

Happy

महात्मा गाँधी राष्ट्रीय ग्रामीण शिक्षा परिषद

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



“Creating greater synergy between education and skills with a holistic approach linked to employability will usher in a new era in the education system and help us reap our demographic dividend”

Union Minister of Education and Skill

Development and Entrepreneurship **Shri Dharmendra Pradhan** urged the youth to take up entrepreneurship to create livelihood for the people. Addressing several events at Higher Educational Institutions, Shri Pradhan said, “India will lead the global economy in the 21st century and will be the most preferred market for trade and economy. Learning in regional languages will further develop the critical thinking capacity and enable our youth to become global citizens.” He lauded All India Council for Technical Education (AICTE) for the integration of courses in NEAT 3.0 with Skill India to tap the opportunities in emerging areas of skill. This will boost employability and prepare Indian youth for the future. 58 ed-tech companies and Indian start-ups are onboard NEAT 3.0 and are offering 100 courses and e-resources for better learning outcomes, developing employable skills and overcoming learning loss. NEAT 3.0 is a single platform to provide the best-developed ed-tech solutions and courses to students of the country and technical books in regional languages prepared by AICTE.

Introduction of engineering education in local languages and mother tongue in line with the National Education Policy (NEP) 2020 will be an instrument of empowerment of youth in the country and will further strengthen the country’s engineering prowess.

“With the implementation of the visionary NEP 2020, we are integrating education with skills, taking a multidisciplinary approach and making skilling and apprenticeship a part of the main curriculum to prepare our youth for the 21st century” Shri Pradhan further elaborated.

(Source: pib.gov.in)

From sports to startups, from technology to traditions, from health to heritage, 2021 was a year of several new highs for India. A new dawn for a new Aatmanirbhar Bharat. - Shri Dharmendra Pradhan

A Milestone Achievement

Faculty Development Centre MGNCRE conducts Faculty Development Programs (FDP) on “Rural Academic Leadership” – at its own newly constructed premises. A series of FDPs are scheduled for the coming months.

Emphasis on NAAC, NIRF, NBA and other regional and national credentials for Higher Educational Institutions



Inaugural of first Faculty Development Program at FDC MGNCRE, Gopanalle, by Dr. C Umamaheswara Rao Member Pay Revision Commission Government of Telangana (Retd..IAS, Former Secretary to Chief Minister). Dr T Nagalakshmi, Member Secretary, MGNCRE and Dr. D N Dash, Assistant Director, MGNCRE, in attendance.



Chairman MGNCRE Dr. W G Prasanna Kumar enlightening the FDP participants

MGNCRE achieved a milestone by conducting the first Faculty Development Program (FDP) at its own premises. Two FDPs were conducted on Rural Academic Leadership – a need of the hour area. Faculty will not only get to know about Academic Leadership but also how to apply academic leadership in the rural context. They will be able to learn about the importance of leadership in career and education. **By being good leaders they can lead their HEI to great heights.** The HEIs will become better placed and will get duly recognized by being awarded NAAC, NIRF, NBA and other regional and national credentials. 11 MoUs were signed for sharing knowledge, expertise and technical partnership in the fields of Nai Talim, Rural Community Engagement, Vocational Education and Swachhta aspects for HEIs and implementation.

Editor's Note

New Year is just around the corner and is a time also to reminiscence the year that is going to go and how to make the new one better. Here is to a New Year that is sparkling with fun and full of blessings. Happy New Year! May the oncoming days continue to be filled with good health and great company.

It gives me immense sense of satisfaction to announce the series of Faculty Development Programs (FDP) at Faculty Development Centre MGNCRE. The first two FDPs on Rural Academic Leadership were conducted this month which received overwhelming response. Participants were inspired by the unique methodologies and the knowledge sharing aspects. Faculty from Government Colleges across the state of Telangana got to know about Academic Leadership and also how to apply academic leadership in the rural context. They learnt about the importance of leadership in career and education. By being good leaders they can lead their HEI to great heights. The HEIs will become better placed and will get duly recognized by being awarded NAAC, NIRF, NBA and other regional and national credentials. I profoundly thank **Prof. B J Rao Vice Chancellor University of Hyderabad** for enlightening the FDP participants while I also thank **Shri P Sardar Singh** Registrar University of Hyderabad, who facilitated our FDP participants' field visit. I thank **Dr. C Umamaheswara Rao**, Member Pay Revision Commission Government of Telangana, (Retd. IAS, Former Secretary to Chief Minister) for his enlightening session on Mentoring and Facilitation Skills for an Academic Leader. I also thank **Dr. Maya Salimath** Director QAC RR Institutions, Bangalore, for her informative and guiding sessions on the need, value, requirement and procedures for HEIs to get NAAC Accreditations and the role of Academic Leadership in Higher Educational Institutions. I extend my thanks to **Prof. H Hemnath Rao**, Rtd. Director, Development Management Institute (DMI), Patna, and Former Dean Administrative Staff College of India (ASCI), **Prof Y Narasimhulu**, Director, HRDC, University of Hyderabad, **Prof. B Raja Shekhar**, Pro Vice Chancellor University of Hyderabad, who took invigorating and inspiring sessions on different facets of Academic Leadership. MGNCRE team and Resource Persons did a fantastic job of icebreaking with the FDP participants who comprised faculty from more than 25 Government Colleges of Telangana. We also signed 11 MoUs for sharing knowledge and professional expertise in the fields of Nai Talim, Rural Community Engagement, Vocational Education and Swachhta aspects for HEIs and implementation. 11 Social Entrepreneurship, Swachhta, and Rural Entrepreneurship Cells (SESREC) were formed during the second FDP.

A Survey Report was compiled for 600 micro enterprises in the districts of Karnataka. As per the scope of the work for preparation of State Level Upgradation Plan (SLUP), primary surveys were conducted across the state, with a sample size of about 20 Micro Food Processing Enterprises per district. Classification was based on type of enterprise, ODOP/Non-ODOP, and Gender Inclusion and Social Group. The survey results were shared with the team. Workshops for extending professional help and sharing expertise on ODOP were conducted. 30 ODOP Institutional Level workshops were conducted with District nodal agencies through Rural Entrepreneurship Development Cells formed as part of MGNCRE's initiative to develop rural entrepreneurship - 30 institutional workshops were conducted.

The rural livelihood and production system has been a significant agenda for rural development in India. An overriding concern is developing sustainable livelihoods for communities by improving agriculture production systems and non-agriculture occupations for rural areas to address environmental impacts, unemployment, migration, and poverty. Our Text Book on Rural Livelihoods and Production Systems provides an effective learning experience and resources essential for rural development professionals. It consists of content, concepts, cases, examples, and simplified exercises to encourage participation and learning of rural development professionals. The major objective of the book is to develop a comprehensive understanding of various dimensions, challenges, approaches, policies, and practices of rural livelihood in India. Supply Chain Management (SCM) has larger scope in rural business management. Rural businesses are still in the primitive

stage of implementing SCM philosophies. Supply chain and value mapping are important. Rural Supply Chain Management - Supply Chain Management (SCM) has larger scope in rural business management. Rural businesses are still in the primitive stage of implementing SCM philosophies. Supply chain and value mapping are important. This book outlines evolution of operations and supply chain, the process of supply chain management, and tools used in implementation of rural supply chain management.

As a Run up to District Green Champion Awards 2021-22 which is part of MGNCRE's Swachhta Action Plan, 210 HEIs of 146 Districts were studied quantitatively for the implementation of SAP 2021-22 Plan in December. The HEIs have updated MGNCRE the progress of SAP implementation quantitatively. The areas are water management, waste management, land use, greenery and energy management.

I look forward to the productive year-end 2021 and humbly reiterate that we are geared up for achieving our targets for the oncoming New Year 2022!

Dr. W G Prasanna Kumar
Chairman MGNCRE

As per the Survey Report compiled for 600 micro enterprises in the districts of Karnataka with a sample size of about 20 Micro Food Processing Enterprises per district, support required from PMFME were as follows – Common Infrastructure, Branding and Marketing Support – 55%; Capital Investment Support – Upgradation of Individual Micro Food Processing Units/Support to FPOs/SHGs/Producer Cooperatives – 34%; Seed Capital Capital to SHGs - 2%; and Multiple Components – 9%.

MGNCRE's PhD Research fellowships, Major and Minor Research Projects are going full pace and we await the research outcomes. The studies are on the outcomes of public policies implemented by the State and Central Governments focusing or having an element addressing the concerns of Rural India; curriculum development; and handling policy formulation as well as implementation dimensions thereby contributing to constructive policy making.

HEIs across the country are participating in MGNCRE's District Green Champion Awards program. MGNCRE, as part of its Swachhta Action Plan 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/Magistrates. Now, the Council is on the way to award the remaining 342 HEIs district wise (of the total of 742 districts).

5 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 Osmania University, Telangana; Chaudhry Ranbir Singh University, Haryana; Guru Nanak Dev University, Amritsar, Punjab; Mahatma Gandhi University, Nalgonda, Telangana; Tamil Nadu Teachers Education University Chennai.

Team MGNCRE gave the practical knowhows to the HEIs from Telangana to identify the villages and adopt the villages under Unnat Bharat Abhiyan and action plan was drawn to conduct community engagement and find out the needs of the villages. The interactions brought out the route map to convergence of government programs in the village development with collaborative approach. Under the people strategy program of UBA, the process of interacting with CSR organizations was initiated. The organizations include Microsoft Corporation and State Street Corporation whose mandate is to bring skill and Information Technology jobs to the youth in villages.

Another year is round the corner. I am grateful to my team members who have shown great resilience in doing work during this year and I am sure that we are going to become psychologically stronger inspite of all the ups and downs and work on our priorities in the upcoming New Year 2022!

Dr. Bharat Pathak
Vice Chairman MGNCRE

Faculty Development Programs on Rural Academic Leadership



The Faculty Development Programs on Rural Academic Leadership aim to groom faculty to make innovative strides and reforms in teaching-learning environments. Mentoring of faculty will go a long way in achieving institutional and organizational goals. Higher education is responsible for creating knowledge for welfare of mankind. But this aspect has been

changed in last two decades when knowledge has been transformed into knowledge economy and higher education in almost all the countries is being driven by this concept. That is why HEIs of today are facing stiff competition among themselves. Higher Educational Institutions are judged by the performance of the students and their employability profile. The global ranking of universities are done on parameters like academic reputation (teaching and research), employer reputation, research carried out by teachers and their citations. Ranking has created an atmosphere wherein only the best academic institutions will survive and rest will perish away.

An academic leader needs to convince the people to share his/her vision, enable others to act, show himself/herself as role model, and encourage and motivate others to accomplish and achieve institutional goals.

Faculty will not only get to know about Academic Leadership but also how to apply academic leadership in the rural context. They will be able to learn about the importance of leadership in career and education. The importance of leadership qualities to achieve phenomenal results all the while taking along the team members will be subtly demonstrated. By being good leaders they can lead their HEI to great heights. The HEIs will become better placed and will get duly recognized by being awarded NAAC, NIRF, NBA and other regional and national credentials.

Two FDPs were conducted on Rural Academic Leadership – a need of the hour area. Faculty were Academic Leadership but also how to apply academic leadership in the rural context. They will be able to learn about the importance of leadership in career and education. By being good leaders they can lead their HEI to great heights. The HEIs will become better placed and will get duly recognized by being awarded NAAC, NIRF, NBA and other regional and national credentials. The key areas dwelt upon in the FDP included –

- Academic Leadership: Why, What, How - Urban and Rural Engagement Perspective;
- Academic Leadership Recognition in Higher Educational Institutions; Nurturing Leadership Values and Recognition Rankings for HEIs;
- NAAC/NIRF/NBA: The Value of Accreditations for HEIs; Team Building, Case Discussions, Role Play Experiences and Academic Leadership;
- Mentoring Skills for Academic Leaders;
- Emotional Intelligence – Role in Academic Leadership;
- Facilitation Skills: A Perspective from an Academic Leader;
- Communication and Presentation Skills for Academic Leadership;
- Entrepreneurship and Collaboration with FPOs, Rural Management Initiatives/ Rural Collectives;
- HEIs in Nation Building – Role of Academic Leadership; Unnat Bharat Abhiyan (UBA)/Swachh Bharat Abhiyan (SAP) - Role in Leadership in HEIs – Future Action Plan.

Field visits to National Institutions are also part of the FDP. Government Colleges in Telangana participated in the FDPs which included 15 colleges with 30 participants and 11 colleges with 22 participants. 11 MoUs were signed for sharing knowledge, expertise and technical partnership in the fields of Nai Talim, Rural Community Engagement, Vocational Education and Swachhta aspects for HEIs and implementation. 11 Social Entrepreneurship, Swachhta, and Rural Entrepreneurship Cells (SESREC) were formed during the second FDP.

Glimpses of the FDPs at FDC MGNCRE



FDP Participants - 20-24 December 2021

HEIs need to strive for an academic culture wherein best of the research and teaching should be carried out by faculties, and best of the curriculum should be developed by the institution so, that it provides a cutting edge to the students enrolled in a programme or course and which will help them to be easily placed in the job market. Constant change in academic policies has created a flux in the higher education institutions and many of them are finding it taxing to survive in the market of higher education. This can be easily overcome by an institution if it is led by a visionary leadership. All the

premier institutions of the world have become premier not because of good infrastructural facilities, great teachers, good students and huge financial resources but because they are being successfully led by visionary academic leaders. An academic leader is normally the head of the institution who decides what would be the fate of the institution ten years on. So, a leader who has the ability to translate the vision into reality by leading from the front is what is required in higher educational institutions.



Faculty Development Programme

On

“Rural Academic Leadership”
for Faculty of Universities, Colleges
and Higher Educational Institutions



Faculty Development Centre

Pandit Madan Mohan Malviya National

Mission On Teachers and Teaching (PMMMNMTT)

Mahatma Gandhi National Council of
Rural Education

Department of Higher Education

Ministry of Education

Government of India





Ice breaking in progress – Ms. Padma Juluri, Resource Person from MGNCRE, interacting with the FDP participants



The participants in a field activity



Mentoring and Facilitation Skills for Academic Leaders Dr. C Umamaheswara Rao, Member Pay Revision Commission Government of Telangana, (Retd. IAS, Former Secretary to Chief Minister) speaks eloquent on the nuances while addressing the Principals of Government Degree Colleges during the FDP on Rural Academic Leadership.



Interaction with Dr. N. Varatharajan, Librarian University of Hyderabad



Dr. T Nagalakshmi, Member Secretary MGNCRE giving Vote of thanks on the first day of the FDP.



Prof. H Hemnath Rao, Rtd. Director, Development Management Institute (DMI), Patna, and Former Dean Administrative Staff College of India (ASCI) speaks on Academic Leadership



Shri B Naveen Kumar, MGNCRE Resource Person, interacting with the Principals of Govt. Degree Colleges from Telangana on implementation of Swachhta Action Plan in Higher Educational Institutions.



Prof. B J Rao Vice Chancellor University of Hyderabad gave pragmatic dimensions for implementing the National Education Policy (NEP). "Be the change you want to see, be the student and then take up teaching. Today with improved and increased interest students are already a step ahead. Old models of teaching or strategies perhaps do not suit. We shall handle or sidewater the obstacles that we face in our path. Take up day by day and the day next and keep tracking the best and rise"

FDP on Rural Academic Leadership – 27-31 December 2021

*Leadership is not defined by the exercise of power but by the capacity to increase the sense of power among those led. The most essential work of the leader is to create more leaders.-Follet, 1942
(Cited by Joyce and Boyle, 2013 p. 1)*



Prof. B Raja Shekhar, Pro Vice Chancellor University of Hyderabad, addressing the FDP participants at School of Management Sciences University of Hyderabad



Interaction with Dr. O. Shivasankar Prasad, Deputy Librarian, IGML, UoH

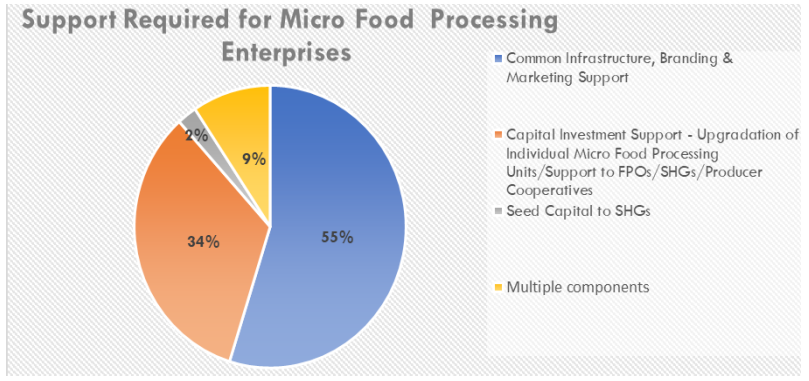


REDMI NOTE 8 PRO AI QUAD CAMERA

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



A Survey Report was compiled for 600 micro enterprises in the districts of Karnataka. As per the scope of the work for preparation of State Level Upgradation Plan (SLUP), primary surveys were conducted across the state, with a sample size of about 20 Micro Food Processing Enterprises per district. Classification was based on type of enterprise, ODOP/Non-ODOP, and Gender Inclusion and Social Group.



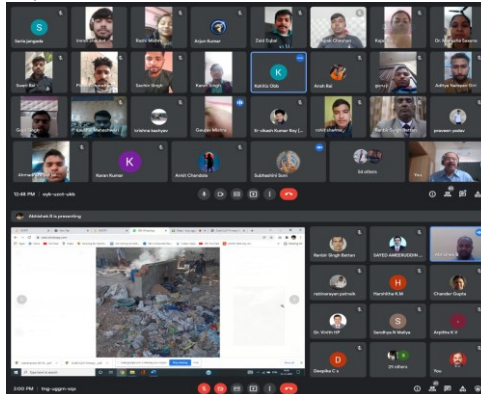
ODOP Logistics in Agricultural Sector and Entrepreneurship Development programs

Workshops for extending professional help and sharing expertise on ODOP were conducted.

1. Bellary, Vijayapura and Haveri Higher Educational institutions meeting for identifying beneficiaries of ODOP and conducting survey
2. Hassan, Chikkamagaluru and Uttara Kannada Higher Educational institutions meeting for identifying beneficiaries of ODOP and conducting survey
3. Kota University, Kota, Rajasthan Cluster level meeting for introducing ODOP

ODOP Institutional Level workshop with District nodal agencies through Rural Entrepreneurship Development Cells formed as part of MGNCRE's initiative to develop rural entrepreneurship - **30 institutional workshops were conducted** in Punjab, Haryana, Odisha, Rajasthan, Himachal Pradesh and Jammu and Kashmir.

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.



Dr. K V Suresh, Principal of JSS Women's College, Mysore exchanging MoU with MGNCRE



6 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. JSS Women's college (Autonomous), Mysore, Karnataka
2. Sreenidhi Institute of Science and Technology (SNIST), Hyderabad, Telangana
3. Jind Institute of Engineering and Technology, Jind, Haryana
4. Ganga Institute of Technology and Management, Jhajjar, Haryana
5. Jagannath Kadwadas Shah Adarsh College, Nijampur, Maharashtra
6. North Bengal University, Kolkata, West Bengal



Dr. Sanmoy Mallik, HOD, North Bengal University, Kolkata, exchanging the MoU with Chairman MGNCRE

Textbooks on Rural Management – Rural Livelihoods and Production Systems and Rural Supply Chain Management were published.

Rural Livelihoods and Production Systems - The book provides an effective learning experience and resources essential for rural development professionals. It consists of content, concepts, cases, examples, and simplified exercises to encourage participation and learning of rural development professionals. The major objective of the book is to develop a comprehensive understanding of various dimensions, challenges, approaches, policies, and practices of rural livelihood in India.

Rural Supply Chain Management - Supply Chain Management (SCM) has larger scope in rural business management. Rural businesses are still in the primitive stage of implementing SCM philosophies. Supply chain and value mapping are important. This book outlines evolution of operations and supply chain, the process of supply chain management, and tools used in implementation of rural supply chain management. This book also covers current opportunities in SCM.

Vocational Education Pedagogy Action Plan 2021-22

Appreciating Vocational Activity and Experiential Learning

5 Cluster Workshops on Vocational Education Pedagogy Action Plan 2021-22 for SCERT+DIETs/ University Dept. of Education + Teacher Training Colleges Task Force were conducted. 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 herding 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; and Activating Task Force for documentation and implementation of Vocational Education.

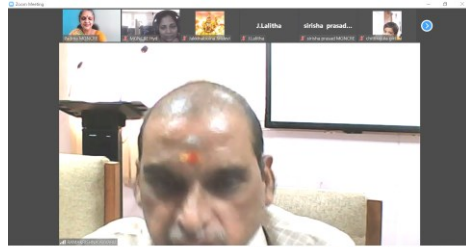


"It is time to give an important place to Vocational Education in our curriculum as Vocational Education not only sensitises students about dignity of labour but also enhances the cognitive intelligence. Cognitive intelligence is developed with hands-on training. You need to apply what you have learnt until then you won't develop cognition intelligence. It is due to the practical nature of vocation that it naturally builds your ability to understand concepts in a better way," said **Prof N Panchanatham, Vice Chancellor Tamil Nadu Teachers Education Univeristy Chennai** during the Online State-Level Workshop on Vocational Education Pedagogy Action Plan 2021-22 organized by MGNCRE for Faculty of TNETU and Principals and Faculty of its affiliated Colleges of Education. Dr V Sharmila, Faculty at TNETU and Coordinator of the Programme, in her concluding remarks said, "The participants have understood the concept of Vocational Education Pedagogy and how it can be implemented using One District One Crop to enhance skills in student teachers. We will ensure on-ground implementation." 162 participants comprising Principals and Faculty members of TNETU and its affiliated Colleges of Education

shared interesting ways of integrating Vocational Education Methodology into the B Ed Curriculum through One District One Product flagship crops and crafts like coconut, moringa, turmeric and onions. "We learnt that vocational education is an important life skill and it helps students to "earn while they learn" and how subjects can be easily integrated to it; the importance of Vocational Education Pedagogy in Rural Enterprise Development," was the feedback shared by participants of the workshop.



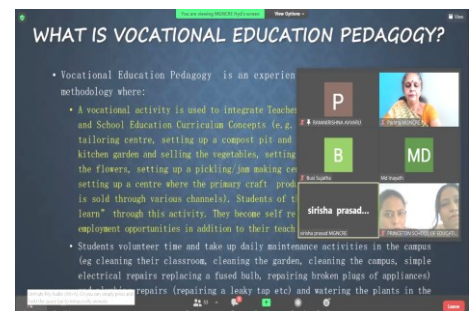
"Our education system leaves a lot to be desired as far as vocational skills are concerned, as we are still focused on knowledge, and it believes that Education happens when learners' minds (which are blank slates) are stuffed with knowledge into them and their rote memory is tested. Instead, we should make them do "adult work" and integrate the curricular aspects to that "work education". Inaugural speech was delivered by **Head Department of Education, Osmania University, Hyderabad, Prof. Ramakrishna.**



Vocational Education is also known as Work Education and was recommended by Gandhiji as an integral part of school education for India post-independence. He wanted every student who leaves school to have skills in growing food, cooking food, spinning cloth and minor/major repairs and simple construction work along with one craft related skill, Swachhta and rural reconstruction. Nai Talim or Basic Education, Experiential Learning, Vocational Education Pedagogy will build values like dignity of labour and character. The valuable insights were shared by the University college of Education Faculty members during the online cluster workshop on Vocational Education Pedagogy Action Plan 2021-2022 organised by MGNCRE for Osmania University and Affiliated Colleges of Education.

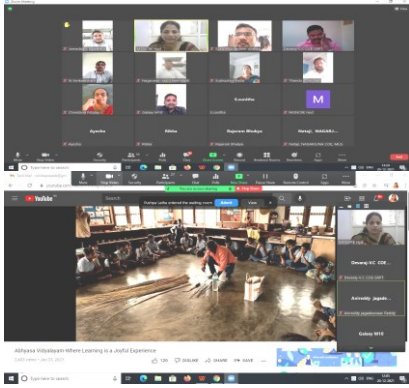
"Vocational education and training, allows students to gain practical experience in their chosen career path before they even graduate," said Prof. Lalitha, Faculty of University College of Education, Osmania University.

55 participants comprising Principals, Heads of Department, members of Faculty of Osmania University and Affiliated Colleges of Education of Telangana shared interesting ways of integrating Vocational Education Pedagogy into the B.Ed. Curriculum through One District One Product flagship Crops, Snacks and Savouries.

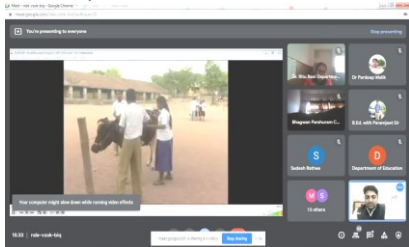


The One-day Online Cluster Workshop on "Vocational Education Pedagogy Action Plan 2021-22" for Faculty of **Mahatma Gandhi University and Affiliated Colleges of Education Telangana State**, was conducted with 26 participants. Participants recalled VENTEL Activities, Appreciated the concept of VEP, appreciated the contents of the workshop which will help them plan and prepare for the VEP vocational activities integrating One District One Product, Linked community engagement activities and experiential learning activities to VEP through 2 case studies, Understood and appreciated the value of integrating VEP activities related to vocational education, self-reliance, Swachhta and health and various community/field engagement activities

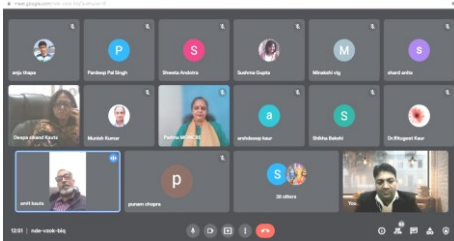
to provide holistic learning and build livelihood skills in students, and Recognised the importance of the roles and responsibilities of the task force.



The workshop at Chaudhary Ranbir Singh University, Jind, Haryana was headed by Dr. Kuldeep Nara, Dean of Education



Guru Nanak Dev University, Amritsar, Punjab VEP workshop was headed by Dr. Amit Kauts, Dean Faculty of Education and concluded by Dr. Deepa Sikand who promised to create Task force for Vocational Education activities.



04/12/2021	Telangana	Osmania University, Telangana
07/12/2021	Haryana	Chaudhry Ranbir Singh University, Haryana.
09/12/2021	Punjab	Guru Nanak Dev University, Amritsar, Punjab.
20/12/2021	Telangana	Mahatma Gandhi University, Nalgonda, Telangana
15/12/2021	Tamil Nadu	Tamil Nadu Teachers Education University Chennai

UBA Activities - RCI MGNCRE interacted with the Principals of 24 colleges from Telangana districts. Team MGNCRE gave the practical knowhows to the HEIs from Telangana to identify the villages and adopt the villages under Unnat Bharat Abhiyan and action plan was drawn to conduct community engagement and find out the needs of the villages. The interactions brought out the route map to convergence of government programs in the village development with collaborative approach.

Under the people strategy program of UBA, the process of interacting with CSR organizations was initiated. The organizations include Microsoft Corporation and State Street Corporation whose mandate is to bring skill and Information Technology jobs to the youth in villages.

IIT Delhi's program at Hyderabad has given a push to the advancement of annual plans of UBA regional coordinators. In tune with collaborative learning, MGNCRE has also conducted quantifiable studies on the colleges in Telangana which will help to find out the gaps for streamlining the colleges into UBA scheme.

Swachhta Action Plan - Run up to District Green Champion Awards 2021-22

210 HEIs of 146 Districts were studied quantitatively for the implementation of SAP 2021-22 Plan in December. 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.

The reports will be studied and evaluated by MGNCRE based on which the HEIs will be chosen as District Green Champions. 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/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.

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/Instrn.	# Winners
51	Galgotia University	3
52	Gamharia Sarekela Jharkhand	3
53	Ganderbal	3
54	GayaBihar	3
55	Goa	3
56	Golaghat	3
57	Golpara	3
58	Govindpur Jharkhand	3
59	Hailakandi	3
60	Hazaribagh	3
61	Howrah WB	3
62	J P Nagar	3
63	Jaipur	3
64	Jaisalmer Rajasthan	3
65	Jalgaon	3
66	Jalna	3
67	Jalpaiguri WB	3
68	Janjgir Chhattisgarh	3
69	Jasidih Deoghar Jharkhand	3
70	Jhalawar	1
71	Jhargram WB	3
72	Jhunjunu	3
73	Jodhpur	3
74	Kakraban Tripura	3
75	Kamalpur Tripura	3

476 Winners were announced from 166 District Institutes of Education and Training (DIET) as part of Azadi Ka Amrit Mahotsav Competitions who were awarded cash prizes. Students of District Institutes of Education and Training (DIETs) who have Vocational Education Nai Talim and Experiential Learning (VENTEL) Cells have participated in the Azadi Ka Amrit Mahotsav Competitions from 15th August to 5th September. MGNCRE, in association with PSSCIVE NCERT Bhopal Called for Azadi Ka Amrit Mahotsav Competitions commemorating 75 years of India's Independence. Contests called as part of Azadi Ka Amrit Mahotsav highlighted the importance and need of vocation and honouring people engaged in the vocation in the neighbourhood.



महात्मा गांधी राष्ट्रीय ग्रामीण शिक्षा परिषद
Mahatma Gandhi National Council of Rural Education
(formerly National Council of Rural Institutes)
Department of Higher Education, Ministry of Education, Government of India



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