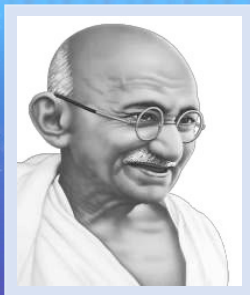


Happy

2021



महात्मा गाँधी राष्ट्रीय ग्रामीण शिक्षा परिषद

Mahatma Gandhi National Council of Rural Education

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



सत्यमेव जयते



Where there is Rural Wellbeing there is Universal Prosperity

**“The end of all education should surely be service. Social awareness and responsibility can be developed through the involvement of students in programmes of community service.” Mahatma Gandhi**

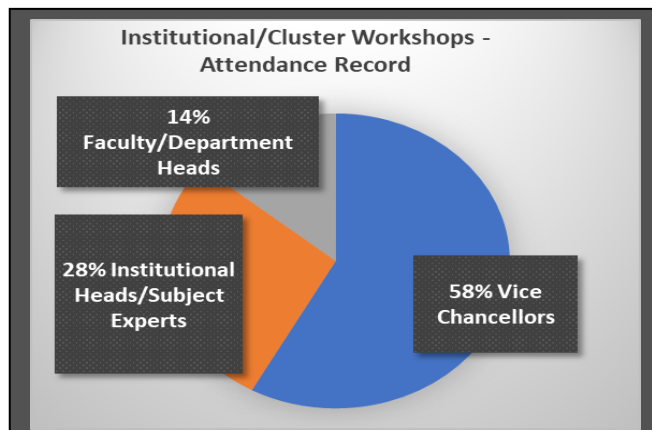
**“Blended Learning will become the New Normal” –  
Shri Ramesh Pokhriyal ‘Nishank’,  
Union Education Minister**

Speaking at several online events, Union Education Minister Shri Ramesh Pokhriyal emphasized on the salient features of the New Education Policy 2020. Though the unexpected advent of a global pandemic is unfortunate, the entire nation is together in this and the government is working relentlessly in the ‘new normal’ situation. The online mode of teaching will not vanish with the Covid-19 pandemic. The government would prefer a blend of online and offline education. The Ministry of Education has been conducting consultative workshops to prepare indicative, and draft implementation task lists with aligned timelines and outputs. Meanwhile, in higher education, a series of reforms will be carried out such as the introduction of regional languages as medium of instruction, running of multi-disciplinary courses with multiple entries and exit options and



formation of academic banks. ICT facilities and digital learning will be strengthened across both school and higher education. Stating that **students are the brand ambassadors** of the National Education Policy-2020, he emphasized on taking collective efforts to make the policy a grand success. He sought the cooperation of students and

teachers in effective implementation of the policy. While education will play a critical role in this transformation, technology will play an important role in the improvement of educational processes and outcomes. Under the National Education Policy, an autonomous body, the National Educational Technology Forum (NETF), will be created to provide a platform for the free exchange of ideas on the use of technology to enhance learning, assessment, planning, administration, for both school and higher education. No language will be imposed on any student but enabling provisions should be made so that bright students are not deprived of Technical Education due to lack of knowledge of English language," he added.



### Institutional and Cluster Workshops

Vocational Education-Nai Talim-Experiential Learning (VENTEL)  
Social Entrepreneurship, Swachhta and Rural Engagement Cells (SESREC)  
Rural Entrepreneurship Development Cells (REDC)/ FPO/FPC-Business Schools  
Connect Cells (FBSC) – **Total Workshops upto December 2020**

**Cells formed for Institutionalizing the Effort!**

Institutional Workshops	Workshops	Action Plans	Participants
Vocational Education	689	32056	33505
Social Entrepreneurship	325	2714	16007
Rural Management	620	7959	27357
<b>Total</b>	<b>1634</b>	<b>42729</b>	<b>76869</b>
<b>Cluster Workshops</b>			
Vocational Education	280	3662	9096
Social Entrepreneurship	80	2260	2737
Rural Management/REDC/FBSC	460	2751	7294
<b>Total</b>	<b>820</b>	<b>8673</b>	<b>19127</b>

**25% of Higher Education Institutions in India in Action!**

**The Good Work Continues! Mobilization into Contribution Action!  
Be Good Do Good Month! 27<sup>th</sup> December 2020 – 26<sup>th</sup> January 2021**

Following the stupendous success of the Creation of Cells in Higher Educational Institutions MGNCRE now calls for a Cell Mobilization into Contribution Action Month

"SES REC Viveka Subhashitam Be Good Do Good Month for SESRE Cells  
Social Entrepreneurship with Business Plans in Action

"VENTEL Viveka Subhashitam Be Good Do Good Month for VENTEL  
Cells Plans in Action focusing on Individually Being Good and  
Community Wise Doing Good

"REDC Viveka Subhashitam Be Good Do Good Month for REDC Cells  
Entrepreneurship with Business Plans in Action

Students of each Cell will take up 50 activities and execute in this month.

## Editor's Note

Braving the greatest of challenges - personal and professional, MGNCRE 'family' has shown great professionalism in working towards outcome based programs impacting more than 25% of Higher Educational Institutions across India.

The priorities have been safety and resilience. Behind the COVID 19 pandemic's statistics are individual stories of pain and loss. My profound sympathies are with all who have been directly affected and I express gratitude to all the healthcare workers, government officials, and citizens out on the front lines. I am touched by the way employees have successfully adapted to the changed scenario – the New Normal in their work environment.

The collective efforts put in by all employees is what mattered most. In the heat of the crisis, the transition was focused and smooth, with our employees turning towards 'digital platforms' and technology to conduct roundtables, workshops, faculty development programs and several consultative webinars. The pandemic has taught us how work can be done from home with equal and perhaps even more responsibility. COVID-19 has battered the global education but it has compelled Higher Educational Institutions to make a tectonic shift from traditional system to blended digital mode of teaching and learning using various social network platforms.

As part of Swachhta Action Plan (SAP), Directors/Principals/Heads of the affiliated and associated Institutions under University jurisdiction participated in the Swachhta Action Plan Online Workshops and contributed to inculcating Swachhta in the State and Country. 22 Faculty Development Programs were conducted with 764 participants, 303 workshops with 9012 participants. The formation of 1350 SAP Committees was the glorious result of the SAP work.

Our workshops on Vocational Education -Nai Talim – Experiential Learning (VENTEL) have gathered steam across the country. After the workshop, institutions will have a VENTEL Action Planning Committee that will ensure the implementation of VENTEL activities in their respective institutions. 35718 Action plans were formed.

For providing an institutional identity to the Rural Entrepreneurship Development (RED) activities, MGNCRE is encouraging Higher Educational Institutions across India to set up Rural Entrepreneurship Development Cell (REDC). The role of REDC is to provide internship and apprenticeship with rural enterprises, initiate rural entrepreneurship, form network with rural manufacturers, develop rural technological interventions, and groom students to be rural entrepreneurs by inculcating the

spirit of entrepreneurship in their minds. 10710 Action plans were formed. For exploring, extending and strengthening mutual relationship for promotion of professional education in Rural Management by sharing the facilities and expertise - MoUs were signed with several Universities/HEIs.

Our workshops on Social Entrepreneurship, Swachhta and Rural Engagement related activities in Higher Education Institutions has paid dividends and the key roles of the HEIs is highly appreciated by the Ministry. We are building continuity and sustainability of the work initiated last year through Social Entrepreneurship, Swachhta and Rural Engagement Cells. 4974 Action Plans were formed.

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.

MGNCRE is one of the 40 nationwide Regional Coordinating Institute (RCIs) and one of the three RCIs in Telangana state for UBA. MGNCRE has done remarkable work as an RCI conducting voluminous Workshops, Village activities, PRA, PLA, Rural Immersion Programmes and several student-village activity programmes which have been well documented. The process of sustainable development through UBA will help check the problem of migration of people from rural areas to urban locales, while giving scope for reverse migration. The student community is expected to take the lead in implementing the programme so as to make it a national movement.

We have met the adversity of 2020 with versatility and agility. In what has been the most unpredictable year we have experienced at MGNCRE, the resilience of our organization and fortitude of our employees has consistently shone through. As a result, we remain well-positioned for substantial growth as we focus on the execution of our opportunities. We begin the new decade with an established base that is foundational to our organizational strength. With 2020 coming to a close, it is important to have perspective on what has been accomplished to this point, as well as the tremendous opportunities that lie ahead. MGNCRE employees have demonstrated extraordinary resilience in the face of uncertainty and we have confidence in our ability to navigate any new challenges that may arise as we forge ahead.

*I heartily welcome on board Dr. T Nagalakshmi as MGNCRE's new Member Secretary. Her*

*profound research knowledge and expertise in academic interventions are going to help our organization in achieving greater heights!*

*I wish everyone a fantastic decade filled with great health, happiness and peace.*

**Dr. W G Prasanna Kumar**  
**Chairman MGNCRE**

*A peaceful and healthy New Year 2021 to all!*

In keeping with the agenda of doing work, MGNCRE has adapted itself well to the changing times. Matching Desire with Design for working effectively – has been the mantra for success.

The stupendous success of the first of its kind Online Faculty Development Programmes and Workshops have met with positive response and have reached their logical outcomes. Fostering Social Responsibility and Institutional Mentoring has been high on the agenda. The largest Online Faculty Development Programme with more than 500 participants across the country was conducted. Indian Higher Educational Institutions are diverse and considered to be third largest in the world. 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 extend a warm welcome to Dr. T Nagalakshmi as she joins MGNCRE as the new Member Secretary.

**Dr. Bharat Pathak**  
**Vice Chairman MGNCRE**

### MGNCRE Welcomes Dr. T Nagalakshmi as Member Secretary



Dr. T Nagalakshmi served as Vice-Principal (Academics) at Indian Institute of Management & Commerce, Hyderabad, prior to joining MGNCRE as Member Secretary. A holder of Doctorate in Commerce from Dr. BRAO University, Dr. T Nagalakshmi has 18 years of profound experience in academics and research. She has expertise in conducting Workshops, Faculty Development Programs and Seminars. She received Best Faculty award in 2014. The Directorate of Collegiate Education while appreciating her performance pronounced her as 'True Asset to the Organization having good research knowledge'. She has expertise in assessing the needs and developing/implementing suitable plans for the growth of academics along with outstanding counselling and communication skills. She has published papers in international journals and text books and presented papers in various international conferences.



## Rural Entrepreneurship Development Cells (REDC) FPO/FPC-Business Schools Connect Cells (FBSC)

A Cell promoting Entrepreneurship is essential as is a Placement Cell. In this regard, we have been conducting online workshops on Rural Entrepreneurship Development Cell (REDC)/FPO/FPC-Business Schools Connect Cell (FBSC) for Colleges of Management and Business Schools. MGNCRE is the forerunner in various path-breaking activities including propelling Rural Entrepreneurship Development (RED) activities. Gandhiji's thoughts of Gram Swaraj and Atma Nirbhar Bharat focus on village economic activities. For bringing his thoughts into reality we are promoting entrepreneurship opportunities in manufacturing and marketing rural products and rural services and exploring models of art and craft for entrepreneurship, and for self-reliance. The purpose of management education is well realized through entrepreneurial learning. The guiding principle of Entrepreneurship is **"Education and work cannot be separated and without work, research, contribution, creative and critical thinking skills, we cannot create new knowledge"**.

For providing an institutional identity to the Rural Entrepreneurship Development (RED) activities, MGNCRE is encouraging Higher

Educational Institutions across India to set up Rural Entrepreneurship Development Cell (REDC). The role of REDC is to provide internship and apprenticeship with rural enterprises, initiate rural entrepreneurship, form network with rural manufacturers, develop rural technological interventions, and groom students to be rural entrepreneurs by inculcating the spirit of entrepreneurship in their minds.

The objectives of the workshops are to constitute Rural Entrepreneurship Development Cell (REDC); to share ways of promoting rural entrepreneurship culture among students in the campus; to discuss the roles and responsibilities of Faculty team of REDC; and to promote the way forward for REDC activities. In this regard, MGNCRE's organises online workshops on REDC with the Colleges of Management and Business Schools affiliated to several State Universities of the country by forming clusters of institutions. We are conducting the FPO/FPC-Business Schools Connect Cell (FBSC), where we are connecting with the FPOs/FPCs. The students go through three important phases of rural entrepreneurship development, i.e. Internship, Apprenticeship, and culminating into Entrepreneurship. By linking academia with the rural industry, we can achieve a sustainable development model of Gram Swaraj and nurture the students for the betterment of the nation.

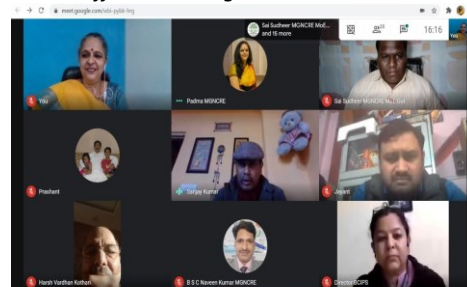
Formation of FPO/FPC-Business School Connect (FBSC) cell and connecting it to the Higher Educational Institutions is the first step towards bonding Work and Education together. The practical challenges of FPOs/FPCs will be made a part of Management curriculum in the form of case studies that gives practical exposure to the students while the solutions provided by the faculty and students will help the FPOs/FPCs to achieve their goals. A WIN-WIN situation for both sides. To bring this concept into reality, MGNCRE is conducting workshops for FPOs/FPCs with the objective of understanding their requirements and to extend professional help as per their requirements. Constitution of FBSC Cell lead by its CEO is prerequisite to be the part of the Workshop.

MGNCRE has identified few areas like product marketing strategies, building network and technological upgradation where the professional help is required by FPOs/FPCs. The FBSC cell will offer internships/apprenticeships for the BBA/MBA graduates of B-Schools to seek professional help from the students. The objective of FBSC workshops is to understand the challenges and concerns of FPOs/FPCs and link them with the business management schools nearby to get professional support. These schools can take students of BBA/MBA as interns so that some of their concerns can be addressed through

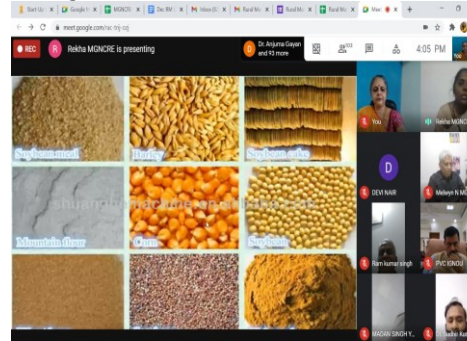
the projects and there can be a mutually beneficial association. For exploring, extending and strengthening mutual relationship for promotion of professional education in Rural Management by sharing the facilities and expertise- MoUs were signed with several Universities/HEIs.

### Rural Management Curriculum Development Workshops in Progress

*An Online Workshop on the introduction of BBA Rural Management and MBA Rural Management Curricula was organized for the Faculties of Management Department, GGS IPU, New Delhi and its Affiliated Colleges*



*RM Curriculum Workshop - JNTU, Anatapuramu 30 Participants - Addresses by Director Academic and Planning Prof S V Satyanarayana and Prof M L S Deva Kumar, Director, School of Management Studies*



Prof Satyanarayana shared that JNTUA has established a Food Technology Lab and has also taken up waste management techniques. He added that RM programme can be offered as a minor program for BTech students. Prof Deva Kumar shared that RM Courses are the need of the hour as Technology graduates living in rural areas can help find livelihoods in the areas that they live in and can also support farmers after doing an RM course.

***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.***

### Rural Entrepreneurship Development Cells (REDC) FPO/FPC-Business Schools Connect Cells (FBSC) Workshops December 2020

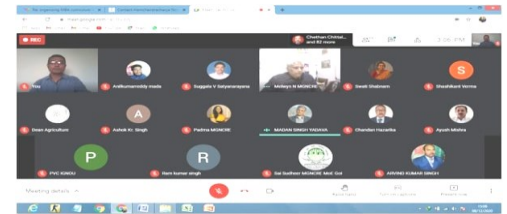
RM/RED Cells Workshops	373
Participants	6464
RED Cells	2115
FBSC Workshops	87
Participants	830
FBSC Cells	636
RM/RED Institutional Workshops	620
Participants	27357
Business Plans	7959

**Awareness Programme on MBA Rural Management in Kashmir University! Experts highlight scope, significance of course in academic institutions of J&K, Ladakh.....** "There is enormous scope for introducing MBA (Rural Management) in J&K to make students more employable. It can be introduced as a full-fledged course or as an area of specialisation in existing MBA programmes which can contribute towards raising awareness in rural places about the key management areas like marketing," said **Prof S Mufeed Ahmad Dean School of Business Studies at KU**. He urged MGNCRE to facilitate conducting case studies in rural management issues in the UTs of J&K and Ladakh. The day-long workshop was organised in collaboration with the varsity's School of Business Studies (SoBS). Dr. W G Prasanna Kumar Chairman MGNCRE, Director Rural Management Prof Chethan Chittalkar, Prof Arti Gaur from Chaudhary Devi Lal University, and Ms Abhilasha Bahugana from Leh were the chief resource persons at the workshop-cum-awareness programme coordinated by Kumar Abhishek. from MGNCRE.

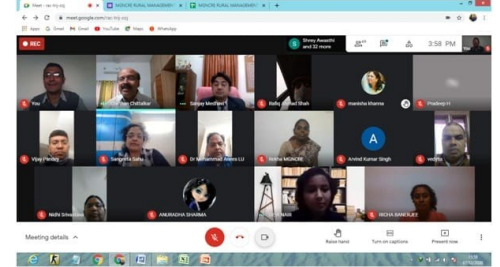
**Bhupendra Narayan Mandal University, Madhepura, Bihar : RM Curriculum Workshop**



**An Online Workshop on introduction of BBA Rural Management and MBA Rural Management Curriculum was organised for the Faculty members of Department of Humanities and Management Science, Madan Mohan Malaviya University of Technology, Gorakhpur, Uttar Pradesh. The Keynote Speaker, Hon'ble Dean Dr. Sudheer Narayan Singh in his address highlighted the importance of Rural Development and Management through Rural Entrepreneurship.**

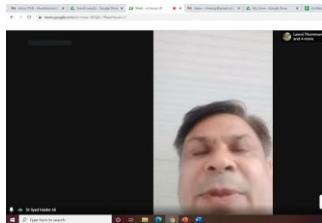


**An Online Workshop on introduction of BBA Rural Management and MBA Rural Management Curricula was organised for the Faculty of Department of Commerce and Management Studies, Dr. Shyama Prasad Mukherjee University, Ranchi**

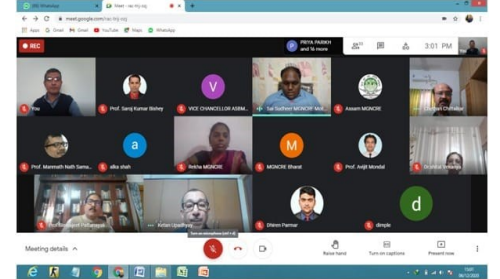


**An Online Workshop on introduction of BBA Rural Management and MBA Rural Management Curriculum was organised for the Faculty members of Department of Business Administration, Khwaja Moinuddin Chisti Language University, Lucknow, and Deen Dayal Upadhyay Gorakhpur University, Gorakhpur, Uttar Pradesh. The Keynote Speaker, Hon'ble Dean of Khwaja Moinuddin Chisti Language University Dr. Syed Haider Ali appreciated the efforts initiated in the area of rural management through curriculum introduction.**

**An Online Workshop on introduction of BBA Rural Management and MBA Rural Management Curricula was organised for the Faculty of Department of Commerce and Management Studies, Andhra University, Visakhapatnam**

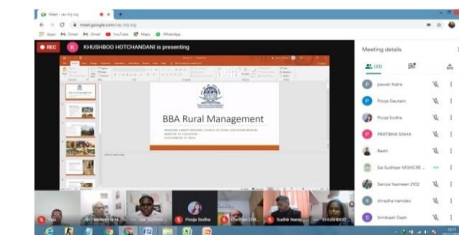


**An Online Workshop on introduction of BBA Rural Management and MBA Rural Management Curricula was organised for the Faculty of Department of Commerce and Management Studies, Maharaja Sayajirao University of Baroda**

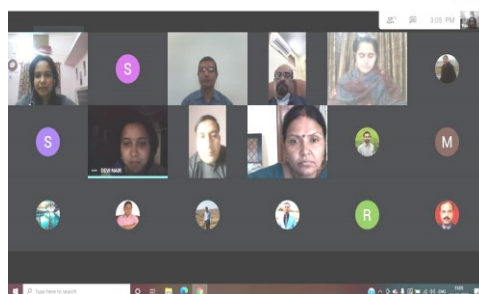
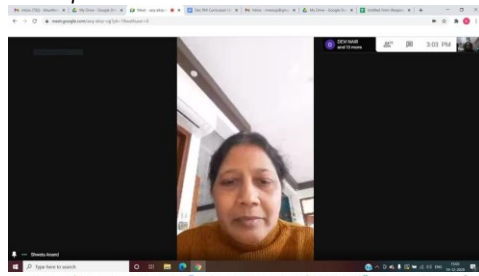


**An Online Workshop on introduction of BBA Rural Management and MBA Rural Management Curriculum was organised for the Faculty members of School of Management, Gautam Buddha University, Greater Noida, Uttar Pradesh. The Keynote Speaker, Hon'ble Dean Prof. Shweta Anand in her address highlighted the importance and need of Rural Management curriculum in nation's development.**

**An Online Workshop on introduction of BBA Rural Management and MBA Rural Management Curricula was organised for the Faculty of Department of Commerce and Management Studies, Ranchi University, Ranchi**



**An Online Workshop on the introduction of BBA Rural Management and MBA Rural Management Curricula was organized for the academicians from HPNLU - Shimla. The Keynote Speaker Hon'ble Vice-Chancellor Prof. Dr. Nishtha Jaswal emphasized the need for Legal literacy in Rural Development, the relevance of Kautilya, the interdisciplinary education domain, and the Value-Based Learning System. Chairman MGNCRE also participated and gave valuable inputs.**



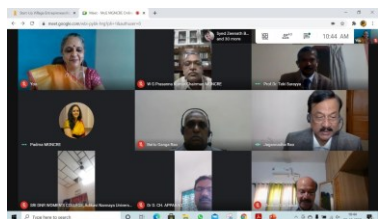
**An Online Workshop on introduction of BBA Rural Management and MBA Rural Management Curricula was organised for the Faculty of Department of Commerce and Management Studies, Birsa Agricultural University, Ranchi**



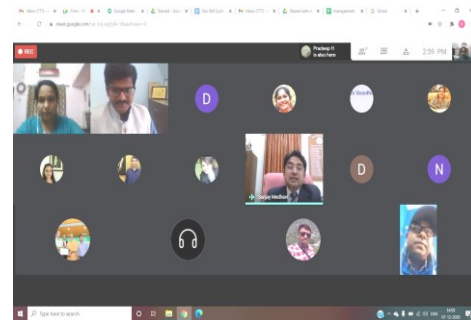


An Online Workshop on introduction of BBA Rural Management and MBA Rural Management Curricula was organised for the Faculty of Department of Management and Commerce, Adikavi Nannaya University, Andhra Pradesh and its Affiliated Institutions

An Online Workshop on introduction of BBA Rural Management and MBA Rural Management Curricula was organised for the Faculty members of Department of Business Administration, University of Lucknow and Affiliated Colleges



India's place in the sun would come from the partnership between wisdom of its rural people and skill of its professionals - Verghese Kurien



## Vocational Education-Nai Talim-Experiential Learning (VENTEL) Workshops

Our One day Online Institutional Workshops on "Vocational Education-Nai Talim-Experiential Learning (VENTEL) Action Plan" have created the required impetus for 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. These workshops have been the ground for preparing Action Plans for activities in the four identified areas of VENTEL Action Plan - Vocational Education, Self-Reliance, Swachhta & Health and Community/Field Engagement. After the workshop, institutions will have a VENTEL Action

Planning Committee that will ensure the implementation of VENTEL activities in their respective institutions. The present Education system considers Work and Education as separate entities which resulted in a new National Education Policy focusing on Vocational Education and Experiential Learning. From the past few years, MGNCRE is working to promote Experiential Learning and has conducted several FDPs and Workshops for the faculty of Education Colleges.

Methodology; and VENTEL National Contest Participation Details. The participant students-teachers from colleges are oriented to spread awareness about the VENTEL Action Plan Cell in their institution; become aware of the 4 VENTEL Areas that they need to undertake activities for; become aware of the stages and the submission guidelines of the VENTEL Action Plan National Competition for Student Teachers; understand and appreciate the value of integrating VENTEL activities to their curriculum and to the school curriculum; share innovative activities that they would undertake related to vocational education, self-reliance, Swachhta/health and community engagement; and become aware of a few best practices in VENTEL.

The VENTEL workshops discuss MGNCRE's interventions in HEIs; VENTEL Action Plans; Vocational Education as a Teaching



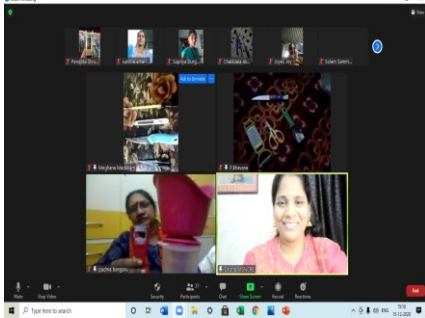
School children gardening as part of VENTEL Action

### Vocational Education-Nai Talim-Experiential Learning (VENTEL) Workshops December 2020

VENTEL Workshops	280
Participants	9096
Action Plan Cells	3662
VENTEL Institutional Workshops	689
Participants	33505
Student Action Plans	32056

NEP 2020 was to empower and provide more flexibility to students. The idea is to bridge the gap between academic and vocational streams. Students need not be confined to either this or that. The policy provides opportunities for students to reach greater heights in the vocational stream.

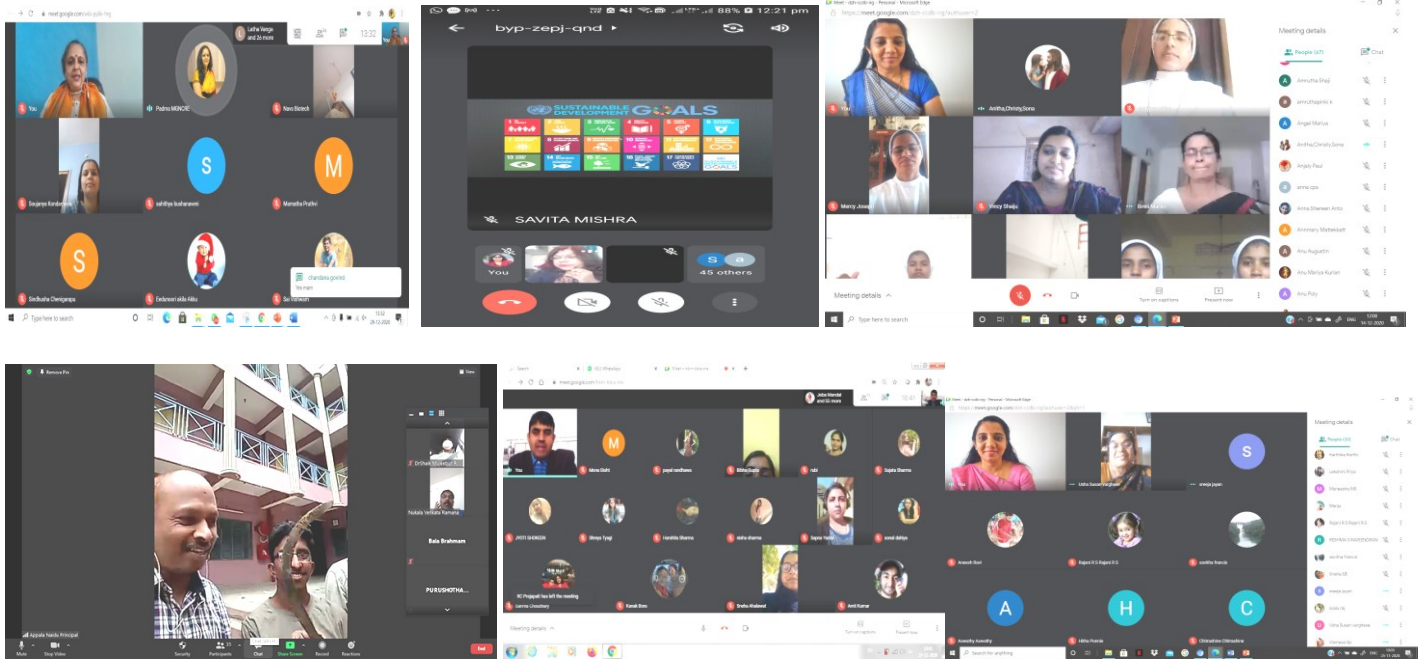
### VENTEL Workshops in Progress



Experiential Learning and Community Engagement have become synonymous with MGNCRE! This assumes all the more credence as the New Education Policy 2020 comes into vogue. 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.

## VENTEL Workshops in Progress

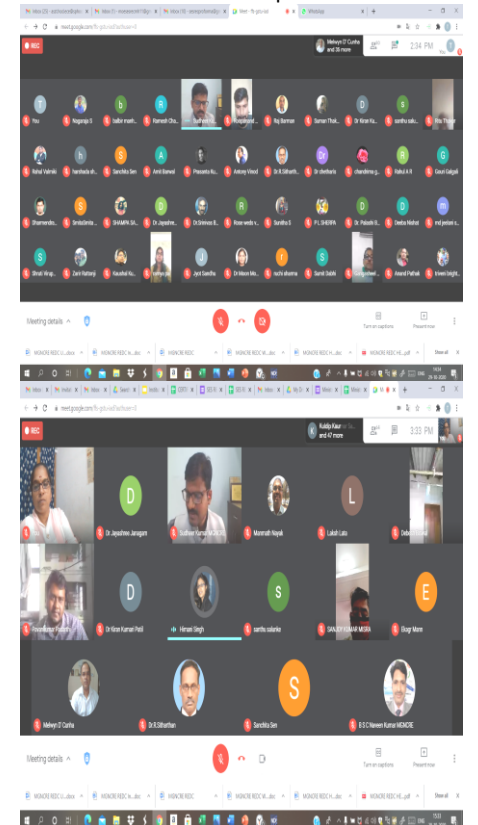


## Social Entrepreneurship, Swachhta and Rural Engagement Cell Action Plan Cells (SESREC)

Social Entrepreneurship, Swachhta and Rural Engagement Cell Action Plan Cells (SESREC) workshops focus on developing social enterprise business plan using the activities of Swachhta and community engagement. Social entrepreneurship also differs from the broader concept of corporate social responsibility (CSR), which aims to assist businesses in fulfilling economic and social responsibilities. Social entrepreneurship education strategically focuses on bringing about social change and is a collective and organized movement of change making which works towards developing and scaling sustainable solutions to social challenges. Given that higher education institutions are regarded as the custodians of knowledge in society, by implication they have an important role to play in enhancing social entrepreneurship in education system. These core ideas and concepts are learned in an interactive mode. Ideas of social

entrepreneurship and innovative social change are derived from the participants. In addition, the significance of HEIs and their role that includes the enhancement of high-level skills training through the provision of human resources to strengthen social enterprises, services, and infrastructure (in villages especially) are dealt with case studies. It is overwhelming to state that our workshops on Social Entrepreneurship, Swachhta and Rural Engagement related activities in Higher Education Institutions has paid dividends and the key roles of the HEIs is highly appreciated by the Ministry. We are building continuity and sustainability of the work initiated last year through Social Entrepreneurship, Swachhta & Rural Engagement Cells. Institutional Level REDC Workshops were organised for the Institutions that constituted RED Cells as part of second phase of workshops held in continuation to the University Level Workshops that were held in September. The objectives were defined in terms of functionality of the cell and preparing the Management Students for National Level Business Competition to be held in February 2021. The students who are interested in Entrepreneurship were guided on how to prepare a Business Plan and implement it by Faculty Co-ordinators are grooming the students towards being self-reliant. The workshops on Rural Entrepreneurship Development Cells (REDC) FPO/FPC-Business Schools Connect Cells (FBSC) are organized with the objectives of Functionality of RED Cell; Preparation and Implementation of

Business Plan; and Strengthening the way for Business Plan Competition. The workshops focus on 1. Internship and Apprenticeship with Rural Enterprises 2. Initiating Rural Entrepreneurship 3. Networking with Rural Manufacturers 4. Developing Rural Technological Interventions and 5. Grooming students to be Rural Entrepreneurs.



### Social Entrepreneurship, Swachhta and Rural Engagement Cell Action Plan Cells (SESREC) December 2020

<b>SESREC Workshops</b>	<b>80</b>
<b>Participants</b>	<b>2737</b>
<b>Action Plan Cells</b>	<b>2260</b>
<b>SESREC Institutional Workshops</b>	<b>325</b>
<b>Participants</b>	<b>16007</b>
<b>Business Plans</b>	<b>2714</b>



## Swachhta Action Plan (SAP)

As part of Swachhta Action Plan (SAP), Directors/Principals/Heads of the affiliated and associated Institutions under University jurisdiction participated in the Swachhta Action Plan Online Workshops and contributed to inculcating Swachhta in the State and Country. Registration Proformas were filled in to take the Swachhta Action Plan forward by forming 5 Swachhta Action Plan (SAP) Teams led by 5 faculty members in their Institution separately for Water; Sanitation; Waste Management; Water Conservation and Energy Conservation. Recognition Certificates were issued for participating and fulfilling the norms of being a Swachh Institution and becoming eligible for competition at District level for being Best District Swachh Institution. The focus of the Action Plan was the campus and/or the adopted or engaged village.

**Faculty Development Programs 22**

**Participants 764**

**Workshops 303**

**Participants 9012**

**Outcome - Formation of 1350 SAP Committees**

Mentoring and Facilitation Skills; Institutional Mentoring on Social Responsibility; Institutional Facilitation; Honing Core Competencies and Promoting Community Engagement were the key aspects of the programs. MGNCRE teams have successfully conducted Swachhta programs across the country in online mode spreading across the message of Swachhta, Water Conservation (Jal Shakti), Hygiene and Post Covid 19 Sanitation Action Plan.

The FDPs and workshops paved the way for the formation of Swachhta Action Plan Cells in the HEIs. These SAP Cells are continuing the good work of spreading the message of Swachhta on and off campus. The Ministry has entrusted MGNCRE with developing mentors to handle Swachhta and Jal Shakti in campuses of Higher Education Institutions and Universities in India. Each of these NSS Officer has to make their Institution a role model and promote Swachhta and Jal Shakti in at least 10 campuses in the country. One of their duties, apart from teaching their courses, is to foster Social Responsibility and Service Learning in the students through Camps and Service Activities.

The Ministry has entrusted MGNCRE with the task of preparing and running MOOCS course in SWAYAM platform for both students and faculty on the topic "Fostering Social Responsibility and Community Engagement". MGNCRE is working full-fledged on developing this course.

India's progress over the years has been quite phenomenal. It deserves recognition especially now, as rich countries consider whether to continue investing in global development. India is soon going to be a superpower in all sectors, India developing rapidly, in this connection country should have involvement of dedicated, committed, skilled, knowledgeable citizens part of every initiation taken by Government programme and policies Viz., Health, Education, gender equality, agriculture, irrigation, technology, economic growth, sustaining renewable energies, industrial development, water quality, and supply, nutrition supplements to key stakeholders and all other development sectors. For achieving all this we need to be healthy, for being healthy Swachhta is important. Finally, Swachhta is Health and Health is Wealth.

**Students mainly have the below benefits:**

1. Develop service and initiative mind-set
2. Opportunity for learning and knowledge sharing
3. Scope for innovations and development of need-based technology
4. Development of life skills, soft skills, personality and character
5. Understanding the challenges and development of communication strategies

They will inculcate the moral values in themselves to become a better citizen of nation while contributing themselves for the society. They can


### Swachhta Action Plan Strategies

- **Initiation:** Identifying the Mentor Institutions and Champions of Swachhta State wise and HEI wise Introductory workshops on aspects of Swachhta state wise and HEI wise
- **Mainstreaming:** Greenery Audit and Plantation; Water Audit and Conservation; Energy Audit and Conservation; Waste Audit, No Plastic Campaign and Waste Management; Water Conservation (Jal Shakti), Hygiene, Swachhta (Swachh Campus) and Post Covid 19 Sanitation Action Plan.
- **Identifying, Monitoring and Engaging** with HEI/University Wise (Action: Universities and HEIs)
- **Create Online Mechanisms** – Digital Platforms, Organizing Online Meets
- **Reward and Recognition – Awarding Certificates** - Issuing Recognition Certificate of being a Swachh Institution and becoming eligible for competition at District level for being Best District Swachh Institution.
- Documenting Best Practices through Social Media (Action: HEIs/ Universities)
- Focus of the Action Plan - Campus and/ the adopted or engaged village.

become role models for rest of the citizens and can spread awareness and also encourage others to work together for better future. They can win awards and appreciations in the form of motivation and encouragement from HEI or higher agencies for contributing themselves for a good cause. In near future Swachhta Action Plan will be linked with the curriculum, students can get good credits and generates a sense of responsibility in



them towards working for the betterment of society. Also, students can Explore New Employment opportunities through Swachhta Action Plan.


Department of Higher Education  
Ministry of Education  
Government of India

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

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

## Online Faculty Development Programme On Case Discussion Methodology

for Management Faculty of Universities, Colleges and Higher Educational Institutions

**4<sup>th</sup> – 8<sup>th</sup> January 2021**

An Exclusive Opportunity for Management Faculty to equip themselves  
with Tools and Techniques of Case Discussion Methodology

Registration Fees Rs.1000/-  
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Sessions by Faculty Members from IIM, IRMA, ISB and MGNCRE!

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Marketing      Managing Collectives

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Organized by  
Faculty Development Centre  
(Pandit Madan Mohan Malaviya National Mission on Teachers and Teaching (PMMMNMTT))

**Mahatma Gandhi National Council of Rural Education**  
Department of Higher Education, Ministry of Education, Govt. of India, Hyderabad

(All Programmes under PMMMNMTT are valid for promotion under CAS as per the UGC Notification dated 18th July, 2018)

- Academic upgradation of teachers working in Universities and colleges
- Innovation and development in different areas of education
- Focus on the role of Faculty of Higher Education - responsibility, experiential learning and rural engagement

Registration Link: <https://forms.gle/DoahR6YAVyL7LzCj6>

As part of its resilient methodologies, MGNCRE is organizing Online Faculty Development Programme for Management Faculty of Universities, Colleges and Higher Educational Institutions on Case Discussion Methodology Under Pandit Madan Mohan Malaviya National Mission on Teachers & Teaching (PMMMNMTT). This is an **exclusive Opportunity for Management Faculty** to equip themselves with Tools and Techniques of Case Discussion Methodology with Focus on Entrepreneurship, Marketing, Strategic Management and Managing Collectives.

*The rural areas are production centres that are full of thriving economic activity and if properly nurtured, can become self-sufficient, self-governed social and economic entities providing productive occupation to all the inhabitants. A large, trained cadre of focused workforce is needed to bring about this change.*

### Case Discussion Methodology for Entrepreneurship, Marketing, Strategic Management and Managing Collectives – The Need for the Faculty Development Programme

Case discussion methodology is an essential experiential learning methodology for training in problem solving. Case discussion methodology for promoting management education especially rural marketing is proposed here. The rural economy has a vast potential for development through micro, social and innovative enterprises. Higher education 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, management of agriculture and technical assistance in the areas of market linkages and structural support. A management programme developed with a multi-disciplinary approach equips the faculty to impart the required knowledge and prepare the students to tap the emerging and growing opportunities in the public and private domains of small and micro sectors. This programme dwells into specially identified micro and small oriented courses that cover general principles of management and the core subjects provide students with basic analytical, decision making and inter personal skills.

**Case discussion methodology is 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.**

Register at <https://forms.gle/DoahR6YAVyL7LzCj6>

***'It's not the will to win that matters - everyone has that. It's the will to prepare to win that matters' - Paul 'Bear' Bryant (famous football coach)***



**महात्मा गांधी राष्ट्रीय ग्रामीण शिक्षा परिषद**  
**Mahatma Gandhi National Council of Rural Education**  
(formerly National Council of Rural Institutes)  
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