed Ashik Sulthan SL	Yes	Yes
5	Fr. Shino Joy	No	No
6	Mrs. Rajeshwari Devulapalli	No	No

- How many sessions were planned?

15 sessions expected, but only 5 have been done

- How many students participated?

25

- Duration of the session

1 hr

- Impact of the methodology used

Initially, the response was less from the participants. Second session onwards, it had improved gradually. Students and faculty were well prepared. Students had a proper understanding of the case since they were thoroughly prepared. Mentor also was very good at guiding case discussion. Though only a few students responded initially, the number has increased towards the end of the program.

Reflections and Implications

Reflections on the Sessions Conducted by Participants

Each resource person has been allocated with 6 mentees. Resource persons were expected to make calls and regular follow-ups with the mentees. Though they have agreed to attend the FDP, only 3 of the mentees have actively attended 5 days program. Over and above, only one out of three has

implemented 5 case discussions in his respective institution. Students were thorough about each case and have actively participated in the discussion. After each discussion, it was noticed that the interest level and involvement of the students were increasing. The faculty mentor also found effectively leading the case. He also has become an expert in conducting case discussions. Though the other 2 mentees have not implemented the case in their respective institutions, they have learned the methodology of case discussion since they have got an opportunity to lead a case discussion during FDP.

Practical Difficulties Faced

To make all the participants who have applied to participate in the FDP have not participated to various issues such as meetings, exams, engagements, and other unavoidable reasons.

It was difficult to make the participants attend the program continuously whole through the day.

Network connections interrupted the participation.

To get the commitment to schedule and implement the case discussions in the college were difficult, due to exams scheduled and personal reasons.

One of the mentees found the FDP useful but did not want to spend 5 hours for discussion with the students.

Lack of response to the calls made

Had to speak to the higher authorities in the colleges to get the case discussion implemented.

Plan for Further Action

The teaching-learning process in most of the management institutes in India follows the traditional method of lecturing and other tools such as seminars, group discussions, etc. Self-study is not being promoted in the majority of the institutions in India. Students also expect teachers to explain every word in the syllabus. The current educational system prevailing in Indian educational institutions is not so conducive for the students to think and find out solutions for the issues.

As a professional trainer, the resource person may be using the case discussion methodology for making the student understand a concept. and it's a fact that for teaching all subjects, case methodology cannot be used. Wherever it is relevant can be used to make learning more effective.

In the future, it is been decided to write cases, because I found case and case discussions more interesting, and through the FDP, I could understand the benefits of case discussions.

Conclusion

It was an amazing experience to go through the preparatory session of FDP organized by MGNCRE and of course through the actual implementation of the Faculty Development Program. The level of confidence has been boosted along with the knowledge level. It was a learning experience to understand how to conduct a case discussion step by step and how to write a case/caselet.

There are lots of factors to be considered while conducting case discussions and writing a case. It would be challenging to write a case with a lasting impression.

Though there are lots of advantages in using case discussion as a methodology to teach management concepts, faculty members do not use it regularly in classrooms due to various reasons. Hence, it is good to take the initiatives to give

awareness on the benefits of case discussion as an effective teaching tool.

References

- Barnes, L. B., Christensen, C. R., & Hansen, A. J. (1994). *Teaching and the case method* (3rd ed.). Boston: Harvard Business School Press.
- Boehrer, J., & Linsky, M. (1990). Teaching with cases: Learning to question. In M. D. Svinicki (Ed.), *New Directions for Teaching and Learning: No. 42, The changing face of college teaching*. San Francisco: Jossey-Bass.
- Bruner, R. (2002). *Socrates' muse: Reflections on effective case discussion leadership*. New York: McGraw-Hill.
- Christensen, C. R., Garvin, D. A., & Sweet, A. (Eds.). (1991). *Education for judgment: The artistry of discussion leadership*. Boston: Harvard Business School Press.
- Feagin, J., Orum, A., & Sjoberg, G. (Eds.), (1991). *A case for case study*. Chapel Hill, NC: University of North Carolina Press.
- Giddens, A. (1984). In R. Yin (1993). *Applications of case study research*. Beverly Hills, CA: Sage Publishing.
- Hamel, J., Dufour, S., & Fortin, D. (1993). *Case study methods*. Newbury Park, CA: Sage Publications.
- Mitchell, T., & Rosenstiel, T. (2003). *Background and tips for case study teaching*. Retrieved June 23, 2010, from <http://www.journalism.org/node/1757>
- Stake, R. (1995). *The art of case research*. Thousand Oaks, CA: Sage Publications.
- Yin, R. (1984). *Case study research: Design and methods* (1st ed.). Beverly Hills, CA: Sage Publishing.
- Yin, R. (1989a). *Case study research: Design and methods* (Rev. ed.). Beverly Hills, CA: Sage Publishing.
- Yin, R. (1993). *Applications of case study research*. Beverly Hills, CA: Sage Publishing.
- Yin, R. (1994). *Case study research: Design and methods* (2nd ed.). Beverly Hills, CA: Sage Publishing.

About the Author: Dr. Shiny C M is a Trainer/Academician/Researcher/Consultant/Entrepreneur. She has been working as an Asst. Professor in Albertian Institute of Management, Ernakulam Kerala, since 14 years. She is MGNCRE's Resource Person handling several workshops and faculty development programs in Rural Entrepreneurship, Experiential Learning and Community Engagement.

Annexures

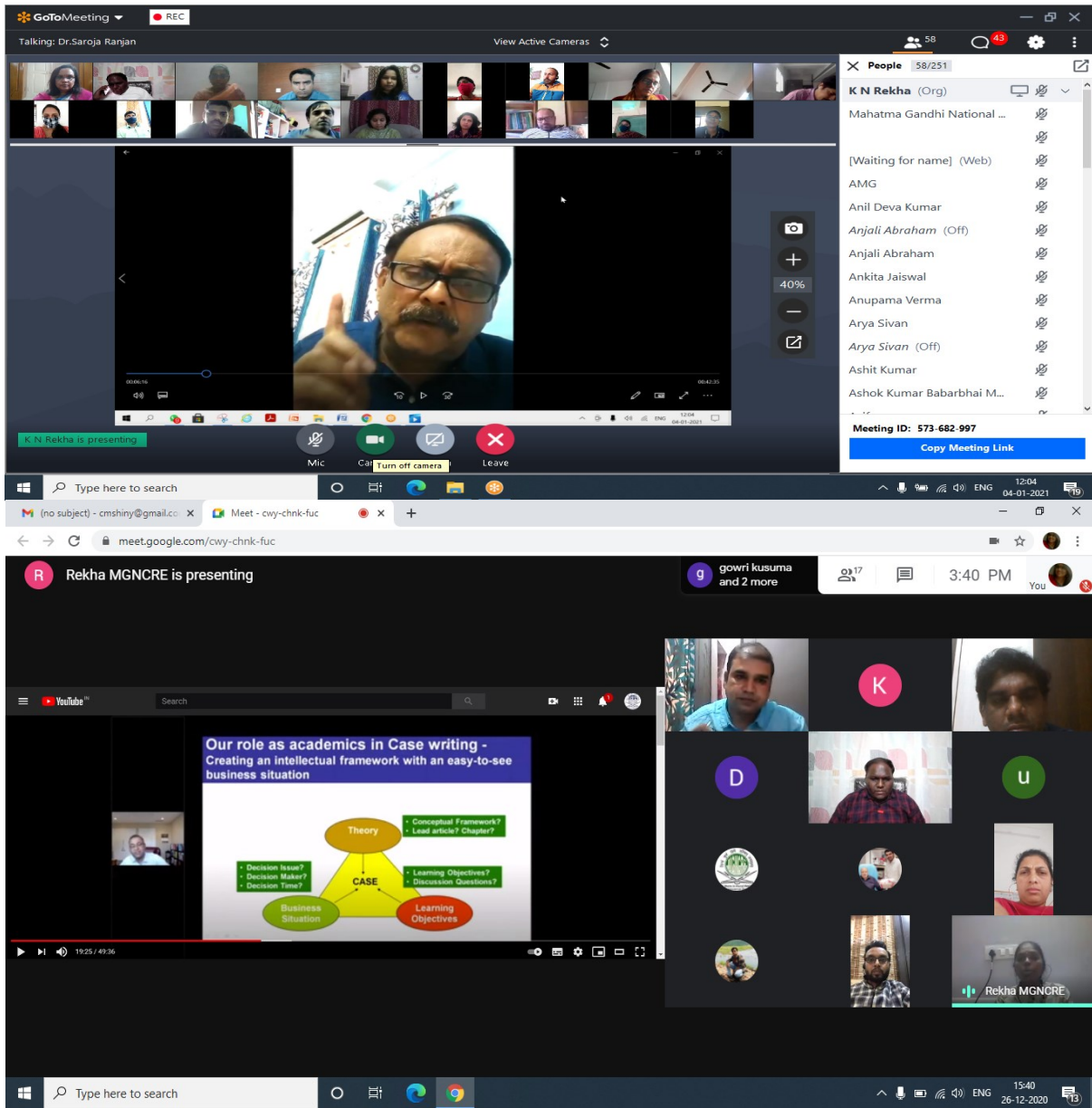
Annexure 1: Instructions for Case Discussion

- Read the Case/Caselets Shared in the Group. It Is Vital for Discussion.
- The facilitator has to talk less
- The facilitator can start the discussion by asking participants
 - If they have read the case or caselet. If not, give them ten minutes time to read.
 - Ask one of your participants to brief the case or caselet
- Keep asking questions. Facilitator has to talk less. Allow participants to talk more
- Start with the question "what are some of the challenges that you see in the case or caselet?"
- Lead the discussion from the points raised by the participants
- Ask questions related to the concepts or framework or model that you would like to link to
- If you think that the theoretical framework that you would like to relate to might be unknown to the participants, share background material (an article or paper or notes) in the group for them to go through. Take your mentor's help in doing so.

Annexure 2



Annexure 3: Snapshots of Online Programs





10. Implementation of Case/Caselet Discussion Methodology in Higher Educational Institutions

An Action Research Project

Kumar Abhishek

Abstract

In case discussion pedagogy, unlike the traditional teaching where the mentors are at the center stage, the mentees themselves are in the center stage. The role of the mentor changes to a moderator. The mentees are comparatively more engaged. Mentees understand and construct their own body of knowledge and co-create their way of retention resulting in lifelong learning. Unlike the conventional teaching methodology which is more systematic, structured, the case discussion is more realistic, raw, and less processed. The processing is done by the participants in the session.

Key Words: case discussion, management study, pedagogy, teaching methods, action research

Context

Introduction to Management Schools and Teaching Methodologies

Management study is a blend of arts and science. While attributes such as concepts, theories, methods and principles make Management more scientific, attributes like practical knowledge, personal skills, and creativity make management like arts subjects. The studies show that management is an amalgamation of both arts and science. Based on the same point, we may say that the management pedagogies are also an amalgamation of both science and arts-related pedagogies.

The teaching methods can be broadly classified into two major classes i.e. Synchronous methods and Asynchronous methods. Synchronous methods can be explained as those teaching methods where the interaction among the participants is in real-time. Whereas, the Asynchronous methods include those methods where the participants are interacting in different timeframes and the traditional way of classroom teaching is the best example of the asynchronous method where the participants are physically present at the same place, same time. It can also provide a lot of opportunities for social interaction (McBrien, 2009). Case discussion is one of the most effective methods of synchronous category.

Information and Communication Technology (ICT) has transformed different aspects of human life, so it is the education domain. This paradigm shift has changed the way the learning, like never before. The closures of the educational institution due to the COVID-19 outbreak, lead to an unprecedented impact on the education sector (Kapasias N. P., 2020). In the contemporary world, online teaching is a part of mainstream learning unlike earlier when it was peripheral particularly in higher education. Online sessions have been comprehensively used during the pandemic period. The Case Discussion Methodology (CDM) has been evolved as an effective synchronous learning method, through virtual learning. Our present research will explore the efficacy of Case Discussion Methodology in management studies, through online sessions.

Need of Case Discussion Methodology

In our previous paragraph, we have briefly discussed the subjective nature of management i.e., arts and science. If we explore management in practice, then one of the important attributes of a manager is business decision-making. In the making of a good manager, management education readily prepares the mentees to have the necessary skills to help them deal with real business situations in their professional life. Teaching management should be designed and delivered with this objective in mind alongside the learning of theoretical concepts (Chakrabati, 2007). Case-based learning is an important feature of business education as it enables mentees to discover and develop their unique framework for understanding real business situations and dealing with business problems. It encourages mentees' active participation and engagement which increases mentees' perceived learning and retention. In an active, collaborative, or cooperative learning environment, mentees take more responsibility for their education (Pariseau, 2007). On the same line, it can be said that the CDM is one of the most comprehensive management teaching methodologies.

Introduction to Case Discussion Methodology

Since the late 1800s, case method teaching has been the primary instruction pedagogy for law courses and subsequently became a tool of business and medical education from the early to mid-1900s (Kimball, 1995). In my personal opinion, such learning pedagogy is a much older model of teaching and learning. In support of this point, I would like to mention Shruti and Smriti. Even the fables from Panch Tantra, are even older evidence of case-based pedagogy in this part of the world since time immemorial. In the contemporary world, we have cases in the form of great stories such as Malgudi Days and Amar Chitra Katha which encourage learning through case studies in the form of stories. Even the complex subject matters (such as philosophy) covering broad dimensions were defined in the simplest form among readers of different age groups. We can say that this teaching methodology has been practiced from time immemorial and is still relevant. Possibly, there was not much

emphasis given to this pedagogy in recent times. That is why we are discussing this topic, here.

There are two types of cases; those used for research purposes and those for teaching. Scientific research in any field (medicine, biology, law, sociology, business management, and so forth) uses the case study as a qualitative field (medicine, biology, law, sociology, business management, and so forth) uses case study as a qualitative research methodology to illustrate a particular situation. Cases that are published in academic journals are commonly research cases in the field of business management. In teaching and education cases are used for commonly research cases in the field of business management. In teaching and education cases are used for practical and participatory learning (Sanchis, 2007).

Benefits of Case Discussion Methodology

The benefits of case study methodology have been discussed widely discussed in the literature. Traditional pedagogy and case discussion pedagogy both have one common objective, i.e., to make the mentees learn the subject, and in continuation to transform this knowledge into skills and ultimately manifest them personally, professionally, and socially. Traditional teaching is more like a monologue where the mentor refines the content in a more systematic, structured and interesting way. Here the learning revolves around the capability of the mentor. In such sessions, the session covers one or two theories and is based on a few examples. Such examples may also be limited, redundant, or less contextual. The same goes for the limitations of the theory and the concepts. The limitations talk about the reach and pragmatic limits of the theory and the concepts. If the mentee fails to understand the circumstances where the theory has limited or no relevance, it may cost the mentee in the form of failed intervention.

It is more towards learning the theory, its practical implementation. As every mentee is having a different cognitive ability, it is not easy for the mentor to bring every mentee to the same stage. The limited interaction in traditional teaching can be productive for the significant ratio of mentees in the class but those mentees who are introverted or need special attention, may not have the same learning pace.

In case discussion pedagogy, unlike the traditional teaching where the mentors are at the center stage, the mentees themselves are in the center stage. The role of the mentor changes to a moderator. The mentees are comparatively more engaged. Mentees understand and construct their own body of knowledge and co-create their way of retention resulting in lifelong learning. Unlike the conventional teaching methodology which is more systematic, structured, the case discussion is more realistic, raw, and less processed. The

processing is done by the participants in the session. Here the content is more organic. Even the researchers have supported this point.

Undoubtedly, in case discussion, the theories and concept part is not compromised. But to take these theories and concepts from a different way i.e. understand, analyze, apply, and explore the theory from the lens of the case. Case discussion is a simulation of the real world we may say that it gives the essence of "WALK AROUND THE PROBLEM". As the situations in the cases are relevant and have the essence of the real world. It brings the mentee in the driving seat. Whereas the examples supporting the theories are relatively less efficient, their relevance is relatively high as mentees can connect the case situation with their observations and experiences. The relevance triggers critical thinking and the critical thinking triggers longer retention. This very point switches the learning mode from passive to active. A beautiful case can make their cognitive thinking maneuver over different theories and concepts, encouraging multi-dimensional learning. This cross conceptual learning is comparatively limited in the case of conventional classroom teaching pedagogy. Further that it helps in developing a decision-making framework. Such frameworks help the mentees in the future at the time of crisis not only in professional life but also in personal life (Golich, 2000). It triggers the out of box thinking of the participants. It not only limits to the mentees but as a part of the discussion, it equally triggers the same attribute for the mentor as well.

Further to that, Case discussions have relevant positive externalities as well, such as encouraging peer-to-peer learning, promoting group dynamics, building trust and confidence, and most important sharpening communication skills (including writing skills and non-verbal communication). These interpersonal skills and intrapersonal skills enhance the ability of a person.

Review of Literature

The outbreak of COVID-19 results in the digital revolution in the higher education system through online lectures, teleconferencing, digital open books, online examination, and interaction in virtual environments (Strielkowski, 2020). The COVID-19 has acted as a catalyst in the acceptance of the ICT tools through online teaching (Kapasia N., 2002). Accessibility, affordability, flexibility, learning pedagogy, life-long learning, and policy are some of the arguments related to online pedagogy (Dhawan, 2020).

Synchronous and asynchronous communication methods each have their advantages and disadvantages based on their level of inherent media naturalness and the specified communication task (Kock, 2005; Hrastinski, 2008).

It is an intensive study of a single unit to generalize across a large set of units (Gerring, 2004). One of the advantages of the case-based method is that it bridges the gap between theory and the real world (Ashbaugh, 1995). Teaching management has different methods and approaches. One of the most effective classroom teaching methods for management is the use of case studies as it relates real-life business situations to theoretical methods for management is the use of case studies as it relates real-life business situations to theoretical concepts (Peterson, 2004). Business cases are used in many types of business classes and the case analysis forces mentees to take into account many factors that may or may not be obvious in a complex situation (Menna, 2009). As an instrument for management teaching case studies has been accepted in business schools all over the world. Case studies have a rich history for exploring the space between the world of theory and the experience of practice. It is one thing to have an idea and another thing to make that idea concrete and real (Breslin, 2008). Case studies are often based on actual events which add a sense of urgency or reality.

One could ask the question “Why use the case method?” to teach non-business students an introductory management course. Gill (2011) states that the answer depends mainly on what you believe about the world you are studying. If you believe that the world is governed by a manageably small set of straightforward principles that are awaiting discovery then it would be hard to recommend the exertion required to employ the paradigm. Yet, if you believe that the world you are studying is truly complex then the case method is one of the best approaches to better understand that what is available to you. Cases make a systematic attempt to gather and synthesize all the information that is available to the investigator and offer the student a chance to explore a type of situation they may likely encounter in practice (Gill, 2011). Using the case method to teach management to computer engineering students seems to suit well since it is a very fast-changing and complex environment that they are studying in such as technology (Ates, 2013).

The usefulness of case studies in teaching management theory has been questioned in academia (Shugan, 2006). But most research suggests exactly the opposite. A study conducted by Christensen and Carlile (Christensen & Carlile, P. R., 2009) states that case studies unite the development of theory with teaching in a single enterprise that could be defined as course research. Case studies transform teaching into research, which enrolls mentees as course researchers, whose class research. Case studies transform teaching into research, which enrolls mentees as course researchers, whose class participation can be exceptionally valuable in the theory-building process. Case studies can be structured to display the phenomena in all their complexity which helps to comprise a solid foundation for theory building display the phenomena in all its complexity helps to comprise a solid foundation for theory building

courses (Christensen & Carlile, P. R., 2009). They are used to help mentees understand multiple issues in complex situations and usually include a chronology of significant events in the organization’s development (Ambrosini, 2010).

All cases are designed for use in the classroom to help mentees develop an appreciation of real-life management issues and thus are seen as essential in management education (Liang, 2004).

The selection of the case materials must be considered carefully since the case study methodology is an important tool for successful business/management courses. The mentees should be able to understand the important tool for successful business/ management courses. The mentees should be able to understand the cases’ connection with the course’s teaching objectives. The case should also motivate the mentees so that their cases connect with the course’s teaching objectives. The case should also motivate the mentees so that they find the content compelling to work the case out. The complexity level of the case is also an important feature as find the content compelling to work the case out. The complexity level of the case is also an important feature as it requires an in-depth analysis of critical thinking by the mentee rather than having one simple answer (Griggs, 1998).

As Bogdan states the role of context. In his study, he mentioned that most cases have an American standard, especially regarding financial statements. In his study, Bogdan significantly points out the differences between the Bucharest Stock Market and the New York Stock exchange as an example. He clearly states the differences in the management of an organization in Romania and the United example. He clearly states the differences in the management of an organization in Romania and the United States. For Romanian mentees, at times the cases seemed rather “unreal”(Bogdan, 2008). Therefore, there is a need to connect between the context and the mentees. Else, even a well-written case will lose its significance. Even the cultural element plays an important role in the relevance of the case(Chen, 2009). In the case of the Indian context, the cultural background becomes even more significant, keeping in mind the diverse diversity of Indian society. Similarly, the other elements also play an important role. Maybe the study written on the case of one district may be less relevant in the nearby district. In contrast to that, the two districts located at the end of India may be relevant.

The interpersonal interactions with the professor or their colleagues, to make complex decisions (Gurau, 2010). The CDM offers a higher degree of interpersonal interactions. It is relevant even in the case of online sessions conducted on the virtual platform. Its emphasis on the needs, interests, and ability of the mentees on one side whereas covers contemporary issues, pragmatic approach on another side.

Another advantage is that it increases mentees' communication competence where the mentee can understand what is said about the real environment and respond with the appropriate use of the language without communication inferences (Grosse, 1988). One other advantage is that they are often longitudinal and provide insights into the circumstantial changes in a time framework (Miller, 1977). It catalyzes the exchange of thoughts. CDM is a dialogue, not a monologue where the mentor is disseminating the knowledge. CDM enables everyone to co-creating knowledge unlike the conventional way of teaching where the knowledge is dissipated one way and the role of mentor gets limited as a speaker. If we analyze time, learning in terms of concepts discussed and efforts put forward, CDM is an efficient pedagogy. It is one of the most effective pedagogical practices promoting active learning.

For a manager, such skills are even more relevant. Further to that, the case methodology is efficient where the issues are vague, complex, or not well defined. In such a situation, this pedagogy is the better performer. CDM helps in co-creating the knowledge, test the status quo, updating the knowledge. Push the mentor's learning curves as well. It is not about finding the right answers but more about asking the right questions based on their agile and cognitive thinking. Here the mentee is not learning from the theory but learning from the prospect of a problem solver. As the cases are realistic and relevant which improves their ability of cognitive thinking by information filtering, data analysis, decision making. A good way to test the relevance of a theory.

Discussion based on the enriched case brings inputs in terms of various viewpoints and represents various perceptions which improve the understanding by breaking the mental blocks such as biases, stereotyping and dilemma. CDM negates the concept of silver bullet solution to a problem but co-creates a different, interdisciplinary and holistic way of solution. It makes a person a better manager than just a management mentee. This pedagogy enabling mentees in coming up with a solution to real-world problems and challenges.

Case Discussion Methodology helps in understanding the theory or framework as a solution not just as a theory. It is better to bring cases followed by theory than theory followed by examples. Maybe the examples are restricted, rudimentary, outdated, or less relevant. Make mentees take theory as a means, not as an end of learning. Therefore, we need dedicated action research for exploring the possible benefits

of CDM. It will help in establishing its relevance in the Indian context especially in the situation where there are institutional limitations.

Identification of the Challenge

Management is a blend of science and arts. In the previous sections, we have discussed the advantages of Case Discussion Methodology. There are challenges such as institutional limitations. In India there are issues. In the case of Higher Educational Institutions (HEIs) these issues have a higher opportunity cost. CDM has been proven to be one of the efficient learning. The CDM is still unexplored in the majority of HEIs of India. There is a need of blending the CDM with the online sessions. Empirical evidence and researches have expressed a positive correlation with a greater probability of active learning, as compared to conventional pedagogy. To establish this there is a need of conducting dedicated action research to support this empirical connection with the help of facts and findings.

The learning activates are turning from offline to online, lockdown induced due to COVID-19 has fastened the transformation. New modes of learning such as Massive Open Online Courses (MOOCs) and online classes have changed the face of learning in contemporary times.

Aspects of the Practice to Improve

This action research is focusing to enable the faculty members of management institutions to implement the case discussion methodology. To make this happen the AR has been conducted through multiple stages. Faculty members from across the country have been considered for this study.

The sessions were conducted virtually through online platforms. The research is segmented into three stages (Fig 1). Each stage has its requirements and set of activities.

The stage-wise detailed description has been mentioned in the upcoming part of the report.



Fig 1: Process flow diagram of FDP

For every stage of Faculty Development Program, the mentors (Fig 1) of that stage have followed this cyclic

process (Fig 2). The process flow diagram can be redefined in the form of steps (Fig 2). It is very much like the PDCA cycle. The first stage is the planning phase where the planning had been done for the FDP. Then comes the second stage which is the Act part. The third stage is for Monitoring and Describing. Then comes the fourth phase that is evaluation. In this phase based on the response provided by the mentees, the evaluation of efficacy of the program is done.

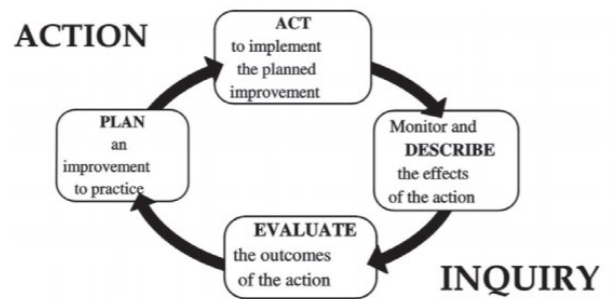


Fig 2: Four Steps in Action Research

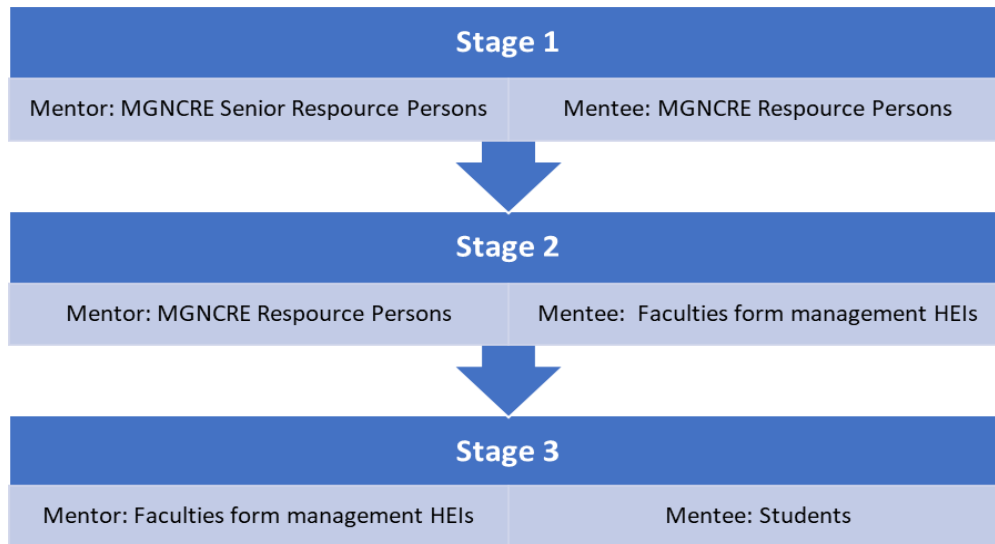


Fig 3: Process flow diagram of FDP

The Faculty Development Program was conducted at the Resource Person's level first. Here the MGNCRE Resource Persons were the mentees (26th December to 30th December, 2020). Followed by the second stage where the RPs will be in the role of mentees and the Faculties enrolled for the FDP were the mentees (4th January-8th January, 2021). In the next stage the RPs were the role of mentors and the students were the mentees. This entire chain of learning ended where the students were the final mentees. A comprehensive study was conducted covering the entire chain.

Actions Planned to Address the Challenge

Training the Trainers

For understanding the efficacy of Case Discussion Methodology, we have selected the mentees who were the mentors for the mentees of the next stage of Faculty Development Program (FDP). For the purpose of this study

the mentees are the faculty members teaching management and management related courses such as MBA, BBA, and BBM. Selection of the sample was biased. Those who have expressed their willingness to be a part of this study through five-day Faculty Development Program (FDP) were considered as the sample.

Training the trainers was the first phase of this research. Followed by the implementation of the Case Discussion Methodology by the trainers for the mentees. The structure of the program for the trainers was similar as the structure of next phase training. During the sessions, three topics had been taken up, they are: *Principles of Marketing, Basics of Entrepreneurship, Social Entrepreneurship, Theory of Effectuation, and Basics of Collectives (Co-operatives and FPOs)*.

In order to promote peer to peer learning, small groups of participants were formed. For making the learning more active the peer-to-peer learning was also integrated in this research. It has been discussed in upcoming section. The stages of the FDP have been briefly discussed in the Fig 1 and Fig 2. Structure of the five-day Faculty Development Program (FDP) is discussed in the later part of this report.

Resource Materials

Resource materials are the soul of teaching. Comprehensive resource materials included printed reading materials and e-materials such as theory texts, cases, newspaper articles, research papers, and audio-visual files. The emphasis on printed materials changed from the printed materials to the e-materials was noticed as there was a shift from offline to online reading materials. Now the electronic reading materials, video cases, animations and recordings have been comprehensively used in the online mode of learning. The caselets were selected from the pool of MGNCRE caselets along with the supporting material from other sources.

We may come across cases which are written long back. This should not be the reason behind the rejection of the case. The facilitator must understand the theme, the context and its relevance for the session in contemporary time. Some of the cases are so comprehensively been written that the soul of the case remains relevant irrespective of time.

Another important point is, the title of the case. Maybe the title of the appears similar and aligned with the theme of the session but the content and the conclusion maybe different. Therefore, selection of the case based on the title can be a trap. It is suggested that the facilitator must go through the case before making the final decision.

For the purpose of the present research, we referred the electronic copies containing theory, examples, cases. In order to have more attention, engagement, and perceived learning we also used the e-contents in the form of audio-visual files which include interviews, cases, animations, news, documentaries and role-plays. The theme of the contents was very much aligned with the theme of the session. Selection of a good case is challenging. At the same time selection of good case will work as a catalyst for participatory learning. We may also blend different reference materials. We may put news articles, video cases, and reports while circulating the reading material. Doing the same in class will make the discussion sounder, comprehensive and interesting. Brainstorming, shifting the status quo, triggering of cognitive ability, countering the argument with the help of additional material will bring more insight in the learning. Further to that it will improve data processing, information placing and debating skills of the participants. Selection of recent incidents, data and scenario while discussing the case will make the learning more contemporary. The focus also should be on the decision framework. Such frameworks help in handling the real-life situation in future. Such frameworks will improve managerial skills of the participants.

The socio-economic-cultural background of the mentees must be considered while selecting the case. The mentees must connect to the case. In case this connection is not established the active learning will be limited and may not

yield expected result. The facilitator is in a position to make decision and by selecting a relevant case will make session lively. Doing so will improve the empathy. Which will help the participants in making the discussions and decisions as good as the protagonist.

There is no thumb rule for selection of relevant case. There can be guidelines. We may understand it with the help of an example. A case on agriculture in developed country may not be relevant in developing country. Even if we select two cases from countries at par, even then there are possibilities that the case and theme may mismatch. There can be multiple reasons such as geographical location, natural resources and historical background.

If we are discussing issues such as technology, cases from the developed countries can be relevant. Case on drip-irrigation case from developed countries can be effective in water scarce country. The case discussion will bring some insight (initially) about the relevance and acceptability of drip-irrigation in the water scarce country.

Structuring the training Sessions

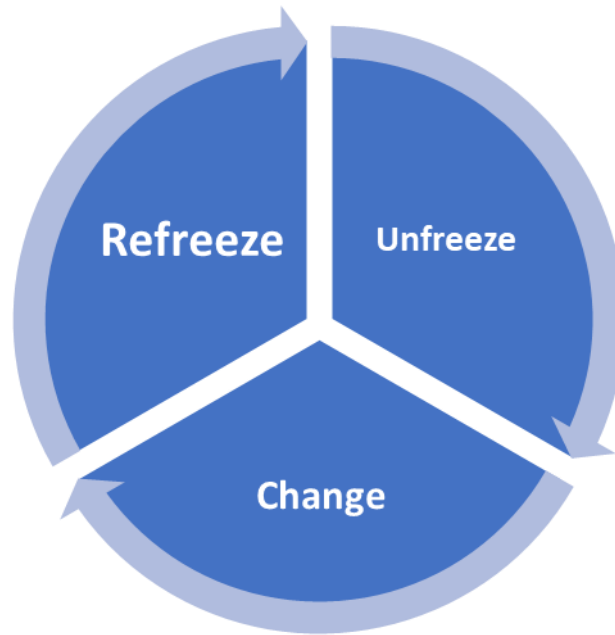
The session is more about managing uncertainty. It is a process where mentor can serve as a planner, host, moderator, devil's advocate, fellow mentee and judge. The flow of the session starts from unfreezing the case and the supporting text, followed by the change i.e., co-create the learning out of the discussion and then the last phase which is refreezing which means consolidation of the learning outcome (Fig4). Unfreeze opens the learning window by disturbing the status quo and establishing the unlearning. Unless there is an active listening, agile mind and unlearning attitude towards the session, no session can achieve the expected outcome. After unfreezing, the next phase is change where the actual activity of active learning happens. Here with the help of different pedagogies, techniques and content material the real creation of knowledge and communication of such knowledge happened. This phase continues till the moment the desired learning is done. Once the learning part is done, then comes the third phase, i.e. Refreeze. In this phase the actual learning is now consolidated and is now ready to be executed through different means and ways.

The five- day faculty development program was scheduled in two halves. Each half was of 3 hours. The schedule was structured in a way that the first half of the session (pre-lunch) was dedicated to the theoretical session, where the core theory was discussed by the experts followed by the second half where the second half was dedicated to case discussion aligned with the theme of the pre-lunch session. After the session the participants were given assignments related to the learning. The reading material for the session were provided 5:00 pm one day before the session. Doing so helped the participants in covering the suggested reading material

comprehensively. It also gave time for active thinking which

has increased the perceived learning.

Fig4: Cycle of learning



Preparation and Content Finalization Suggestions for the mentors (preconditioning)

In terms of material presentation, as suggested by Tang and Austin (2009) different types of methods were also used in class, facilitated by technologies mainly using PowerPoint, video, the internet and lecture. A used in class, facilitated by technologies mainly using PowerPoint, video, the internet and lecture. A spectrum of sources such as films, websites, newspapers, and other printed materials was used.

Read, choose and read cases. Earlier the cases were lengthy, robust and comprehensive. Now a day the cases are comparatively short and crisp. Possible reasons behind this change are the exhaustive curriculum, technological change and behavioral change towards reading. Though there is no standard length of a case it is recommended range of pages is between 5-15 pages (excluding the annexures and other supporting documents)(Larsson, What is the ideal length of a case study., 2016). Though the length of the case must not be done by compromising the quality of the case. This brings a lot more onus to the writer of the case. Now they have to concise the matter in few words with an unambiguous expression in the form of writing.

Another important point while choosing the case is the facilitator must read the case multiple times, at least 3-4 times. The facilitator has to understand the soul of the case by reading between the lines and substantiating the outcome with the annexures and supporting documents provided with the case. We need not have to reiterate that the case has to be well connected with the theory and concept. Sometimes the case title is misleading, i.e., though the title sounds similar to the subject matter in the case are either has limited coverage or covers a different aspect of the topic.

Case note-making is art for having a good case discussion. Based on the pre-reading the case notes have to be made. In the case notes the participants have to mention the theme of the case in the form of short notes. Such short notes include the preset, supportive texts (theories and frameworks), stakeholders (and their role which includes their role and responsibilities), major issues (challenges), present situation (available resources), possibilities, conclusion, and learning. These points are subjective to the nature of the case. It can be helpful in various ways such as important points for easy reference, a temporal feature of the case, decision making, and also in the counter-argument. Most importantly the case notes help in better understanding of the case. Case notes are even helpful while referring audio-visual form of the case study. The entire theme of the case can be mentioned in the form of tangible form. Even in the case of complex cases, the case notes assure better dissection of the complex issues. Hence, it

helps in building understanding and possibly leads to decision making. Few subjects are more dynamic, such as entrepreneurship. In such subjects, the scope of relevant reading material is wide.

The facilitators are expected to add some leading questions, open questions, and closed questions. Each type of question helps in keeping the discussion on track. Often the cases get carried away by the leading discussions. These questions can also be used as a milestone. In case the discussions are not answering the questions, in that case, there is something wrong with the direction where the discussion is moving. Questions help in keeping the discussion focused on the central theme. Closed questions help have to quantify the opinion, funneling down the long discussion and also making the mentee understand the crux of the long discussion. Whereas the open questions are more exploratory, hence helpful in multiple ways such as building the causality, concept-building, possible alternatives, probing the findings, and more. Questioning is an art. Putting the right question may not be useful unless the timing of putting the question is right. Therefore, the mentor has to practice this art. Probing will encourage the lesser active participants as well. Particularly in a vertical platform where the expression through the non-verbal form of communication is limited. Putting the right question at right time triggers the cognitive thinking of the mentee. It may increase participation even if the case or topic is less interesting. A mentor can play the role of Devil's advocate. The art of Devil's advocate help in establishing the theme by probing the divergent opinion. It is also a good test for testing the theory and its relevance in the ongoing case.

We may conclude the role of the question as:

- Milestone for case discussion progress,
- Improving the participation,
- Helping in understanding the missing links,
- Triggering the cognitive thoughts,
- Test the relevance of theory or framework, and
- Framing the new thoughts and frameworks.

To make it more efficient, the question should be short, without ambiguity (unless the ambiguity is necessary), targeting the right point, and easy in understanding. Questions can be formed before the session, but at times some questions evolve with the progress of the discussion.

Providing questions with the reference material before the session can help the mentee understand the expectations of the mentee. Not necessarily do these questions have to be answered in written form, it can be an oral submission as well. The faculty can build up the discussion (in the initial phase of discussion) by starting with the questions provided before the session. It will help in understanding the active

mentees, knowing the perceived learning before the discussion and also helps in better time management (as we may funnel down the discussion the long case to the central theme through the questions provided with the reading material).

Suggestions for the Mentees (preconditioning)

One of the non-compromising requirements is that the mentees must go through the case and supporting material at least 3 times. Though this number is not at all the standard. This number may vary from case to case. Initially, a superficial reading will help in understanding the structure, and glance of the case. The mentees are expected to have a comprehensive reading of the reading material. The emphasis should be more on building the core concept, identification of the problem, resource availability, possible alternative solutions, role of auxiliary facts and connecting the dots. This creates a better learning environmental simulation for a management mentee. All of these attributes are parts of real-life decision-making.

For having control over the case and have foresight the mentees must read between the lines and beyond the lines. The auxiliary material provided will further help in building up the structural framework for the discussion. They should make a short note of their finding.

Necessary Preparation and Instructions

One day before the commencement of the FDP, the participants were connected through the WhatsApp group. The link of the WhatsApp group was shared through mail, messages and by adding them individually through their numbers. Few participants were not using WhatsApp-like apps. Those participants were taken care of through other communication platforms without failing.

Such groups help in things such as better communication, and troubleshooting. It makes activities such as sharing the case materials, assignments, learning logs, feedback forms and team activities much smoother and hustle-free. After the formation of the group, a welcome message was circulated. This message reiterated the following points before the commencement of the program:

- the objective of the program,
- the speaker profile,
- the session's topic,
- common conduct expected from the participants,
- necessary weblink for joining the virtual session (Google Meet), and drive links
- links for Learning Logs and Feedback Forms (after each session)
- timing of the session and
- keeping webcam switched-on.

The necessary reference materials were also circulated in a short time. Assignments, real-time quizzes (in-class), real-time exercises were also conducted through the group. Undoubtedly, the use of information and communication technology fastens the communication and interaction in such virtual sessions.

The participants were again asked to keep their microphones off and the camera on. In case of any contingency, they were asked to contact the mentor and the team.

One important part of the program was collecting responses from the mentees through Learning Logs and Feedback forms. It was shared after every session. To know about the efficacy of the program, the efficiency of the mentor, relevance of reading material and other important feedback there were provisions through Learning Log and Feedback form. This feedback is as important as any other important activity of the program.

To have this response the questionnaires were shared through Google Form. The links for each session were shared with the participants just after the end of each session. The participants were asked to fill both forms before the next session. The learning log is for understanding the learning curve of the individual participant. It helps in understanding the efficacy of the program. Another important part is the Feedback Form. The feedback form is important in yardstick related to mentors such as the performance of mentor, reading materials, and pedagogy used. The Learning Log and Feedback Forms contain close questions, such as multiple-choice questions and open questions where the mentees were requested to provide their opinion about the program and their suggestions for improving the program. Both the forms are very important and the mentees were instructed to fill these forms with utmost sincerity.

Attendance is non-compromising for the successful completion of the program. For this study, the attendance criterion was 80%. The organizers may change this attendance percentage based on important factors.

Enrollment for Faculty Development Program

As discussed earlier, the selection of the participants was biased. The mentees were having an educational background in management studies (minimum criteria) and having good experience in teaching, mentoring and training, and engaged as a resource person with Mahatma Gandhi National Council of Rural Education (MGNCRE).

Actual FDP

As discussed earlier, a five-day faculty development program was scheduled from 26th December till 30th December 2020. By 25th December 2020, the WhatsApp group was formed and

the mentees were added to the group.

The necessary inputs and instructions were also shared. The meeting platform was Google Meet. The meeting link was shared with the mentees by 6:00 pm on 25th December 2020.

The participants were asked to do necessary things without failing such as:

- attendance and participation
- download and test the Google Meet app
- check network connectivity and audio-visual connectivity
- submit the assignments and tasks on time
- filling the Learning Logs and Feedback Forms on time

In case of any connectivity issue, they were asked to use the chatbox. In case the participants failed to join the session due to any contingency, the video recording of the sessions was made available to them. Though this asynchronous way may not be as efficient as the synchronous way. This is effective in keeping the participants at par.

Day 1 (26th December)

The FDP was inaugurated in the pre-lunch session by Dr. W. G. Prasanna Kumar, Chairman, MGNCRE followed by Prof. Chethan Chittalkar. They discussed the objectives of FDP, the relevance of Case Discussion Methodology as an important transacting methodology for the BBA and MBA Management particularly in the post-COVID world were discussed, the structure of the FDP, and the expected outcome of the FDP. Dr. K.N Rekha and her team later discussed the technical aspects of FDP and also the potential and possibility of entrepreneurship, with special emphasis on the cottage industries, Co-operatives, Farmer Producer Organizations.

In the Post-Lunch Session, the session was on the basics of Case Discussion Methodology. The session from Prof. S. Biswas and Prof. Charles was also part of the session. The theme was on the Case Discussion Methodology, the role of storytelling and teaching pedagogy, and the importance of case writing. They discussed the role of a good case study for CDM. The speakers explained how the case written by the mentors is important for Case Discussion Methodology. The participants were asked to keep the interaction livelier through discussion and avoid any unnecessary debate.

The soft copy of reading materials, online links of videos, and other online reference materials were provided to the participants in advance for the next day's session.

Day 2(27th December)

The theme of the second day was the principles of management. In the first half the theories, with the help of examples were discussed among the mentors and mentees.

It helped in brushing up the concepts for the mentees for making their foundation strong and also makes participants be at par.

In the second half, the case studies based on the theme were discussed. Time management was an important part. The important points were touched and the participants were asked to participate. The less expressive participants were also encouraged to highlight the points. The participants were asked to keep their camera on and audio on mute (unless they have to express anything). In case of bad connectivity, they were asked to participate through chat-box. Mentors were also entertaining the inputs made on chat-box. Some of the topics covered were 4Ps, 7Ps, 4As, SWOT, and PESTEL analysis.

In the post-lunch session, the focus was on Case Discussion. The cases, caselets, and mini-cases were shared one day earlier. The participants were asked to make notes. Mentors started the session with a brief background of the case which included the protagonist, central issues, available resources, and possible solutions viz a viz the marketing related principles, frameworks and theories. After the initial introduction, the stage for discussion was set. Then the mentor asks the participants to discuss the problem, issues possibilities by unmuting their microphone. The response of the participants and their key contributions were the important part of their assessment.

Following caselets were discussed in the session:

- 1) Challenges of Marketing of Agro Products
- 2) Importance of Assured Market in Community Based Organization
- 3) Painting Rural India

After the session was over, the mentor shared the assignments, necessary instructions and deadline for assessment. Further, the necessary reading materials for day 3 were shared by 6:00 pm. The participants were asked to read the material and make notes in advance. The learning log and feedback form link were shared.

Day 3(28th December)

The theme of day 3 was Entrepreneurship. Topics discussed were Basics of Entrepreneurship, Social Entrepreneurship, Theory of Effectuation. The mentor used PowerPoint presentations and video cases and short documentaries for making the session more interesting and interactive. The difference between Entrepreneurship and Social Entrepreneurship was discussed followed by Prof. Saraswathi's Theory of Effectuation. Before the pre-lunch session closed the Learning Log and Feedback Form links were shared.

Like the previous day, the Post-Lunch session was on Case Discussion. Mentors initiated the session with a brief background of the case which included the protagonist, central issues, available resources and possible solutions viz a viz the entrepreneurship-related principles, frameworks and theories. After the initial introduction, the stage for discussion was set. Mentor asks the participants to discuss the problem, issues possibilities by unmuting their microphone. The response of the participants and their key contributions were the important part of their assessment. The case notes helped the participants in easy sailing through the discussion. The learning log and feedback form link were shared. Following caselets were discussed:

- 1) Entrepreneurship
- 2) Fish Sourcing- Community Based Organization
- 3) Social Entrepreneurship

After the session got over, the mentor shared the assignments, necessary instructions and the deadline for assessment. Further to that the necessary reading materials for the day 4 theme on Basics of Collectives(Co-operatives and FPOs) were shared by 6:00 pm. The participants were asked to read the material and make notes in advance.

Day 4 (29th December)

The theme for day 4 was on Basics of Collectives(Co-operatives and FPOs). The supportive materials were shared b 6:00 pm 28th December. The mentee started the session with the Principles of Collectives, a different form of collectives (Co-operatives and FPOs), their difference, and the management associated with the collectives. The three-tier model of Co-operative and the Amul Model, women Co-operatives of Mulkanoor and Looms of Laddakh were discussed. The new generation collectives and FPOs and FPCs along with the relevant statutory provisions such as Company Act, 2013 were covered with the help of PowerPoint Presentation. After the session was over, the Learning Log and Feedback Form were available to the participants.

The post-lunch session started with the cases based on collectives. They included the necessity of collective for rural India, the requisites and challenges in managing the collectives. The particular plots of the movie Manthan (1976) directed by Shyam Benegal were also discussed. It increased the involvement of the mentees. The portrayal of characters by the actors made the issues more realistic and livelier. The mentees were keeping themselves in the shoes of the characters. It was a significant finding from the prospect of this study. Though the milk cooperatives were having the majority of the discussion during the session the participants discussed co-operatives from different sectors as well. In this session following caselets were discussed:

- 1) A Dairy Cooperative of Chhatisgarh
- 2) Fish Sourcing- Community Based Organization

3) **Strength of Milk and Unity**

After the cases were discussed, the participants were asked to fill the Learning Log and Feedback Form. The assignments were also shared after the session.

Day 5 (30th December)

On the last day, the session theme was related to the consolidation of the FDP discussions, reiterating frameworks and theories, and a quick review of the five-day FDP. The

participants discussed the Cases on Promotion of Rural Enterprise through Sericulture: An Amazing Success Story of Women Entrepreneurship. It was encouraging to empirically notice that the level of participation and interaction had improved by day 5. The post-lunch session ended with the Valedictory Session where Dr. W.G. Prasanna Kumar, Chairman, MGNCRE and Prof. Chethan Chittalkar discussed and motivated the participants for practicing this pedagogy in the future through their sessions.

For further reference, the schedule of the FDP has been shared (Fig 5). Screenshots of the online sessions have been shared in the Annexure (Annexure-II).

Date	Time	Topic
26 th December, 2020	10.00 am to 1:00 pm	Inaugural
	2:00 pm to 5:00 pm	Development Opportunities: BBA and MBA Rural Management Role of Case Study / Caselets methodology in the BBA and MBA RM Curriculum transaction.
27 th December, 2020	10.00 am to 1:00 pm	Theory: Principles of Marketing
	2:00 pm to 5:00 pm	Case Discussion on Principles of Marketing (Using Case Study / Caselets methodology, Video film analysis)
28 th December, 2020	10.00 am to 1:00 pm	Theory: Basics of Entrepreneurship, Social Entrepreneurship, Theory of Effectuation
	2:00 pm to 5:00 pm	Case Discussion on Entrepreneurship (Using Case Study /Caselets methodology, Video film analysis)
29 th December, 2020	10.00 am to 1:00 pm	Theory: Basics of Collectives (Co-operatives and FPOs)
	2:00 pm to 5:00 pm	Case Discussion on Managing Collectives and Community Based Organisations (Using Case Study / Caselets methodology, Video film analysis)
30 th December, 2020	10.00 am to 1:00 pm	Consolidation of the FDP. Case discussion on Promotion of Rural Enterprise through Sericulture: An Amazing Success Story of Women Entrepreneurs. Valedictory Session
	2:00 pm to 5:00 pm	

Fig 5: FDP Schedule with Session

Teams Formation

Peer-to-peer learning helps in lateral learning, promoting

group dynamics, building trust and confidence and most important sharpening communication skills (including writing

skills and non-verbal communication). These interpersonal skills and intrapersonal skills enhance the ability of a person. To promote peer-to-peer learning, small groups of participants were formed. It helped in developing team spirit, having fail-safe mechanism in case of any contingencies such as communication breakdown, better session management, and

Implementation of Action Plan

Now the research is in the third stage. In the post-FDP phase, the focus was on the efficacy of the FDP. Here the role shifted. Now the mentors were monitoring the session, looking after the efficiency of the FDP. The mentees were the mentors. The mentees were the faculties teaching the Management related courses (BBA, BBM, MBA) in the institutions from across India. The colleges that were associated with MGNCRE were also contacted for this program. The sample size was kept low for the evaluation purpose. There was a registration fee, which was one of the ways for enrolling the serious and dedicated mentees. The registration form was generated and circulated through Google Form. The background of the mentees was diverse. Mentees were assigned to specific mentors by the organizers. It helped in building better among the mentees and mentors. The communication and understanding improved as the mentors were available to the mentees for the queries related to the FDP.

It was interesting to observe that though the faculties were from different domains of management and were expected to have limited participation, the case discussion methodology made the session so much interesting, interactive, and insightful that their management domain background didn't limit the actual learning. The mentees actively participated in the sessions.

The mentors were asked to make sub-groups on WhatsApp. Each group had three mentors. The mentors were having 5 participants each for necessary support. Through formal WhatsApp the necessary communication was made. Some of the points are:

- 1) objective of this FDP
- 2) structure of the FDP
- 3) the speaker profiles
- 4) the sessions' theme
- 5) common conduct expected from the participants
- 6) necessary web link for joining the virtual session (Google Meet) and drive links
- 7) links for Learning Logs and Feedback Forms (after each session)
- 8) timing of the session and
- 9) important points such as keeping webcam switch-on.

Empirically it was observed that the small groups had a higher interaction and healthy team spirit built-in a short time.

output of the delivery. The selection of the teammate was finalized by the mentors based on the personal competency of the mentees.

--

All the mentees were asked to go through the caselets which were scheduled for the next day. The same was shared with the mentees through links and soft copies.

Scheduling the Sessions

The basic structure of the session was kept similar to the FDP conducted which was conducted from 26th December 2020 to 30th December 2020 (Fig 5). A brief structure of the FDP has been mentioned here (one Sub-Group).

In the first half (Pre-Lunch) the mentors conducted a warmup session on the topic with the help of CDM. Whereas in the afternoon session (Post-Lunch) the mentees were given 45 minutes to discuss the caselets. The short cases were chosen to keep the discussion crisp, organized, and fit for better time management.

Day 1 (Common for all the sub-groups)

- a) Objectives of FDP, relevance of Case Discussion Methodology as important transacting methodology for the Management studies.
- b) Experts' session by **Prof. Sampath Kumar**, University of Wisconsin and **Prof. Vivek Madupu**, IIM Vizag on Case Discussion Methodology.
- c) Acknowledge the CDM Pedagogy's potential and possibility specifically for the rural domain.

Day 2

- a) **Pre-Lunch:** Case Discussion on Marketing - The Study of Strengthening of the Social Fabric – The Story of Anil Kumar Yadav.
- b) **Post-Lunch:** Caselets Discussion on Marketing
 - Dr. Franklin John Selvaraj- Marketing Nutrine Confectionery
 - Mr. Dheeraj Thrideep, Marketing The Right.
 - Asif N: Marketing Nutrine Confectionery

Day 3

- a) **Pre-Lunch:** Case Discussion on Entrepreneurship - Entrepreneurship Promotion of Rural Enterprise through Sericulture, Theory of Effectuation, and Case discussion: Entrepreneurship.
- b) **Post-Lunch:** Caselets Discussion on Entrepreneurship
 - Dr. Aasim Mir, Entrepreneurship- Kheyti's Greenhouse in a Box.
 - Dr. Suma Mathew- Entrepreneurship Unity is Strength.
 - K.M. Devaraj - Entrepreneurship-Fresh Harvest _ Entrepreneur Game Changer!

Day 4

- a) **Pre-Lunch:**Case Discussion on Collectives - A Dairy Cooperative in Chhattisgarh.
- b) **Post-Lunch:**
- P Vasumathi, A Study on Contribution of Communities to Co-operatives
 - Mrs. Karthika @ Nanthini P- Collectives –Rural Governanace – Dundigal
 - S.Anbu Selvi-Collectives Malaikottai Paddy FPO Challenges and Collective Development

Day 5 (Common for all the sub-groups)

- Case Discussion on Marketing, Entrepreneurship and Collectives
- Session on CDM, Case Writing based on **Prof. Ramesh, IIMB**
- Consolidation of the FDP discussions, reiterating frameworks and theories.
- Valedictory Session

For better understanding, schedule of the FDP has been shared here (Fig 6).

Date	Time	Topic
4 th January, 2021	10.00 am to 5.00 pm	Inaugural Integrating Case Research and Case Teaching: Use case writing as a bridge to link your teaching & scholarship Consolidation of Takeaways Case Study in Strategic Management
5 th January, 2021	10.00 am to 5.00 pm	Marketing: An avenue for entrepreneurship Case Discussion Methodology on Entrepreneurship - Opportunities and Challenges, Dimensions of Grassroots Level Entrepreneurship and Startups (Using Case Study / Caselets methodology, Video film analysis) Consolidation of Takeaways
6 th January, 2021	10.00 am to 5.00 pm	Case Discussion in Marketing, Market Environment, 7Ps, 4 As (Using Case Study / Caselets methodology, Video film analysis) Consolidation of Takeaways
7 th January, 2021	10.00 am to 5.00 pm	Case Discussion in Managing Collectives Exploring the principles of Cooperatives and Collectives and their formation; Farmer Producer Organizations (FPOs) (Using Case Study / Caselets methodology, Video film analysis) Consolidation of Takeaways
8 th January, 2021	10.00 am to 5.00 pm	Case Writing methodology- Presentations by participants (Using Case Study / Caselets methodology, Video film analysis) Consolidation of Takeaways

Fig 6: FDP Schedule with Session (Post-FDP)

Selection of Caselets for Discussion in Classroom

Based on the similar selection process which were practiced for the selection of caselets of the FDP (26th – 30th December, 2020) the cases were selected. The caselets were selected from the pool of MGNCRE caselets. The short caselets were selected with the purpose of promoting the case discussion and keeping the length of case short, yet relevant.

Mentoring Prior to the Sessions

The mentors explained the structure of the discussion to the mentees. The mentees were asked to frame the caselets in three heads:

- 1) Background
- 2) Challenges or issues
- 3) Possible solutions.

Based on the mentees' approach the mentees may use different flows. They may start a case discussion with background followed by challenges and conclude with the possible solutions or may start the session with challenges and while discussing the possible solutions while discussing the background (resources). The time management was strictly followed. The mentees were instructed to finish the discussion within the prescribed timeline. It helped in understanding the role of time management, avoiding the less relevant points, less relevant discussion.

Similar to the previous FDP the participants were asked to join the session on time. Attendance was mandatory for successful completion. They were asked to keep their camera switched on all the time. To avoid any distraction, they were asked to keep microphones off unless any

interaction is needed. Few participants were facing internet connectivity issues (participants from Kashmir faced this issue) were participating and communicating through the chatbox.

Non-Participant Observation (Monitoring by Resource Person)

The observers (mentees of previous FDP) were evaluating the session on the following criteria:

- Structure of discussion
- The flow of the session and arrangement of thoughts
- Time management
- Active participation
- Timely submission of assignments
- Online quiz scores

It helped in understanding the efficacy of the FDP on Case Discussion Methodology. The mentors were encouraging the mentees whose participation was limited and in case of participation asked the mentees to let others participate. This made the average participation go up and kept the mentees at par.

The feedback based on the observation was shared with the mentor for improving the output for upcoming sessions. Screenshots from the online sessions have been shared in this report (Annexure-III).

Outcomes

Implementation of Case by Participants in their Respective Institutions

In the fourth phase, the mentees conducted Case Discussion Methodology in their respective institutions with their students. They were interacting with the students on virtual platforms as the offline classes were affected due to COVID-19 induced lockdown. A few of the points were similar to the main FDP such as:

- Pre- CDM preparation (Case notes, case mapping)
- Time management
- Structure of discussion
- Encouraging the students to express and participate
- Connect the theory with the practical part (implementation)
- Understanding the subjectivity of the issues
- Decision-making framework

These institutions were from different parts of India, representing diverse profiles of students. The diverse background of the students made this study even more comprehensive. Though this research was limited to the efficacy of Case Discussion Methodology. The study can be made more comprehensive by including the feedback from the students. Adding the active learning and perceived learning by the students can be even more important

indicators for the efficacy of this study. The online mode of teaching is a new approach. It is expected that switching from offline to online may not be easy, particularly for the students. The real test for the efficacy of CDM lies here. From the empirical findings so far, the Case Discussion Methodology can be a very efficient and handy mode of learning.

The students irrespective of their background profile have shown better participation. Issues such as linguistic barriers and technological barriers were present but lesser relevant. The reason was the mentor who triggered the cognitive thinking of the mentees. Though the barriers were unavoidable the involvement of the mentors and mentees helped in mitigating the gaps.

It has been noticed in all the stages of the research. The mentors have shown willingness to use Case Discussion Methodology as a part of regular practice in their pedagogy profile.

Data Analysis and Interpretation

Based on the questionnaire (Annexure-I), the responses received from the mentees have been considered for the study. The sample selection was biased sampling and to some limit stratified sampling. Due to the small sample size, the stage-wise study has not been done. The questionnaire was having multiple choices, having Likert scales, and open-ended questions as well, based on the types of questions. Few questions were having similar nature to cross-check the sincerity of the respondents while filling up the responses.

The total sample size was 17 participants, out of which 12 participants have expressed their willingness for providing their inputs through the Google Form-based questionnaire. The gender profile of the respondent was almost at par with 58.33% females and 41.66% males. Around 58.33% of the respondents were having a Doctoral degree whereas 41.66% of the respondents were having Post-Graduation as their present educational qualification. The average age of the mentors was 36.16 years. The eldest faculty was 46 years old and the youngest was 26 years old. For undertaking the comparative analysis, the teaching experience of the mentors was an important parameter. The average teaching experience of the sample was 8.66 years. The most experienced person was having experience of 20 years whereas the least experienced person was having 2 years of teaching experience. The profile of their mentees is also considered for this research. As per the response 66.6% of the mentors conducted sessions for mentees pursuing graduation and 33.33% mentees were teaching the mentees were at post-graduate level. The mentors have conducted an average of 9.8 hours of Case Discussion Sessions with their mentees for this study with an average student's strength of 29.77. Time management is an important part of the case

discussion. To understand the optimal duration of the session the one question was related to the average duration of individual sessions. The average duration of the session for 50% of the respondents was ranging between 45 minutes to 1 hour. Whereas 33.33% of the respondents had sessions ranging between 1 hour to 1.5 hours and 16.66% of the respondents kept the duration of their sessions between 1.5 hours to 2 hours. The respondents believed that the average length of the case should be 3.58 pages (without annexure and reference materials).

For 33.3% of the respondents, the case-based course was new and they were first time experiencing the CDM whereas 66.7% participated in case discussion-related pedagogy. 33.3% of the sample have been a part of an online class/virtual learning platform before COVID-19 induced lockdown. Whereas, for 66.6% this was experienced after the lockdown. The impact of CDM can be noticed from the fact that 91.67% of the participants discussed, thought, or read about the case after the session. This fact implies the retention capacity, impact of the discussion on the thought process and active learning can be enhanced through CDM.

Only 16.67% of the mentors have authored cases earlier but no mentor has referred their case. Though it was recommended that the faculties should also consider cases authored by them in the CDM. Studies have supported such nexus. Unanimously all the mentors believe that the case discussion methodology is very useful in concepts, theories, and practices of management learning. While conducting the session 75% have faced no problem in virtual platform learning. Around 83.33 % found case-based methodology has been very useful in understanding the different practices and applications in the business world and 16.67% find it somewhat useful. After the sessions, 59.3% have developed very much interest in the subject whereas 41.6% have somewhat interest in the subject. Percentage of participants believes that the Case Discussion Methodology was very useful on virtual session 91.67% at the same time 8.33 % finds it somewhat useful. In support, of this point, 25% experienced that the participation during the CDM session was very high as compared to other sessions and in the case of 66.6% it was high. 100% of them believe that the CDM helps in capacity building (such as decision making, teamwork, and communication) of their mentees. 91.66% of the respondents are willing to imbibe case discussion methodology in the future.

They also acknowledged their role while conducting the Case Discussion Methodology as facilitator or moderator. This is a very inspiring response. The mentors kept their participation minimal and encouraged the students' participation.

The respondents have conducted multiple activities before the session. According to their response, the most common practices are:

- multiple reading with critical analysis
- Preparation of case notes add flowcharts and frameworks
- highlight the main characters and challenges of the case
- refer to a case with a similar plot.

The participants have mentioned some important points which they experienced while conducting Case Discussion Methodology for participants. Some of the common points are:

- encourage mentees to participate if needed by calling their names
- different ways and means for keeping the session lively
- provide the case before the session
- prepare important questions and case notes
- Integrate the CDM session with a quiz
- ask the mentees to submit a brief review about the Case
- promote case writing among the mentees

Respondents have made few important recommendations based on their experience with CDM. The following findings are important improvising the CDM:

- good preparation is a key to a good presentation
- use at least one case study for every unit/topic
- caselets should be interesting, novel, well-drafted, and not opinionated
- special training for case writing for the faculties

Interestingly based on the findings we may say that the case discussion methodology is an important pedagogy with higher efficacy, particularly for virtual classes conducted online. Respondents felt that the CDM is the need of the hour. The responses reiterate the basics of this FDP while responding to the open-ended questions. Though the sample size was not large the response was encouraging.

Reflections and Implications

Responses provided by the participants have already been discussed in the previous section. We may infer from the provided information that there is a need to explore the possibilities of Case Discussion Methodology in the management courses. Keeping in mind the managerial skills of the average management students are not at par with the essential requirements for the job. This has raised serious issues such as unemployment and underemployment. CDM helps the managerial skills of the participants.

At least each course should have some mandatory (fixed) numbers of cases for course completion from a pool of cases. It will allow more flexibility for the mentors and mentees.

To quantify the outcome of the online sessions with the help of other stakeholders, SMART indicators have to be developed. The students can be encouraged to come up with cases and mini-cases, based on their exposure visits. It will improve their observation skill, reasoning skills, structuring thoughts, writing skills, and of course rational thinking. There should be a specific course for case writing if not in the main course but can be introduced as an elective course. Different competitions (thematic or periodic) with an incentive can be a motivational intervention. A person who has written cases can participate even more in the CDM, as the case writing will improve certain much-needed skills for CDM. It will also speed up the development of rich case banks.

Plans for Further Action

The scope of the present research and the sample size was small. Though the sample selection of the mentors was random in the third phase of FDP. To further substantiate the finding, there is a need of scaling up the sample size. Stratified sampling representing socio-cultural-economic and political diversity should be considered. A quota system of sampling may also be an efficient way. For understanding the efficacy of CDM in other courses a comparative analysis can be done between management-related courses and non-management courses. Further to that even different domains can also be an insightful analysis.

Emphasis should be given to the case writing. Case discussion depends heavily on the good cases and caselets. Many cases have been written by a foreign writer. Such cases may lack the Indian essence. To make the learning efficient, the cases must have to be written in the Indian context. The academicians and the practitioners have to come up and convert their experience and wisdom in the form of cases and mini-caselets. It can help in exploratory research as well as the formation of new theories and principles.

Conclusion

The flow of action research was expected as per the schedule. The expected activities were carried out in a structured way. The roles and responsibilities were changing with every stage of the program. The expected roles and responsibilities were executed perfectly.

Based on the responses received from the participants, we may conclude that the action research has been completed with the expected outcome. The empirical findings have been well aligned with the findings of the research.

The Case Discussion has emerged as an efficient pedagogy for management-related courses. The CDM sessions have acknowledged a higher level of mentees' participation. Mentees represented different age groups. The CDM-based

sessions have shown higher retention capacity. At the same time, CDM assures better practical understanding. This sense of urgency or reality has made the participants think from the locus of the protagonist, which improves the managerial skills of the participants. Further to that, it triggers cognitive thinking, increases the bounded rationality of the participants ultimately helping in developing foresight and a comprehensive way of achieving the goal. We can say that the CDM sessions have also helped in building necessary managerial attributes such as team building, communication skills, better emotional quotient, social quotient, and encourage out-of-the-box thinking. If we consider the distance learning and the situations aroused after the lockdown amid COVID-19, the CDM can be a good pedagogy for a synchronous mode of learning.

For a comprehensive CDM there a pool of well-written caselets is needed. Therefore, the faculties and the researchers should put their observations, and findings on the paper. FDP related to CDM was so dynamic that it went well with the mentors having a diverse profile. Further to that the limited technological understanding (online sessions, use of ICTs) created challenges for a few of the participants but had limited impact. The overall learning curve for them was also positive.

We can say that CDM has not only explored the managerial skills of the participants but also helped in exploring the entrepreneurial skills of the participants. The Case discussion methodology can be useful where there is a gap between the theory and practice, or the theory is not well established. The CDM gives practical insight into the subject.

India is having its attributes; every pedagogy has its acceptance and limitation. Keeping in mind the learning based on experiences expressed in the form of cases, it can be one of the most efficient pedagogy even for those institutions where the resources are not enough. The New Education Policy, 2020 offers a better environment for CDM-related learning. Even in those situations, the complex situations can be solved if the aspiring managers push their bounded rationality, the way they have experienced in the CDM sessions. As discussed above the courses like Rural Management Case Discussion can be a major pedagogy. CDM is equally important for promoting entrepreneurship in India.

A good case is the backbone of Case Discussion Methodology. Therefore, it is expected from the academicians and the practitioners that they should jot down their understandings, experiences, and knowledge in the form of case, mini-cases and caselets. There is another set of action research that is need dedicated to case writing. Without a good case, the case discussion methodology can't touch the expected performance.

References

- Ambrosini, V. B. (2010). Using teaching case studies for management research. *Strategic Organization*, 8(3), 206-229.
- Ashbaugh, C. R. (1995). Educational leadership: Case studies for reflective practice. *Longman Pub Group*.
- Ates, O. (2013). Using case studies for teaching management to computer engineering students. . *International Journal of Business and Management*, 8(5), 72.
- Bogdan, B. (2008). Using strategic management study cases in Romania. *Annals of the University of Oradea*, 4(1), 61-65.
- Breslin, M. &. (2008). On the case study method of research and teaching in design. *Massachusetts Institute of Technology Design Issues*, 24(1), 36-40.
- Chakrabati, D. B. (2007). Perception of Faculty on Case Study Method of Teaching in Management Education: An Empirical Study. *The Icfai Journal of Management Research*, 6(10), 7-22.
- Chen, L. Z. (2009). A study on difficulty applicability and teaching forms of management case teaching in undergraduates. *International Journal of Business and Management*, 4(11), 18-23.
- Christensen, C. M., & Carlile, P. R. (2009). Course research: Using the case method to build and teach management theory. *Academy of Management Learning & Education*, 8(2), 240-251.
- Dhawan, S. (2020). Online learning: A panacea in the time of COVID-19 crisis. *Journal of Educational Technology Systems*, 49(1), 5-22.
- Gerring, J. (2004). What is a case study and what is it good for? *American political science review*, 341-354.
- Gill, T. G. (2011). *Informing with the case method: A guide to case method research, writing and facilitation*. Santa Rosa, CA: Informing Science Press.
- Golich, V. L. (2000). The ABCs of case teaching. *International Studies Perspectives*, 1(1), 11-29.
- Griggs, R. A. (1998). Critical thinking in introductory psychology texts and supplements. *Teaching of Psychology*, 25(4), 254-266.
- Grosse, C. (1988). The case study approach to teaching business English. *English for Specific Purposes*, 7(2), 131-136.
- Gurau, C. (2010). Teaching marketing strategy through case studies: Empirical observations. *The International Journal of Learning*, 16(12), 439-449.
- Hrastinski, S. (2008). Asynchronous and synchronous e-learning. *Educause quarterly*, 31(4), 51-55.
- Kapasia, N. (2002). Impact of lockdown on learning status of undergraduate and postgraduate students during COVID-19 pandemic in West Bengal, India. *Children and Youth Services Review*, 116, 105194.
- Kapasia, N. P. (2020). Impact of lockdown on learning status of undergraduate and postgraduate students during COVID-19 pandemic in West Bengal, India. *Children and Youth Services Review*, 116, 105194.
- Kimball, B. A. (1995). *The Emergence of Case Method Teaching, 1879s-1990s: Search for Legitimate Pedagogy*. Bloomington: Poynter Center, Indiana University.
- Kock, N. (2005). Media richness or media naturalness? The evolution of our biological communication apparatus and its influence on our behavior toward e-communication tools. *IEEE transactions on professional communication*, 48(2), 117-130.
- Larsson, J. (2016). What is the ideal length of a case study.
- Liang, N. &. (2004). Implicit mental models in teaching cases: An empirical study of popular MBA cases in the United States and China. *Academy of Management Learning & Education*, 3(4), 397-413.
- Mayor, M. (. (2009). *Longman dictionary of contemporary English*. Pearson Education India.
- McBrien, J. L. (2009). Virtual spaces: Employing a synchronous online classroom to facilitate student engagement in online learning. *International review of research in open and distributed learning*, 10(3).
- Menna, A. (2009). The business case method: An examination of 2009 case competition. *Management in Education*, 24(2), 74-79.
- Miller, D. &. (1977). Strategy making in context: Ten empirical archetypes. *Journal of Management Studies*, 14(3), 253-280.
- Pariseau, S. E. (2007). The effect of using case studies in business statistics. *Journal of Education for Business*, 83(1), 27-31.
- Peterson, R. &. (2004). The history sphere in MBA. Marketing instruction: An application. . *Marketing Education Review*, 14(2), 55-67.
- Sanchis, C. M. (2007). The case study method: a powerful teaching tool in sports marketing education. *International Journal of Sports Marketing & Sponsorship*, 9(1), 7-11.
- Shugan, S. M. (2006). Save research—Abandon the case method of teaching. *Marketing Science*, 25(2), 109-115.
- Strielkowski, W. (2020). COVID-19 pandemic and the digital revolution in academia and higher education. *Preprints*, 2020040290.

About the Author: Kumar Abhishek is a Development Practitioner and has completed his Masters in Management (PGDM) from DMI, Patna. He is working for empowering the rural people by capacity building. He has done LL.B from Campus Law Centre, University of Delhi. He is currently a Resource Person with MGNCRE and has conducted several workshops and Faculty Development Programs in Community Engagement, Experiential Learning and Rural Entrepreneurship.

Annexures

Annexure 1

Questionnaire

- 1) Name:
- 2) Age:
- 3) Gender:
- 4) Years of teaching experience
- 5) Teaching students who are:
 - Under Graduate
 - Graduate
 - Post Graduate
 - Doctorate
- 6) Your qualification
 - Graduate
 - Post Graduate
 - Doctorate
- 7) How many hours of Case Discussion Methodology have you practiced during the session (as a part of this study)?
- 8) What was the number of students (Approximate)?
- 9) What was the average duration of each session on Case Discussion Methodology (Approximate)?
 - less than 45 minutes
 - 45 minutes to 1 hour
 - 1 hour to 1.5 hours
 - 1.5 hours to 2 hours
 - more than 2 hours
- 10) According to you what is the ideal number of pages for a Case?
- 11) Have you discussed case which was written by you?
 - Yes
 - No
- 12) If yes, then have you experienced any difference while conducting the session on those cases which were not written by you (please mention the difference in points)?
- 13) In learning the concepts, theories and practices of management, the case-based methodology has been:
 - Very useful
 - Somewhat useful
 - Not very useful
 - Not useful at all
- 14) What was your role while conducting the Case Discussion Methodology for your participants?
- 15) To understand the different practices and applications in the business world by companies through case-based methodology has been:
 - Very useful
 - Somewhat useful
 - Not very useful
 - Not useful at all
- 16) After completing this management course, I have developed an interest in the business world and different companies' functions.
 - Very
 - Somewhat
 - Not very
 - Not at all
- 17) Do you believe you have gained a new perspective and understanding of the business world?
 - Yes
 - No
- 18) Would you prefer a course solely based on lecturing rather than the case-based methodology?
 - Yes
 - No
- 19) Kindly mention types of cases you have discussed in your session (such as Case, Caselets, Video Cases, Newspapers).
- 20) Have you been a part of online class/ virtual learning platform before COVID?
 - Yes
 - No
- 21) How effective Case Discussion Methodology was on virtual session?
 - Yes
 - No
- 22) Have you faced problem in virtual platform learning?
 - Yes
 - No
- 23) What was the participants' level of participation in the Case Discussion Session, as compared to other pedagogy?
 - Very High
 - High
 - Same
 - Low
 - Very Low
- 24) Do you believe that the Case Discussion Methodology helps in capacity building of students (such as decision making, team work and communication) other than subjective knowledge?
 - Yes
 - No
- 25) If yes, then kindly mention the problem (in case you haven't faced any problem kindly mention NA)
- 26) Did you take a case-based course before?
 - Yes
 - No
- 27) Would you like to use Case Discussion methodology in future?
 - Yes
 - No
 - Maybe
- 28) As a participant have you discussed, though or read about the case after the session?
 - Yes
 - No
- 29) Mention five important points you would like to recommend for conducting Case Discussion Methodology for participants.

30) Please mention the preparation(activities) you did before the Case Discussion Session started as a participant (at least five).

-
-
-
-
-

31) Please mention the preparation(activities) you did before the Case Discussion Session started as a facilitator (at least five).

-
-
-
-
-

32) Please state the top three cases that you liked and were interested in studying the most.

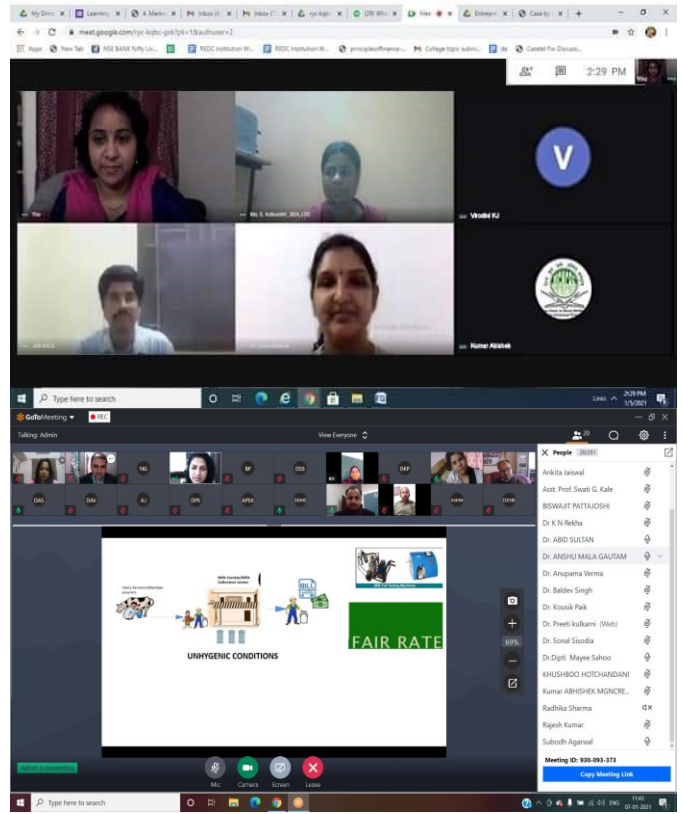
33) What challenges have you faced as a participant?

34) What all challenges have you faced while conducting the sessions for the participants?

35) Any changes you want to make in your Case Discussion Methodology session for making it more effective.

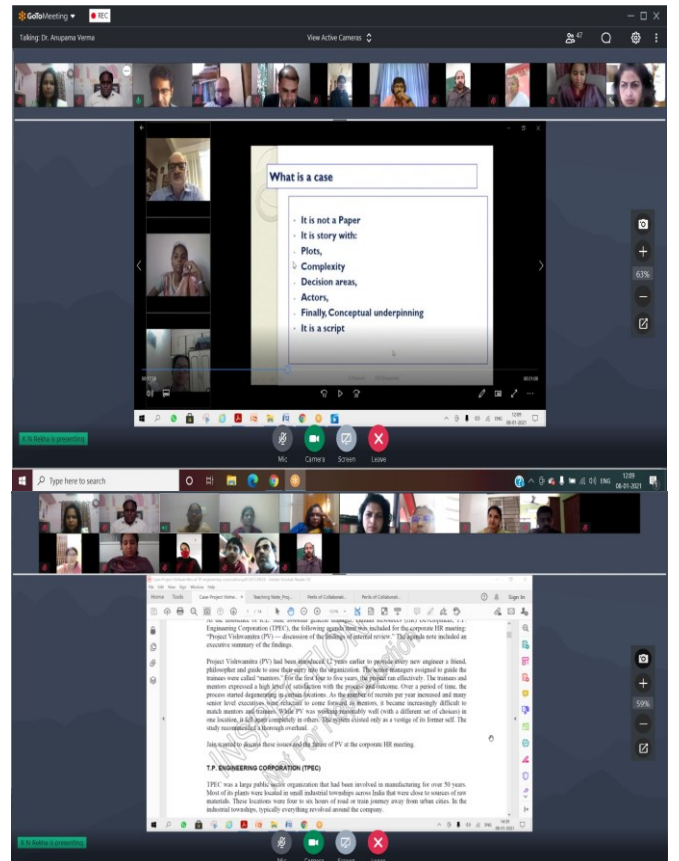
36) What are your personal opinions of taking the management course based on cases?

37) Kindly suggest measures to be done in order to make Case Discussion Methodology more efficient.



Annexure-2

Screenshots of Faculty Development Program



11. Implementation of Case/Caselet Discussion Methodology in Higher Educational Institutions in the States of Kerala, Tamil Nadu and Andhra Pradesh

An Action Research Project

J. Sai Sudheer Kumar

Abstract

Case discussion methodology helps the students to understand situations in practical world. It improves the student's abilities to think about situations, ask questions, involve into the situation and evaluate the alternatives for problem solving in real time. It helps students in generating ideas, enhances the decision-making ability of them and allows them into the shoes of decision makers in real time organizations. Case discussion methodology provides a platform for the students to communicate and collaborate about a situation that concerns a group of people and focus on a specific concept that can be applied in problem solving.

Key Words: Action Research, Entrepreneurship, Social Responsibility, Case Studies, Management Education

Context

Management education has made significant growth since its inception in 1950s in India. Management is an academic discipline of imparting or acquiring knowledge to develop the members of administration of an organization or managers, employers to train in the practices, techniques, building abilities to deal with situations, utilisation of resources in attaining their organizational goals and helping individuals to work together, improve their competencies, accomplish their individual goals as well as organizational objectives.

India has become one of the leaders in the field of management education. In spite of having a good number of business schools operating in the world, the mushrooming of B-Schools in India led by globalization has resulted in an intense competition among the B-Schools themselves giving rise to many contemporary issues and challenges in the changing times affecting the quality of management education in the country. The issue of irrelevance of management education is highly experienced in India as most of the business schools focus and rely on the western countries for text books. The course curriculum is out of synchronization with the industry requirements and misaligned with skills needed and inputs provided. It is high time to revitalise management education in India by contextualising both course curriculum and teaching methodology.

According to Financial Times Report in 2020, Harvard Business School of US is the leading business school in the world. IIM Bangalore and Indian School of Business are in the first two positions from India in imparting best management education according to the report. A variety of pedagogical approaches such as participant centred learning, learning from peers in groups, application oriented and experiential learning are used by the faculty members for Post graduate programs in management at IIMs. The rapid growth of the Indian economy demands educated and trained human resources including business graduates. Indian business schools are the major suppliers of business graduates. A high

degree of training with the use of emerging managerial tools and technologies is imparted across the programs. The emphasis is more on internalization of knowledge rather than mere acquisition. Sensitization and capacity to deal with environmental influences are stressed, both as a means of enhancing organizational well-being as well as promoting good corporate and professional citizenship in most of the IIMs.

Being the largest democracy with stable, mature, vibrant and exemplary democratic governance and institutions, India boasts of quality B-Schools attracting intellectual student community in large numbers every year.

Management education in India is offered by the following categories of institutions:

- Institutions of national importance
- Central/State University departments
- Colleges affiliated to the universities
- Non-University Autonomous Institutions
- Distance/Correspondence based Institutions
- Unaffiliated Institutions

The basket of teaching methods employed by most of the IIMs and Business schools includes lectures, case analysis and discussions, seminars, exercises, role plays, management games, assignments, industrial visits, project work, audio-visual aids and computer-based learning methods.

Effective management requires decisions based on contextual analysis and insights. To stimulate the intellect and enhance intellectual capabilities the case method of learning is used. Unlike lectures, case method classes unfold without a detailed script. Case discussions are supplemented with lectures, seminars, games, role plays, industrial visits, and group exercises. The case method is utilized to develop skills needed for problem solving, decision-making, and implementation. Application of theoretical knowledge to real-life problems is tested through this pedagogy. The emphasis is on developing a holistic perspective that deals with unstructured situations and imparting skills in decision-making under uncertainty. Cases

are tailored to encourage a vibrant interplay of ideas and their practical application, and expose students to both leading edge research and current practice. In practice, they pursue opportunities and "teachable moments" that emerge throughout the discussion, and deftly guide students toward discovery and learning on multiple levels.

A **case** is a description of a real-life problem that a business man has faced at some point of time and as such needed his attention, analysis and decision. There is no standard formula as each case highlights a specific decision situation. However, there are certain general procedures which can be followed in handling a case.

Case Discussion Methodology helps the students to understand situations in practical world. It improves the student's abilities to think about situations, ask questions, involve in the situation and evaluate the alternatives for problem solving in real time. It helps students in generating ideas, enhances the decision-making ability of them and allows them into the shoes of decision makers in real time organizations. Case discussion methodology provides a platform for the students to communicate and collaborate about a situation that concerns a group of people and focus on a specific concept that can be applied in problem solving.

Cases are narratives, situations, select data samplings, or statements that present unresolved and provocative issues, situations, or questions in various formats. The case method is a participatory, discussion-based way of learning where students gain skills in critical thinking, communication, and group dynamics.

Effectiveness or the outcomes of the case discussion methodology depends on the role played by the facilitator.

A **caselet** or a **short case**, a brief outline focused on a specific topic, is increasingly used as a teaching aid in most of the business schools useful as a supplement to lecture. A caselet is a shorter version of a case study, generally two to three pages in length. Caselets are similar to case studies in that they may either describe a sequence of events or put forth an issue or problem that requires decision making. The use of caselets is gaining popularity as a pedagogical tool in management teaching and executive education. The basic objective of a caselet is to allow the learner to apply ideas and insights from theory to the real-life issues and problems contained in the caselet. This helps the learner obtain a deeper understanding of all the relevant factors in a particular problem situation as well as gain insights into the finer nuances of a topic in a particular field of management.

Caselets are an important teaching aid for the faculty to adapt the teaching style to the needs of the situation. A discussion leading to managerial decision-making is based on the interplay of facts, logic, and opinion. Caselets are also useful in comparative study as the faculty can give a set of caselets on a particular topic or industry to illustrate the variations in approaches adopted by different organizations. Due to its smaller size, a caselet does not affect the classroom schedule or faculty's time and also accelerates the learning process.



Steps in implementation of Case Discussion Methodology

Analysis and discussion of a case helps the students bridge the gap between lecture based learning and real-world implications of management. It provides an opportunity for the students to develop, sharpen and test analytical skills in the following areas:

- Assessing situations
- Sorting and organizing key information
- Categorizing of information
- Posing right questions to themselves
- Defining opportunities and problems
- Identifying and evaluating alternative courses of action
- Data interpretation
- Evaluation of results of past strategies
- Interacting with managers
- Making decisions under conditions of uncertainty
- Critical evaluation of other's contribution
- Responding to criticism

The use of business case studies was developed by the faculty of Harvard Graduate school of Business Administration in 1920s. Case discussion methodology has been widely accepted as an effective way of methodology in exposing students to decision making process. The primary purpose of case discussion methodology is to introduce a measure of realism into management education. Instead of focusing on teaching the concepts. The case discussion method focuses on application of theoretical concepts and applying sound logic to real world business problems.

Steps include:

1. Read the case actively and at least for five times.
2. Remember you are the decision maker, who defines the problem, suggests alternatives, evaluates them and proposes a plan of action.
3. Try to find out one or many key issues in the case, is it an issue or a symptom to some issue.
4. Prepare for the case in detail, read each and every exhibit and link it to the main body of the case.
5. Arrive at some kind of conclusion in your mind.
6. Take responsibility for your own viewpoint of the case
7. Be ready to support your conclusion with reasonable qualitative and quantitative analysis.
8. Think about what other possible conclusions could be and how would yours be preferable to them.
9. Always listen carefully to the other student comments and questions posed by the professor. Listening is participation
10. Participate in the case discussion; remember a great comment at the wrong time is the worst thing.
11. Case discussions can provoke, strong difference of opinions. Do not get intimidated, appreciate the conflicting

opinions, try to justify why what you are saying makes more sense.

12. You can also discuss the case informally with some of your colleagues outside the class
13. Listen to keep up with the discussion and find opportunities to contribute
14. Reflect on what you learnt. Make sure you write down two or three takeaways for each case and reflect upon them later
15. Do not just wait your turn; you do not always have to speak.
16. Listen to everyone, frame your response in the mind and then raise your hand.
17. Remember learning about how to think is as important as learning about what to think.
18. Communicate your solution effectively through a written report or a presentation if required

Hurdles to Overcome in Case Discussion Methodology

A successful case discussion methodology includes several factors such as selection of a case/caselet, reading a case for several times for better understanding, knowledge on theoretical concepts, ability to link those concepts to the cases, etc. In most of the situations, analysts make some common errors while analysing cases and the following includes those potential shortcomings:

- Indefinite or inadequate understanding of the problem
- Searching for a single/correct answer
- Not sufficient information for decision making
- Use of generalities rather than being specific
- Varied situation
- Ignorance of certain key variables because of focusing on one or few
- Offering unrealistic solutions
- Out of logic or offering premature conclusions

A productive case discussion methodology requires a major commitment of time and effort. Individuals should be highly motivated and willing to get involved in the analysis and discussion and simply reading the content in a case is not quite helpful. A mix of teaching aids should be suitably used for the learner's benefit that has to be adapted to the situation under consideration.

Review of Literature

Prof. Dr. Christoph Rasche and Dr. Achim Seisreiner listed out the guidelines for business case analysis focused on bridging the gap between classroom learning and real-world implications. They introduced a four-step framework for case analysis that includes problem identification, formulation of course action, analysing alternatives, recommending course of action. They also came out with

guidelines for an operational approach to case and problem analysis along with the pitfalls to be avoided in case analysis.

Espen Andersen & Bill Schiano came out with a practical guide on teaching with cases that focuses on giving practical advice for instructors to implement easily and also how to plan a course, teach it and evaluate it with a very simple central framework consisting of three core elements including planning of case discussion, creating a lively discussion and offering guidance to students with the help of technology in classroom case teaching.

Barnes, L. B., Christensen, C. R., & Hansen, A. J. (1994) contributed their research outcomes on Teaching and the case method and highlighted the roles, responsibilities, skills of the case discussion leader, methods of case discussion, key skill requirements of questioning, listening and responding, ethical dilemmas and the case discussion processes with several cases.

Boehrer, J., & Linsky, M. (1990) discussed the origins of case method, looks at the question of what is a case, shared ideas about learning case teaching, the purposes it serves in classrooms, listed out ground rules for case discussion including the role of questions, new directions in case teaching.

Kalogeras [1976] for instance, argues that good old-fashioned lectures offer an appealing medium for transferring knowledge and conveying a sense of intellectual excitement from instructor to student. He suggests that lectures are also efficient, considering the demands that content, coverage, and constant change in the discipline place on finance instructors.

Blevins [1980] points out that lecture can be used to effectively survey the structure of knowledge in a particular area as well.

Aggarwal [1993] suggests cases offer an important means of bridging the gap between the classroom and the practitioner's desk.

Viscione and Aragon [1978] argue that case methods help build the analytical and decision-making skills students require for becoming successful practitioners. In a similar vein, others suggest the connection between cases and real decision-making reaches students at an emotional level and provides necessary motivation for learning difficult material.

According to Ciccotello and Green [1997] "The traditional lecture format often fails to impart lasting knowledge and leaves students disinterested in further study. The case study method offers the opportunity for more active student participation."

An exception is a study by Ciccotello and Green [1997], who consider outcomes associated with student case analysis as well as student case writing. Ciccotello and Green survey student perceptions of their learning following a course in which the students are required to participate in traditional case analysis as well as to author their own cases. Ciccotello and Green present survey results from one senior undergraduate finance course and an MBA finance course. Student reaction at both levels to both case analysis and case writing is generally quite favorable. However, graduate students tend to be more positive about the case writing assignment than undergraduates, perhaps because of the perceived difficulty, level of effort required, and time consumed in the case writing process. Ciccotello and Green's study may be valuable in identifying a positive reaction to case methods and perhaps in confirming the proposition that more mature students benefit more from cases. However, it lacks a control group of students who did not receive instruction by cases. As a result, the study is incapable of providing evidence on the performance of cases relative to other teaching techniques.

Another source of research support for case methods over lectures derives from the connection between active learning techniques and case methods. Instructors practice case methods differently at different universities in different courses, even from semester to semester, but commonalities appear in their approaches. Case instructors often rely on active learning techniques such as discussion, cooperative learning, problem solving, role-playing, and in-class writing. Case methods, therefore, represent a composite of active learning approaches. Bonwell and Eison's [1991] popular book on active learning suggests that active learning techniques offer superior educational outcomes when compared to traditional lecture methods. This may explain the recent interest in active learning approaches to teaching in finance.

Locke and Ebron [1998], Hermanson, and Tompkins [1997], Chan, Shun, and Lai [1996], and Grace [1995] present research findings on educational outcomes in finance courses associated with active learning techniques. These studies consider a variety of teaching techniques, including student writing and transcription, self-generated elaboration, and cooperative learning. Results from these studies are broadly consistent with other research in the education and psychology literature that finds a positive association between learning outcomes and active learning approaches to teaching. A complete understanding of the relative merits of a complex pedagogy such as case methods over any other teaching technique requires more than a syllogism that connects them to active learning, however. Case methods warrant a separate body of research to verify their benefits and clarify their uses and usefulness.

Aundrea Kay Guess highlighted the importance of case

method in teaching, discussed the implementation of case discussion methodology in various domains and stated that the most important building blocks for a case discussion are questions, especially questions that demand a clear-cut decision. The three important kinds of questions are the launch question, anchor question and transitions. Aundrea Kay Guess also listed out the duties of instructor that includes identifying a case, preparing the case, involvement of students in implementing the case discussion methodology effectively.

C. Roland Christensen (1991) described that student involvement develops at least at three distinct levels: "At the first level, students explore a problem by sorting out relevant facts, developing logical conclusions, and presenting them to fellow students and the instructor. The students discuss someone else's problem; their role is that of the commentator-observer in a traditional academic sense. On the second level, students can be assigned roles in the case during class, and take on perspectives that require them to argue for specific actions from a character's point of view, given their interests and knowledge. Finally, on the third level, students will take the initiative to become fully involved, so that topics are no longer treated as abstract ideas, but become central to the student's sense of self—of what they would choose to do in a specific real-world situation. Given the complexity of many cases, it is useful to begin class discussion with questions that require students to review and organize information on the first level: what are the relevant facts and how do they translate into major themes or issues. Once students have agreed on the most significant information in the case, you can begin to pose more challenging questions.

(Cohen, 1989) points to the limitation of the case study method. Cohen (1989) says that the case study method encourages the students' passivity, and at the same time unintentionally "teaches that good leadership is manoeuvring others into saying what you wanted them to say while getting them to believe they came up with the answer. With this said students can learn how to apply theories in real-life but will not learn the practical leadership skills.

According to (Easton, 1992) the case study methods are helpful in creating the opportunity to address knowledge acquisition, analytical skill, application skill, creativity, decision-making skill, communication skill, social skill, self-analysis skill and teaching attitudes.

Argyris, (1980) concluded that case studies can be used to teach the students to hear others' views, confront differences, make decisions, become aware of the complexity of reality and realize that there are rarely right or wrong answers. Since cases are incomplete so are real-life

situations. The case study methods focus on looking at phenomena, investigate and localise problem areas and later on resolve the found problems.

Among the pedagogic tools for teaching econometrics is case studies the most used learning methodology (Zhang, 2009). Zhang talks about the pros and cons with the case study method. They can be categorised accordingly:

- Theme choosing
- Students prior knowledge
- Student's information searching capability

Since business economics such as econometrics are based on a quantitative method, the students' ability to attain useable and reliable data is critical. This is therefore linked to the students' prior knowledge, because to obtain relevant data the student must be capable to understand and analyse data properly. (Alon, 2003) Says that case studies can help teaching online courses or through online formats. This is because the case method provides the opportunity to open up online discussions and engages the students to interact.

Challenge

Most of the Higher Educational Institutions offering management education in India have case study method in their academic curriculum. The time allotted for lecture-based sessions is occupied between 70-90 per cent. Making students involve in a case discussion is one of the important challenging areas, and dedicating time to case study by the faculty is also a concern. In several HEIs faculty members were involved in multiple engagements which focus mostly on the administrative aspects. Linking the theoretical concepts with the case/caselet in discussion is one of the important challenges.

Focus / Aspects of the Practice to Improve

The Faculty Development Centre of Mahatma Gandhi National Council of Rural Education (MGNCRE) initiated an action research project to study the implementation of case discussion methodology by management faculty working in the Higher Educational Institutions in their regular classes to make students think, analyse, evaluate situations and make decisions.

Case discussion methodology is an essential experiential learning methodology for training in problem solving. Higher Educational Institutions need to participate in contributing to Small Scale Industries and Marketing. There is a dire need for supply chain and value chain development leading to market linkages and addressing pain points in technology development, microfinance, livelihoods, skill development, natural resources management, and providing technical assistance in the areas of market linkages and structural support. Case discussion methodology is an instructional method (not a theory) that refers to assigned scenarios

based on situations in which students observe, analyse, record, implement, conclude, summarize, or recommend. Case studies are created and used as a tool for analysis and discussion.

Through this initiative, MGNCRE intended to impart training for the management faculty of Higher Educational Institutions with the following objectives:

- ❖ To appreciate experiential learning methods of teaching
- ❖ To familiarise the faculty members of HEIs with Case Teaching Methodology
- ❖ To analyse and make sense of a case
- ❖ To promote the development of skills that includes communication, active listening, critical thinking, decision-making, and metacognitive skills
- ❖ To train them in applying course content knowledge, reflect on Knowledge utilising the case discussion to teach various management subjects.

The case method of learning has been found to be extremely useful in transferring knowledge, developing skills, and forming attitudes among the faculty and students. A course or program designed to achieve a mix of these learnings would usually have contents spanning a range of contexts, types of decisions (problems), relevant concepts and skills needed to achieve the objectives of learning.

Well-designed courses and programs are likely to continue to serve the learning objectives of future managers quite well. A case has the potential to contribute to research by identifying a new managerial situation, a new context and develop a new skill or the potential to explore the possibility of a new concept which is very much helpful for the faculty of management in their career progression. It could be more like an exploratory research in search of new concepts, contexts, problems, and theories related to the field of applied management. Further, the Higher Educational Institutions need to develop appropriate reward mechanisms for motivating case discussion leaders and case writers for achieving the desired outcomes.

Through this action research MGNCRE explores how the faculty and students take ownership of the content they are discussing in class room, how faculty transact any course effectively using the case methods especially in the higher educational streams of focus for MGNCRE that include Rural Studies, Rural Development, Rural Management, Social Work and Education.

Actions Planned to Address the Challenge

To meet the challenges faced by the management faculty of Higher Educational Institutions throughout the country in implementing the case discussion methods, the faculty development centre of MGNCRE came out with an action

plan of conducting a five-day faculty development program for the management faculty of HEIs throughout the country on case discussion methodology to equip themselves with tools and techniques used in case discussion methodology.

As a part of this Faculty development program to impart training to the management faculty of HEIs, 12 resource persons from MGNCRE team were given training in the month of December 2020. Those 12 resource persons were divided into 3 teams of 4 members each and were given inputs in organizing the FDP on Case discussion methodology and carried out a five-day training program from 26th – 30th December 2020.

Training was imparted to the resource persons in three important areas that include Entrepreneurship, Marketing and Collectives. Sessions were scheduled for 4 hours duration every day from 11 AM to 4 PM. The following are the aspects focused during training:

Day 1: Introduction to Case discussion methodology

Day 2: Case discussion on Entrepreneurship

Day 3: Case discussion on Marketing

Day 4: Case discussion on Collectives

Day 5: Case writing methodology

Action research of Faculty development program on case discussion methodology was initiated in three levels that includes Preparation, Participation and Implementation. Resource persons were given scheduled insights. On the first day they were given inputs related to introduction of case discussion methodology, implementation of case study in class rooms, differentiating lecture-based teaching with case method teaching. On second day, each resource person was assigned an individual case/caselet on entrepreneurship aspects with specific reference to rural areas. Similarly, on third day case/caselets were assigned in the area of marketing. On the fourth day cases/caselets were given in the area of collectives to respective resource persons of MGNCRE. Every day resource persons prepared thoroughly the cases/caselets assigned to them for discussion and acted as facilitators of case discussion in respective time slots allotted to them.

During the training sessions, out of 12 resource persons, 3 resource persons acted as team leads and 9 other resource persons applied the case discussion methodology as per the guidelines of team leads. A total of 12 cases/caselets were discussed by the resource persons including team leads during the training sessions with duration of 1 hour each and 4 cases/caselets daily for 3 days in the areas of entrepreneurship, marketing and collectives.

On the fifth day, inputs were given on case writing methodology to the resource persons that enables them to

write a case/caselet by understanding the steps involved in writing a case/caselet. Suitable cases/caselets were shortlisted from the published sources of MGNCRE to discuss in the faculty development program on case discussion methodology.

A total of 64 faculty members enrolled from the Higher Educational Institutions throughout the country for the faculty development program on case discussion methodology. Those participants were divided into two categories - one from North India and other from South India. Participants from south India were again categorized into two groups. Total participants were divided into three groups and guided by 12 resource persons.

Three separate WhatsApp groups were created for the respective participants. 3 cases/caselets were shared with the participants every day from 28th December 2020 to 02nd January 2021. A total of 21 cases/caselets related to entrepreneurship, marketing and collectives were shared with the participants to read and fill the responses through Google forms every day. Each resource person of MGNCRE who was trained has to mentor their respective mentees. Every mentor has 5-8 mentees from different locations. Respective mentors have to follow up with the mentees whether they have read the case or not and ensure to make them read the cases/caselets shared with them and fill the responses through Google form.

I was assigned 5 participants to mentor. Out of those 5 participants, 2 were from Tamil Nadu, 2 from Kerala and one from Andhra Pradesh. To guide the participants and communicate effectively, a separate WhatsApp group was created with 5 participants. The Faculty development program was scheduled from 4th – 8th January 2021 and the group was created on 27th December 2020. From that day, meetings were initiated with the participants and they were motivated to read cases/caselets regularly. The importance of the FDP on Case discussion methodology was highlighted.

The following guidelines were issued to the participants

before the commencement of FDP:

1. Make sure that your internet connection is of high speed and uninterrupted throughout FDP
2. Keep the camera on throughout the session.
3. Keep the Mic on mute all the time, unless you are asked to unmute
4. You can raise hand to share your thoughts and also express in chat box
5. Entire FDP session will be recorded and certificate will be given to only those who are completely active throughout the FDP for 5 days.

All the participants were given 3 cases/caselets area wise - one each on Entrepreneurship, Marketing and Collectives for discussion during the FDP on case discussion methodology.

The following cases/caselets were shared with the participants for discussion during the FDP:

Marketing

- The Study of Strengthening of the Social Fabric - The Story of Anil Kumar Yadav
- Nutrine Confectionery Company Limited - Ruling the Rural Market
- Marigold Cultivation for Women Empowerment
- Painting Rural India
- The Right Mix

Entrepreneurship

- Promotion of Rural Enterprise through Sericulture: An Amazing Success Story of a Woman Entrepreneur
- Success against All Odds
- Unity is Strength
- Kheyti's Greenhouse in a Box
- Fresh Harvest: Entrepreneur Game Changer!

Collectives

- A Dairy Cooperative in Chhattisgarh
- Strength of Milk and Unity
- Malaikottai Paddy FPO: Challenges & Collective Development
- A Study on Contribution of Communities to Co-operatives
- Rural Governance: Role of Self-Help Groups in Rural Development in Dindigul District, Tamil Nadu

**Actual FDP Schedule (04th – 08th January 2021) Planned
5 Day Faculty Development Program on Case Discussion Methodology
Program Schedule – Group 1**

04-01-2021 (Day 1)		
09.30 AM – 10.00 AM	Inauguration	Team MGNCRE
10.00 AM - 11.00 AM	Introduction to Case discussion Methodology	Prof.Vivek, IIM Visakhapatnam
11.00 AM - 11.30 AM	Interactive Session	Prof.Sampath Kumar, University of Wisconsin- Green Bay

11.30 AM – 01.00 PM	Case Discussion Methodology - Session 1	Prof.SaswatBiswas, IRMA
01.00 PM - 02.00 PM	----- Lunch Break -----	
02.00 PM - 04.00 PM	Case Discussion Methodology - Session 2	Prof. Charles Dhanaraj Professor of Strategy in Fox School of Business, Temple University, Visiting Professor, ISB
05-01-2021 (Day 2)		
11.00 AM - 01.00 PM	Case Discussion on Marketing - The Study of Strengthening of the Social Fabric - The Story of Anil Kumar Yadav	Dr.GowriKusuma Resource Person - MGNCRE
01.00 PM - 02.00 PM	----- Lunch Break -----	
02.00 PM - 04.00 PM	Caselets Discussion on Marketing	Mr. J. SaiSudheer Kumar - Mentor Mr. Sunil Joseph A - Marketing Painting Rural India Ms. Anjali Abraham - Marketing Nutrine Confectionery
06-01-2021 (Day 3)		
11.00 AM - 01.00 PM	Case Discussion on Entrepreneurship - Entrepreneurship Promotion of Rural Enterprise through Sericulture	Dr. Shiny CM Resource Person - MGNCRE
01.00 PM - 02.00 PM	----- Lunch Break -----	
02.00 PM - 04.00 PM	Caselets Discussion on Entrepreneurship	Mr. J. SaiSudheer Kumar - Mentor Mrs.Meera S - Entrepreneurship Success against all odds Dr.GunitaChandhok - Entrepreneurship- Kheyti's Greenhouse in a Box.
07-01-2021 (Day 4)		
11.00 AM - 01.00 PM	Case Discussion on Collectives - A Dairy Cooperative in Chhattisgarh	Mr. J. SaiSudheer Kumar Resource Person - MGNCRE
01.00 PM - 02.00 PM	----- Lunch Break -----	
02.00 PM - 04.00 PM	Caselets Discussion on Collectives	Mr. J. SaiSudheer Kumar - Mentor Dr.Grahalakshmi Selvarajan Collectives- Strength of Milk and Unity Dr.Subba Lakshmi A V V S - A Study on Contribution of Communities to Co-operatives
08-01-2021 (Day 5)		
11.00 AM - 01.00 PM	Case Discussion on Marketing, Entrepreneurship and Collectives	MGNCRE Resource Persons
01.00 PM - 02.00 PM	----- Lunch Break -----	
02.00 PM - 03.00 PM	Session on Case Writing Methodology	Prof. B. Ramesh, IIM Bangalore
03.00 PM – 04.00 PM	Valedictory Session	Team MGNCRE

Action Plan for conducting 5-day FDP on case discussion methodology

Day 1: 04th January 2021

All the participants enrolled for FDP were brought together on a common platform through “goto meeting” application. The first day of the session started at 9.30 am.

Dr. W G Prasanna Kumar, Chairman of Mahatma Gandhi National Council of Rural Education MGNCRE inaugurated the

program and the team members of MGNCRE spoke about the importance of this program and detailed the program schedule.

According to the program schedule Prof. Vivek from Indian Institute of Management, Visakhapatnam, Prof. Sampath Kumar from University of Wisconsin- Green Bay gave insights into the importance of case discussion methodology, changing practices of learning, teaching in class room and the role of facilitator in case discussion, making the students involve in case discussion, and steps to be followed in implementation of case discussion methodology. They later resolved queries of participants like how to implement case discussion in class room and mechanisms to be followed in implementation of case discussion methodology at their respective institutions.

In the post lunch session of Day 1, participants had insights from Prof. Saswat Biswas of IRMA and Prof. Charles Dhanaraj, Professor of Strategy in Fox School of Business, Temple University on the role of facilitator and mechanisms of involving students in case discussion methodology.

After the completion of the Day 1 session, respective participants of group 1 mentored by me, had one to one discussion about the session outcomes. They were motivated to read case/caselet that is to be discussed the following day.

Day 2: 05th January 2021

After getting valid insights regarding the implementation of case discussion methodology, the participants had to facilitate the case discussion methodology implementation session on marketing on day 2. Soon after experiencing the facilitation of case discussion methodology by the resource person of MGNCRE on a case titled “**The Study of Strengthening of the Social Fabric - The Story of Anil Kumar Yadav**”, the participants were invited to facilitate the session further. During the forenoon session, participants were involved in discussion on the case, followed by the steps in implementation of case discussion methodology, linking theoretical concepts to the case and drawing conclusions.

Later in the post lunch session, one of the participants **Mr. Sunil Joseph A** held a discussion on a caselet titled “**Painting Rural India**”, made the participants involve in discussion, identified challenges, and discussed the actions taken by the

company in overcoming hurdles and facing competition. The participants came out with the possible solutions that the company can consider in overcoming the problems. Similarly, after the first caselet discussion Ms. Anjali Abraham initiated discussion on caselet titled “**Nutrine Confectionery Company Limited - Ruling the Rural Market**”, analysed the situation of the company, discussed the market position of the company, the way of handling distributors, marketing practices of the company, launching and positioning products in a right manner. Also, the participants involved in the discussion and highlighted the practices of the company in rural market and listed out the practices that are making the company to stand firm and competing with the rivals. They also drew conclusions about the right kind of practices taken care of by the company.

After the completion of Day 2 session, there was an interaction with all the participants by the mentors respectively about aspects covered in the case discussion methodology and ways of handling the case discussion by the participants.

Day 3: 06th January 2021

With the active involvement of the participants case discussion methodology was started on day 3 by the MGNCRE Resource person with the discussion on a case titled “**Promotion of Rural Enterprise through Sericulture: An Amazing Success Story of a Woman Entrepreneur**”. Starting with the role of an entrepreneur, discussions were held on the promotion of rural enterprise through sericulture, how the woman entrepreneur managed business, and challenges faced by her. Participants drew conclusions based on the discussions carried out through the session. MGNCRE resource person also explained the way how to interlink the theoretical concepts with the case. During the post lunch session, Mrs. Meera facilitated discussion on a caselet titled “**Success against all odds**” which primarily focuses on the rural entrepreneurship of a village located in the Tehsil of Pune district in Maharashtra. Participants highlighted the challenges faced by the people of the village and attempted to find out the possible means of utilisation of resources available to overcome the problems. They also discussed the role of a villager who was successful in running a dairy firm in Pune. NGOs and Self-Help Groups assisted the group of villagers in setting up of a business and importance of farm allied products in the lives of the rural population. The role of leadership and qualities of a leader were also connected with the caselet during discussion.

After the day 3 sessions, there was a mentoring session again with the participants. Evaluations were done on the outcomes of the case discussion methodology of day 3 and it was ensured that the participants were clear with the case/caselets to be discussed in the day 4 sessions.

Day 4: 7th January 2021

Along with the case discussion methodology in the areas of marketing and entrepreneurship, during the day 4 session discussions were made on the area of Collectives, which is a group of entities that work with a common motive or interest. Initial discussion on collectives was done by the resource person of MGNCRE who highlighted the importance and advantages of collectives. In this context MGNCRE resource person also listed out the principles of collectives. Later the resource person of MGNCRE facilitated the participants with a case discussion methodology on **“A Dairy cooperative in Chhattisgarh”**. The case revolves around a village in Chhattisgarh in which agriculture is the prime source of employment and the challenges that are being faced by the villagers. How the villagers managed a dairy firm starting from milk collection, transportation, processing, marketing of milk and milk products with the help of an NGO and Grameen Bank was discussed. Participants came out with their ideologies in this regard and expressed their opinions in overcoming the problems and challenges faced by the villagers in managing the dairy firm. Heated discussion went on while handling question and answer session whether the villagers find it profitable to run that business or to slide over, challenges faced by them and the steps to be taken for deciding on the livelihood intervention.

During the post lunch session, Dr.Grahalakshmi facilitated a caselet discussion titled **“Strength of Milk and Unity”** by involving the participants to come out with their views on Kaira District Cooperative Milk Producers union under the leadership of Dr.Verghese Kurien. They discussed the role of different leaders in transforming the group of farmers into successful businessmen and listed various approaches to be employed through which the milk producers can look for a bright future and the support extended by the government in the farmers development. Similarly, discussion on a caselet titled **“A Study on Contribution of Communities to Co-operatives”** was facilitated by Dr. Subbalakshmi A V V S that focused on bringing an unorganized dairy sector into an organized sector in Tirupati of Andhra Pradesh. The story is of an organization (a self-help group) that started with 27 members in 2014 and grew to 80,000 plus members. Participants discussed and opined on the views of how Shreeja adopted a holistic approach to the welfare of women farmers and initiated capacity building activities and listed out various outcomes on how the company can stand in the top 10 positions of dairy companies by 2025. Along with those aspects, participants linked the caselet with the theoretical concepts such as Cooperative governance, and rural entrepreneurship and development.

Day 5: 8th January 2021

After 4 days of faculty development program on case discussion methodology, the last day of the program focused on writing a case/caselet. With the inputs of Prof. B. Ramesh of Indian Institute of Management, Bangalore and MGNCRE Resource person, participants were given insights on how to write a case using methodologies of case writing during the forenoon session. Later in the post lunch session, participants of all groups joined together and exchanged their views on case discussion methodology and expressed their takeaways from the faculty development program on case discussion methodology organized by the faculty development centre of MGNCRE.

Communicating with Mentees

Unlike the other faculty development programs organized by most of the institutes, this faculty development program on case discussion methodology was conducted with a view to involve faculty, make them practically implement the outcomes during the 5 day faculty development program as well how they need to also implement this program outcomes in their campus and conduct at least 5 sessions of case discussion methodology implementation for the students in their respective subjects areas.

Here the major challenge was that most of the faculty generally attend faculty development programs programs majorly for reason of getting certification, a documentary evidence which helps them in career progression or gain some accreditation points for their institutions. In this scenario, mentors of MGNCRE had a challenging situation here to make the faculty implement these case discussion implementation sessions in their campus of at least 5 sessions.

Actual Faculty Development Program on case discussion methodology took place from **4th - 8th January 2021**. Those faculty who took part in this FDP needed to implement the sessions on or before 31st January 2021. While coming to the implementation part, faculty had many difficulties such as taking regular class work, conducting exams, invigilation duties and other administrative responsibilities. Faculty members expressed that it was highly difficult for them to conduct implementation sessions at their respective institutions. Attending a five-day faculty development program itself was an achievement for them which they did with lot of work adjustments.

Mentoring the faculty participants to conduct case discussion methodology implementation sessions at their institutions was a big challenge for the mentors. They started motivating the faculty and regularly followed up with them to arrange sessions at their respective institutions.

Scheduling the Sessions

Out of the 5 faculty members assigned to mentor, Dr. S. Grahalakshmi and Ms. Anjali Abraham scheduled and completed 5 sessions on case discussion methodology by 31st January 2021.

Name of the Faculty: Dr. S. Grahalakshmi

Designation: Assistant Professor

Institution: The Standard Fireworks Rajaratnam College for Women, Sivakasi, Tamil Nadu

Date	Time	Title of the Caselets	Meeting Details
20-01-2021	14:00 to 15:00	A Study on Contribution of Communities to Co-operatives	Google Meet https://meet.google.com/qyn-qgk-jhj
21-01-2021		Marketing Painting Rural India	
22-01-2021		Marketing Nutrine Confectionery	
23-01-2021		Entrepreneurship Success against all odds	
25-01-2021		Entrepreneurship Unity is Strength	

Name of the Faculty: Ms. Anjali Abraham

Designation: Assistant Professor

Name of the Institution/University: Alphonsa College, Thiruvambady, Kerala

Table 6.2 Implementation of case discussion method sessions scheduled by Ms. Anjali Abraham

Date	Time	Title of the Caselets	Meeting Details
27-01-2021	19:00 to 20:00	A Story of MilmaPeda	Google Meet https://meet.google.com/wcd-yicj-nej
28-01-2021		The Study of Strengthening Social Fabric: A story of Anil Kumar Yadav	
29-01-2021		A Study of Traditional Farming Based Livelihood Interventions at Sholayur	
30-01-2021		Promotion of Rural Enterprise through Sericulture: An amazing success story of a women entrepreneur	
31-01-2021		Fish sourcing- Community Based Organization	

After receiving schedules from the participants about the implementation of case discussion methodology at their respective institutions, repeated instructions were given every day to the faculty to see that the related cases/caselets that are going to be discussed in the sessions should be shared with the participants and that all of them read those cases/caselets.

On the first day, the resource person gave various insights of the case discussion methodology for better understanding and listed the benefits and advantages of the case discussion methodology for the students.

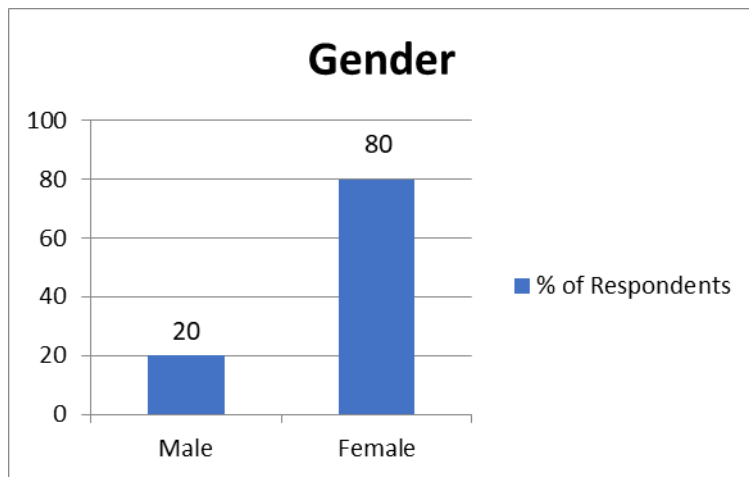
From the second day onwards till the completion of implementing five sessions of case discussion, students actively involved and came out with their views, shared their opinions and highlighted various aspects of the cases/caselets among their classmates.

After completion of the implementation sessions on case discussion methodology, opinions were collected from the faculty as well as students about the experience on case method of learning. Simple methods of statistical tools were used to analyse the data and derive interpretations with the help of below attached questionnaires

Data Analysis and Interpretations

Gender	No. of Respondents	% of Respondents
Male	1	20
Female	4	80
Total	5	100

Gender wise Participants of FDP



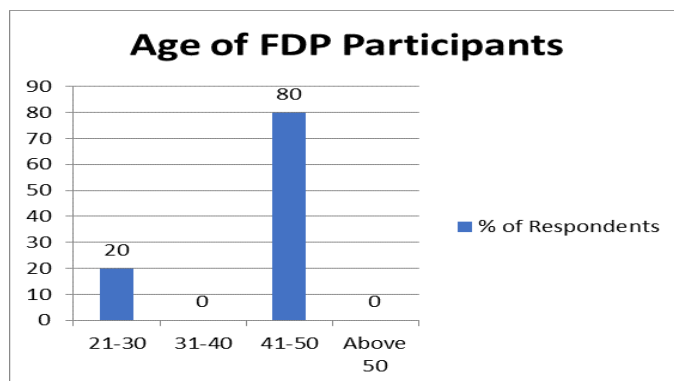
Gender wise Participants of FDP

Interpretation

It is observed from the faculty development program on case discussion methodology that among the participants 80 per cent of them were female and only 20 per cent of them are male. It indicates that most of the female respondents are interested in attending such kind of faculty development programs on case discussion methodology.

Age (in years)	No. of Respondents	% of Respondents
21-30	1	20
31-40	0	0
41-50	4	80
Above 50	0	0
Total	5	100

Age wise presentation of FDP participants



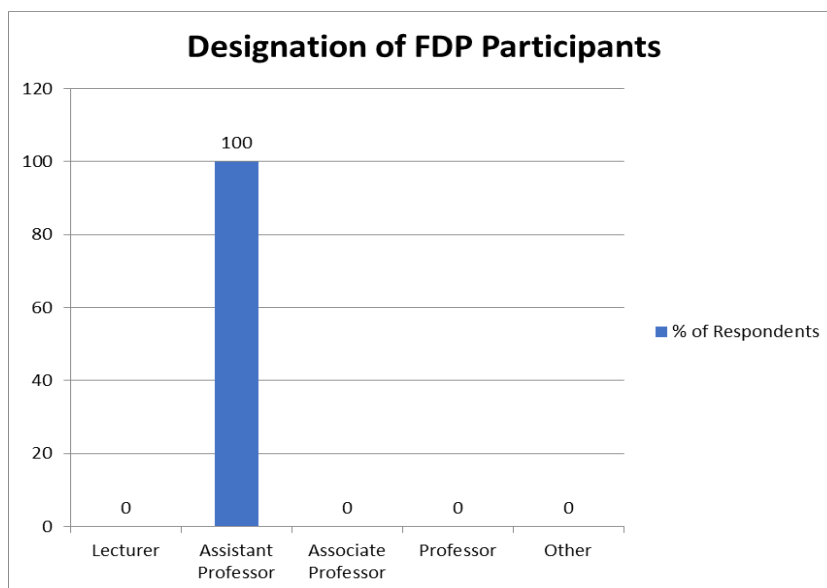
Age wise presentation of FDP participants

Interpretation

The age group of the respondents who attended the faculty development program on case discussion methodology is in range as mentioned. It is observed that people in the age group of 41-50 years are 80 per cent of those who attended the faculty development program. Only 20 per cent of the participants are under the age group of 21-30 years. It indicates that the senior faculty members teaching management subjects are interested in attending such kind of faculty development programs and look for upgrading their knowledge compared to the faculty in the other age groups.

Designation	No. of Respondents	% of Respondents
Lecturer	0	0
Assistant Professor	5	100
Associate Professor	0	0
Professor	0	0
Other	0	0
Total	5	100

Designation wise presentation of FDP participants



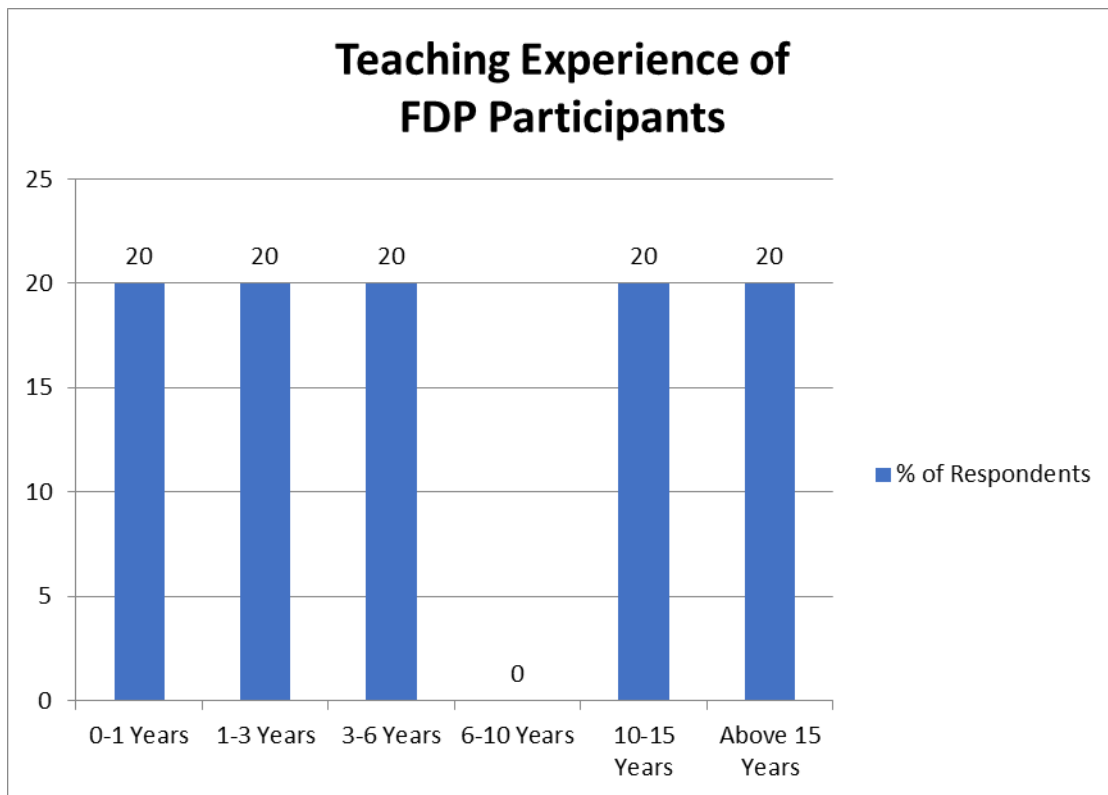
Designation wise presentation of FDP participants

Interpretation

In the team of respondents from the state of Kerala, Tamil Nadu and Andhra Pradesh, all the faculty members who took part in the faculty development program on case discussion methodology are working as Assistant Professors. It indicates that among all the other designations all the faculty who are working as Assistant Professors are interested to attend development initiatives in spite of their busy schedule, keeping in mind the scope for career progression by attending such programs and look for upgrading their knowledge.

Teaching Experience	No. of Respondents	% of Respondents
0-1 Years	1	20
1-3 Years	1	20
3-6 Years	1	20
6-10 Years	0	0
10-15 Years	1	20
Above 15 Years	1	20
Total	5	100

Teaching Experience wise presentation of FDP participants



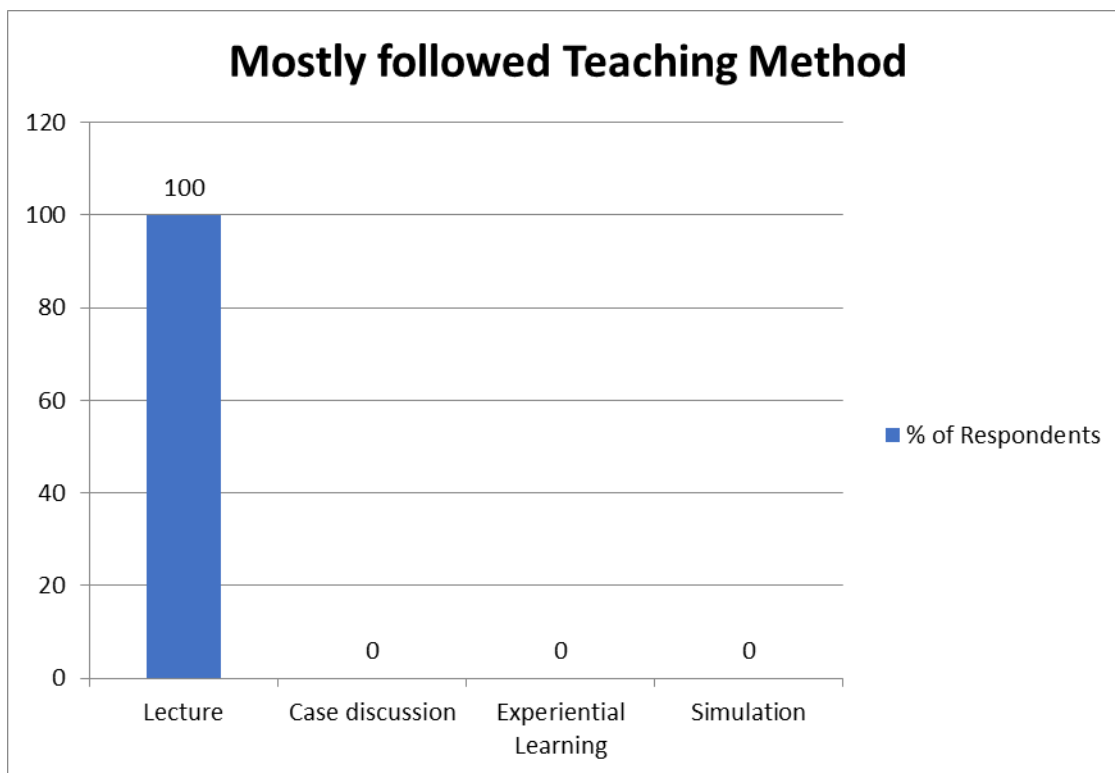
Teaching Experience wise presentation of FDP participants

Interpretation

There is an equal response from the faculty who took part in the faculty development program on case discussion methodology in terms of teaching experience. As 20 per cent of respondents each with 0-1 years, 1-3 years, 3-6 years, 10-15 and above 15 years of experience in teaching participated in this initiative. No responses received with regard to the faculty with an experience ranging from 6-10 years. It indicates that irrespective of their experience in teaching, faculty are interested to take part in such kind of initiatives to look for growth, betterment and knowledge enhancement.

Mostly followed method of teaching by faculty	No. of Respondents	% of Respondents
Lecture	5	100
Case discussion	0	0
Experiential Learning	0	0
Simulation	0	0
Total	5	100

Mostly followed teaching method by FDP participants



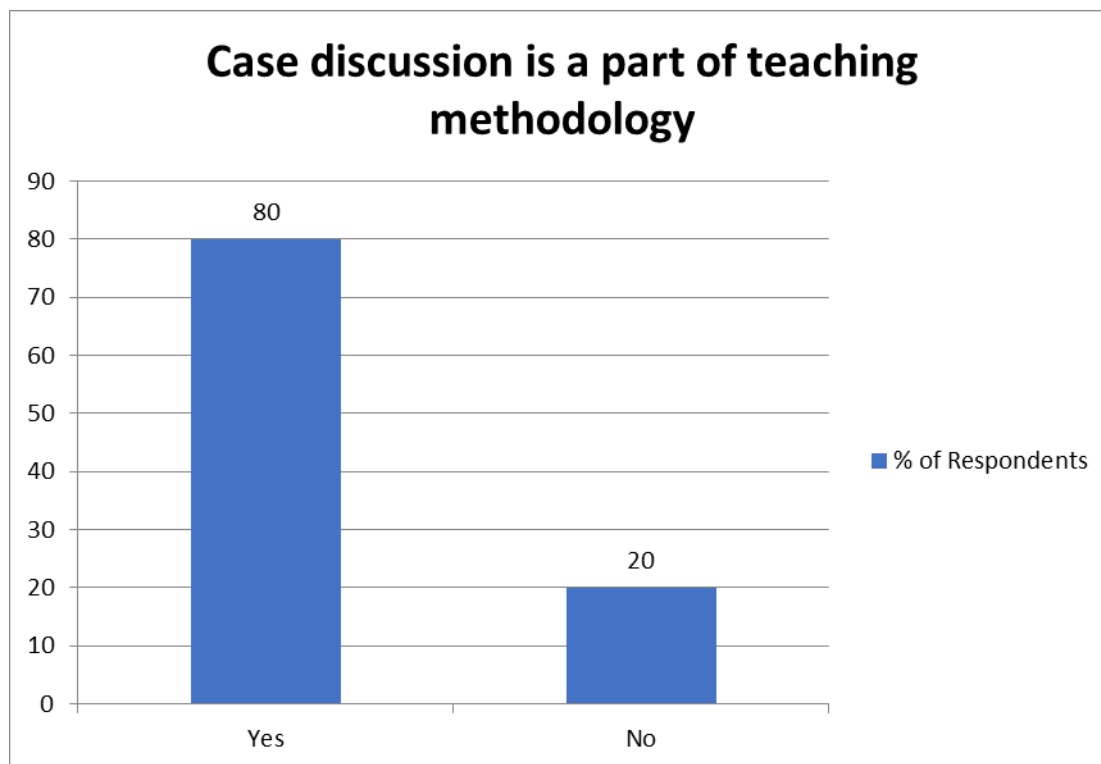
Mostly followed teaching method by FDP participants

Interpretation

Most of the educational institutions, especially those dealing with management education are following lecture-based method of teaching. Among the responses received from the participants of faculty development program it is observed that 100 per cent of the participants are following mostly lecture method in their teaching due to constraints such as lack of time in syllabus completion, lengthy syllabus, lack of interest among students and lack of support from the higher authorities in implementing case discussion methodology of teaching.

Case discussion is a part of teaching methodology	No. of Respondents	% of Respondents
Yes	4	80
No	1	20
Total	5	100

Inclusion of case discussion a part of teaching methodology by FDP participants



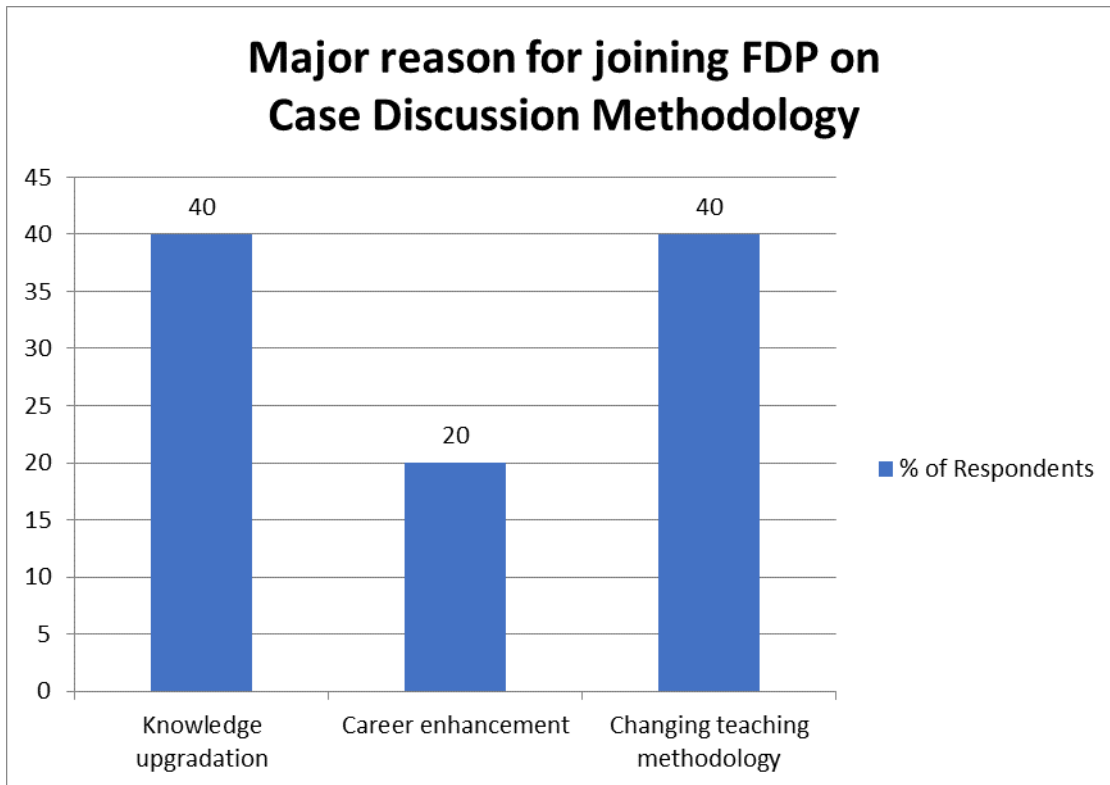
Inclusion of case discussion a part of teaching methodology by FDP participants

Interpretation

Even no faculty is mostly considering case discussion methodology as a major part of their teaching methodology, it is not ignored. 80 per cent of the respondents opined that they are imparting case discussion methodology in their teaching methodology to see that students understand the importance of case methodology, how to understand a problem and look for solution by evaluating alternatives. It is found that faculty are citing live examples relevant to the concept during their lecture. Only 20 per cent of those respondents are not practicing case discussion method during lecture as they do not have such methods in their course or curriculum.

Major reason for joining FDP on Case Discussion Methodology	No. of Respondents	% of Respondents
Knowledge upgradation	2	40
Career enhancement	1	20
Changing teaching methodology	2	40
Total	5	100

Major reason behind joining FDP by participants



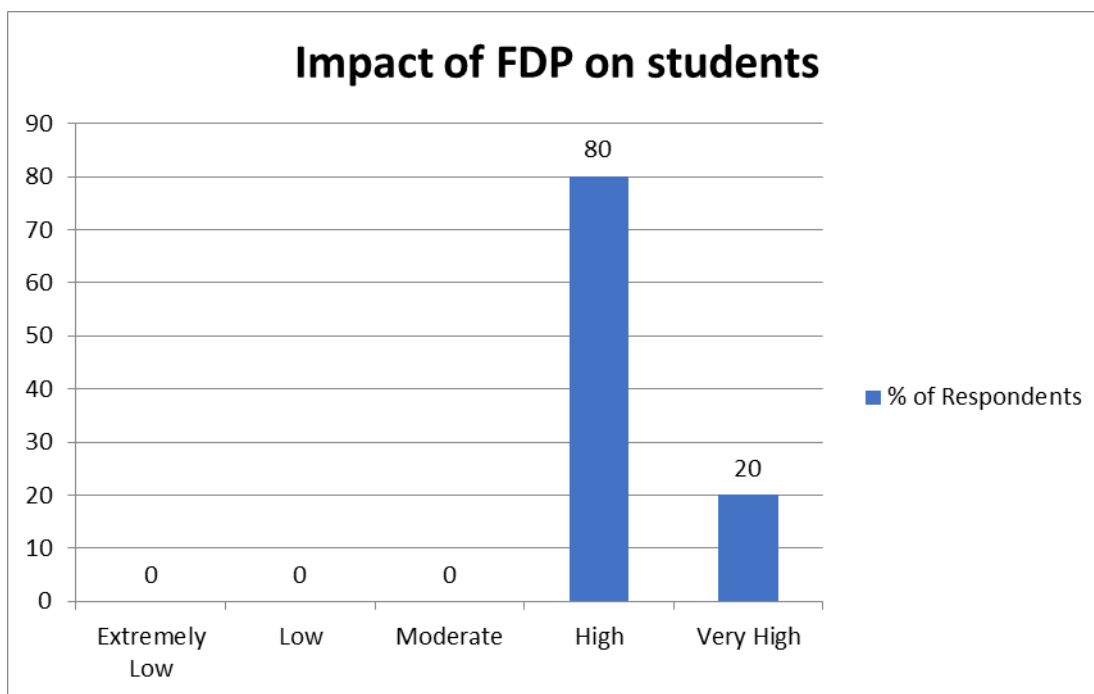
Major reason behind joining FDP by participants

Interpretation

Even there are many reasons behind attending the faculty development program on case discussion methodology, key reasons include upgrading their knowledge, for career enhancement and the program helps the faculty to look for changes in teaching methodology meeting with the objectives of the FDP organized. It is observed a mixed response from the faculty that 40 per cent each of the respondents gave priority for upgrading knowledge and look for changes in teaching methodology. 20 per cent of the responses received for career enhancement as a major reason mentioned by the faculty for joining the Faculty Development Program on Case discussion methodology.

Impact Level of FDP on your students	No. of Respondents	% of Respondents
Extremely Low	0	0
Low	0	0
Moderate	0	0
High	4	80
Very High	1	20
Total	5	100

Impact of FDP on students of participants



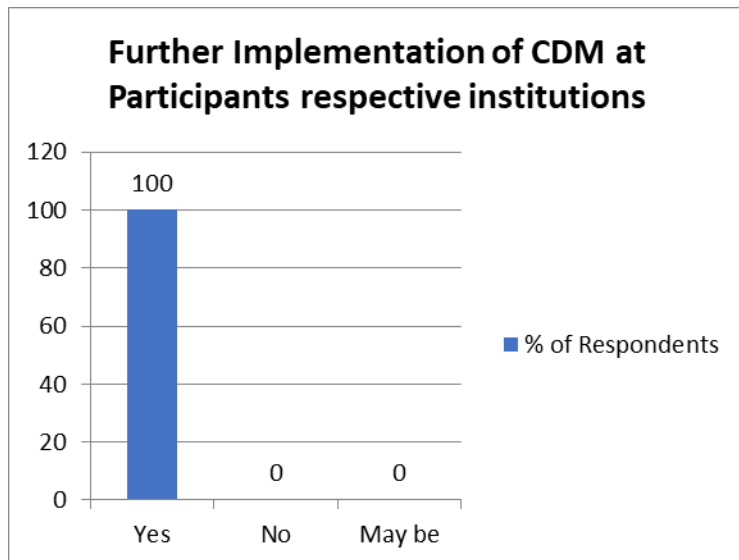
Impact of FDP on students of participants

Interpretation

After attending the faculty development program on case discussion methodology and implementing that program at their respective institutions or sharing those insights with their students, the participants of the FDP opined that there is relatively a high impact on students about the case discussion methodology. Due to certain constraints, faculty were not able to implement the case discussion methodology as a part of their lecture especially for management students. A part from the students from other disciplines, management students have high need of knowing the case discussion methodology, understanding problem solving by identifying a problem in a situation, searching for alternatives, evaluating them and managing resources, decision making. Most of the responses received as like there is a high impact of this program among the students at their respective institutions in implementation of case discussion methodology.

Further Implementation of CDM at your institution	No. of Respondents	% of Respondents
Yes	5	100
No	0	0
May be	0	0
Total	5	100

Further implementation of CDM at participant's institutions



Interpretation

All the faculty members who took part in the faculty development program on case discussion methodology are interested in implementing the program further at their respective institutions. Students find it interesting in organizing such kind of programs and a kind of learning with this kind of methodology. In this context, the faculty members are completely interested in further implementation of this program at their institutions on a continuous basis.

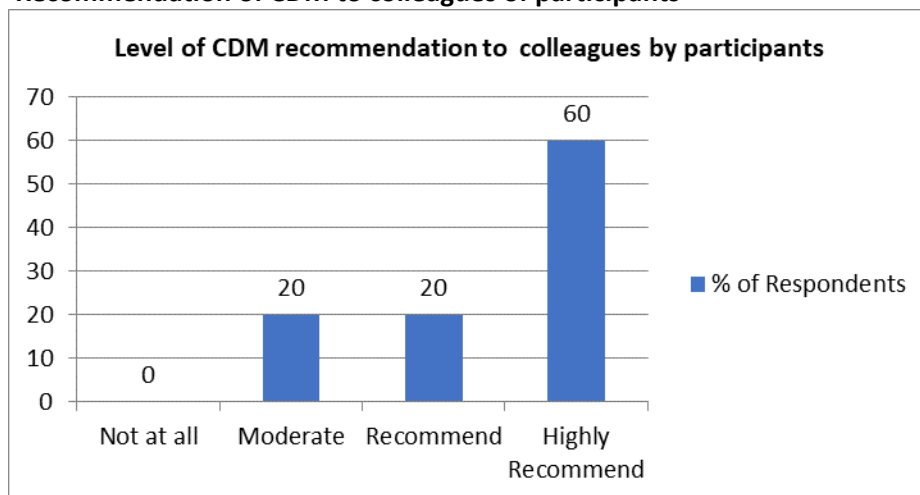
Further implementation of CDM at participant's institutions

Level of CDM recommendation to your colleagues	No. of Respondents	% of Respondents
Not at all	0	0
Moderate	1	20
Recommend	1	20
Highly Recommend	3	60
Total	5	100

Interpretation

It was opined by the participants that the program organized on case discussion methodology for management faculty gave good insights among the faculty who took part in this program for 5 days.

Recommendation of CDM to colleagues of participants

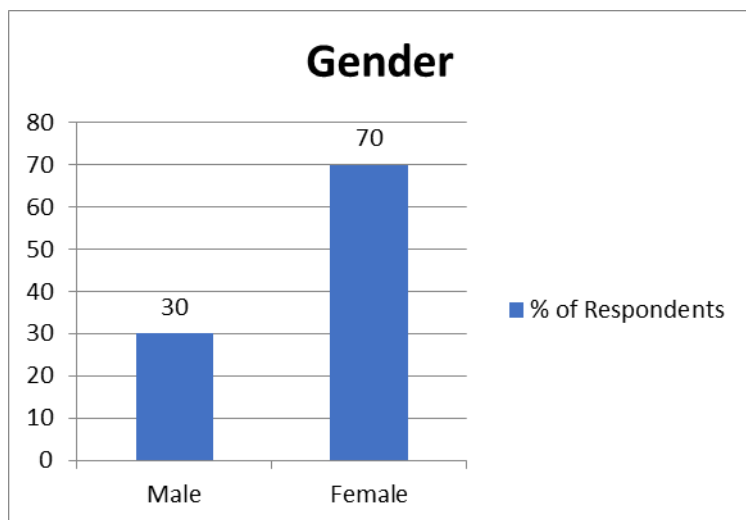


Based on the outcomes of the program attained by the faculty members, the participants have shown interest in recommending this program for their colleagues. 60 per cent of the respondents mentioned that they will recommend this program highly among their colleagues.

Recommendation of CDM to colleagues of participants

Gender	No. of Respondents	% of Respondents
Male	6	30
Female	14	70
Total	20	100

Gender wise participation of students in CDM implementation sessions



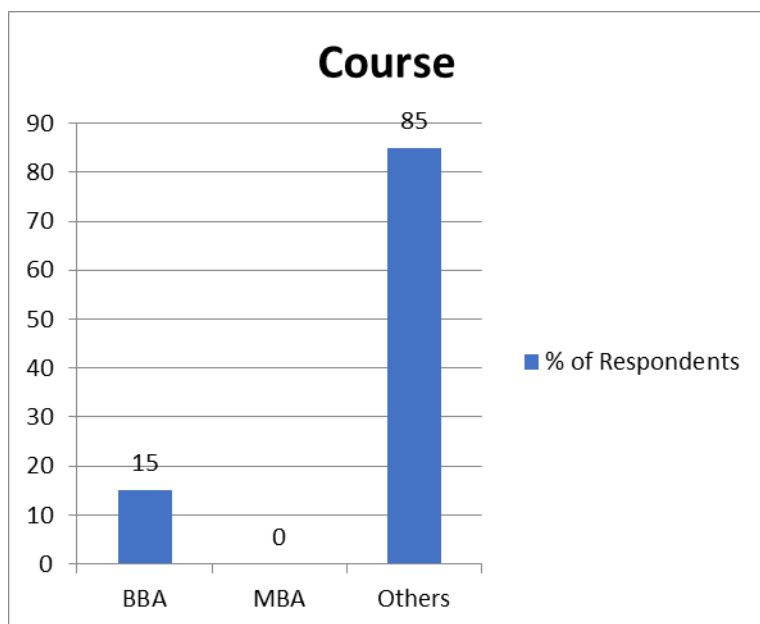
Interpretation

After taking part in the implementation sessions of case discussion at respective institutions, only 40 per cent of the faculty members were able to implement this program at their campus due to certain reasons. Among those, 20 students who took active part in this implementation session, 70 per cent of the respondents were female and other 30 per cent of the students were male.

Gender wise participation of students in CDM implementation sessions

Course	No. of Respondents	% of Respondents
BBA	3	15
MBA	0	0
Others	17	85
Total	20	100

Course wise participation of students in CDM implementation sessions



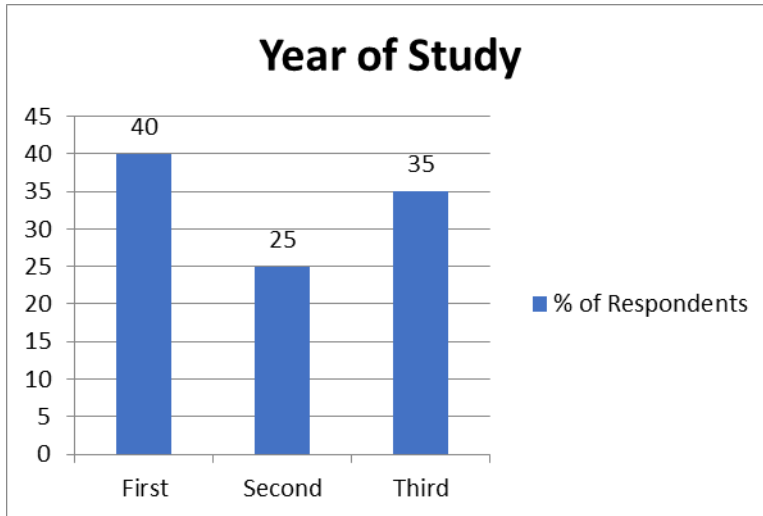
Interpretation

This program is primarily targeted towards the students doing BBA/MBA across the management institutes throughout the country. From the team of participants from Kerala, Tamil Nadu and Andhra Pradesh, about 85 per cent of the students joined from other courses. Only 15 per cent of the students belong to BBA course attended the implementation sessions. It is because of the faculty members attended the FDP on case discussion methodology are dealing with the subjects to students of other courses than BBA/MBA.

Course wise participation of students in CDM implementation sessions

Year	No. of Respondents	% of Respondents
First	8	40
Second	5	25
Third	7	35
Total	20	100

Year wise participation of students in CDM implementation sessions



Year wise participation of students in CDM implementation sessions

Interpretation

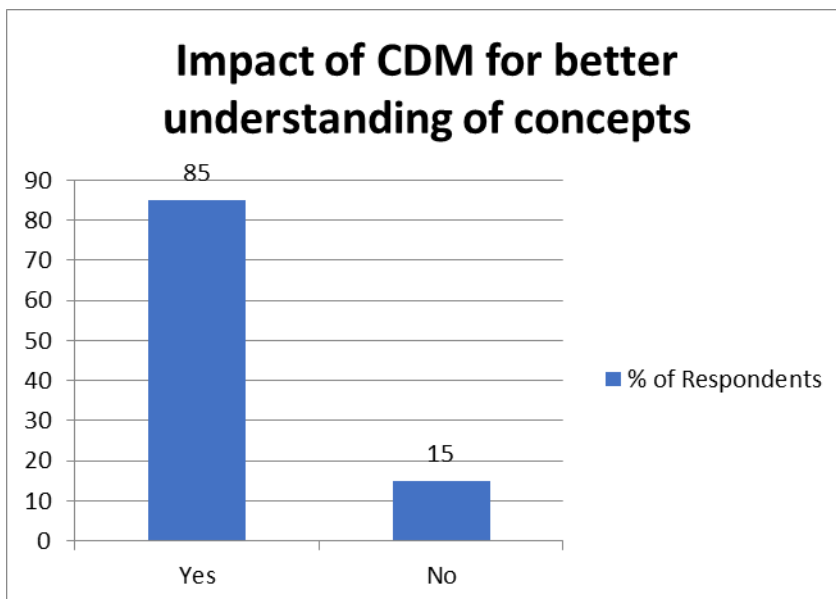
Out of the respondents, 40 per cent of the students belong to first year of their course, 25 per cent of them are in their second year and 35 per cent of the students are in the third year of the course they are pursuing. It clearly indicates that a mix of people from different courses joined the case discussion implementation sessions of respective institutions.

Interpretation

Case discussion methodology really helps the students to better understand the concepts as opined by around 85 per cent of the students who attended the case discussion methodology implementation sessions. During the implementation sessions, it was observed that the way how students involved in discussing a case/caselet and in-depth analysis of the concepts, reasons for the problems, understanding the situation and all the attributes indicated that there would be a huge impact among the students for understanding the concepts in a better way than that of other instruction methods.

Impact of CDM for better understanding of concepts	No. of Respondents	% of Respondents
Yes	17	85
No	3	15
Total	20	100

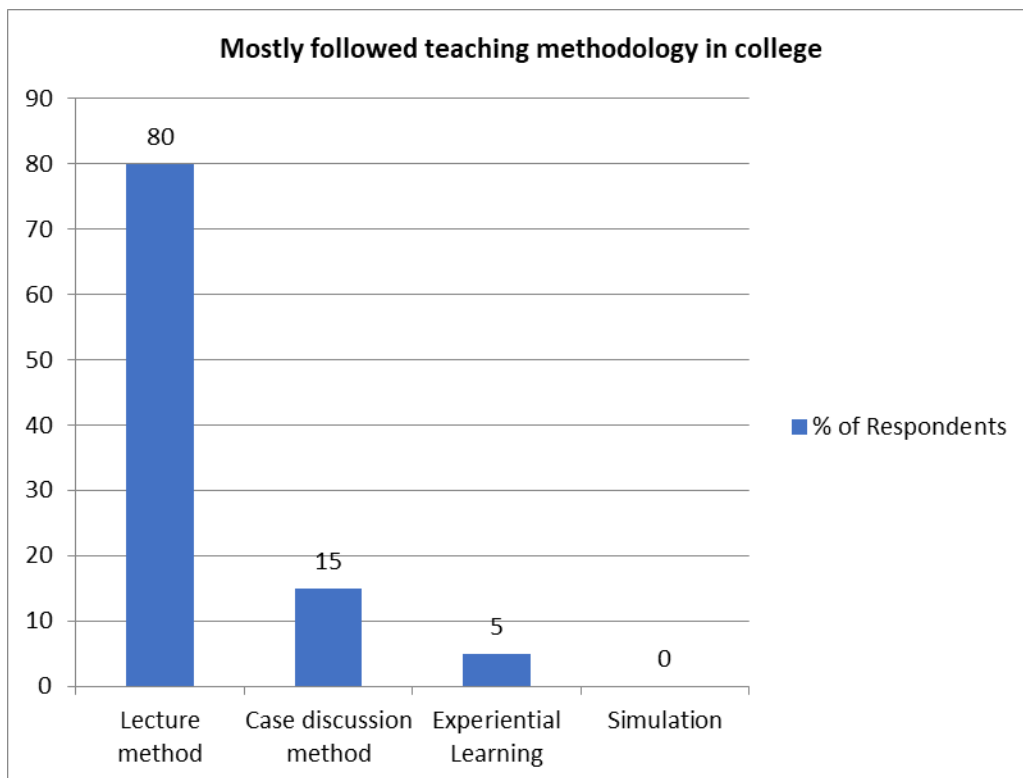
Impact of CDM for better understanding of concepts



Impact of CDM for better understanding of concepts

Mostly followed teaching methodology in college	No. of Respondents	% of Respondents
Lecture method	16	80
Case discussion method	3	15
Experiential Learning	1	5
Simulation	0	0
Total	20	100

Mostly followed teaching methodology by faculty in regular classes



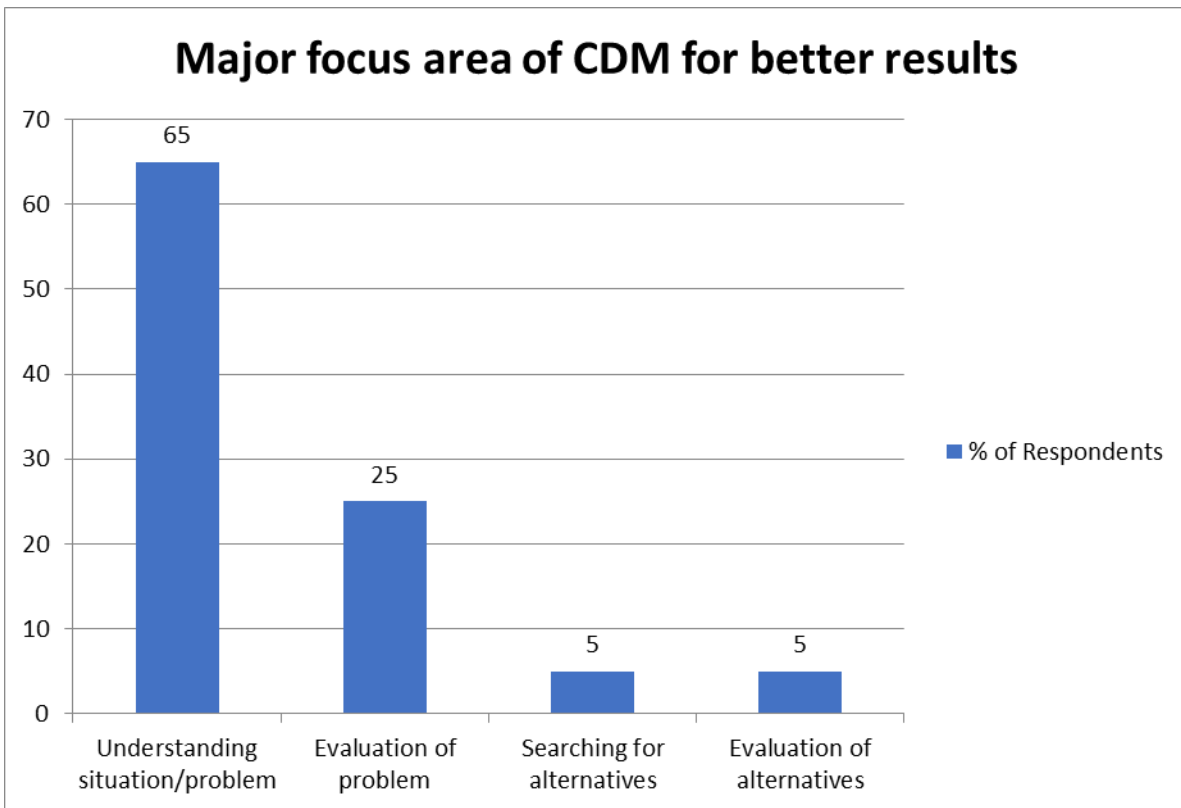
Mostly followed teaching methodology by faculty in regular classes

Interpretation

It is opined by the students that about 80 per cent of their regular classes go by lecture method of instruction by their faculty and 15 per cent of the students mentioned mostly their faculty follow case discussion methodology and 5 per cent of the students gave response that experiential learning method of instruction is followed at their campus mostly. It is highly significant to see that faculty has to modulate their teaching methodologies according to the context and make students involve in case discussion methodology for gaining practical experience and problem solving nature.

Major focus area of CDM for better results	No. of Respondents	% of Respondents
Understanding situation/problem	13	65
Evaluation of problem	5	25
Searching for alternatives	1	5
Evaluation of alternatives	1	5
Total	20	100

Major focus area of Case Discussion Methodology for better results



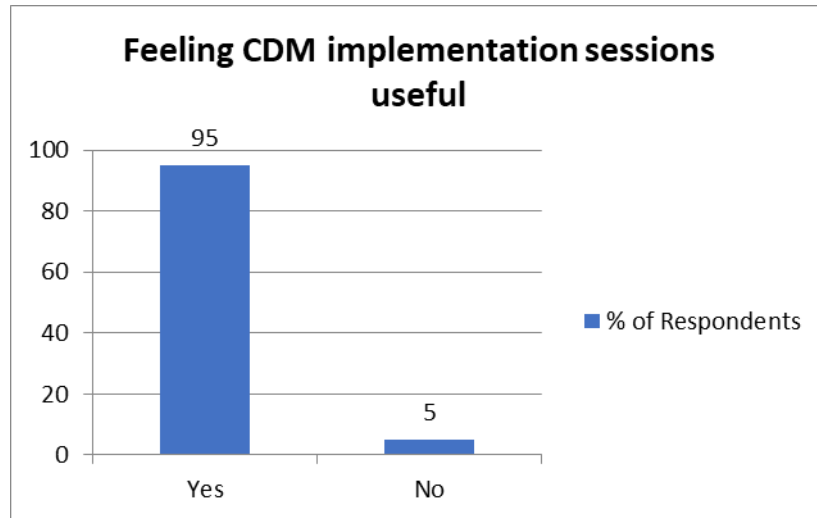
Major focus area of Case Discussion Methodology for better results

Interpretation

We know that a case or caslet involves a situation or a problem a person or an organization is facing that need to be understood by the readers and look for the possible solutions that can be taken to resolve the issue or analyse how the manager or concern person in the case/caslet handled the situation and resolved the issue. In such a methodology, students felt the priority for understanding the problem or situation is mostly considered as without understanding the basic root cause of that in a case/caslet proper outcomes may not be derived. 25 per cent of the respondents gave priority to evaluate the problem the most that why it has caused, the reasons behind a problem and very few of the students gave priority for searching and evaluation of alternatives.

Feeling CDM implementation sessions useful	No. of Respondents	% of Respondents
Yes	19	95
No	1	5
Total	20	100

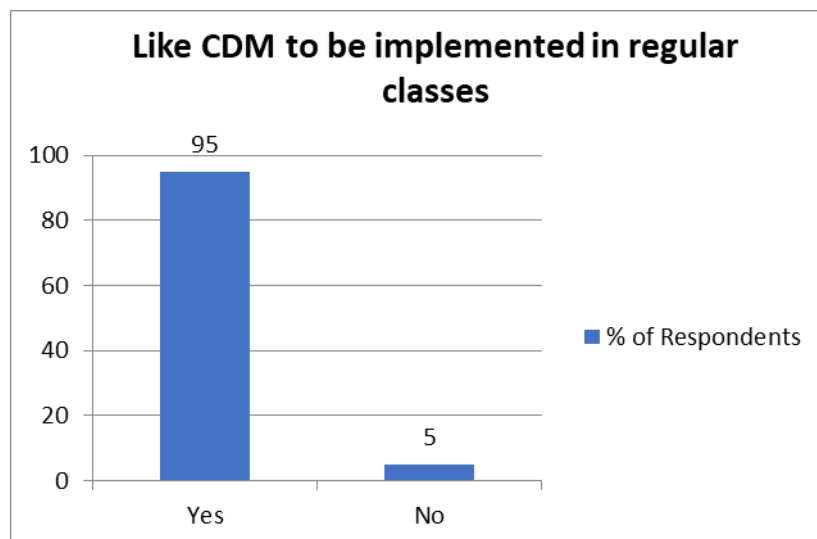
Usefulness of CDM implementation sessions



Usefulness of CDM implementation sessions

Like CDM to be implemented in regular classes	No. of Respondents	% of Respondents
Yes	19	95
No	1	5
Total	20	100

Implementation of case discussion methodology in regular classes



Implementation of case discussion methodology in regular classes

Interpretation

It is opined by the students that the case discussion methodology implementation sessions are mostly useful for them as they exposed to a new method of learning and the way of involvement in case discussion is really found helpful by them as they are coming out with some responses and interacting, discussing each other on a specific concern that also helps not only in understanding concepts but also in building relations, strengthening healthy relations among the classmates.

Interpretation

As they found it highly useful for different reasons, they would like the faculty to continue using the case discussion methodology in the regular classes that helps them interact with each other, learn things easily and enhance their thinking capabilities and decision-making abilities.

Findings

- It is observed that the faculty members of various institutions throughout the country took active part in the 5 days faculty development program on case discussion methodology.
- Most of the participants involved in the case discussion methodology were female.
- It is identified that most of the participants in the faculty development program belongs to 41-50 age group.
- Due to the hectic schedule of faculty members, some of the faculty members were not able to actively take part for the entire 5 days of the faculty development program.
- It was found that equal response received from the participants of varied teaching experience those took part in the 5 days FDP on case discussion methodology.
- It was elucidated that most of the faculty members in management education are following lecture-based method of instruction.
- Certain constraints like lack of time for syllabus completion, lengthy syllabus, lack of interest among students, lack of support and motivation from higher authorities for implementation of case discussion methodology in most of the Higher Educational Institutions in Kerala, Tamil Nadu and Andhra Pradesh.
- Most of the faculty considered major reasons such as Knowledge upgradation, enhancing career and changing methodology of teaching for joining the faculty development program on case discussion methodology.
- It was identified that there is a high impact of case discussion methodology implementation sessions on students as it enabled a confidence among them to think in a different perspective towards various problems and situations.
- It was observed that most of the faculty those who want to take active part in the faculty development program were not able to make it due to hectic work schedule as they are engaged into regular class work, administrative works and other engagements.
- It was found that some of the faculty members felt difficult to identify cases/caselets related to their subjects and discuss in their regular classes.
- Students felt that it was easy for them to discuss caselet/case in case discussion methodology implementation session because of sharing the case/caselet before day itself.
- Several participants felt discomfort and unable to switch on their cameras and faced network issues during the five days faculty development program on case discussion methodology.

Suggestions

- Management faculty working in Higher Educational Institutions should be given provision and complete support to attend and take active part in the participating such kind of programs that enhance various capabilities among them.
- Participants should take active role in the kind of initiatives taken by the government or any other top institutes and not only attend programs for getting a certificate.
- More priority should be given by the Higher Educational Institutions and faculty members to change the teaching methodology and adopt case discussion, experiential learning kind of instruction methods in teaching.
- Managements of the Higher Educational Institutions should promote case discussion methodology of teaching and provide incentives for imparting new methods of teaching in campus.
- Department of Management Studies in all the Higher Educational Institutions should focus on conducting programs related to case methodology, writing cases/caselets and conferences exclusively on case discussion methodology.
- Students should be encouraged by the faculty to implement case discussion methodology in regular class work. At least 10 - 15 minutes of time should be given every day to discuss on a situation or a problem faced by the companies and invite students to discuss in every class or an alternative basis.
- The role of a moderator is very much significant in implementation of case discussion methodology in a class. It is compulsorily needed to read a case/caselet thoroughly for at least 5 times and link the case with the theoretical concept.
- To create interest among students on case discussion methodology, tools like crosswords, quizzes and group discussion kind of events to be conducted and make the students actively involved in the case discussion.

- It should be kept in mind every time that not to enter into arguments or unnecessary discussions, and very important rule to be kept in mind that there is nothing right or wrong in case discussion, it all depends on the opinion or the way how an individual look into a problem.
- Enabling students in the case discussion methodology implementation sessions not only helps them to enhance knowledge, thinking abilities, decision making capabilities but also create a friendly, interactive approach among their classmates.

Plans for Further Action

More priority should be given by the management faculty of Higher Educational Institutions in India to change the teaching methodology and adopt case discussion, experiential learning kind of instruction methods in practice. Mahatma Gandhi National Council of Rural Education (MGNCRE) for the first of its kind-initiated faculty development program on case discussion methodology in an implementation manner by involving faculty to take part in case discussions during FDP and those trained faculty play the role of moderator and make their students involve in case discussion methodology at their respective institutions.

Further MGNCRE will continue this initiative across all the management institutes throughout the country and see that the practice of case discussion be a part of their learning and also motivate the faculty members to write cases/caselets in respective domains covering all industries.

Conclusion

India has become one of the leaders in the field of management education. In spite of having many business schools operating in the world, the mushrooming of B-

Schools in India led by globalization has resulted in an intense competition among the B-Schools giving rise to many contemporary issues and challenges in the changing times affecting the quality of management education in the country. It is high time to revitalise management education in India by contextualising both course curriculum and teaching methodology. The rapid growth of the Indian economy demands educated and trained human resources including business graduates. Effective management requires decisions based on contextual analysis and insights. To stimulate the intellect and enhance intellectual capabilities the case method of learning is used. Case discussions are to be supplemented with lectures, seminars, games, role plays, industrial visits, and group exercises. The case method is utilized to develop skills needed for problem solving, decision-making, and implementation. The emphasis is on developing a holistic perspective that deals with unstructured situations and imparting skills in decision-making under uncertainty. Analysis and discussion of a case helps the students bridge the gap between lecture based learning and real world implications of management.

References

- Peter Odrakiewicz (2012) Handbook of Research on Teaching Ethics in Business and Management Education: IGI Global.
- Kai Peters (2006). The Four Stages of Management Education: BizEd – AACSB International. Retrieved from: <https://bized.aacsb.edu/articles/2006/may/the-four-stages-of-management-education>
- Bruner, R. (2002). Socrates' muse: Reflections on effective case discussion leadership. New York: McGraw-Hill.
- Barnes, L. B., Christensen, C. R., & Hansen, A. J. (1994). Teaching and the case method (3rd ed.). Boston: Harvard Business School Press.
- Christensen, C. R., Garvin, D. A., & Sweet, A. (Eds.). (1991). Education for judgment: The artistry of discussion leadership. Boston: Harvard Business School Press.
- Boehrer, J., & Linsky, M. (1990). Teaching with cases: Learning to question. In M. D. Svinicki (Ed.), New Directions for Teaching and Learning: No. 42, The changing face of college teaching. San Francisco: Jossey-Bass.

About the Author: J. Sai Sudheer Kumar, an MBA in Finance and Marketing from Jawaharlal Nehru Technological University Kakinada, Andhra Pradesh, has around 10 years of teaching experience for PG students. He has rendered his services as Innovation Ambassador for Entrepreneurship Development at institution level under Institution's Innovation Council, MHRD, Government of India. His area of interest in research is consumer behaviour (Marketing). He has vast experience as Program officer under National Service Scheme at institutional level. He has also published 18 articles in reputed journals, conference publications and books. He has given presentations of his research outcomes in several national and international level conferences held at IIM Indore, IIM Bangalore, IIM Kozhikode, University of Kerala, etc. Sai Sudheer is currently Resource Person at MGNCRE and has conducted several workshops and Faculty Development Programs in Community Engagement, Experiential Learning and Rural Entrepreneurship.

Annexures

Action Research on Case Discussion Methodology (Faculty Response Form)

Faculty Profile

1. Name of the Participant:

2. Age (in years)
 - a. 21-30
 - b. 31-40
 - c. 41-50
 - d. Above 50
3. Gender
 - a. Male
 - b. Female
4. Name of the Institution/University:

5. Designation
 - a. Lecturer
 - b. Assistant Professor
 - c. Associate Professor
 - d. Professor
 - e. Other
6. Teaching Experience
 - a. 0-1 year
 - b. 1-3 Years
 - c. 3-6 Years
 - d. 6-10 Years
 - e. 10-15 Years
 - f. Above 15 Years

Case Discussion Teaching Methodology

7. Which of the mentioned method of teaching is mostly followed by you before joining the FDP on CDM?
 - a. Lecture Method
 - b. Case Discussion Method
 - c. Experiential Learning
 - d. Simulation
8. Is case discussion methodology a part of your teaching methodology?
 - a. Yes
 - b. No
9. If yes, how are you applying it in practice?

10. What was the basis of your interest in Case Discussion Methodology?

11. How do you find case discussion methodology useful?

12. How do you create live environment to make case discussion interactive among students?

13. How will the implications of case discussion methodology impact students?

14. What was your major focus area in case discussion methodology? Why?

15. What made you to join FDP on case discussion methodology?
 - a. Knowledge Upgradation
 - b. Career enhancement
 - c. Changing Teaching Methodology
16. How you have convinced your HOD/Principal to attend this FDP on case discussion methodology?

17. What were your expectations from the FDP on case discussion methodology?

18. How far MGNCRE met your expectations in conducting FDP on case discussion methodology?
1 (Not at all) -10 (Completely) linear rating scale
19. What is your level of involvement in case discussion methodology sessions?
1 (Not at all) -10 (Completely) linear rating scale
20. How impactful were the Case discussion sessions conducted by you on your Students?
1 (Not at all) -10 (Completely) linear rating scale
21. How impactful were the Case discussion sessions conducted by you on your colleagues?
1 (No Impact) -10 (High Impact) linear rating scale
22. Describe the outcomes of case discussion sessions conducted by you on your students and colleagues.
1 (No Impact) -10 (High Impact) linear rating scale
23. Will case discussion methodology continue to be implemented further at your institution?
 - a. Yes
 - b. No
 - c. May be
24. Will you recommend case discussion methodology to your colleagues in your institution and outside institutions?
1 (Strongly Disagree) -10 (Strongly Agree) linear rating scale

Action Research on Case Discussion Methodology (Student Response Form)

Student Profile

1. Name of the Student : _____
2. Gender
 - a. Male
 - b. Female
3. Name of the Institution/University: _____
4. Course
 - a. BBA
 - b. MBA
 - c. Others
5. Year
 - a. First
 - b. Second
 - c. Third
6. Contact Number (whatsapp): _____
7. Email ID: _____

Case Discussion Learning Methodology

8. What type of teaching methodology is mostly followed by your faculty in college?
 - a. Lecture Method
 - b. Case Discussion Method
 - c. Experiential Learning
 - d. Simulation
9. Is case discussion methodology apart of your teaching methodology?
 - a. Yes
 - b. No
10. If yes, how are you applying it in practice?

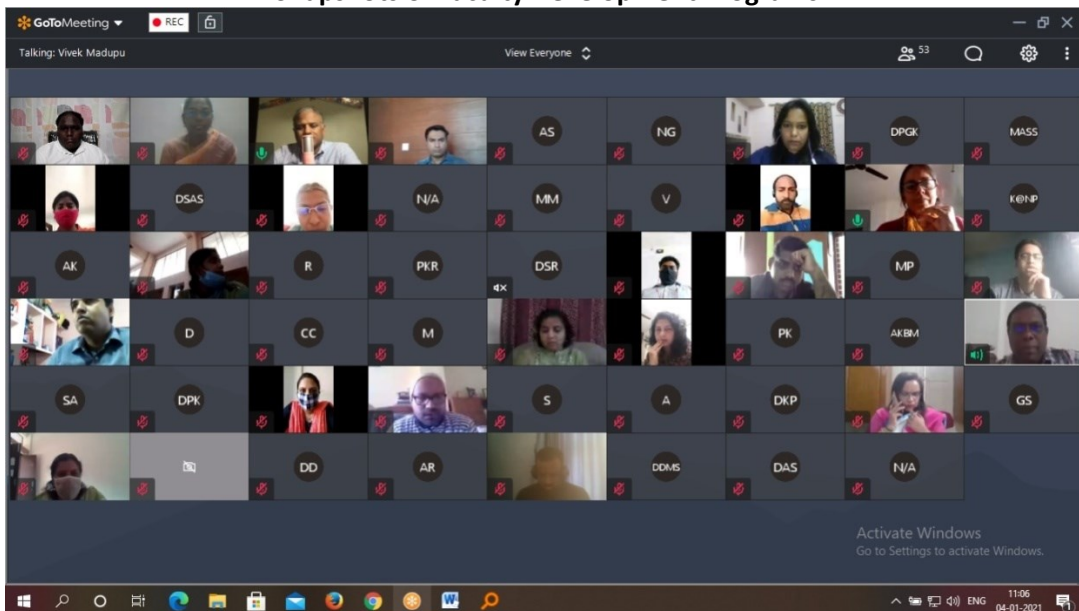
11. What was the basis of your interest in Case Discussion Methodology?

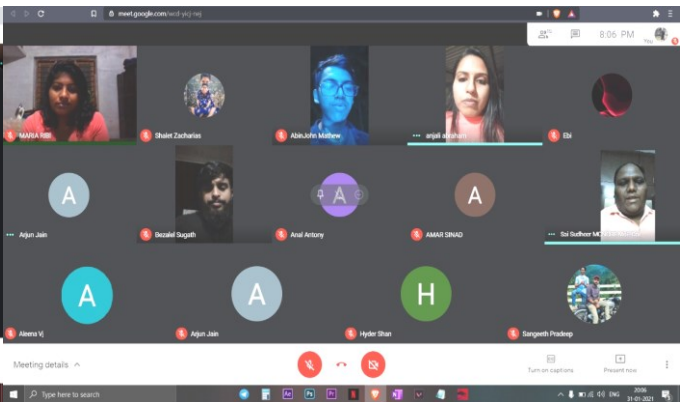
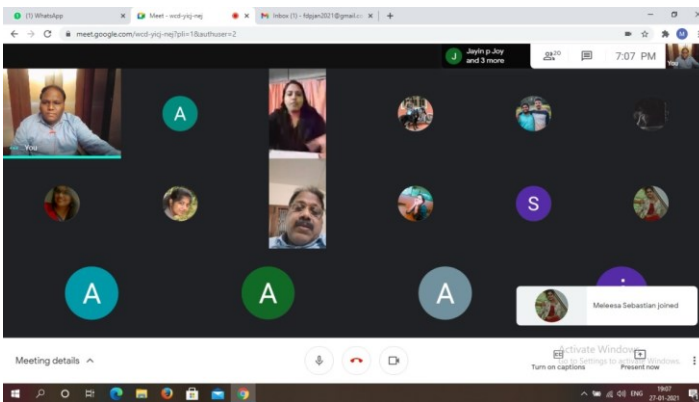
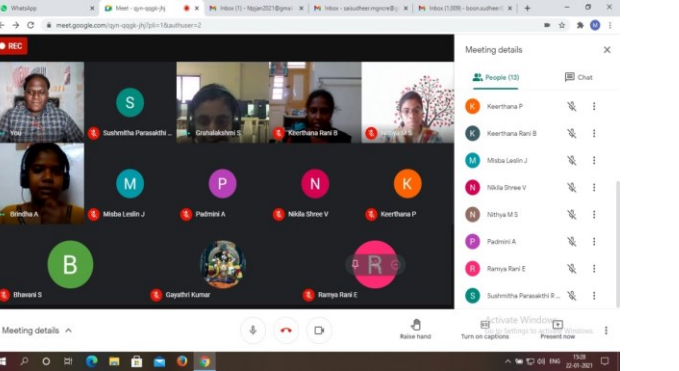
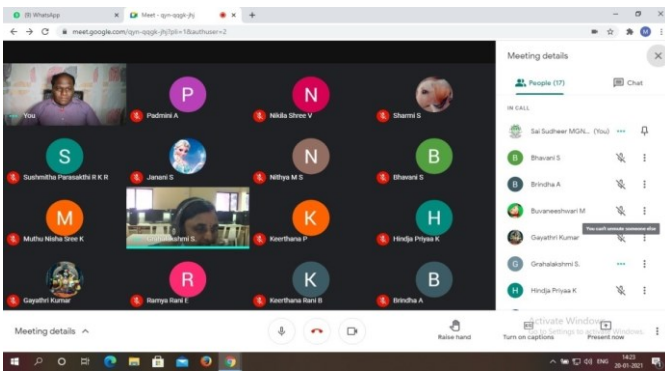
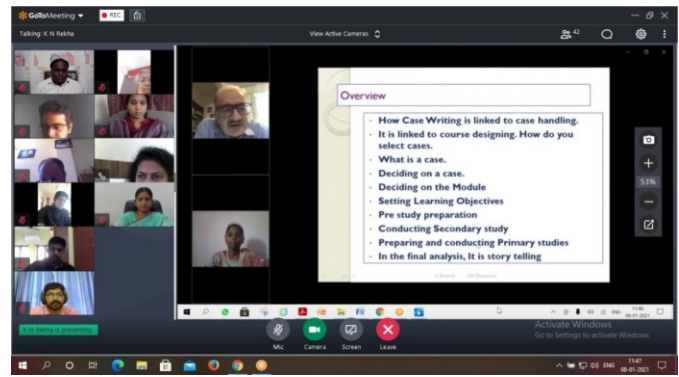
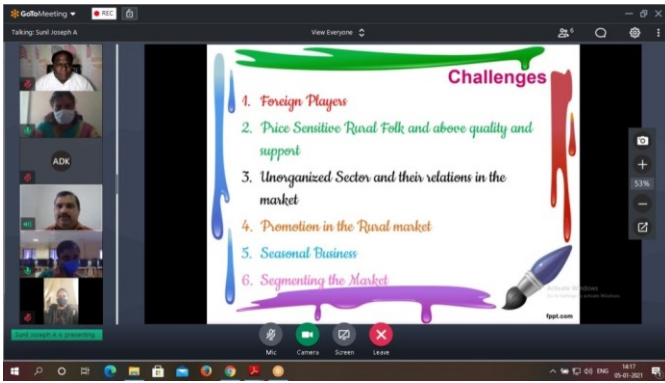
12. How do you find case discussion methodology useful?

13. How do you take part in live environment to make case discussion interactive?

14. Is there any impact of case discussion methodology for better understanding of concepts?
 - a. Yes
 - b. No
15. What was your major focus area in case discussion methodology for better results?
 - a. Understanding situation/problem
 - b. Evaluation of problem
 - c. Searching for alternatives
 - d. Evaluation of alternatives
16. Do you like the case discussion methodology implementation sessions?
 - a. Yes
 - b. No
17. Would you like to continue and request your faculty to implement case discussion methodology sessions in your regular classes?
 - a. Yes
 - b. No

Snapshots of Faculty Development Programs





Few responses received from faculty and students on Case Discussion Methodology

"We learn many things by researching and analysing past events in market. case study methodology is used for better understanding of concepts for students."

Ebi Prakash, Student, Alphonsa College Thiruvambady, Kerala.

"It is helpful to know about all the social problems and what are the steps taken to uplift them."

E. Ramya Rani, Student, The Standard Fireworks Rajaratnam College for Women, Tamil Nadu

"Yes we can apply it if a problem is faced by our family or friends we should discuss it and understand the actual problem there. Then we can easily find a solution for it."

Hyder Shan, Student, Alphonsa College Thiruvambady, Kerala

"It is helpful for us to share our views and thoughts regarding rural women entrepreneurship. I will educate the rural people about women entrepreneurship and ask them to conduct special program about women entrepreneurship."

K.MuthuNishaSree, Student, The S. F. R College for Women, Sivakasi, Tamil Nadu

"It is a novel method of teaching learning process and useful for me to deliver the content in a good manner."

Sunil Joseph A, Assistant Professor, Santhigiri Institute of Management, Kerala.

"Live as if you were to die tomorrow. Learn as if you were to live forever." Mahatma Gandhi



सत्यमेव जयते

Mahatma Gandhi National Council of Rural Education

Department of Higher Education

Ministry of Education, Government of India

5-10-174, Shakkar Bhavan, Ground Floor, Fateh Maidan Road, Hyderabad - 500 004, Telangana

Tel: 040-23422112, 23212120, Fax: 040-23212114 E-mail: editor@mgncre.in, Website: www.mgncre.org



Where there is Rural Wellbeing
there is Universal Prosperity

