

महात्मा गाँधी राष्ट्रीय ग्रामीण शिक्षा परिषद

Mahatma Gandhi National Council of Rural Education

Department of Higher Education, Ministry of Education, Government of India



“The generation that will reap benefits of National Education Policy will lead our nation”

Prime Minister Shri Narendra Modi opined as he addressed the nation to mark the first anniversary of the National Education Policy (NEP) 2020. This is the first education policy of the 21st century and replaces the thirty-four year old National Policy on Education (NPE), 1986. “NEP offers openness, freedom of choice to students and is a key component to nation building” he added.

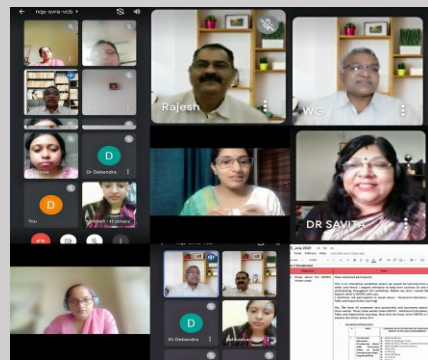


“The National Education Policy 2020 is a guiding philosophy for changing the learning landscape, making education holistic and for building strong foundations for an Aatmanirbhar Bharat”

Shri Dharmendra Pradhan emphasized on the importance of the NEP 2020 as he set the agenda of his new portfolio as Minister of Education rolling. MGNCRE extends its warm wishes to Shri Dharmendra Pradhan as he takes charge of the Education Ministry along with the Ministry of Skill Development and Entrepreneurship.

A Special Task Force of Eminent Persons across all Sectors in every State Mooted to Focus on Implementation of Vocational Education Action Plan

- Key Takeaway in an interactive session on Reimagining Vocational Education – National Education Policy 2020 organised by MGNCRE as part of its promotion of awareness programmes on NEP 2020 and Vocational Education



Dr. Rajesh Khambayat Joint Director, PSS Central Institute of Vocational Education (PSSCIVE) in his address as Chief Guest emphasized on the need for reaching out to SCERTS and DIETS and spreading the message of the importance of Skills and Vocational Education.

National Education Policy, 2020 **Integrating Skills with Education**



Fostering unique capabilities, building global competence, improving employability

- The NEP emphasizes integration between vocational and academic streams in all schools and higher education institutions in a phased manner.
- As envisaged in the NEP, vocational education to start in school from the 6th grade and will include internship.
- A pilot on Hub and Spoke model initiated by MSDE.
- ITIs/PMKKs will be leveraged as hub of vocational education and training (VET). Schools will access skill training from this hub as spokes.
- Project aims to ensure that every young adult in the 6 to 19 years of age cohort completes either 12 years of schooling with at least one certification of level 2 to 4, NSQF certificate or 10 years of schooling and certification with 2 years of ITI programme.
- Introduction of vocational courses in school curriculum also emphasized through PMKVY 3.0.

MGNCRE’s Swachhta and Psychosocial Guidance Work in these Pandemic Times is indeed Laudable. Teachers and Students need to be given Psychosocial Support.

- Honourable Governor of Telangana



Chairman MGNCRE in meeting with Dr. Tamilisai Soundararajan, Honourable Governor of Telangana

Editor's Note

Prime Minister **Shri Narendra Modi's** address to the nation marking one year of the National Education Policy 2020 speaks volumes of the resolution to implement the NEP 2020 phase wise. Experiential Learning and Vocational Education have become synonymous with MGNCRE. Our webinar on **Reimagining Vocational Education – National Education Policy 2020** is our commitment towards vocational education.

I thank **Dr. Rajesh Khambayat** Joint Director PSSCIVE for his insightful suggestions to take the action plan forward. As he says **"Skill is Power. Vocational Education is the Future"**. We take this as our agenda and resolve to work on this that would impact India's youth and contribute towards national development.

It is motivating and heartening to note that the new Education Minister **Shri Dharmendra Pradhan** has called for the resolve to make education "holistic, affordable, accessible and equitable" and realise the goals of the New Education Policy 2020. He has identified focus areas in the policy that will be implemented on a priority basis. MGNCRE greets the new Education Minister warmly on his appointment and reiterates its commitment to the Education sector through its supportive areas of work including Curriculum Development, Experiential Learning, Community

Engagement, Swachhta Action Plan and allied areas.

It was a moment of pride when **Honourable Governor of Telangana**

Dr. Tamilisai Soundararajan evinced keen interest in MGNCRE's Swachhta and Psychosocial Guidance Work in association with Higher Educational Institutions in India. While appreciating the efforts of MGNCRE, the Honourable Governor agreed on the need for hygiene and clean environments and psychosocial guidance for the physical and mental well-being of students and teachers.

MGNCRE's workshops and 20-Day **Beat Covid Campaign** with Higher Educational Institutions have impacted about **50 lakh** people across communities in **412** districts in India. The student volunteers have been providing psychosocial support in an online or offline mode to those who need it. The teams of 5 Key Areas - Hospital Management, Non-Hospital Management, Support to Covid Affected Families, Supply of Medical Essentials and Psychosocial Support and Guidance – are working relentlessly to support the people in need.

MGNCRE is organizing 400 virtual award programmes involving Principals of all HEIs/Colleges including Engineering/Law/BA BCOM BSC/ Pharmacy/Nursing/B.Ed. and Medicine in each district along with the District Green Champion award winning HEI. This is to motivate and infuse Swachhta in all colleges district wise. The aim is to do impactful work at district level to build up the pyramid of Swachhta Action Plan to State and National levels.

MGNCRE had earlier announced 400 "One District One Green Champion" Awards to Higher Educational Institutions (HEI) following best practices of Sanitation and Hygiene, Waste Management, Water Management, Energy Management and Greenery Management.

51 "One District One Green Champion" Award programmes of the scheduled 400 have been held to date online wherein District Collectors/Magistrates/ Commissioners gave away the Awards to the winning Institutions.

Keeping our agenda with Rural Entrepreneurship and Rural Management, we have conducted 4 workshops on **Grooming Entrepreneurs**.

We have also signed 2 MoUs for BBA Rural Management with HEIs for capacity building and sharing areas of expertise.



It was an exhilarating experience meeting **Dr. Erach Bharucha**, my mentor. Dr. Bharucha has been active in wildlife and nature conservation for over five decades. A well-known wildlife photographer, he has studied Indian national parks and wildlife sanctuaries extensively. He emphasizes **"Preservation and Development must go together"**

Dr. W G Prasanna Kumar
Chairman MGNCRE

Greetings to **Shri Dharmendra Pradhan** on being appointed as the new Education Minister! His call for going aggressively ahead with the National Education Policy 2020 infuses renewed vigour to the country. As part of MGNCRE's community engagement activities this month, 903 HEIs conducted 903 Community Engagement Workshops in 26 States covering 356 Districts. The HEIs involved 4,699 Faculty and 68,011 Students. 61,084 Students were oriented in these workshops. The effort led to a total Community Reach of 11,52,184 people.

The "One District One Green Champion" Award programmes are being held successfully online wherein District Collectors/Magistrates/ Commissioners are giving away the Awards to the winning Institutions. This is indeed inspiring and motivating to the colleges in the district who will work on the values of Swachhta in these pandemic times not only in their campuses but also in the neighbouring villages.

Dr. Bharat Pathak
Vice Chairman MGNCRE

"One District One Green Champion" Award Programme in Progress



"Treat the environment the way you want the environment to treat you"
Sri Kumar Amit, Deputy Commissioner, Patiala, Punjab, gave away the "District Green Champion" Award to Chitkara University in District Level Cluster Workshop on Swachhta Action Plan organized by MGNCRE attended by Pro Chancellor Dr. Madhu Chitkara, and Vice Chancellor Dr. Archana Mantri. Best practices of Sanitation & Hygiene, Waste Management, Water Management, Energy Management and Greenery Management are implemented in Chitkara University, Patiala, Punjab.

Reimagining Vocational Education – National Education Policy 2020. Chairman MGNCRE was keynote speaker in the program attended by MGNCRE's Resource Persons and Mentors. **Dr Rajesh Khambayat, Joint Director, PSSCIVE** was the Chief Guest. NEP 2020 is the first ever policy integrating Vocation with Secondary and Higher Education in a phased manner. "There is need for parents and stakeholders to

Reimagining Vocational Education – National Education Policy 2020

Coinciding with completion of one year of the National Education Policy 2020 MGNCRE conducted a Webinar on



understand the importance and relevance of Vocational Education. There is a need to create a positive outlook towards Vocational Education and to combine passion, commitment and lifelong learning to promote Vocational Education with the States. Two factors determine the success of the process - Mapping and Monitoring. One size does not fit all - **each state will need a unique approach and plan**" said Dr, Rajesh Khambayat.

I can see vocational education changing the nation” Dr. W G Prasanna Kumar Chairman MGNCRE

Chairman MGNCRE, while expanding on the reach and outreach of Vocational Education and the voluminous work done by MGNCRE as part of its mandate including Experiential Learning and Community Engagement, commended the ease and approach of Dr. Rajesh Khambayat. He expressed hopes of further strengthening the relationship between NCERT and MGNCRE and working in collaboration on the implementation of the Mission 50%. “I personally believe in vocational education and can see it changing the nation. Keeping the national perspective in mind along with diligent commitment is the required fuel for the mission” he added.

The Objectives –

- Knowing the mission and vision of Vocational Education in India
- Knowing the roadmap of Vocation Education implementation of NEP 2020
- Sharing experiences and important message to be communicated to the SCERTs and DIETs

Several initiatives launched by Prime Minister Shri Narendra Modi on the occasion of completion of one year of the NEP 2020 -

- Academic Bank of Credit that will provide multiple entry and exit options for students in Higher education
- Engineering Programmes in Regional Languages
- Guidelines for Internationalization of Higher Education
- Vidya Pravesh, a three-month play-based school preparation module for class 1 students
- Indian Sign Language as a subject at the secondary level
- NISHTHA 2.0, an integrated programme of teacher training designed by NCERT
- SAFAL (Structured Assessment For Analyzing Learning Levels)
- a competency-based assessment framework for classes 3, 5 and 8 in CBSE schools
- Website dedicated to Artificial Intelligence training
- National Digital Education Architecture (NDEAR)

Noteworthy Points Discussed –

- Vocational Education will be integrated in all Higher Educational Institutions in the next 10 years in a phased manner.
- Integration of vocational education with general education
- Around 50 per cent of students from all higher educational institutions will have an exposure to vocational education by 2025
- **A special task group** is needed in **every state** as a think tank to focus on how we can implement the action plan. The think tank will have eminent people from departments of vocational education, educationists, research scholars, industry representatives, major CSR initiative officials and community leaders.
- Our focus should be on image building of vocational education with the help of projecting short films in regional languages focusing on the utility and benefits of vocational education, distribution of pamphlets, placing the short films and videos in the websites and social media pages of all schools.
- Skill is your power.



MGNCRE Signed MoUs with

- Sree Saraswathi Thyagaraja College, Pollachi, Tamil Nadu
- Prof. Rajendra Singh University, Allahabad, Uttar Pradesh

The MoUs were signed for exploring, extending and strengthening mutual relationship for promotion of professional education in Rural Management by sharing the facilities and expertise.

MGNCRE Institutional Community Engagement - Beat Covid Campaign with Higher Educational Institutions - 903 HEIs conducted 903 Community Engagement Workshops in 26 States covering 356 Districts. The HEIs involved 4,699 Faculty and 68,011 Students. 61,084 Students were oriented in these workshops. The effort led to a total Community Reach of 11,52,184 people.
Swachhta Awards - 51 “One District One Green Champion” Award programmes of the scheduled 400 have been held to date online wherein District Collectors/Magistrates/Commissioners gave away the Awards to the winning Institutions.

-Introducing free vocational education classes for VI - VIII std. students through orientation and by preparing teachers.

- **Pre vocational education is going to be a game changer.** The bagless 10 days will be used as time for informal internship for VI - VIII std. Necessary precautions need to be taken to ensure its students are safe. Over time, when students experience different contexts and gain different perspectives, they may share with their parents about the same. It will help us change the attitude of parents.

-Setting up of **Skill Laboratories** (A miniature form of vocational education) in **each district cluster level**

-Identifying a school with proper facilities and easy to locate to set up a skill laboratory

-Collaboration with all stakeholders will become a success point for vocational education.

-The state will have to invest money for upgrading the facilities and improving the infrastructure of schools in a phased manner. Also we need to craft strategies for expanding and strengthening vocational education.

-State needs to plan the phases of outreach of vocational education in all schools. Phase 1 should have schools with good infrastructure, accessible location and positive leadership to make model schools which can then act as exemplar for the rest of the schools.

-Focus on utilising the online program **“Vocational Interest Inventory”** that helps the students to get insights based on their interest and emerging new skills.

-A faculty coordinator needs to be identified in every school for identifying the skills, competencies and abilities of students and guide them to find a right course which has huge employment potential in that locality.

-We need to have an optimistic outlook with a goal oriented, accountable and professional team with a sound leadership.

-We need to collaborate with people from industry and focus on meeting the local needs of the industry with a proper monitoring mechanism.

The Way Forward -

- Vocational education would eventually be a compulsory subject.
- Need to think about teacher training, vocational pedagogy and technology at the center and collaborate with industry as much as possible.
- Dr. Rajesh would be invited for each SCERT level workshop to motivate and speak about the need for vocational education.
- MGNCRE would vigorously promote the resources available and plan for awareness programmes on NEP 2020 and vocational education.

Prime Minister’s Key Lines about NEP 2020

- **Openness and absence of pressure, Key Features in the New Education Policy**
- **New Education Policy assures our youth that the country is fully with them and their aspirations**
- **14 engineering colleges of 8 states are starting to impart education in 5 Indian languages**
- **Mother tongue as the medium of instruction will instill confidence in the students from poor, rural and tribal background**

Rural Entrepreneurship/Rural Management

Workshops were held for promoting Rural Management in 4 institutions. Rural development is more than ever before linked to entrepreneurship. Institutions and individuals promoting rural development now see entrepreneurship as a strategic development intervention that could accelerate the rural development process and provide an enormous employment potential.

Roundtables for promoting Rural Management programmes were held with **JSS Group of Institutions**, Gundlupet, Karnataka; and **Samarth Group of Institutions**, Allahabad, Uttar Pradesh.

Workshops were held at **St. Joseph's College, Hyderabad**; **VPM's Joshi Bedekar (Autonomous) College, Thane**; **Department of Life Long Learning and Extension (DLLE), Mumbai**; and **ITM university, Raipur**

Faculty and students were motivated to become entrepreneurs and the role of youth in innovation and social change was emphasized. The workshops focused on **Grooming Entrepreneurs**.



BBA Rural Management

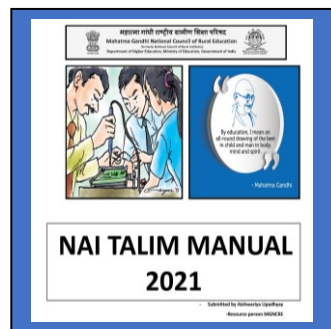


BBA Rural Management Text Books Published – RM Business Law and RM ICT and MIS. The knowledge of Business Law gives every student a broader perspective while carrying a niche for themselves in the business world. Keeping in mind the complexities and dynamic nature of the subject, this is an attempt to comprehend this subject easily. The latest provisions of Consumer Protection Act 2019 are incorporated in this book. The course on ICT and MIS intends to equip the students with essential knowledge and skills required to handle ICT equipment and Software (MS Office); create awareness on various types of information systems for effective decision making; introduce the information systems for business operations and decision making; acquaint students with the latest technology available in ICT and familiarize with security and ethical challenges related to Information Systems.

Standard Operating Procedures (SOP) and Manuals

As part of preparatory work for commencement of MGNCRE's mandate of activities including Workshops, Faculty Development Programmes, Research Programmes, Curriculum Development, Experiential Learning, Community Engagement, Rural Management, Publications, Video Lessons, and Action Research Projects, MGNCRE has commissioned Standard Operating Procedures (SOP) and Manuals. The Manuals are in alignment with the National Education Policy (NEP) 2020. The simplified handbooks focus on the 'How' of doing things.

SOP/Manual - Curriculum Development – Experiential Learning-Gandhiji's Nai Talim Workshops



This manual will help the facilitators of Vocational Education/Experiential learning interns/resource persons to execute the State level/institution level/school level workshops. It will help introduce experiential learning as a teaching curriculum and pedagogy to the teacher/student-teacher/faculty. The role of the manual is to help participants plan action for the implementation of Nai talim/Experiential Learning in their respective areas of work. It also aims to act as a guide to the facilitators to prepare their aids/prompts for the workshop. The user-friendly manual has been prepared to make participants experience, experiential learning live.

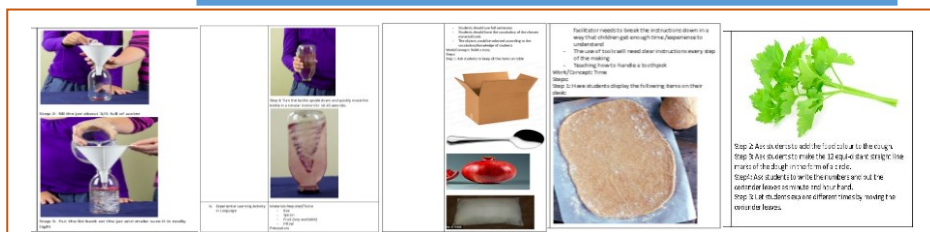
Structure of the Manual:

1. Introduction:
 - SOP (Users of the manual + what is covered)
2. Subject Methodology:
 - Experiential learning activities for Mathematics (steps, precautions, tools, work)
 - Experiential learning activities for Science

- Experiential learning activities for English/Language
- Experiential learning activities for Social Studies
- 3. Best Practices:
 - Teacher implementation tools of the subject methodology
 - Exemplar of experiential learning activities
 - Pedagogy integration with Nai Talim
- 4. Student project:
 - Primary Level (3 years – 10 years)
 - Secondary Level (11years - 17years)
- 5. Brainstorming on implementation Plan
 - For Universities
 - For SCERTs
 - For faculty/teachers
 - For students
- 6. Reporting:
 - Submission of participation proof
 - Submission of implementation plan

The aim of the workshop is to provide the participants with the knowledge and tools to be able:

- To develop and implement an action plan to inculcate the experiential learning methodology in their university/institution/classroom.
- To develop plans and procedures to engage students by experiential learning projects and opportunities to explore.



SOP/Manual – How to Conduct Case/Caselet Discussion Methodology in Faculty Development Programme

The Manual focuses on how to conduct Case Discussions in a Faculty Development Programme. Effective management requires decisions based on contextual analysis and insights. It is practical to use case method learning to stimulate the intellect and enhance the intellectual capability of the students. Case discussions can supplement lectures, seminars, games, role plays, industrial visits, and group exercises to develop problem-solving, decision-making, and implementation skills. The emphasis is on developing a holistic perspective that deals with unstructured situations and imparting skills in decision-making under uncertainty. Case discussion methodology helps the students to understand situations in the practical world. It improves the student's ability to think about situations, ask questions, get involved in the situation, and evaluate the alternatives for problem-solving in real-time. It helps students generate ideas, enhances their decision-making ability. It allows them to wear the shoes of the decision-maker. It provides a platform for the students to derogate about a situation that concerns a group of people and focuses on a specific concept applied in problem-solving.

Excerpts from the Manual on Case Discussion Methodology

Faculty Development Centre of Mahatma Gandhi National Council of Rural Education organizes Faculty Development Programme on Case Discussion methodology to faculty members of HEIs in India to orient the benefits of case discussion in the classroom. The Five Day Faculty Development program will equip the faculties on different tools to implement effective and engaging case discussions in the classroom.

Steps for conducting FDP on Case Discussion Methodology

| |
|--|
| Finalisation of schedule |
| Programme announcement |
| Participants registration to be closed ten days before the programme |
| Create a whatsapp group |
| Identify the cases or caselets related to the specific areas of shedule like marketing/strategy/entrepreneurship |
| Share 3 cases / caselets everyday for participants to read in the whatsapp group |
| Encourage them to submit case summaries everyday |
| Form groups based on the number of participants (Ideal- 4 to 5 per group) |
| Assign a mentor to each group. One resource person as mentor per group |
| Mentor will guide, facilitate, coach mentees before, during and after the FDP |
| Post FDP, Mentor will attend 5 sessions conducted by participants in their respective institutions |
| Certificates will be issued to the participants who conducted 5 sessions post FDP |

Focus / Aspects of the Practice to Improve

The Faculty Development Centre of Mahatma Gandhi National Council of Rural Education (MGNCRE) conducts faculty development programs to orient faculty on handling case discussion methodology in their respective institutions. 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 HEI's 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 learning utilising the case discussion to teach various management subjects.

How do we make it more interesting to the students?

In any teaching, there are three big things.

Ten Principles for an Effective Classroom Delivery



1. Connecting with the audience
2. Setting up the topic
3. Laying out the structure
4. Lead Questions
5. Transitions from one segment to another
6. Linking to underlying theory
7. Linking to their immediate world
8. Wrapping up – revisiting key points
9. Key takeaways
10. Ending on time

How do We Bring Real Learning into the Classroom?

SOP/Manual – How to Conduct Rural Entrepreneurship Development (RED) Workshops and Faculty Development Programmes

MGNCRE provides a platform for the students of Higher Educational Institutions in the country through Rural Entrepreneurship Development Cells (REDC) to make the entrepreneurial ideas into implementation. REDC Cells of HEIs comprise of five wings that include:

1. Training and Placement Wing that helps the students to find internship and apprenticeship opportunities with enterprises in the rural areas.
2. Entrepreneurship Wing that motivates and provides a path for the students to initiate business plans into action.
3. Rural Engagement Wing which helps the students to be a part of rural enterprises eco system and interact with the

Excerpts from the Manual

Rural Entrepreneurship Development Cell involves members from the higher educational institutions such as five faculty members who are having interest/expertise in the five wings as listed above with the support of five students in each wing. REDC at institutional level is headed by the Principal of that respective institution.

Faculty Involvement

- At the institution level, REDC is headed by the Principal
- The institution shall nominate five faculty members from the Management stream

people who are already doing business, gain experience, understand pros and cons of doing a business in a way they are intended to do.

4. Technology wing provides an idea for the students of higher educational institutions to understand latest/emerging technologies utilization for attaining better performance in various industries in rural areas.
5. Personality Development Wing helps the students to groom themselves in a way that they become successful entrepreneurs.

- The identified faculty members should be willing to support the students in preparing their business plans and ensure its field implementation
- These faculty members should be approachable and student friendly
- The nominated faculty members should be available for the students' consultations (for five hours in a week)

Student Participation

- The students can volunteer to be part of the Cell and they are free to choose the wing they want to be associated with

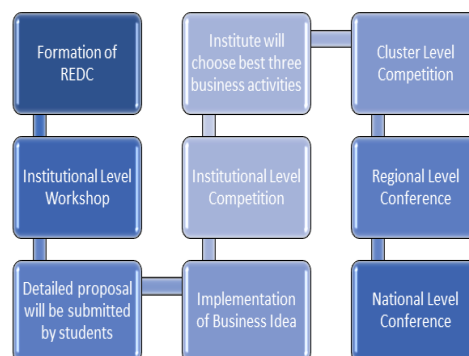
Outcomes

- MGNCRE envisages the following outcomes of REDC at the institute level:
- Active participation of the management, faculty members and the student community in promoting entrepreneurial activities within the campus
- Mainstreaming implementation of the business ideas of the students into actionable projects
- Creating a sense of ownership for the Cell among the different stakeholders within the institute

Five Wings of Rural Entrepreneurship Development Cells

Steps involved in Preparation and Submission of Rural Entrepreneurship Business Plan

| S No | Name of the Wing | Composition of the Cell | Purpose/Activities |
|------|------------------------------|-------------------------------------|---|
| 1 | Training and Placement Wing | One faculty member Five students | This wing will help the students to find internship and apprenticeship opportunities with enterprises working for rural upliftment |
| 2 | Entrepreneurship Wing | One faculty member Five students | The main purpose of this wing is to motivate the students by providing them a path to initiate business plan preparation followed by its implementation in the field |
| 3 | Rural Engagement Wing | One faculty member Five students | Through this wing, the students will be able to be part of agencies working on rural concerns and develop an understanding of the rural eco system. The students would interact with the business community to gain experience, understand pros and cons of doing a business in a way they are intended to do |
| 4 | Technology wing | One faculty member Five students | Through the Technology Wing, the students from HEIs would get an idea about the latest technologies and their utilization for solving the rural concerns |
| 5 | Personality Development Wing | One faculty member Five students | This wing would provide handholding to the students in grooming themselves in a way that they become successful entrepreneurs |



Institutional Community Engagement – Beat COVID Campaign - Each One Reach One

MGNCRE's 20-Day Beat Covid Campaign with Higher Educational Institutions in which student volunteers provide psychosocial support in an online or offline mode to the needy has had huge outcomes. The teams worked in 5 Key Areas of Hospital Management, Non-Hospital Management, Support to Covid Affected Families, Supply of Medical Essentials and Psychosocial Support and Guidance.

Methodology:

- This Voluntary Mission is open to all Students of the Institution. They need to invest 20-30 minutes per day for 20 days continuously and log the work they have done with the mission of "Each One Reach One".
- Students compile a list of verified services available and start working as Covid Helplines (based on what has been selected from the 5 Areas of Work above) as part of Community Engagement of Students in Higher Education Institutions for providing Psychosocial Volunteer support. They may use the social media platforms to promote their services.
- Students ensure that they regularly update verified information of various services available
- They document the volunteer activities done each day for 20 days by maintaining a daily log of Volunteer Work (format for the same was shared with the institution)
- Institution prepares a report and a presentation covering the main outcomes of the Community Engagement Mission "Beat Covid" (Objective of the Mission, No. of Student Volunteers enrolled in the mission, Main Areas of Work taken up by students, Details of Voluntary work done by the students, Institutional Outcomes Achieved, A few impactful and timely caselets, Relevant video/AV clips, any other relevant details)
- Institution Students make the presentation on a specific date and time that is intimated on an online platform. Institution, Principal, Faculty Guides and Students are Certified by MGNCRE

Community engagement promoted through higher education system has a contribution to make for building community resilience and managing social vulnerability of communities and their livelihoods. Both theoretical classroom learning as well as practical field experience are critical parts of volunteerism. Higher education including graduate and post graduate education needs to make provisions for curricular and non-curricular engagement of enthusiastic young generation in course of their education with their local community issues, more so in rural community. Community engagement can fill the huge gap between the textual knowledge and evolving contextual practices, especially on

Outcomes achieved:

- Overcoming economic issues of SHGs during the pandemic by making them work on activities that would generate income during the pandemic
- Partnering with NGOs for Tele Psychosocial counselling and guidance
- Students themselves connected with covid affected and provided empathy and active listening, thus allowing the help seeker to unburden and feel better
- Volunteering with Govt Departments to analyse covid related data
- Volunteering with Govt help lines as telecallers and providing support that was required by the help seekers
- Covid Protocols' Awareness Programmes
- Vaccination Drives
- Sanitization Drives
- Setting up Psychosocial Support Cell in the Institution
- Assistance to senior citizens during the vaccination process
- Crowd Management at Vaccination Centres
- Online Engagement of Children to relieve mothers
- Online Yoga sessions were conducted
- Food donation programmes
- Animal care drives (eg Street dogs, etc)
- Mask Supply Drives
- Sensitization about Vaccination at Anganwadis
- Identification of free hospital and ambulance services
- Publicizing availability of self as a Covid Psychosocial Volunteer through status updates on social media
- Creation and dissemination of educational films on Covid Protocols
- Community Engagement Programs implemented in an online mode without the risk of the students contracting Covid

rural India needs with greater contribution of teaching, research and field experience of the academic community. Promoting Community engagement in building resilience is building community's ability to anticipate, and where possible, prevent or at least minimize the potential damage a disaster or calamity might cause. Community engagement of higher educational institutions can be utilized to deepen and strengthen the partnership between higher education institution and community as well as civil society to work together in addressing some of the critical socio-economic challenges around the higher education institution including building community resilience and disaster risk reduction.

MGNCRE – Community Reach – July 2021

| S No. | State | Districts Covered | Workshops | Institutions Covered | Participants – Faculty | Participants - Students | Total Reach (No. of Students oriented) | Total Community Reach |
|-------|-------------------|-------------------|------------|----------------------|------------------------|-------------------------|--|-----------------------|
| 1 | Andhra Pradesh | 13 | 30 | 30 | 61 | 178 | 480 | 7777 |
| 2 | Arunachal Pradesh | 4 | 4 | 4 | 20 | 353 | 422 | 7063 |
| 3 | Assam | 11 | 11 | 11 | 55 | 992 | 2098 | 12084 |
| 4 | Bihar | 20 | 58 | 58 | 217 | 4174 | 2785 | 11343 |
| 5 | Chandigarh | 1 | 3 | 3 | 25 | 200 | 150 | 15,000 |
| 6 | Chhattisgarh | 4 | 4 | 4 | 22 | 667 | 398 | 3798 |
| 7 | Delhi | 9 | 17 | 17 | 31 | 1075 | 1200 | 3,706 |
| 8 | Gujarat | 18 | 34 | 34 | 102 | 1944 | 1156 | 8889 |
| 9 | Haryana | 22 | 92 | 92 | 1545 | 17295 | 13746 | 7,39,808 |
| 10 | Himachal Pradesh | 7 | 10 | 10 | 36 | 1395 | 1052 | 3656 |
| 11 | Jammu and Kashmir | 21 | 45 | 45 | 209 | 4638 | 3851 | 25775 |
| 12 | Jharkhand | 7 | 8 | 8 | 10 | 767 | 235 | 4782 |
| 13 | Karnataka | 3 | 4 | 4 | 20 | 156 | 192 | 2506 |
| 14 | Kerala | 14 | 34 | 34 | 95 | 493 | 1426 | 4386 |
| 15 | Madhya Pradesh | 20 | 31 | 31 | 106 | 1228 | 831 | 9283 |
| 16 | Maharashtra | 26 | 93 | 93 | 288 | 2772 | 3729 | 63569 |
| 17 | Odisha | 1 | 1 | 1 | 35 | 68 | 75 | 1360 |
| 18 | Punjab | 22 | 55 | 55 | 198 | 4485 | 4859 | 1,26,854 |
| 19 | Rajasthan | 22 | 43 | 43 | 148 | 2699 | 1711 | 23632 |
| 20 | Sikkim | 2 | 3 | 3 | 25 | 453 | 410 | 1020 |
| 21 | Tamil Nadu | 16 | 49 | 49 | 209 | 1483 | 2225 | 11360 |
| 22 | Telangana | 6 | 8 | 8 | 29 | 302 | 524 | 857 |
| 23 | Tripura | 11 | 17 | 17 | 66 | 1538 | 1147 | 5225 |
| 24 | Uttar Pradesh | 52 | 156 | 156 | 849 | 10367 | 9153 | 33120 |
| 25 | Uttarakhand | 3 | 7 | 7 | 55 | 924 | 1011 | 1500 |
| 26 | West Bengal | 21 | 86 | 86 | 243 | 7365 | 6218 | 23831 |
| | Total | 356 | 903 | 903 | 4699 | 68011 | 61084 | 1152184 |



Faculty Ramani Vijay of DIET Oddanchatram sensitised sanitary workers and security guards about the importance of self protection



Principal Dr Mary Angeline of Nazareth College of Arts and Science, Chennai, making the Covid Volunteering Institution Community Engagement Presentation. She shared the partnership with Greater Chennai Corporation in Volunteerism for data analytics and support in creating Covid appropriate behaviour awareness.

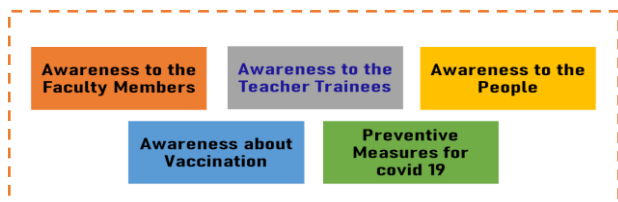
We are living in a time when the covid-19 Pandemic is plaguing the entire world. It's only through inter-dependence that we can overcome this grave situation.
"Stay Together, Survive"



The training was the main focus for the outcome related sessions. The outcome is the engagement of faculty and students in the service of people affected by COVID. During the session the following interactions and case discussions were done.

- Avoiding the "most-at-risk" category and developing more severe mental health problems were discussed. The need of the connecting link to the professional counselor was emphasized. The role of the department of psychology and microbiology was elucidated.
- Respecting Skills and avoiding labeling or seeing a person as inferior (less than or below others). A lot of times people stigmatize others because they do not have the right information or knowledge. People also stigmatize others because they are afraid. The learning of Respect skill was offered in the session as the fundamental skill along with the listening skills.
- How to reach a helpline or center when there is violence at home or in the community. This was demonstrated with role play.

"Mental health does not merely have a curative but also preventive and promotive role in the pandemic." This was voiced by students of Panjabrao Deshmukh Krushi Vidyapeeth Akola Maharashtra during the workshop organized by MGNCRE



- How psychosocial support can help clients and caretakers gain confidence in themselves and in their coping skills. Role play was selected as the mode of imparting related skills.
- How psychosocial well being is associated with better adherence to social support system, care and treatment. Cases and the results of emotional support were given to the participants.

"Realise -> Recognise -> Respond -> Resist (4 R) approach i.e trauma - approach is useful to beat covid-19." Late Nitin College Pathri Maharashtra. Principal Dr. R.S Funne along with HOD of English department Ms A.G. Badne assured to work for the mission to fight Covid by providing emotional Resilience.

Glimpses of MGNCRE's Institutional Community Engagement Activities – Spreading Awareness about COVID 19, Helping out with Vaccination Drives, Providing Essential Services, Giving Psychosocial Support - MGNCRE team, as part of its community engagement mandate, has done it all in these distressing times of the pandemic! That Higher Educational Institutions can be mobilized, inspired, and encouraged to contribute to national cause has been reiterated by MGNCRE. The great heights of accomplishment and satisfaction achieved goes beyond words.

Passion and Positivity are the only Requirements for Volunteering! Helping Others Kindles Happiness!



The several Community Engagement activities including Psychosocial Guidance activities done by MGNCRE captured in art. *Bringing Out Social Responsibility*
"There is always something you can do to help others and by helping others you will also help yourself"

Happiness is when what you think, what you say, and what you do are in harmony.

Mahatma Gandhi



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Mahatma Gandhi National Council of Rural Education
 (formerly National Council of Rural Institutes)
 Department of Higher Education, Ministry of Education, Government of India



PRINTED AND PUBLISHED BY DR. W G PRASANNA KUMAR ON BEHALF OF MAHATMA GANDHI NATIONAL COUNCIL OF RURAL EDUCATION, PRINTED AT M/s SAI LIKHITA PRINTERS, #H.NO. 6-2-959, D.B.HINDI PRACHARA SABHA COMPLEX, KHAITABAD, HYDERABAD-500004, TELANGANA STATE, PUBLISHED AT #5-10-174, SHAKKAR BHAVAN, FATEH MAIDAIN LANE, BAND COLONY, BASHEER BAGH, HYDERABAD-500004, TELANGANA STATE. EDITOR : DR. W G PRASANNA KUMAR. RNI TC NO: TELENG00794, CELL: 9849908831, MAIL : wgpkncri@gmail.com