



Connect

Mahatma Gandhi National Council of Rural Education
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National Education Policy 2020: Vocationalisation and Internship Get a Boost!

- ❖ **Vocational Education** will be integrated into all educational institutions in a phased manner over the next decade.
- ❖ Focus areas will be chosen based on skills gap analysis and mapping of local opportunities, and technical and vocational education will become part of the larger vision of holistic education.
- ❖ 50% of school children into Vocational Education by 2035
- ❖ Constitution of a National Committee for the Integration of

Vocational Education (NCIVE), along with industry participation

- ❖ Vocational + Apprenticeship + Incubation Centres at Higher

Community Engagement Based Courses

- ❖ Value Based Education and Seva
- ❖ Internships in Higher Education

National Education Policy 2020 – the MGNCRE Connect!

- ❖ **Learning is and as Experiential**

- ❖ Language Learning is Experiential

- ❖ Art as Experiential

- Education Institutions
- ❖ Engagement with work as Citizens
- ❖ **HEIs for Community Engagement**
- ❖ Multi Disciplinary and Credited

**10+2 = 5+3+3+4!
India Replaces 34 Year Old
Education Policy!**

Learning

- ❖ Grade 6-8 Compulsory Experiential Learning
- ❖ Local Eminent Persons and Experts as specialized instructors to promote local knowledge
- ❖ Special Local Instructors for Teacher Education



Shri Amit Khare and Secretary School Education

Ms. Anita Karwal spoke on the salient features of the NEP 2020.

NEP 2020 aims to increase the Gross Enrolment Ratio in

higher education including vocational education from 26.3% (2018) to 50% by 2035. About 3.5 crore new seats will be added to Higher Education Institutions. Built on the foundational pillars of Access, Equity, Quality, Affordability and Accountability, this policy is aligned to the 2030 Agenda for Sustainable Development and aims to transform India into a vibrant knowledge society and global knowledge superpower by making both school and college education more holistic, flexible, multidisciplinary, suited to 21st

The Union Cabinet chaired by **Prime Minister Shri Narendra Modi** approved the National Education Policy (NEP) 2020 replacing the thirty-four-year-old National Policy on Education (NPE), 1986. **Union HRD Minister Shri Ramesh Pokhriyal 'Nishank'**, **Union Information and Broadcasting Minister Shri Prakash Javadekar**, **Secretary Higher Education**

“National Education Policy 2020 will bring transformational reforms in school and higher education systems in the country, a result of one of the largest consultation and discussion process of its kind in the country” – Union Minister for Human Resource Development, Shri Ramesh Pokhriyal 'Nishank'

century needs and aimed at bringing out the unique capabilities of each student.

MINISTRY OF HUMAN RESOURCES IS NOW **MINISTRY OF EDUCATION**

FOR SCHOOLS
From 10+2 to 5+3+3+4: Current 10+2 structure in which policy covered schooling from Class 1 to 10 (age 6-16) and then Class 11-12 (age 16-18) gives way to 5 years of foundational education, 3 of preparatory, 3 of middle & 4 years of secondary schooling

Multi-Stream: Flexibility to choose subjects across streams; all subjects to be offered at two levels of proficiency

Diluted Board: Board exams to test only core competencies; could become modular (object and subjective) and will be offered twice a year

Multilingual: 3-language policy to continue with preference for local language medium of instruction till class 8

Bag-Less Days: School students to have 10 bag-less days in a year during which they are exposed to a vocation of choice (i.e. informal internship)

FOR COLLEGES
SAT-Like College Test: National Testing Agency to conduct common college entrance exam twice a year

4-Year Bachelor: 4-year multi-disciplinary bachelor's programme to be preferred; mid-term dropouts to be given credit with option to complete degree after a break

No Affiliation: Over next 15 years colleges will be given graded autonomy to give degrees, affiliation with universities to end, so would deemed university status

Fee Cap: Proposal to cap fee charged by private institutions of higher learning

Going Global: Top-rated global universities to be facilitated to come to India, top Indian institutions to be encouraged to go global

Earlier, Shri Ramesh Pokhriyal launched India-Report-Digital Education that elaborates on the innovative methods adopted by Ministry of HRD, Education Departments of States and Union Territories for ensuring accessible and inclusive education to children at home and reducing learning gaps. The quality digital education has acquired a new urgency in the present context of globalization. The Ministry of HRD has initiated many projects to assist teachers, scholars and students in their pursuit of learning like DIKSHA platform, Swayam Prabha TV Channel, Online MOOC courses, On Air -Shiksha Vani, DAISY by NIOS for differently-abled, e-PathShala, National Repository of Open Educational Resources (NROER) to develop e-content and energized books, telecast through TV channels, E-learning portals, webinars, chat groups, distribution of books and other digital initiatives along with State/ UT Governments.

Editor's Note

Experiential Learning and Community Engagement

MGNCRE's phenomenal work on the lines of **Experiential Learning, Community Engagement, Curriculum and Higher Education interventions** find resonance on the following features of the National Education Policy 2020

- ✓ Integration of Vocational Education into all educational institutions in a phased manner over the next decade.
- ✓ More interactive and Experiential Teaching and Learning
- ✓ Fillip to Experiential Learning - All language learning will aim to be experiential and enhanced through art, such as music, poetry, and theatre.
- ✓ Promotion of local knowledge and expertise
- ✓ No hard separation among 'curricular', 'extra-curricular', or 'co-curricular' areas, among 'arts', 'humanities', and 'sciences', or between 'vocational' or 'academic' streams. Subjects such as physical education, the arts, and vocational crafts, in addition to science, humanities and mathematics, will be seriously incorporated throughout the school curriculum, with a consideration for what is interesting and safe at each age.
- ✓ Higher educational institutions - will have a network of government and private schools and school complexes to work with in close proximity, where potential teachers will student-teach (among other synergistic activities between HEIs and school complexes, such as community service, adult and vocational education, etc).
- ✓ Emphasis on flexible and innovative curriculum that offers credit-based courses and projects in the areas of community engagement and service, environmental education and value-based education.
- ✓ Integration of overall higher education sector into one higher education system - including professional and vocational education.

with MGNCRE! This assumes all the more credence as we read the New Education Policy 2020. I am glad that our efforts in building up consciousness about Nai Talim – Gandhiji's Experiential Learning, the necessity for vocational education, the importance of the vernacular language while imparting education, the need for skill-based education – have finally seen the light of the day in the form of the NEP 2020. MGNCRE had developed the curriculum for Experiential Learning and held hundreds of Faculty/Curriculum Development Programmes, Master Trainers Development Programmes and Workshops and ignited the spirit of Nai Talim and Community Engagement. We have impacted schools and HEIs across the country and this brings us a sense of satisfaction that vocational and skill based education is finally going to become the order of the day. I am glad that our organization's efforts on these lines have borne fruit. We look forward to seeing the changes in the Policy being productively implemented.

Dr. W G Prasanna Kumar
Chairman MGNCRE

Our Faculty Development Programme on Case Discussion Methodology in Rural Management was successfully transacted and we also conducted 11 workshops in HEIs for the introduction of BBA Rural Management. We conducted **119** Swachhta Action Plan Workshops with **3775** participants and **29** Nai Talim Workshops with **1007** participants. It was heartening to see Vice Chancellors taking the leadership in inculcating Swachhta on Campus by motivating the Principals/Faculty/NSS Officers-Coordination by participating in our workshops and providing the much needed impetus to the programs. We have been successful in making HEIs form Swachh Committees in their institutions and are gearing up to see the results.

I am happy to share that our team is participating in weekly knowledge sharing discussions conducted by Gandhi King Foundation (GKF) comprising of eminent educationists across the world. **Gandhi is not a Philosophy, Gandhi is a way of Life!**

Dr. Bharat Pathak
Vice Chairman MGNCRE

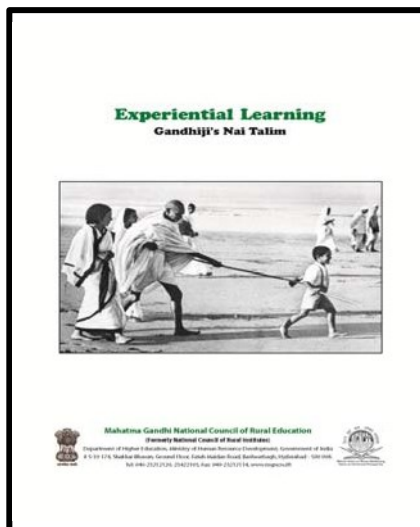
About 2.25 lakh suggestions and letters on the draft National Education Policy 2019 were received by the Ministry

of Human Resource Development. MGNCRE has also taken part in this initiative and has contributed to the feedback and assessment of the NEP by organizing a workshop and also taking inputs from academicians in its Faculty Development Programmes and Workshops across the country. The vision of MGNCRE is to involve higher education curriculum in India in the process of building resilient rural India. Our mission is to formulate and recognise curricular inputs and accredit courses and higher educational institutions which enable development of sustainable, climate and disaster resilient rural livelihoods.

We have contributed through academic and field interventions such as curriculum development programmes, faculty development programmes and Nai Talim and Community Engagement programmes. Our Swachhta Action Plan project was a stupendous success. We organized Industry-

National Education Policy 2020 – the MGNCRE Connect! Special Focus

Academia Meets and Exhibitions, 100 HEI and 200 village case studies in Comprehensive



Sanitation Management, related FDPs and

workshops.

'Experiential Learning: Gandhiji's Nai Talim', a curriculum module

developed by MGNCRE in association with representatives of universities, SCERTs and NCERT through national consultation workshops and seminars was launched nationwide in 13 languages on the occasion of Teacher's Day in 2018. MGNCRE has done instrumental work in building rural resilience including rural community engagement and Nai Talim-Experiential Learning. MGNCRE Team visited schools and B.Ed Colleges across all states and union territories of the country as part of our Outreach and Connect with Experiential Learning. Our call for conducting Nai Talim Week – a campaign of work based learning in schools - in the context of Gandhiji's 150th Birth Anniversary Celebrations was well received as the preceding week was celebrated as Nai Talim Week and 2nd October was celebrated as National Nai Talim Day in several Schools and Higher Education Institutions in the country.

Nai Talim - A Handbook of Experiential Learning Activities for Faculty of Teacher Education Departments is original work done by MGNCRE in Hindi, Kannada, Gujarati, Bengali and English languages. The prime objectives of our Experiential Learning interventions is to establish the linkages of Work and Education; introduce the aspects of the concept of dignity of labour and participation in productive work; introduce Gandhi's ideas on Nai Talim and experiential learning; introduce various aspects of community engagement; demonstrate various methods of engagement i.e., the school with neighborhood communities; and to conduct Field Engagement component of Nai Talim's Experiential Learning.



Discussing Nai Talim, Rural Community Engagement and MGNCRE Agenda with Honorable HRD Minister Shri Ramesh Pokhriyal "Nishank"



The National Education Policy 2020 says -

"in all stages, experiential learning must be adopted, including arts integrated and sports integrated education, story-telling based pedagogy, among others, as standard pedagogy within each subject, with explorations of relations among different subjects"

"All language learning will aim to be experiential and enhanced through art, such as music, poetry, and theatre."

"Grade 6-8 Compulsory Experiential Learning - Every student will take a fun year-long course, during Grades 6-8, that gives a survey and hands-on experience of a sampling of important vocational crafts, such as carpentry, electric work, metal work, gardening, pottery making, etc., as decided by States and local communities and as mapped by local skilling needs."

The higher educational streams of focus for MGNCRE include: Rural Studies, Rural Development, Rural Management, Social Work and Education

"Special shorter local teacher education programmes will also be available at BITEs, DIETs, or at school complexes themselves, so that eminent local persons can be hired to teach at schools or school complexes as 'specialised instructors', for the purpose of promoting local knowledge and skills, e.g., local art, music, agriculture, business, sports, carpentry and other vocational crafts. This programme will be suitably supported by Central and State governments."

"Value-based education should include developing humanistic, ethical, oral and universal human values of truth (satya), peace (shanti), non-violence (ahimsa), righteous conduct (dharma) and love (prem), citizenship values and also life-skills, in personality development, teaching, learning and governance."

Rural Community Engagement and Rural Immersion Programmes of MGNCRE – the Objectives

- Understand the historical perspective of rural development and transformation in India.
- Study and understand rural poverty, dynamics and issues in rural distress.
 - Assess Rural Development Programmes in India, their coverage, outlays, modalities and outcomes.
- Study rural infrastructure needs and align them with the budgets and programmes.
- Outline the various livelihoods, employment programmes and their mandate.
- Understand the new village technology interface in terms of information, participatory processes, mainstream

National Education Policy 2020 – the MGNCRE Connect! Special Focus

and alternative technologies in agriculture, rural livelihoods and industries and

communication.

- Help students to identify signs of distress, financial, social, political and natural and find coping mechanisms.
- Help students understand the electoral and democratic processes that form the basis for the political governance in rural societies.
- Orient the students into handling susceptibility of rural communities to impending emergencies arising out of natural and manmade disasters, climate variability and motivating them into assuming eco responsibility.
- Orient students on Village Development Plans incorporating the aspects of the Village Disaster Management Plan.
- Build academic value to Rural Outreach Programmes.

The National Education Policy 2020 says -

“HEIs for Community Engagement - In addition to teaching and research, HEIs will also have other crucial responsibilities, which they will discharge through appropriate resourcing and structures. These include supporting other HEIs in their development, community engagement and service, contribution to various fields of practice, faculty development for the higher education system, and support to school education.”

“Multi Disciplinary and Credited Community Engagement Based Courses Departments in Languages, Literature, Music, Philosophy, Indology, Art, Dance, Theatre, Education, Mathematics, Statistics, Pure and Applied Sciences, Sociology, Economics, Sports, and other such subjects needed for a multidisciplinary, stimulating Indian education and environment will be established and strengthened at HEIs across the country.”

“The flexible and innovative curriculum shall emphasise on offering credit-based courses and projects in the areas of community engagement.”

“Internships in Higher Education Students will be provided with opportunities for internships with local industry, businesses, artists, crafts persons, villages and local communities, etc., as well as research internships with faculty and researchers at their own or other HEIs or research institutions, so that students may actively engage with the practical side of their learning and, as a by-product, further improve their employability.”

“Each higher educational institution will have a network of government and private schools and school complexes to work with in close proximity, where potential teachers will student-teach (among other synergistic activities between HEIs and school complexes, such as community service, adult and vocational education, etc).”

“In addition to teaching and research, HEIs will also have other crucial responsibilities, which they will discharge through appropriate resourcing and structures. These include supporting other HEIs in their development, community engagement and service, contribution to various fields of practice, faculty development for the higher education system, and support to school education.”



Glimpses of MGNCRE's Nai Talim, Rural Community Engagement Programmes

“Farmer Producer Organizations (FPOs) help the farmers in value addition of the product, promoting and selling their produce. FPOs are looking for human resources who can help them to meet their objective of helping the farmers.”



Chairman MGNCRE Dr. W G Prasanna Kumar set the tone for the 5-day Faculty Development Programme (FDP) on Case Discussion Methodology – Strategic Management 20-24 July by emphasizing on the program’s objective of helping the FPOs through the knowledge and interventions by rural management graduates. The case discussions and inputs add immense value to the FDP. Participants were asked to come up with the ideas for caselet writing for rural aspects such as how to educate farmers to sell their products online in this COVID 19 situation; countering massive pest attacks in agricultural fields, Digital literacy to farmers; labour welfare problems; migration issues; and the pricing of farmer produced products so that both the consumers as well as farmers are benefitted. Case discussion methodology is an essential experiential learning methodology for training through problem solving. Case discussion methodology for promoting management education especially Strategic Management is an important part of an organization. A strong

strategy ensures a better resilience and coping mechanism to an organization in case of any adverse situation. Having such strategies, have been proven a competitive advantage in today’s competitive world. There has been a paradigm shift in the management practices amid COVID-19. The Micro, Small, Medium Enterprises are giving more emphasis on this which was earlier limited to large organisations.

The participants (20) of this FDP were from almost all regions of the country and from different disciplines. Case Discussion methodology gives a new experience every time as the participants change, the viewpoints also change and have a new perception towards the contents of the cases. It is not a competition where in at the end of session only one person wins. It is about expressing their views on particular topic based on their experience supported by the facts given in the case. Each one contributes though their experience and learning. It is also very important for the participants to unlearn few things to learn new things.

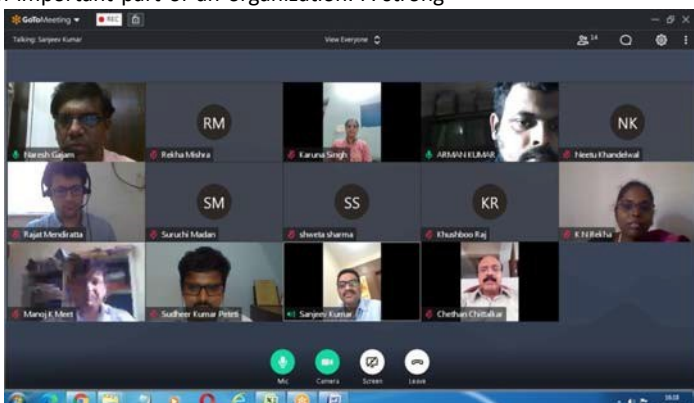
The participants shared their experience in Case Discussion Methodology and were given suggestions on how to run the case with their students how to provide them the inputs related to Case Writing Methodology. The importance having collaborations with Higher Educational Institutions which are in the vicinity of the HEIs will give opportunities for the students to get exposure to the work environment and prepare them for the industry. The sessions involved knowledge sharing and the participants utilized the platform effectively to clarify doubts and share ideas.

Participating in Rural Management Programs is supporting rural India--- Chairman MGNCRE emphasized. The importance of **Experiential Learning** and how the design of this program enables experiential learning for the students through the caselets, examples, to do activities and field works – were well discussed. This methodology will help to understand the work

carried out by NGOs and CSR departments in the rural areas. The students will get the exposure to the rural problems and their culture and tradition. The multi-disciplinary approach helps the student not only study about the rural aspects but also regular managerial aspects like finance and marketing. The importance of **PRA tools** and how effective they are to understand the rural communities was explained. It is very important for any rural entrepreneur or any other person who wants to be associated with the rural communities to understand their needs, culture, tradition, livelihoods, contribution to society and nation, their perception about contribution, health care, transport facilities etc and PRA tools help them regarding this. **Rural Entrepreneurship** and the challenges such as lack of finances, lack of infrastructure, inability to take risk, lack of technical know-how, exploitation by middlemen, lack of awareness regarding Government schemes, lack of training in entrepreneurial skills and untapped potentials – were effectively discussed through case methodology.

“Rural Social Transformations on Contemporary Issues”, session highlighted the primary challenges and issues pertaining to rural India. The participants discussed on issues such as lack of healthcare delivery, lack of water supply, sanitation and primary education in rural areas.

The objective of the BBA Program in Rural Management developed by MGNCRE were explained to the participants. Students need to earn their livelihood and also provide employment to others. The case discussion methodology helps the students to understand the concepts as well as exposes them to the rural problems and encourages them to come up with innovate solutions to solve the rural problems. MGNCRE assured that the students of BBA RM Program will be taken as interns and also facilitate them to join as interns in other organizations also.



BBA Rural Management - Workshops

Workshops with case-based methodology for implementing BBA-Rural Management Program across the Higher Education Institutions of India are being successfully organized by Prof. Chethan Chittalkar, Director

government schemes and benefits, structuring the FPOs, develop managerial skills, build capacities, and bring professionalization in the rural businesses.

through Faculty Development Programs and Workshops. The next step is connecting with

S No.	HEI	Date
1	Uka Tarsadia University	9th July
2	Shri Krishna University	10th July
3	Shoolini University HP	11th July
4	Shri Rawatpura Sarkar University Chhattisgarh	13th July
5	Krishna Institute of Medical Sciences Karad Maharashtra	14th July
6	Shri Vaishnav Vidyapeeth Vishwavidyalaya Indore Madhya Pradesh	15th July
7	Bhagwant University Ajmer Rajasthan	16th July
8	Harnahalli Ramaswamy Institute Of Higher Education Hassan Karnataka	17th July
9	Smt. Sindhutai Jadhao Arts and Science Mahavidyalaya, Mehkar	17th July
10	Sri GCSR College of Education Andhra Pradesh	18th July
11	Gopal Narayan Singh University Sasaram Bihar	22nd July

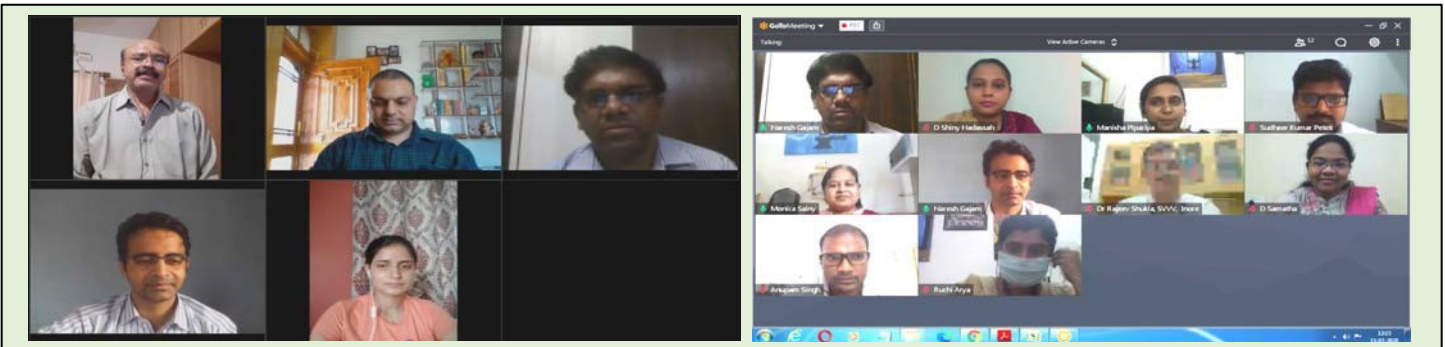
This can be achieved by spreading rural management education to all parts of the country and developing curriculum to meet the needs of the rural businesses and entrepreneurs.

The benefits of learning methods of community engagement are manifold as subsequently their students learn participatory practices, learn life skills, and benefit from field interactions. Rural Engagement is a participatory approach which is based on open ended field inquiry and is action oriented. It is practical and experiential and help in exploring and learning rural realities.

FPOs/FPCs/Promoters-Consultations Held			
S N	FPO/FPC/Pro	Location	Date
1	Rajeshwar Farmers Producer Company	Ahmedabad	16 th July
2	Harsha Trust, Promoter of 11 FPOs	Odisha	16 th July
3	Krushidhan Producer Company Ltd.	Ahmedabad	17 th July
4	Prasanna FPC, organization -SHARP	Telangana	17 th July
5	Pragati Yuva Kendram, KPLMACTS	Nellore, AP	18 th July
6	Girimala FPC	Gujarat	21 st July
7	MARI, Promoter of 14 FPOs	Telangana	23 rd July

the FPOs/FPCs, Rural Co-operative Societies, understanding their needs and give support to them through these Institutions. A **tri-partite agreement** with parties being MGNCRE, Institution and the FPO in that region has been put in place to extend professional help to FPOs and in turn students will get practical exposure to work with the FPOs and understand them and help them to become self-sufficient.

Chairman MGNCRE said *"We believe in an impact-oriented change. Hence, there is a need to collaborate and understand the different*



Rural Management MGNCRE. The process of strengthening the Farmer Communities/Organizations/Companies (FPOs/FPCs) is gaining momentum. The need for young rural management graduates in the country to help agriculture and allied sectors in carrying out their activities in a productive manner has been identified. There is need for technology upgradation, understanding and availing

These graduates can prepare project reports and case studies on the rural subjects and come up with solutions to the problems faced by the rural communities. Now MGNCRE has embarked on facilitating the introduction of the BBA Rural Management Program in select HEIs/Universities and has started training the faculty of these Institutions to transact the courses in the Rural Management Program

notions of rural India to steer positive and progressive rural engagement nurtured by these institutions of importance. Universities/ HEIs' contribution in the field of rural management education is critical. There is an urgent need to rise above the odds and create an effective management of rural resources for an inclusive growth."



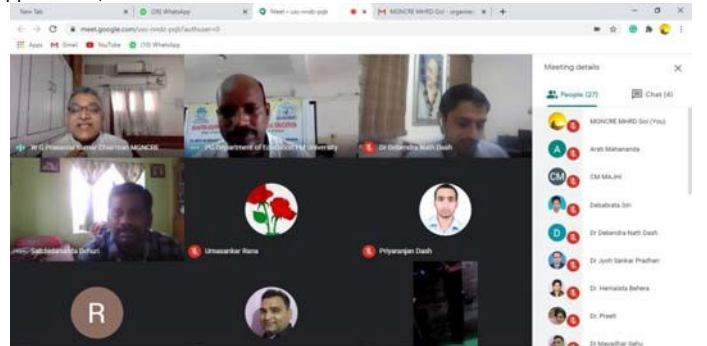
MGNCRE team has been judiciously participating in Weekly Online Meetings and Discussions on Gandhiji's Nai Talim and Gandhian ideologies in these difficult circumstances of COVID 19, under the aegis of Gandhian King Foundation (GKF). The GKF initiative is an exchange program between India and the USA to study the work and legacies of Gandhiji and civil rights leader Martin Luther King Jr. Several distinguished educationists gave expert and insightful views on the current pandemic situation and shed light on the Gandhian principles of combating fear and rising to the challenges. Nai Talim-Experiential Learning was discussed at length by the experts who gave examples of what their institutions are doing and how Gandhiji's Nai Talim can be enforced in all educational institutions. Chairman MGNCRE, participating in the meeting rightly summed up by saying – Gandhi is not Philosophy – but a Way of Life!

Nai Talim Workshops July 2020

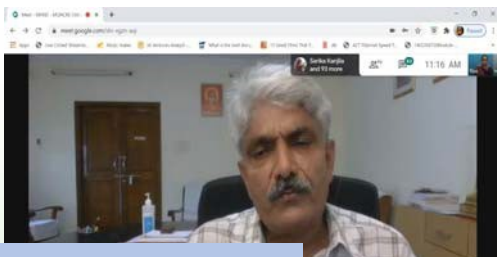
S No.	State	District-wise Workshops	Participants
1.	Uttar Pradesh	Shravasti	37
2.	Uttar Pradesh	Basti	42
3.	Uttar Pradesh	Ayodhya	44
4.	Uttar Pradesh	Kannauj	38
5.	Uttar Pradesh	Barabanki	33
6.	Uttar Pradesh	Agra	57
7.	Uttar Pradesh	Shahjahanpur	25
8.	Uttar Pradesh	Chitrakoot	27
9.	Uttar Pradesh	Lalitpur	32
10.	Uttar Pradesh	Saharanpur	35
11.	Haryana	Ambala	23
12.	Haryana	Bhiwani	21
13.	Haryana	Faridabad	25
14.	Haryana	Gurgaon	26
15.	Haryana	Hisar	27
16.	Haryana	Jind	24
17.	Haryana	Karnal	26
18.	Haryana	Kaithal	28
19.	Haryana	Kurukshetra	27
20.	Haryana	Mahendragarh	22
21.	Haryana	Panchkula (GETTI Morni Hills)	33
22.	Haryana	Panipat	26
23.	Haryana	Rewari	27
24.	Haryana	Rohtak	24
25.	Haryana	Sirsa	26
26.	Odisha	Balasure	80
27.	Bihar	Bodh	80
28.	Bihar	Aurangabad	46
29.	Bihar	Aurangabad	46
		Total	1007

Glimpses of Nai Talim Workshops

Dr. Debendranath Dash Assistant Director MGNCRE, took the lead in conducting Nai Talim Workshops in Bihar and Odisha. MGNCRE in collaboration with the PG Department of Education, Fakir Mohan University (FMU), Balasore, Odisha organised two batches of one day online workshop on Nai Talim and Experiential Learning. Vice-Chancellor of FMU Prof. Madhumita Das inaugurated the workshop in the online presence of Chairman MGNCRE. A one day online workshop on Nai Talim Experiential Learning was organised by MGNCRE in collaboration with Bhagwan Prasad Sheonath Prasad (BSP) BED College, Daudnagar, Aurangabad, Bihar with Prof. Rajendra Prasad, VC of Magadh University, Bodh Gaya as Chief Guest. The essence of Nai Talim was well appreciated,



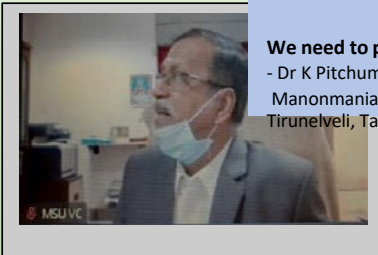
Swachhta Action Plan Workshops



A well-timed initiative by MGNCRE -
Prof. Rajbir Singh, Vice Chancellor
Maharshi Dayanand University, Rohtak



Swachhta assumes importance all the more now
- Prof N Kumar, Vice Chancellor
of Tamil Nadu Agricultural University,
Coimbatore



We need to provide for the future
- Dr K Pitchumani, Vice Chancellor
Manonmaniam Sundarnar University
Tirunelveli, Tamil Nadu



This is for a Clean and Green India - Dr. Gurmeet Singh,
Vice Chancellor, Pondicherry
University

Honorable Vice Chancellors in Attendance!

As part of MGNCRE Swachhta Action Plan, the team has successfully conducted online Swachhta Workshops with Principals/Heads of Universities across all states. The HEIs have been directed to form Swachh Committees in their campuses to take forward the Swachhta Action Plan. It is heartening to note that the response has been overwhelmingly positive.

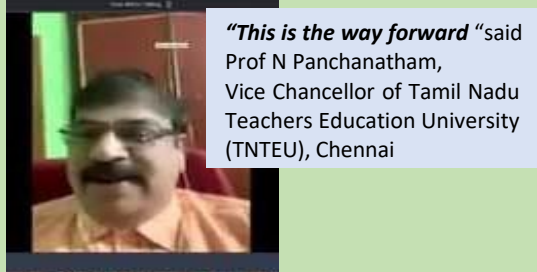
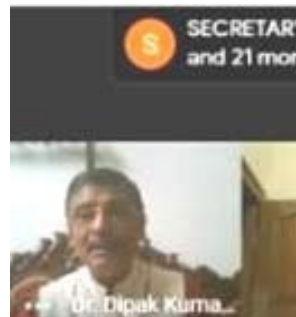
**Swachhta Action Plan Workshops
-July 2020**

S No.	State	Workshops	Participants
1	Tamil Nadu	11	894
2	Karnataka	10	361
3	Gujarat	11	280
4	Jharkhand	11	258
5	Maharashtra	3	235
6	Rajasthan	9	225
7	Madhya Pradesh	9	223
8	Uttarakhand	10	223
9	Haryana	3	196
10	Pondicherry	1	150
11	Chhattisgarh	2	137
12	Andhra Pradesh	3	105
13	Telangana	3	95
14	Kerala	5	84
15	Punjab	7	80
16	West Bengal	4	55
17	Odisha	6	38
18	Assam	3	37
19	Arunachal Pradesh	1	25
20	Tripura	1	21
21	Mizoram	1	15
22	Manipur	1	11
23	Meghalaya	1	8
24	Sikkim	1	8
25	Jammu & Kashmir	1	6
26	Nagaland	1	5
	Total	119	3775

"We are glad the Swachhta Initiative has come at the right time!" Dr. Raman Kumar Jha, Vice Chancellor of Amity University, Ranchi, Jharkhand



Propagate Swachhta through local resources – use culture beneficially - Dr. Dipak Kumar Kar, Vice-Chancellor of Sidho-Kanho-Birsha University, Purulia, West Bengal



"This is the way forward" said Prof N Panchanatham, Vice Chancellor of Tamil Nadu Teachers Education University (TNTEU), Chennai

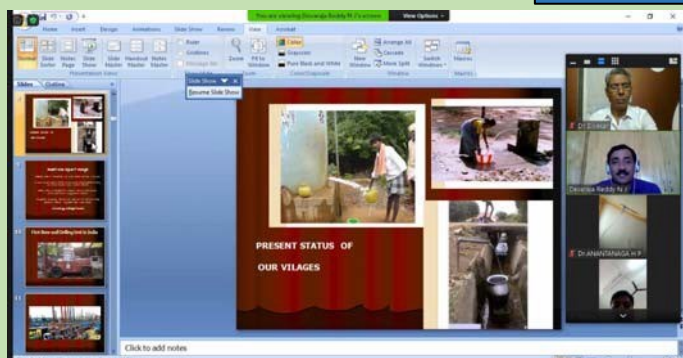


"We will meet the challenges of Swachhta and energy conservation" - Prof. Saket Kushwaha, Vice-Chancellor of Rajiv Gandhi University (RGU), Arunachal Pradesh

"Technological interventions are necessary" - Prof. Saikat Maitra, Vice Chancellor of Maulana Abul Kalam Azad University of Technology, West Bengal

"The future generation should benefit from our efforts" said Prof. Neelima Singh, Vice Chancellor of University of Kota, Rajasthan

Online workshops in Progress in Karnataka



Prof. Ranjan Chakrabarti, Vice-Chancellor of Vidyasagar University, Midnapore, West Bengal – **"We are for eco-friendly campuses"**



Mahatma Gandhi National Council of Rural Education

Department of Higher Education

Ministry of Human Resource Development, Government of India

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