

Happy 73<sup>rd</sup>  
Republic Day!

महात्मा गाँधी राष्ट्रीय ग्रामीण शिक्षा परिषद

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



***"Today is yet another day to cherish our democracy and bow in reverence to those who gave India's Constitution. May India always progress and prosper. Let us usher a tech-driven skill revolution for a sustainable future for all"*** said

Shri Dharmendra Pradhan, Union Minister of Education and Skill Development and Entrepreneurship, while greeting the nation on the occasion of India's **73<sup>rd</sup> Republic Day**. He also extended Season's Greetings for Makar Sankranti, signifying the onset of harvest season.

Speaking about National Startups, Shri Pradhan said that India will lead the global economy in the 21st century and will be the most preferred market for trade and economy. "I join the nation in celebrating the achievements of our entrepreneurs and talented minds associated with the start-up ecosystem. May the spirit of enterprise of our youth steer India towards self-reliance and also offer solutions for global challenges. We have to further create an enabling environment to nurture entrepreneurship and foster wealth creators to make the 21st century, India's century", he added.

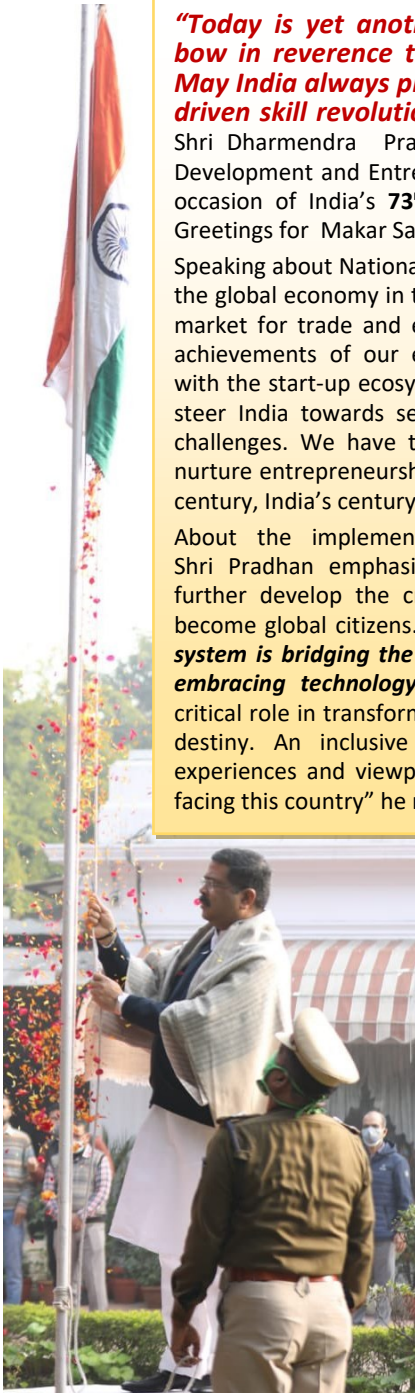
About the implementation of National Education Policy 2020, Shri Pradhan emphasized that learning in regional languages will further develop the critical thinking capacity and enable youth to become global citizens. ***"From Vedas to metaverse, Indian education system is bridging the past with present and creating a new future embracing technology.*** The National Education Policy will play a critical role in transforming the learning landscape and shaping India's destiny. An inclusive classroom benefits everyone from myriad experiences and viewpoints, and understand the various challenges facing this country" he reiterated.   
*(source: pib.gov.in)*

***"University Social Responsibility – we need to create socially responsible students who are aware of their responsibilities beyond the university campus"*** - Prof. E Suresh Kumar Member University Grants Commission and Vice Chancellor English and Foreign Languages University (EFLU).

***"Internship, Employability, Innovation and Entrepreneurship – Keys for Development"***- Dr. Budha Chandrasekhar Chief Coordinating Officer, All India Council of Technical Education (AICTE). Invited as Motivational Guest Speakers, they spoke eloquent in their capacities in a Workshop on **Mentoring Institutional Social Responsibility and Facilitation of Community Engagement** - a mentoring session for MGNCRE team for taking forward the learnings in the FDPs. They emphasized on the role of HEIs for effective community engagement.

## Review of Activities

- +8 Faculty Development Programs on Mentoring for Institutional Social Responsibility and Facilitation for Community Engagement"
- +101 One District One Product (ODOP) Institutional Workshops with district nodal agencies – Encouraging Rural Entrepreneurship under PMFME, MoFPI
- +127 District Green Champion Awards Announced
- +16 PhD Research Fellowships Achieved
- +24 Major Research Projects / 22 Minor Research Projects concerning Rural India completed. The studies are for enhancing knowledge in various dimensions of policy formulation.
- +28 Rural Management Internships have been achieved.
- +12 Action Research Projects were received.
- +1245 Action Research Projects on Workshops were received. Action Research Projects were announced for implementation of activities in the areas of sustainability.
- +4 Cluster Workshops on Vocational Education Pedagogy Action Plan 2021-22 for SCERT+DIETs/ University Dept. of Education + Teacher Training Colleges
- +3 MOUs were signed for exploring, extending and strengthening mutual relationship for promotion of professional education in Rural Management by sharing the facilities and expertise
- +Textbook on Rural Management – **Change Management** – published
- +RCI MGNCRE reached out to 22 colleges to introduce **UBA** along with several knowledge sharing activities





**The Tricolour unfurls atop Faculty Development Centre MGNCRE – Bharat Ratna Nanaji Deshmukh Bhavan, Jawahar Navodaya Vidyalaya Campus, University of Hyderabad, Gopanapalle**

Chairman MGNCRE Dr. W G Prasanna Kumar unfurled the Indian Flag on the occasion of India's 73<sup>rd</sup> Republic Day at FDC MGNCRE attended by team MGNCRE. **“With Leadership comes great responsibility”**, said Chairman MGNCRE. He emphasized on the need to achieve organizational goals and urged team members to work towards achieving the goals with task-oriented attitude. He reiterated the importance of sustainability in work.



**Editor's Note**

With good harvest, comes great prosperity. I wish a Happy Makar Sankranti to my countrymen, wishing good health and happiness to everyone and hoping the season to bring in new tidings. We unfurled our national flag at our Faculty Development Centre with great fervour on Republic Day. I pray for peace and unity for our great nation on this 73<sup>rd</sup> Republic Day and extend warm greetings as we are blessed to be born in this vibrant country. The pandemic has played havoc with the lives of people across the globe. However, people have bounced back and are going forward with renewed goals. Resilience is the key for development. Let us all revel in the blessings that we have and move forward towards achieving our goals!

In continuation of our earlier agenda of awarding Higher Educational Institutions (HEIs) in all 742 districts of our country (we have already awarded 400), we announced 127 District Green Champion Awards for 2021-22 and the process is ongoing for the completion of the announcements and consequent award procedures. We conducted 101 One District One Product (ODOP) Institutional Workshops (where Rural Entrepreneurship Cells (REDC) were formed as MGNCRE's initiative to develop rural entrepreneurship) with district nodal agencies for extending professional help and sharing expertise on ODOP.

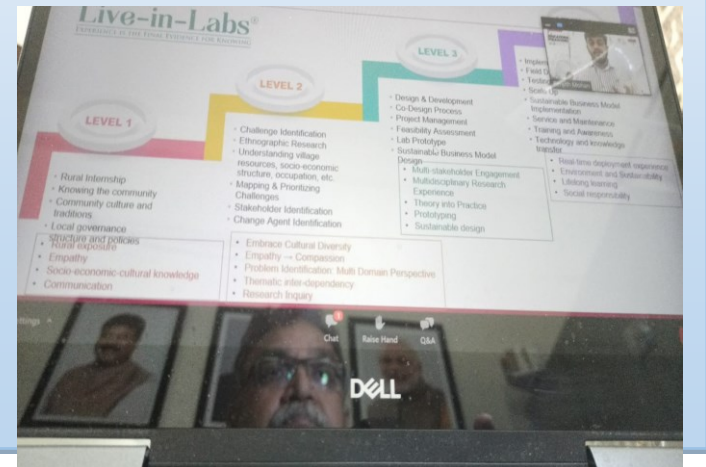
MGNCRE conducted 8 Faculty Development Programs on **Mentoring for Institutional Social Responsibility and Facilitation for Community Engagement**, switching to online mode due to the pandemic circumstances. A total of 1337 faculty participated in the FDPs conducted for the states of Telangana, Karnataka, Odisha, Kerala, Jammu & Kashmir, Jharkhand, and Chhattisgarh. Subject Matter Experts and trained Resource Persons were on board to impart the need of the hour capacity building program. Faculty were enlightened about how to apply academic leadership, how to become good leaders, how to make their institutions become better placed and get duly recognized by being awarded NAAC, NIRF, NBA and other regional and national credentials. We trained our inhouse team for conducting the FDPs by holding Master Trainers Development Programs inviting Resource Persons from outside who mentored and guided our team.

We have received 16 PhD Research Studies, 24 Major Research Projects, and 22 Minor Research Projects. MGNCRE called for Indian Public Policy Researchers and Implementation Review Organisations/Research Organisations for the MGNCRE Research Projects (Major/Minor Projects) and PhD Fellowships for the year 2021-22. The criteria and priority areas are the public policies implemented by the State and Central Governments focusing or having an element addressing the concerns of Rural India. I am glad at the completion of these studies and the outcomes and contributions they would bring to the country. We also completed our Action Research Projects on Sustainability.

**“Amalgamation of technology, people, traditions, skills and entrepreneurial spirit aimed at achieving sustainable development that is financially viable, socially equitable and eco-friendly”** said Chairman MGNCRE, UNESCO Chair on Experiential Learning, Work Education and Community Engagement (2021) as he delivered keynote address on **Mentoring Institutional Social Responsibility for Facilitating Institutional Social Responsibility in an International Symposium on Educational Pedagogies & Technologies for Sustainable Development** organized by UNESCO Chair on Experiential Learning for Sustainable Innovation and Development, Amrita School for Sustainable Development in the light of International Day of Education 2022.

The outstanding part of the international symposium, *Educational Pedagogies & Technologies for Sustainable Development (EPTS 2022)* was that the event saw the participation of 49 distinguished speakers from 13 countries. The symposium aimed to showcase thinkers, experts, and practitioners in various fields to garner ideas, explore technologies, challenges, and opportunities for reimagining the educational pedagogies for sustainable development across different thematic areas. The keynote addresses were followed by a panel discussion to brainstorm and ideate on the design and development of an online platform for experiential learning with the aim to educate, empower and equip communities worldwide with sustainable solutions in alignment with UN SDGs.

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We have achieved most of our targets already for this year and intend to fulfil our organizational goals as we near the end of this financial year.

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



Let us revisit the achievements and developments of our great nation on this 73rd Republic Day and work with enthusiasm and pride going forwards to achieve our dreams and aspirations! A Happy Makar Sankranti to my countrymen and I wish a great year of sunshine and happiness!

The Faculty Development Programs on Mentoring for Institutional Social Responsibility and Facilitation for Community Engagement have met with great success with each program enlisting more than 60 Higher Educational Institutions and not less than 100 participants. The sessions were great teaching-learning experiences aligning aspects of Community Engagement, and Mentoring and Facilitation Skills focusing on Rural Society, Rural Infrastructure, Rural Immersion, PRA Techniques; Rural Institutions, Rural Economy, Agriculture, Swachhta, Sanitation and Hygiene, Water

Management (Jal Shakti), Natural Resources, Livelihoods and Rural Entrepreneurship. Selected Institutional Swachhta Case Studies and Video Case Studies will be published and paid Merit Fellowship Awards.

I am happy to note that we have achieved our targets of PhD fellowships, Major/Minor Research Projects and Action Research Projects. These studies would greatly aid in rural studies, Swachhta, and sustainability. Our workshops on Vocational Education Pedagogy Action Plan 2021-22 for SCERT+DIETs/ University Dept. of Education + Teacher Training Colleges are meeting the required outcomes. I am glad that RCI MGNCRE is making instrumental contributions through its UBA initiatives reaching out to colleges to introduce UBA and bring in their contribution to college - village connect activities.

I congratulate the District Green Champions 2021-22 and look forward to more campus sustainability initiatives.

**Dr. Bharat Pathak**  
Vice Chairman MGNCRE

## Faculty Development Programs “Mentoring for Institutional Social Responsibility and Facilitation for Community Engagement”

FDC MGNCRE conducted 8 Faculty Development Programs on “Mentoring for Institutional Social Responsibility and Facilitation for Community Engagement”. The physical FDPs on the premises were again transacted back to online mode due to the impending COVID 19 circumstances. Each FDP had more than 60 Higher Educational Institutions participating who were keen to bring about innovative changes in their institution through their leadership skills promoting Institutional Social Responsibility and Community Engagement.

A total of 1337 faculty participated in the FDPs conducted for the states of **Karnataka, Kerala, Odisha, Jammu & Kashmir, Jharkhand and Chhattisgarh**. Subject Matter Experts and trained Resource Persons were on board to impart the need of the hour capacity building program.

The FDP sessions aligned aspects of Community Engagement, and Mentoring and Facilitation Skills focusing on Rural Society, Rural Infrastructure, Rural Immersion, PRA Techniques; Rural Institutions, Rural Economy, Agriculture, Swachhta, Sanitation and Hygiene, Water Management (Jal Shakti), Natural Resources, Livelihoods and Rural Entrepreneurship. Selected Institutional Swachhta Case Studies and Video Case Studies will be published and

paid Merit Fellowship Awards. Faculty were enlightened about how to apply academic leadership, how to become good leaders, how to make their institutions become better placed and get duly recognized by being awarded NAAC, NIRF, NBA and other regional and national credentials.

Mentoring builds the competencies of grooming technically and is practice oriented. Facilitation helps in decision making and enhancing skills and competencies. A continuous institutionalised effort is required for grooming the faculty members of institutions to shoulder the roles of Institutional Social Responsibility through Institutional and Systems upgradation and updation. Consequently, HEIs will be able to showcase their social responsibility through student-community engagement or community-oriented project engagement. Faculty will develop transferable skills such as problem-solving skills; critical-thinking; creative skills; ability to understand the social and ethical implications of their practice; communication and team working skills; interpersonal skills and empathy, listening and respect.

**The FDP’s principal areas of focus** - Mentoring Institutional Leaders / Facilitation of Group Processes Village Immersion Methods and

Techniques / Participative Learning and Action / Key Strategies and Strategic Leadership / Unnat Bharat Abhiyan and Academic Leadership / Experiential Learning in Academic Leadership / Implementing Change for Excellence / Developing Organization Aspiration / Visionary leadership in HEIs / Rural Society / Rural Economy / Rural Polity / Rural Administration / Rural Development / Community Engagement Process / Administrative Leadership / Instructional Leadership/ Operational Leadership / Accountability Through Case Discussion Methods / Role Play and Team Building/Networking / Mentoring and Facilitation Skills for Academic Leaders / Group and Individual Exercise for Learning / Assignments for Field Learning



### The Faculty Development Programs introduced -

- a. **Project Management:** For completing any task in a given time and with available budget
- b. **Community Engagement:** For addressing the felt needs of the community which are within the competence of the educational institution
- c. **Corporate/Institutional Social Responsibility:** For promoting Educational Institution Social Responsibility towards the neighbours who give space, ground water, provide services and man power, manage waste, provide roads and transport
- d. **Facilitation:** For orienting on working with the communities by building consensus and sharing of resources
- Mentoring:** Orienting, continuous hand holding and guidance for
- e. **community engagement of Higher Education Institutions.**


MGNCRE held training sessions for Resource Persons of the Council across the States to enrich their potentialities in imparting effective

mentoring to the faculty and students. DoPT trained Master Trainers were pooled in for conducting a week-long training session for the Resource Persons.

### Glimpses of Resource Methodologies Used -


#### Role play

- 1 participant "sarpanch"
- 1 participant "Pregnant lady"
- All others are active participants
- Observer will make notes



#### Why is PESTEL analysis used?

The outcomes of the analysis are used in the detection of risks and vulnerabilities in strengths, weaknesses, opportunities, and threats (SWOT) analysis, which would also stand for the Political, Economic, Socio-demographic (including Education), Technological, Environment, and Legislative, or Legal.



#### SELF-HELP GROUPS

SHGs promote small savings among their members.

- The savings are kept with the bank as common fund in the name of the SHG.
- The SHG gives small loans to its members from its common fund.

**Role of SHGs**

- Income generation for poor
- Access to banks for poor
- Financial inclusion
- Pressure group in Gram Panchayats
- Social Upliftment of marginal sections
- Upliftment of women



#### Co-operative Marketing Society

It is formed to ensure a favorable market for small producers to sell the output and get a good return on sale.

Amul Dairy, Milk Co-operatives in Gujarat, Maha Grape, Cotton Marketing Coops.

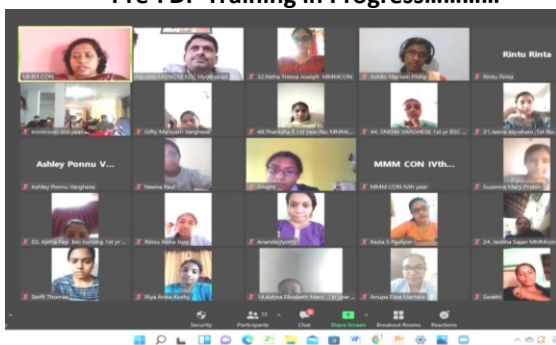


The difference between guidance and counselling is that guidance can be sought by a person in good mental and physical health, while counselling is very target based. From a young child to a high school student, there is a certain amount of pressure we subject the student fraternity to. This pressure can result in the student having different reactions and resulting in need for guidance and mentoring. As a part of the FDP training schedule, participants discussed the methods of extension and plans to rework the traditional methods of Mentoring in the Pandemic period. In the pandemic situation it is a challenge to take students for field visits and practical experiences. Role play and Word/Video Case studies drew the participant attention to rural society, institutions, economy with opportunities for transact walks, and doing need assessments of any given community. Participatory Rural Appraisal (PRA), PESTEL were explained with live case studies and exercises.

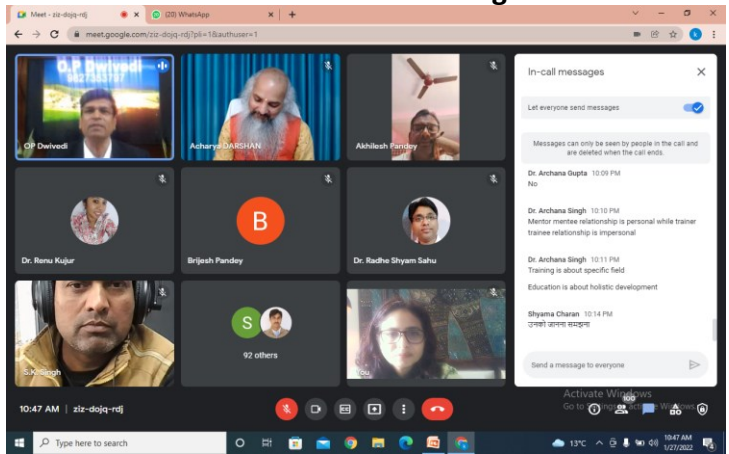
In order to bring a change, we need to understand the present situation starting with the Institution. The Swachhta Sustainability Index assessment is one such starting point to identify the areas which need improvement. The progression of Institutional sustainability (water, energy, waste) for Swachhta is extending it to the community to be sustainable. Transition to solar and other unconventional sources of energy is best started in the HEIs and eventually from the campuses these spread into the communities.

Facilitation and Mentoring are skills one will need for interventions in rural areas as part of Institutional Social Responsibility activities. These skills are not only beneficial to the HEIs, but also provide opportunities for Faculty and Students to participate in alternative learning methods like Word and Video Case Study, Role Play and Field visits.

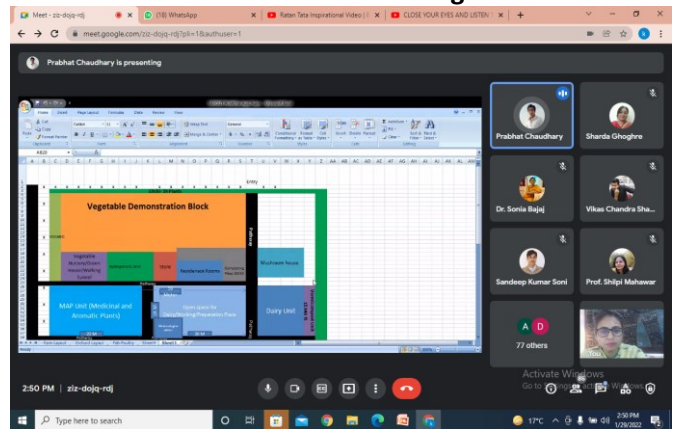
### Pre-FDP Training in Progress.....



### The FDP Sessions in Progress



### 25 Districts of Chhattisgarh

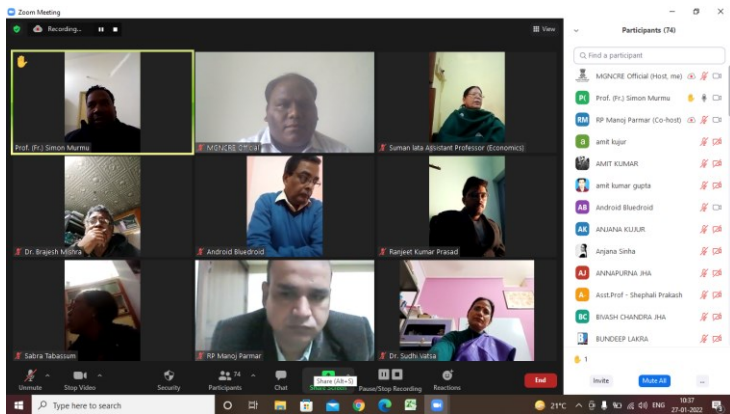


**Key Takeaways-** How to use mentoring and facilitation techniques while fulfilling Institutional Social Responsibility; Importance of recycling and how to introduce it while fulfilling Institutional Social Responsibility during Community Engagement; New forms of farming techniques that can be introduced in a cost effective manner during Community Engagement and how to use mobile apps for assistance in agriculture; How can SHGs be formed and the ways and means by which they can increase their livelihood opportunities and also contribute towards sustainable development; How can HEIs contribute by adopting villages and becoming leaders in change towards generating income and providing the much needed direction for a better and balanced social and economical structure

**FDP-Jharkhand – Districts-**Bokaro, Chatra, Deoghar, Dumka, Dhanbad, East Singhbhum, Garhwa, Godda, Gumla, Hazaribagh, Jamtara, Khunti, Koderma, Latehar, Lohardaga, Pakur, Palamu, Ramgarh, Ranchi, Seraikella-Kharsawan, Simdega, West Singhbhum



Prof Abhay Singh, Master Trainer, Department of Personnel and Training, Government of India imparting training to the faculty members of Jharkhand on Mentoring Skills



Such Categorization is unnecessary. 9) We need to let our rural society discover its own strengths, remain there for them if there is a critical moment when they require support. That extra mile we travel creates more self-respecting people who will eventually appreciate our interventions. 10) Simple questions yield maximum results: What has worked for them? What does not work? What might work in the current situation?

**FDP – Jammu & Kashmir – Districts - Anantnag, Baramulla, Budgam, Doda, Ganderbal, Kishthwar, Kulgam, Kupwara, Pulwama, Poonch, Samba, Shopian, Ramban, Rajouri, Kathua**



Dr. Sunil Dhapte discussed Institutional Social Responsibility Community Engagement: mentoring and Facilitation



Dr. Venkat Pulla, Foundation Professor of Strengths Based Social Work Practice Brisbane Institute of Strengths Based Practice Senior Research Fellow, (Adjunct) ILWS, Charles Sturt University, Inaugural Fellow, Australian College of Researchers, sharing his insights on Strengths-Based Approach in Social Work

**FDP – Karnataka -**

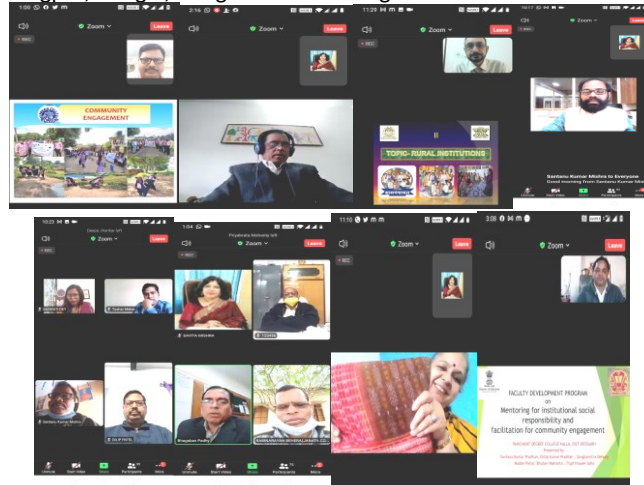


**Key Takeaways from Dr. Venkat Pulla's Session - Using Internal Strengths when working on Social Responsibility activities in the Rural Society** - 1) how the internal strengths can be effective when working on Social Responsibility projects 2) When taking up Social Responsibility initiatives it is important to have a positive mindset 3) Political and Social issues should not be a deterrent in the objective 4) Elements will attempt to influence thoughts of the Social worker for vested interests. It is important to have voice and work objectively 5) Understand and measure what the people need and help them to become self-reliant 6) The easiest empowerment strategies come when social workers use their expertise to meet needs by playing an active role in case management with some involvement of the rural society 7) There is a cost involved by NGOs in providing benefits to the rural society for rural projects. The ultimate benefit that reaches the rural society is only a percentage of the total outlay after taking out these costs. 8) Do not differentiate between the mainstream (urban) and the downstream (rural) as it creates a divide and affects the objective of the social responsibility initiatives.



**Key Takeaways** - Make efforts for making institution sustainable and strive for sustainable rural development; Gain an understanding of rural life, culture and social realities; Inculcate a sense of empathy and mutual bonding with the local community; Appreciate the contributions of local communities to Indian society and economy; Learn to value the native knowledge and wisdom of the community; Identify opportunities for contributing to community's socio-economic improvements; To apply theoretical knowledge in field realities, thereby achieving the objective of community engagement; Recognise the importance of the need for field work, stake-holder interactions and design for societal objectives as the basis of higher education.

**FDP - Odisha – Districts - Cuttack, Jagatsingpur, Jharsuguda, Kendrapara, Kalahandi, Bolangir, Kandhamal, Boudh, Puri, Nuapada, Nabrangpur, Anugul, Deoghar and Malkangiri**



## A Fantastic and Long-lasting Teaching-Learning Experience!

### Feedback Shared by Participants

Two Key Learning Points from the Day's Sessions	What I Liked about the Day's Sessions
Mentoring the Community	Story of child
Leadership skills and rural development activities	Both sessions very nice and interesting
NSS and NGO interaction with rural areas and activities	It's a more lively attraction, so please keep it up.
What is success? This poem shows the real success and also success is discovering new ways to reach higher. Nice	Lakshmi mam told like motivation story
Mentor Mentee concept and social activities	Very Simple and Clear presentations
Share Knowledge, Attitude	Everything
Mentoring skills, work with the community. The role of mentee	Content, presentation
Awareness of eye, blood and organs donation	I like about the day's sessions awareness and environmental clean
Cleaning in our environmental	Demonstrate such a thing like a field experience is good mam
Social responsibility & social innovation	All the sessions are interesting
Learnt that age is not limit to work after hearing lecture from Lakshmi mam	Individual Involvement
PRA and creating interest among students	Entire session of the day was good and informative. Tips given about the implementation of rural upliftment.
How to enrich rural India and rural upliftment of the development of the people	Bhumi Mam
Mentoring from Heart	Lakshmi Ma'am
Mentoring	How to educate social friendly
Society conducive, Greenery environment	Excellent Speech of Padma Mam
Social Responsibility, Community Engagement	Dr. Lakshmi mam Session
About success, Mentor and mentee work together	Interactive
Mentor plays a role of a mother. Grow and help others to grow. That is a real success in life	Lakshmi madam speech with story, example
Mentoring, Institution social responsibility	Interesting to hear the success stories.
Students projects and Extension activities	Lakshmi madam speech
About success and Gratitude note	Agri
Mentors Skill, Ability	Heart-set
Mentoring role and heart-set to be a mentor	Discussion about success
Success and hard work	Valuable session
Creativity, development	Smooth going on the meeting
Excellent and empowering	



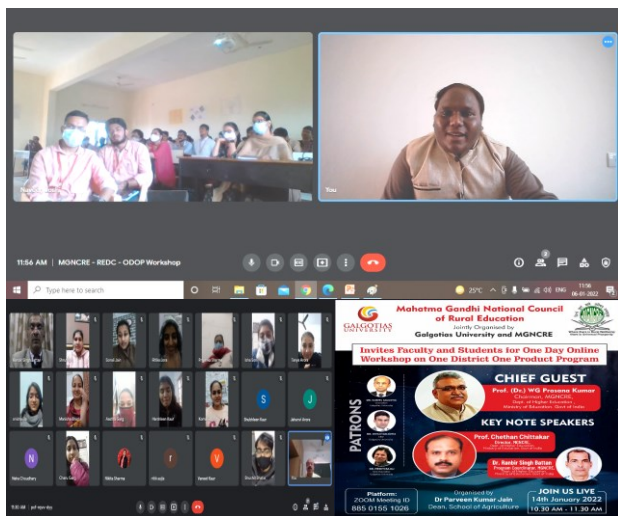
A physical FDP at FDC MGNCRE was also held on **Rural Academic Leadership** for the districts of Vikarabad, Yadadri Bhuvangiri, Jangaon, Siddipet and Alair in Telangana. Prof. Pavan Kumar Reddy, Dr. Rajsekhar, UoH, Prof. Narshimulu, UoH, Dr. Madhusudhan, UoH, Dr. Shivashankar Prasad, UoH, and Prof. Sai Kumar UoH were the guest speakers who enlightened the participants on Rural Academic Leadership.



### One District One Product (ODOP) Campaign Encouraging Rural Entrepreneurship under PMFME, MoFPI



101 One District One Product (ODOP) Institutional (with Rural Entrepreneurship Cells (REDC)) Level workshops with district nodal agencies were conducted for extending professional help and sharing expertise on ODOP. Rural Entrepreneurship Development Cells in institutions were formed as part of MGNCRE's initiative to develop rural entrepreneurship. MGNCRE initiated the One District One Product (ODOP) campaign for addressing rural entrepreneurship. ODOP provides internship opportunities when studying and converting concepts into Skills. Each district needs to take up respective ODOP product and find ways of improving product quality, managing the surplus agri-produce and work on creating rural to urban (farm to home) marketing linkages which may help the rural agripreneur improve his/her income.

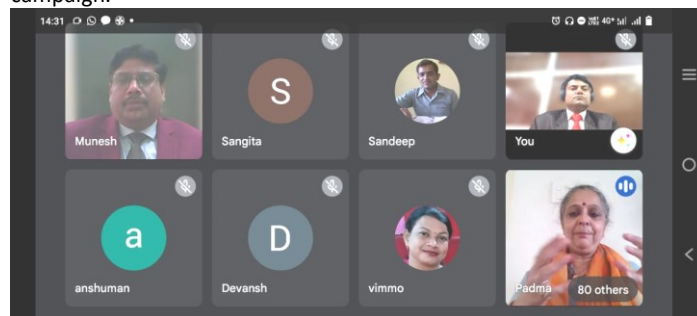


The Workshops focused on :

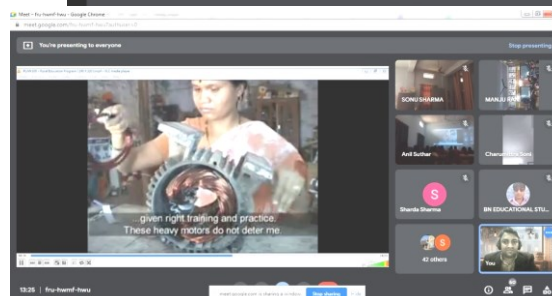
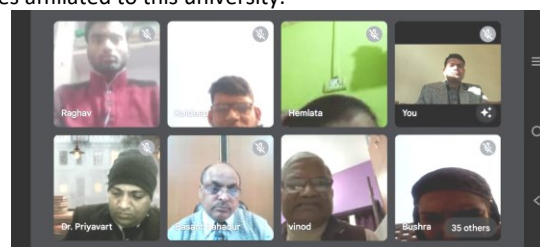
- Understanding the philosophy of Vocational Education Pedagogy (VEP)
- Becoming familiar with the 6 types of activities under VEP
- Identifying One District One Crop and Craft and present ways of heroing the crop and/or craft of their district as a sustainable vocational activity undertaken by student teachers as a productive work with economic value
- Identifying ways of integrating D El Ed/B Ed and school curricula to the chosen vocational activity
- Appreciating that the vocational activity will be an experiential learning activity for the student teachers
- Becoming familiar with ways of community engagement based on the local needs through a case study
- Discussing various ways of experiential learning at the primary level through a case study
- Identifying activities that they will implement in AY 2021-22
- Appreciating the need for and form a VEP Action Plan Task Force in the institution
- Activating Task Force for documentation and implementation of Vocational Education

06/01/2022	Rajasthan	SCERT and DIETs
14/01/2022	Uttar Pradesh	Dr. Bhim Rao Ambedkar University Agra
21/01/2022	Telangana	Satavahana University
28/01/2022	Uttar Pradesh	Chhatrapati Shahu Ji Maharaj University Kanpur

Honorable Vice Chancellor Dr. Vinay Pathak along with Dean Dr. Manish Kumar of Chhatrapati Shahuji Maharaj University Kanpur Uttar Pradesh and 80 participants participated in a one-day workshop on Vocational Education with focus on One Distinct One Product campaign.



One day online workshop on Vocational Education Pedagogy Action Plan 2020-21 was organized at Education Department of Dr. Bhimrao Ambedkar University Agra which included the Dean and 50 faculty of colleges affiliated to this university.



**Vocational Education Pedagogy Action Plan Workshop in progress at Rajasthan SCERT, Udaipur, Rajasthan**



3 MOUs were signed for exploring, extending and strengthening mutual relationship for promotion of professional education in Rural Management by sharing the facilities and expertise –

1. Mohanlal Sukhadia University, Udaipur, Rajasthan
2. Nisarg Agripreneurship Foundation (Nodal Agency under MSME- non-profit social entrepreneurship development initiative) Bhopal, M P
3. KMRD Jain College for Women, Malerkotla, Punjab

**Give vocational training to the manually minded, and the children's courts of the future will have less to do. - Lewis E. Lawes**

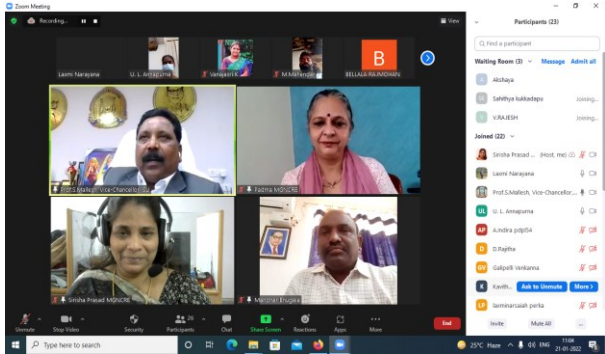
**Azadi Ka Amrit Mahotsav**  
**Nai Talim Vocational Education and Experiential Learning Activities in DIETs**  
**476 Winners were announced and awarded**  
**Partial List in continuation.....**

#	DIET/Instn.	# Winners
76	Kamrup	3
77	Kanker Chhattisgarh	2
78	Kannauj	2
79	Karauli	3
80	Karbianglang	3
81	Karimganj	3
82	Karkardooma Delhi	3
83	Kausambi	3
84	Khairagarh	3
85	Khupa	3
86	Kinnaur	3
87	Kolasib Mizoram	3
88	Kollhapur MH	3
89	Kota	3
90	Kottayam	3
91	Kullu HP	3
92	Kumta	1
93	Lakhimpur	3
94	Lalitpur	3
95	Latohar MP	3
96	Lawngtlai Mizoram	3
97	Lucknow	3
98	Maharajganj	3
99	Mahasamund	3
100	Mahisagar	3

**Vocational Education Pedagogy Action Plan 2021-22**  
**Appreciating Vocational Activity and Experiential Learning**

4 Cluster Workshops on Vocational Education Pedagogy Action Plan 2021-22 for SCERT+DIETs/ University Dept. of Education + Teacher Training Colleges Task Force were conducted at Satavahana University Telangana, SCERT and DIETs Rajasthan, Dr. Bhim Rao Ambedkar University Agra and Chhatrapati Shahu ji Maharaj University Kanpur.

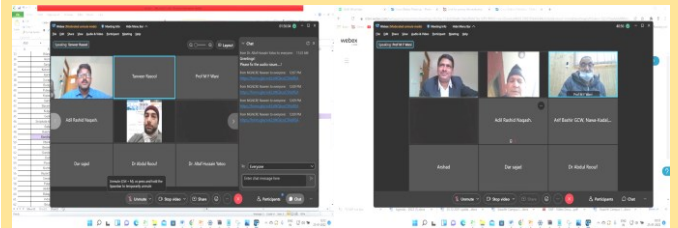
"Learning through head, heart, and hand" was the type of learning Gandhiji wanted in the schools. Vocational education and training allows students to gain practical experience in their chosen career path before they even graduate," said Prof. Lalitha, Faculty of University College of Education, Osmania University in the Vocational Education Pedagogy Workshop. 40 participants comprising Principals, Heads of Department, Faculty of Satavahana University & Affiliated Colleges of Education of Telangana shared interesting ways of integrating Vocational Education Pedagogy into the B.Ed. & D. El. Ed. Curriculum through One District One Product flagship crops Paddy, Rice-based products and vegetables.



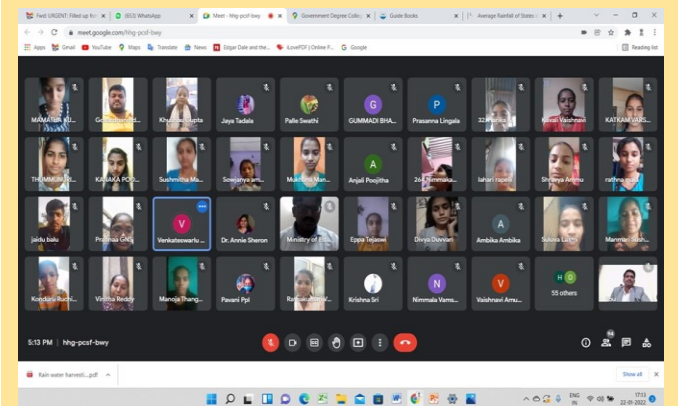
**Unnat Bharat Abhiyan** was implemented in Telangana districts - Vikarabad, Siddipet and Yadadri Bhuvanagiri. RCI UBA MGNCRE was instrumental in sharing and peer learning with Regional Coordinating Institutes located in Udaipur, Kashmir and Jaipur. Training sessions were held for other regional centres included sessions on skills needed for practical and participatory approach implementation, community and sustainability goals.

MGNCRE RCI Unnat Bharat Abhiyan reached out to 22 colleges to introduce UBA and bring in their contribution to college - village connect activities. Institutional Workshop on Connecting Village and College for Quantified Sustainability was conducted by RCI MGNCRE. This workshop was conducted online for Government Begumpet Degree College for which the Village Sarpanch and people from village Ramaram Medchal District joined online. This workshop included quantification of rainwater harvesting skills to students.

RCI MGNCRE facilitated two UBA Participating Institutions – St. Pious X Degree College and Geethanjali College of Engineering and Technology Hyderabad, for submission of Technical Project Proposals to National Coordinating Institute IIT Delhi regarding Implementing Technical Solutions for identified challenges in adopted Villages.



NIT Kashmir invited RCI MGNCRE for workshop on Skills on Sustainability Indices and Community Engagement.



RCI MGNCRE's workshop on College, Village and Sustainability with rain water harvesting in a quantified way at Begumpet Govt. Women's College, Hyderabad

### Swachhta Action Plan - 2021-22 District Green Champion Awards 2021-22 Announced (Partial List)

127 District Green Champion Awards 2021-22 have been announced. MGNCRE had earlier awarded 400 HEIs as District Green Champions, working with more than 22,000 Higher Educational Institutions involved in community engagement, Greenery, Water Conservation, Solid Waste Management, Energy Management, Sanitation and Hygiene and COVID Awareness and Preparedness, across the country. The awards were presented by District Collectors, Commissioners and Magistrates. Now, the Council is on the way to award the remaining 342 HEIs district wise (of the total of 742 districts), which will be completed phase wise by February 2022.

119 HEIs, one each from 119 Districts were identified for the SAP mentoring and village Swachhta monitoring activities based on the implementation of SAP 2021-22. These HEIs were earlier trained and were a part of inclusive and HEI-Faculty- student driven SAP activities for a period of over 6 months. The HEIs have updated MGNCRE the progress of SAP implementation quantitatively. The areas are water management, waste management, land use, greenery and energy management. The HEIs have submitted videos of their achievements. Caselets have been prepared technically for academic use in case methodology discussions. These reports will be studied and evaluated by MGNCRE based on which the HEIs will be chosen as District Green Champions.



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