

*"Earth provides enough to satisfy every man's needs, but not even one man's greed."  
- Mahatma Gandhi*



# Connect

Mahatma Gandhi National Council of Rural Education  
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***"The top 100 ranked universities in the country are soon going to start full-fledged Online programmes" .....***  
***HRD Minister Shri Ramesh Pokhriyal 'Nishank'***

In its efforts to promote digital learning during the Covid-19 crisis, the Ministry of Human Resource Development called for Higher Educational Institutions to avail the advantages of soon to start full-fledged online programmes. The Ministry said ***"Permissible online component in Conventional, Open and Distance modes of education will be enhanced from 20 % to 40%."*** Elaborating on this, Union HRD Minister **Shri Ramesh Pokhriyal 'Nishank'** informed, "The top 100 ranked universities in the country are soon going to start full-fledged Online programmes. These degree programmes will have equivalent weightage as like as conventional degree programmes.

The UGC will very soon issue detailed guidelines on these Online Degree Programmes." Participating virtually in G20 Extraordinary Virtual Education Ministers' Meeting on 27th June to discuss the effects of the COVID 19 pandemic on the education sector in these difficult times, Honourable HRD Minister further said, "We have developed excellent digital educational content over the years. These are available on various platforms like DIKSHA, SWAYAM, Virtual labs, e-PG Pathshala and National Digital Library to name a few.

All educational e-resources will be brought on one platform under the concept of One Nation One Digital Program, with easy navigation through single integrated search. There will be one dedicated TV channel per grade for classes 1 to 12 to provide quality educational material. The PMeVidya programme is expected to benefit nearly 25 crore school children.

SWAYAM MOOCS courses are being mapped with university curriculum and Higher Education Institutions are being encouraged to make it part of curriculum. e-learning resources are being prepared in eight regional languages. Study material for the differently abled is being developed on Digitally Accessible Information System (DAISY) and in sign language. **Manodarpan** is an initiative by the Education Ministry for psychosocial support of students, teachers and families for their mental health and emotional wellbeing. A National Helpline has been set up to provide counselling.



***"Health, safety and security of every student is important"***

**When our teachers are equipped with 21st century skills, it becomes easier for our children to absorb and learn those competencies.**



## Editor's Note

There is an impending need of curriculum development for Fostering Social Responsibility and Community Engagement. Mahatma Gandhi always talked about villages being self sufficient. India has developed but rural India has been ignored. We have been trying to upscale research. We need to have honest and authentic research. We all want Unnat Bharat. But how do we make Bharat "Unnat"? There needs to be a concrete plan – thinking should be out of the box. Implementation is the key. Knowledge growth and immaculate sincere research is the need of the hour. We need to give back to the community, create employment opportunities.

Social responsibility must be inter-generational since the actions of one generation have consequences on those following. Social responsibility can be related to corporates, academic institutions, science and engineering institutions, environmental institutions, and infact any organization or institution that has the ability to impact its surroundings. 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 HEIs 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. There are many areas such as health and hygiene, food and nutrition, enrichment of community based traditional know how

projects under diverse situations, uploading socially useful ideas and philosophy in the form of creative short audio and videos through which students can engaged the community using their lockdown creativities for meaningful use of lockdown period.

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". We are working full-fledged on developing this course. We have been conducting Faculty Development Programmes (FDP) on "Fostering Social Responsibility and Community Engagement" and this month also, we have conducted 5 FDPs with 189 participants. We have also conducted 5 FDPs on Rural Management with Case Discussion Methodology with 267 participants. Mentoring and Facilitation Skills are required in every stage from personal to professional life. The FDPs were conducted with the underlying principles of Mentoring and Facilitation Skills, are these are vehemently required for proceeding with the agenda on hand for Institutional Mentors.

Case Discussion Methodology was aimed at recognising the need for Rural Management course; internalize and take ownership of it and become familiar with the structure of each course book; transact the course effectively using case methods; appreciate the various aspects of rural management; foresee and gain

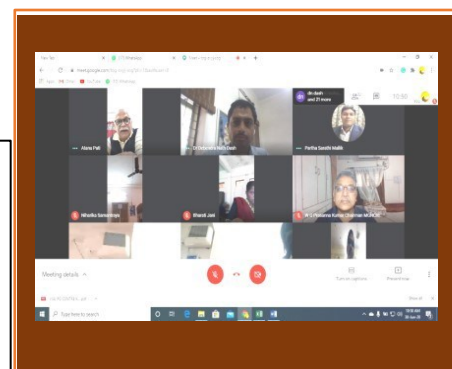
an understanding of the internship for the BBA RM Students; and gain an understanding of employment opportunities available in rural management sector. The case discussions were held on Entrepreneurship Development, Strategic Marketing and Strategic Management.

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

We conducted Online Swachhta Action Plan Workshops in **176 districts with 4221 participants**; and also a Workshop on Nai Talim with 45 participants. The Swachhta Action Plan Workshops are to bring about an improvement in the general quality of life in the rural areas by promoting cleanliness, hygiene and eliminate open defecation; motivate communities to adopt sustainable sanitation practices and facilities; and encourage cost effective and appropriate technologies for ecologically safe and sustainable sanitation.

COVID-19 has battered the global education but it has compelled HEIs to make a tectonic shift from traditional system to blended digital mode of teaching and learning using various social network platforms. HEIs need to demonstrate their social responsibility in identifying the social problems associated with the rural communities and their solutions through the gainful engagement of the student community and faculties.

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



**A Workshop on Nai Talim – Experiential Learning** for 45 teacher educators was conducted online in collaboration with Gangadhara Meher University, Sambalpur, Odisha on 30<sup>th</sup> June. Honourable Vice Chancellor of GMU, Prof Atanu Kumar Pati and Chairman MGNCRE inaugurated and gave keynote address respectively. Prof. G.C. Nanda, Dr. Manoj Kumar Pradhan and Dr Debendra Nath Dash as resource persons presented their views on the topic. Dr P. S Mallik, HOD School of Education gave vote of thanks.

S No.	Online Faculty Development Programmes in June 2020	Date(s)	Successful Participants
1	<b>Mentoring</b>		
	<i>Mentoring Institutional Social Responsibility and Community Engagement</i>	<b>8 - 12 June</b>	<b>22</b>
	<i>Mentoring Institutional Social Responsibility and Community Engagement</i>	<b>8 - 12 June</b>	<b>86</b>
	<b>Mentoring and Facilitation Skills</b>		
	<i>Fostering Social Responsibility and Community Engagement</i>	<b>24 – 28 June</b>	<b>26</b>
	<i>Fostering Social Responsibility and Community Engagement</i>	<b>24 – 28 June</b>	<b>26</b>
2	<b>Rural Management</b>		
	<i>Case Discussion Methodology</i>	<b>8 - 12 June</b>	<b>146</b>
	<i>Case Discussion Methodology – Entrepreneurship Development</i>	<b>10 - 14 June</b>	<b>25</b>
	<i>Case Discussion Methodology – Entrepreneurship Development</i>	<b>26 - 30 June</b>	<b>29</b>
	<i>Case Discussion Methodology – Strategic Marketing</i>	<b>26 - 30 June</b>	<b>53</b>
	<i>Case Discussion Methodology – Strategic Management</i>	<b>26 - 30 June</b>	<b>14</b>
	<b>Total</b>		<b>456</b>

## Faculty Development Programme – Mentoring Institutional Social Responsibility and Community Engagement

- *No single style is correct for all situations*
- *Body language is to be taken into account*
- *Listen to the idea behind the words*
- *Visualize the speaker's point of view*

Interactive sessions on mentoring-relationship building- with main emphasis on Behaviour Analysis - was the mainstay of the 5-day Online Faculty Development Programme on Mentoring – Institutional Social Responsibility and Community Engagement held from 8-12 June. With 108 participants including NSS State Officers, NSS Program Coordinators and Faculty (University/Degree College) and guest lectures from accomplished subject matter experts, the programme was highly successful in motivating and instilling confidence in the participants. Mentoring is done by understanding the mentee by doing Strengths, Weaknesses, Opportunities and Threats (SWOT) analysis. It is a process of human resource development as it develops individual potential. For relationship building



observed correctly. Smiling makes the difference as it builds relationships. Resource Persons for the FDP were DOPT trained Experts who made the participants go through the grind for the five days indulging in assignments, questionnaires, learning logs and feedback. The objective of the FDP was to enable the participants to Practice Mentoring and Facilitation Skills; Practice Institutional Mentoring on Social Responsibility; Practice Institutional Facilitation; Hone Core Competencies; Promote Community Engagement; Appreciate aspects of Dignity of Labour and; Service Learning. The FDP is part of our agenda to promote higher Academic

Courses and Research on Rural India. 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 Officers has to make their Institution a role model and promote Swachhta and Jal Shakti in atleast 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. They are expected to motivate and mentor 10 Institutions each into Promotion of Swachhta in College/Institution/University along with Jal Shakti and Post Covid19 Action Plan on Campus Sanitation and Hygiene. Participatory Rural Appraisal techniques, resource mapping, community engagement methodologies with the underlying emphasis on mentoring were effectively transacted in the Faculty Development Programme.



The University Grants Commission (UGC) set up a Subject Expert Group (SEG) on Curricular Reforms and Educational Institutions Social Responsibility for achieving the objectives of UBA 2.0 in June 2018 who will basically work on the reforms in the curriculum at the level of UG and PG to instill the concept of Rural Community Engagement and Social Responsibility. The endeavour is to ensure

that community engagement is not seen as a standalone activity and is integrated in the regular curriculum of the university to ensure the development of the society around the university. As a growing and large sector in the country, HEIs need to foster social responsibility and community in their vision and mission itself. It is also important that institutional mechanisms are developed to

adopt a holistic and functional approach to community engagement, encompassing all the three functions of HEIs—teaching, research and service. Around the world, HEIs are being encouraged to foster social responsibility and community engagement in their teaching and research activities over the past decade.



## Faculty Development Programme - Mentoring and Facilitation Skills Fostering Social Responsibility and Community Engagement

Social responsibility is an ethical framework and suggests that an individual, has an obligation to act for the benefit of society at large. Social responsibility pertains not only to business organizations but also to everyone whose any action impacts the environment. Community Engagement calls for promoting interactions between Higher Educational Institutions (HEIs) and local communities for identification and solution of real-life problems faced by the communities in a spirit of mutual benefit.

***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”.***

How to mentor and facilitate the fostering of Social Responsibility and motivate Community Engagement among the participants (81 NSS State Officers, NSS Program Coordinators and Faculty (University/Degree College) was the key agenda of the Online Faculty Development Programme held from 24-28 June. Mentoring and Facilitation aspects were dealt upon very eloquently by Chairman MGNCRE. Facilitation is effective tool to bring changes among the people. A lot can be achieved by HEIs if they can mentor themselves, mentor the institutional authorities and the teams in which they work. Facilitation skills help in getting work done, which is the primary area of concern for all on-field workers. Faculty armed with the curriculum on Community Engagement can

work wonders in the villages and national development. We can work on challenges faced in villages. We need to know the route. The different steps include infrastructure, human development, education, health and nutrition, social development and economic development. The goals of ‘fostering social responsibility and community engagement in HEIs include - Improving the quality of teaching/learning in HEIs, by bridging the gap between theory and practice through community engagement; Promoting deeper interactions between higher educational institutions and local communities for identification and solution of real-life problems faced by the communities in a spirit of mutual benefit; Facilitating partners

hips between local communities and institutions of higher education so that students and teachers can learn from local knowledge and wisdom; Engaging higher

institutions with local communities in order to make curriculum, courses and pedagogies more appropriate to achieving the goals of national development; Catalysing acquisition of values of public service and active citizenship amongst students and youth alike, which would also encourage, nurture and harness the natural idealism of youth; and Undertaking research projects in partnership with local community through community-based research methods. Case Studies were

discussed and success stories shared. As majority of population lives in rural areas, HEIs play very important role to serve the rural people.

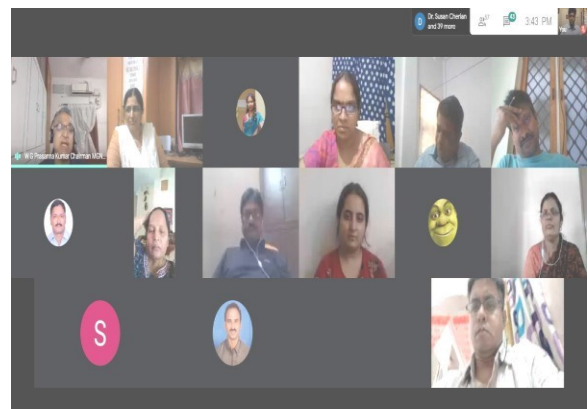
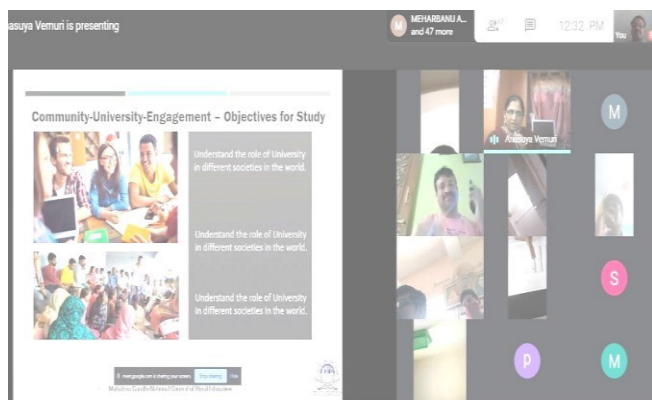
The 6 forms of community engagement were explained. Social innovation and community based research help the community to solve the problems, Action oriented guiding principles, Center scheme – governance – Adoption of rural communities; few success stories of NGOs working for Community Engagement; Capacity building of the community; Challenges in community Engagement; and Way forward for HEIs were discussed.

Students and teachers need to apply their knowledge and skills in a chosen community

HEIs can question themselves –

- *What role can we play?*
- *How is the research relevant to the region we are located in?*
- *Are our graduates employable?*
- *How can engineering/other streams education be revamped?*

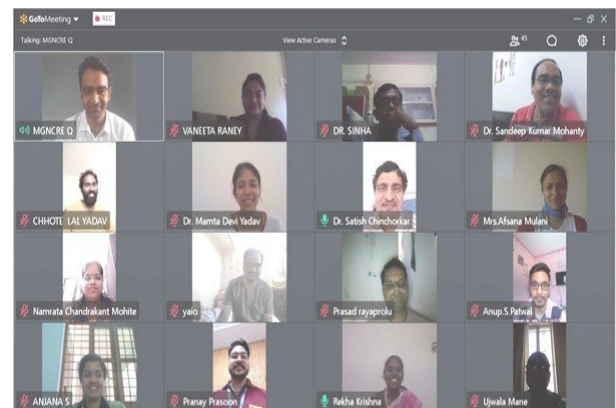
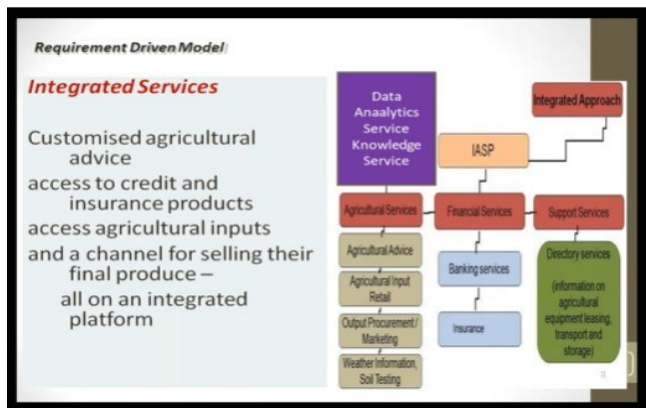
to improve the lives of people in that community. This can be achieved through the model of ‘service-learning’ (a globally accepted best practice), providing engagement opportunities to students from various disciplines and courses to apply their knowledge to address the challenges of a specific community. For example, students of chemistry can conduct water and soil testing in local areas and share its results with local community.



## Faculty Development Programme – Rural Management – Case Discussion Methodology

**Case Discussion Methodology** was the subject of Online Faculty Development Programme held from 8 – 12 June. The objective of the FDP was to help BBA RM and the participants in teaching the course. The 146 participants were urged to share their valuable inputs for shaping and making potential amendments to the BBA RM Curriculum developed by MGNCRE. Participants were asked to write a caselet each and submit them at the end of the FDP. These would be beneficial in teaching the courses in the participants’ respective classrooms. Rural management professionals are vital for transforming rural India. The

roles, objectives and importance of PRA Tools including Transect Walk were discussed at length. The same was welcomed by the participants which was evident from their active participation in narrating their own rural experiences with respect to social, cultural, economic, political aspects. The art of Decision Making and its role in management was demonstrated dynamically. The nuances of a good decision and its impact on management was carried out with the help of examples with the participants also interacting while referring to their own real life experiences.

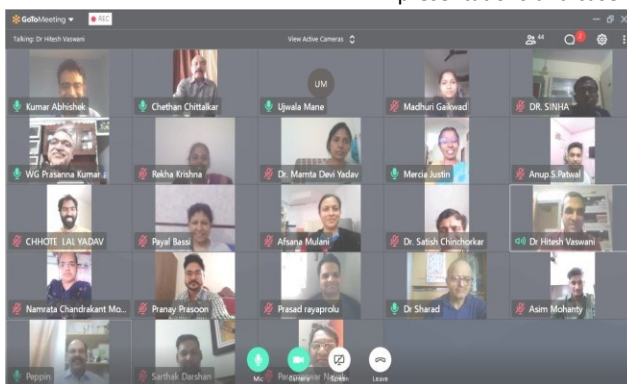


## Faculty Development Programme – Case Discussion Methodology – Entrepreneurship Development

Two FDPs on Case Discussion Methodology – Entrepreneurship Development were held from 10-14 June and 26-30 June with 25 and 29 participants respectively. Various kinds of entrepreneurship were discussed and also as to what entails under each category with stories of entrepreneurship and the factors leading to it. Sustainable Development Goals and how entrepreneurship fits into different

dimensions of these goals – kept the participants engaged. The organizational approach of rural entrepreneurship and the level of understanding these entrepreneurs have about these SDGs and why there is a driving need of the hour for the entrepreneurs to have an understanding of these goals and the requirement to address them – were aptly discussed complemented by video presentations and case studies. Rural

entrepreneurship and the innovations lying deeper in the heart lands of the country were highlighted. Women in entrepreneurship and advent of technology are major game changers. The challenges of remoteness and reach issues faced by the entrepreneurs in the rural domain are many. Technological hindrances need to be addressed if entrepreneurship needs to flourish in rural domains.



### CHALLENGES IN RURAL ENTREPRENEUR

- Lack of finances
- Lack of infrastructure
- Inability to take risk
- Lack of technical know-how
- Exploitation by middlemen
- Lack of awareness regarding govt schemes
- Lack of training in entrepreneurial skills
- Untapped potentials

**Marketing Mix    Marketing Strategy    Developing Goals    Objectives for the Future    Entry Strategies    Resource based View**

**What are the key identifiers of an entrepreneur and how to develop the mindset to take strategic risks?**

**How to have optimum usage of resources and strategically manage?**

**The stories of social ventures**

**How to think from the perspective of an entrepreneur?**



- ✓ **Importance of having collaborations**
- ✓ **Opportunities for students to get exposure to the work environment and prepare them for the industry**

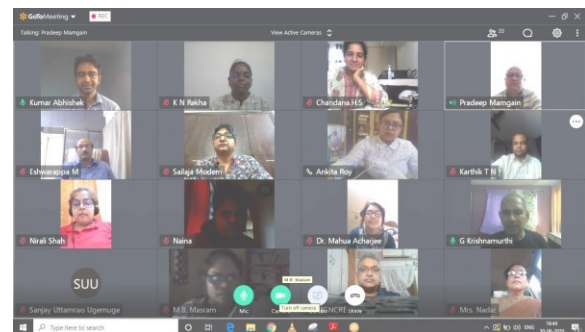
## Faculty Development Programme – Case Discussion Methodology – Strategic Marketing

With 53 participants in attendance, the FDP on Case Discussion Methodology – Strategic Marketing was geared up to make it worthwhile learning experience. Case study discussion goes beyond classroom discussion. Chairman MGNCRE addressed the participants – “Cases are not just to impart any theoretical information but it is about utilization of theoretical knowledge and exploring various methodologies. We need to unlearn or forget for the time being

whatever we have learned in our academic life to grasp this FDP.” There is need for the essence of a case to be grasped in minimum time duration. One must first read the beginning and ending of the case study at first place and then other things should be read. That is a skimmed way of reading because cases are not for memorizing but for understanding. Case study enables one to put oneself on others shoes.

*Every case has an opening statement which gives a direction to the participants for moving the case during discussion.*

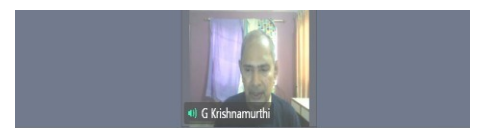
*Cases are basically derivation because case study discussion helps to grasp all theoretical concepts in an empirical manner.*



## Faculty Development Programme – Case Discussion Methodology – Strategic Management

Case discussion methodology is an essential experiential learning methodology for training through problem solving. Case discussion methodology for promoting management education especially Strategic Management was the theme of the FDP. 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 proven to aid in gaining 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 have been given more emphasis. Earlier Strategic Management was limited to the large

organisations, For the MSMEs, Strategic Management was a luxury but the situation has changed after the COVID-19 crisis. Now Strategic Management is important for MSMEs.





## MGNCRE Swachhta Action Plan Workshops

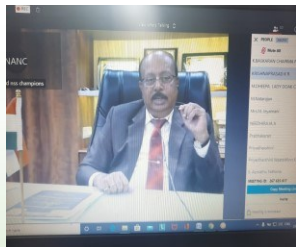
**Swachhta Action Plan Workshops were conducted in 176 districts with 4221 participants.**

S No.	State	District-wise Workshops	Participants
1	Telangana	4	142
2	Andhra Pradesh	10	211
3	Karnataka	15	525
4	Kerala	2	47
5	Tamil Nadu	10	335
6	Maharashtra	12	356
7	Bihar	4	50
8	Gujarat	4	77
9	Odisha	6	76
10	West Bengal	8	95
11	Rajasthan	10	184
12	Uttar Pradesh	39	1187
13	Madhya Pradesh	13	142
14	Punjab	10	212
15	Haryana & Himachal Pradesh	20	388
16	Chandigarh	1	15
17	Delhi	5	145
18	Goa	2	24
19	Arunachal Pradesh	1	10
	<b>Total</b>	<b>176</b>	<b>4221</b>

**Chairman MGNCRE summed up all sessions of the Faculty Development Programmes. He spoke on the importance of case studies - How case writing is linked to case handling, course designing, how to select cases on the basis of courses, what is a case actually, deciding on a case, deciding on the module, setting learning objectives, pre-study preparation, conducting secondary study, preparing and conducting primary studies and how to give a case a final analysis.**

MGNCRE teams conducted Swachhta Workshops across the country in online mode spreading across the message of Swachhta, Water Conservation (Jal Shakti), Hygiene and Post Covid 19 Sanitation Action Plan.

Dr. Mylswamy Annadurai, Vice President Tamil Nadu State Council for Science and Technology addressing the One Day online Swachhta Action Plan June 19. Participants from Kancheepuram Chengalpattu and Thiruvallur Districts participated in the session.



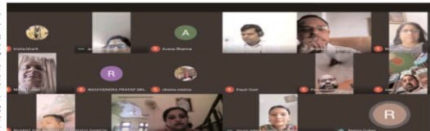
Honorable Vice Chancellor Alagappa University Prof. N. Rajendran addressed the one day workshop on unlocking of HEIs post lockdown. He discussed about sustainability and the way forward. He stressed on the importance of Community Engagement and how they are handling about 95 villages through community engagement.

### महात्मा गांधी राष्ट्रीय ग्रामीण शिक्षा परिषद ने एक दिवसीय कार्यशाला कोविड 19, और स्वच्छता एक्शन प्लान पर आयोजित की

ग्रामीण शिक्षा (राजिणयन) महात्मा गांधी राष्ट्रीय ग्रामीण शिक्षा परिषद, दिल्ली द्वारा कोविड-19 के कारणों से स्थगित कार्यक्रमों को पुनः आरंभ करने के लिए आयोजित की गई थी। कार्यशाला में स्वच्छता एक्शन प्लान को लागू करने के लिए आवश्यकताओं को पहचानने और उनसे निपटारे के लिए प्रस्तावित करने के लिए प्रयास किया गया।

कार्यशाला में स्वच्छता एक्शन प्लान के अंतर्गत कार्य करने के लिए प्रस्तावित करने के लिए प्रयास किया गया। कार्यशाला में स्वच्छता एक्शन प्लान के अंतर्गत कार्य करने के लिए प्रस्तावित करने के लिए प्रयास किया गया।

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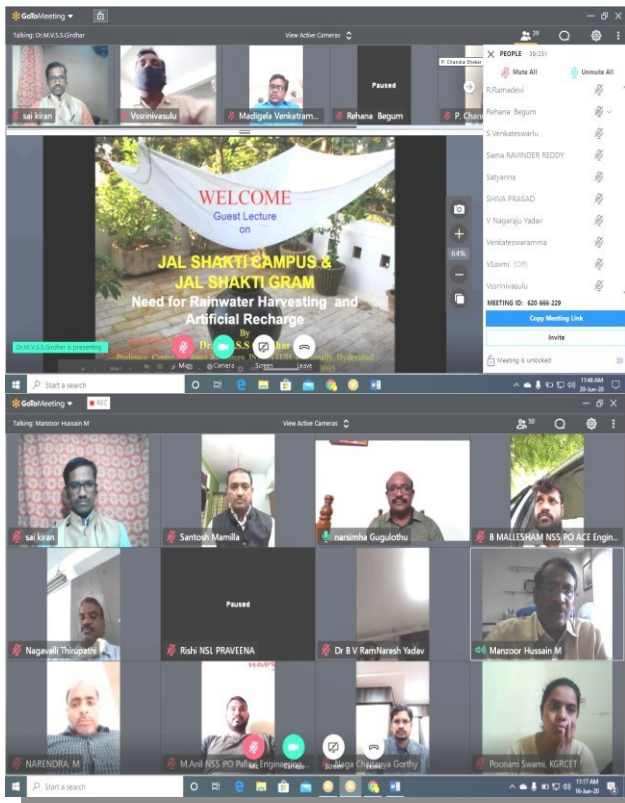
#### BU, NSS workshop on Swachhata

BENGALURU, DHNS: The National Service Scheme (NSS) unit at Bangalore University has tied up with the Karnataka state NSS cell and the Mahatma Gandhi National Council of Rural Education (MGNCRE) to conduct a national-level online workshop on Swachhata Action Plan for NSS officers of all affiliated colleges.

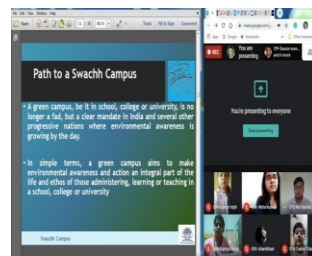
BU Vice-Chancellor Prof K R Venugopal stressed the need to ensure hygiene and cleanliness on the university campus and at NSS camps in villages. "We should make villages free from open defecation and bring awareness on cleanliness and waste management," he said.

Prof Diwakar, Project Director, MGNCRE, said steps should be taken to ensure scientific disposal of human waste. Dr Ganapathya Shetty, Karnataka State Liaison Officer, NSS, said NSS events should be used to educate the public, especially in rural areas, about health and hygiene.

#### ತಾಸೇಮೋ ಯುವಜನರು ಕಲಿಕೆಯ ಜೊತೆಗೆ ಸಾಮಾಜಿಕ ಸೇವೆಗೆ ವೇದಿಕೆಯಾಗಿದೆ: ಪೊಯತನೂರ



**World Environment Day – 5<sup>th</sup> June - was celebrated by the participants of FDPs and Swachhta Action Plan Workshops in their respective Institutions in response to the call given by MGNCRE**



**Rohtas District Bihar – “ We will apply all these learning knowledge for creating awareness among the communities residing in nearby rural areas by skit play, rally and other sensitizing programs.”**

**Tonk District Rajasthan – “ We will organize a webinar on importance of water resources. Will prepare a lecture every weekend about environment protection.”**



**MGNCRE Calls for Swachhta Action Plan – formation of teams for Swachhta on Campus**

**The result is here to see.....**  
*Several institutions responded positively... One such Institution .....*

Today in Sona Devi Sethia Girls PG College, Sujangarh on the occasion of World Environment day as per instruction of Dr. J.B. Khan, District Coordinator (NSS, Churu), under direction of Dr. Chitra Dadheech, Programme Officer (NSS) the following teams of volunteers are formed for smooth running of various activities of Swachh Campus Programme.

**Team Swachhata (For sanitization and Hygiene)**

- Anisha Badgurjar- Team Leader  
 Anita Gadhwal  
 Himani Sharma  
 Divya Soni  
 Isha Jangir  
 Aamana Khanam  
 Karishma Mali  
 Neha Swami  
 Radha Mali  
 Priti Soni

**Team Jal Shakti (For Water Conservation)**

- Kaushalya Shekhawat – Team Leader  
 Poonam Jaju  
 Simran kanwar  
 Garima Saini  
 Gunjan Prajapat  
 Bhawana Sharma  
 Shanti Bhatia  
 Neha Pipalwa  
 Ambika Kanwar Rajpoot  
 Neha Swami

**Team Recycle (For Waste Management)**

- Rashi Darji- Team Leader  
 Richa Sharma  
 Komal Prajapat  
 Mamta Gurjar  
 Mamta Prajapat  
 Yogita Bagra  
 Hemlata Jat  
 Bharti Choudhary  
 Kanisha Prjapat  
 Radhika Mundhra

**Team Green (For Green Campus Program)**

- Priyanka Falwaria- Team Leader  
 Sanskriti Kangada  
 Suman Ghintala  
 Kalpana Birda  
 Purnima Tak  
 Anita Choudhary  
 Ravina Rankawat  
 Nikita Charang  
 Gunjan Bhamu  
 Komal Kachwal

**Team Energy (For Energy Conservation)**

- Rabiya Behlim- Team Leader  
 Anita Sharma  
 Jahida Khan  
 Priti Moyal  
 Isha Bano  
 Gunja Joshi  
 Meghna Sharma  
 Rimjhim Vaishnav  
 Surabhi Rankawat  
 Shivani Dadheech



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