



**MGNCRE Wishes India**  
**Happy 76<sup>th</sup>**  
**Independence Day**

# The Rural Connect

**Volume 02 Issue 3**  
**September 2022**



**New Education Policy, Learning Outcome Based Curriculum Framework, Climate Change, Greener Sources of Energy – in Focus**  
**India Celebrates 76<sup>th</sup> Independence Day With Great Fervour and Zeal!**  
**Har Ghar Tiranga – Pride and Respect for the Tricolour Flies High!**



*“The world has started searching for solutions on India’s soil. This change in the thinking of the world is the result of our journey of 75 years” stated Prime Minister Shri Narendra Modi,* as he addressed the nation on India’s 76<sup>th</sup> Independence Day.

Aspiration, Re-awakening and the world’s Expectations are the **Tri-Shakti** that India needs to fulfil, he said. Among the

myriad challenges that he addressed, he spoke vehemently about the New National Education Policy NEP 2020. *“I look with hope the way the new National Education Policy has been formulated with a lot of brainstorming, with the exchange of ideas from various people and is at the root of the country’s education policy. The skill that we have emphasized is such a power, which will give us the strength to be free from slavery”*, he said. The prime minister talked about the importance of handling climate change, adding that India was committed to meet its target of reducing its carbon footprints and investing more in greener sources of energy, specifically solar energy. He urged the countrymen to start the ‘Amrit Kaal’ by nurturing new possibilities, realizing new resolutions and moving ahead with confidence.

*“National Curriculum Framework in line with the NEP 2020 will play a major role in achieving the goal of Viksit Bharat”*

Emphasized **Shri Dharmendra Pradhan**, Union Minister of Education and Minister of Skill Development and Entrepreneurship, as he greeted the nation on its 76<sup>th</sup> Independence Day. *“May our Tricolour always fly high. Let us all seize every opportunity and contribute in all possible ways to achieve the goal of a Viksit Bharat in the Amrit Kaal”* he said. Shri Pradhan urged citizens to participate in the Citizen Survey for National Curriculum Framework for developing a new curriculum (<https://ncfsurvey.ncert.gov.in>). *“A vibrant, dynamic, inclusive and futuristic National Curriculum Framework is essential for integrating cultural-rootedness along with global outlook, freeing education from colonial hangover and instilling a deeper sense of pride in our next generations.*

Earlier, Shri Pradhan had met academicians and leaders of the Australian education and skilling ecosystem and Indian diaspora in Australia. He called for exploring the connect, collaboration and cooperation aspects in education and skill development. *“Reforms, innovation and entrepreneurship are coming together in India to create unprecedented opportunities”*, he opined. Shri Pradhan said that the Introduction of NEP has paved the way for the internationalization of Indian education. In the G20 4th Education Working Group Meeting and Education Ministers’ Meeting in Bali, Indonesia, Shri Pradhan emphasized on collaborations in skilling that will encourage toursimpreunership, help build capacities in emerging areas of travel, tourism, hospitality and business and boost people-to-people linkages.



**MGNCRE and Experiential Learning are now Synchronous -Skilling and Vocational Education- the Way Forward** – said Dr. W G Prasanna Kumar Chairman MGNCRE, as he hoisted the National Flag on Independence Day at Faculty Development Centre MGNCRE premises. He gave an overview of



the voluminous activities of MGNCRE and charted the way forward. The National Workshops on Vocational Education, Experiential Learning and Skilling and Rural Management and Engagement speak volumes of the commitment that MGNCRE has towards the national endeavour to bring curricular reforms, thereby skilling students and making them employable ready.

**Competence, Confidence, Power!**

**MGNCRE Completes 11 National Workshops on Rural Management and Rural Engagement; and Vocational Education, Experiential Learning and Skilling**



*Chairman MGNCRE interacting with students at NERIE NCERT Shillong*

*Dr. D N Dash, Asst. Director MGNCRE interacting with faculty*

**Skill is developed with repeated experience! The Future is in the Classroom!** The competency of delivering skill-based education is the outcome, not how much knowledge we have at the end of a course.

## Editor's Note

I wish my countrymen a very Happy Independence Day! The nation has been celebrating 'Azadi ka Amrit Mahotsav' since March 2021 and this will continue till 15<sup>th</sup> August 2023. MGNCRE has contributed to Amrit Mahotsav by organizing and conducting several workshops and programs on vocational education across the country. Competitions were held and winners announced. The resolve to build 'Atmanirbhar Bharat' is echoed by MGNCRE as the Council has been on a path-breaking spree of conducting programs for faculty and students emphasizing on skilling, experiential learning, vocational education, rural management, community engagement, mentoring, facilitation, counselling, and institutional social responsibility. It gives immense pride to be the pioneers of Experiential Learning Education in the country. The NEP 2020 makes mention of Experiential Learning which speaks volumes of the impact MGNCRE has made on the Education scenario.

We have completed 11 National Workshops and 11 Faculty Development Programs (FDP). Further programs are on the anvil. Faculty have shown great enthusiasm as they participated in the curricular reforms agenda and greatly contributed to the endeavour. Vocational Education/Skill component is required for every course. We need to bring out students who at the end of their education are employable. We need to focus on what our education is making of the last performer in the class, not the toppers. NEP 2020 has the Vocational Education component at all levels. Let us strive to make 25% of the lesson delivery with a skilling or Vocational component depending on faculty ingenuity. Skill is developed with repeated experience. Repeated experience imparts skills. So experiential learning (only one instance of learning) is not experiential learning. Any

My greetings to the nation on the occasion of India's 76<sup>th</sup> Independence Day! I salute the great resilient spirit of India. A series of National Workshops on Rural Management and Rural Engagement and Vocational Education, Experiential Learning and Skilling across the country with distinguished academicians as participants have reiterated the cause of MGNCRE towards skill development in education. Our efforts have been in alignment with the NEP 2020. The curriculum development initiative by MGNCRE in the workshops has brought out encouraging outcomes. Multiple Exit and Multiple Entry allows students to switch after every year to a different college. Unless we give good quality courses, we cannot retain students. Also, after one year, students are free to leave the course to take up a job. Integrating Community Engagement program with multi-disciplinary engagement approach will equip the students to tap the emerging and growing opportunities in the public and private domains of the rural sector. Studying Community Engagement with social responsibility and rural

*Since Agriculture is the largest vocation in India, we need to have many skilling programs in this sector. Technology tools may be integrated e.g., Drone Technology, how to manage animals that damage crops, and using technology tools that will frighten the animals Skill Development Courses in the areas of Agriculture, Horticulture, Floriculture along with modern professions need to be developed and integrated into our courses.*

**Dr. Dinesh Prasad Saklani, Director, NCERT**



*We need to rethink to produce a competent and skilled workforce. We need to bring back respect to the local workforce. There is a lot to be done for Vocational Education, Skilling and Experiential Learning. We need to focus on psychomotor and affective domains.*

**Dr. P C Agarwal, Principal, RIE, Bhubaneswar**



new behaviour learnt as a result of learning is also a Skill. So, we need to give more value to physical work. A degree has value only if it includes skill component.

We need to reconstruct the curriculum in the context of skills. Knowledge is in the field and the field knowledge is in the text book. We need to agree on that. Prior knowledge is also being recognized now and construction of knowledge is to be done through Vocational Education from 6th grade. Unique and Universal Curriculum is a Strategic Management perspective of the curriculum. Skilling is being able to use tools with precautions in steps. We made the mistake of moving away from agriculture. Even language ability is not being built. We need language skills to express our thoughts, so mother tongue is needed for every communication related to work.

Agriculture has the maximum employment and that will be the same for the next 5 years. We must incorporate 80% of Skills in Agro based work then we will cater to 80% of the students in 80% employment area. Calligraphy skill is useful in educational institutions; it is not needed in villages. When designing a curriculum we need to keep the student's interest in mind, not the teacher's. Skill based vocational curriculum meets the current skill needs of the students. A lot of effort is needed from the teacher in the coming years.

The Faculty Development Programs have 2-day fieldwork/field visit component which makes them more experiential. Mentoring and Facilitation skills for Rural Higher Education Institutions form the core of the agenda. The FDPs aim to invite Faculty from Higher Education Institutions in India who are keen to bring about innovative changes in their institutions through their leadership skills promoting Institutional Social Responsibility and Community Engagement.

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

management techniques will provide students fulfilling, well-paying jobs and holds the promise to a liveable future. Students who choose this line of study at Certificate, Diploma and Degree levels are not just opting for a career, but a healthy living style for themselves and society. Community Engagement initiatives will empower today's youth to serve society and make huge progressive impact on the rural scenario of the country. The 2-day National Workshop involving RCI UBA Coordinators was apt for the hour as faculty deliberated on the Community Engagement Opportunities in Multiple Entry Multiple Exit Module of NEP 2020

**Dr. Bharat Pathak  
Vice Chairman MGNCRE**

*Education that is learnt by experience is vocational education. For example, experience of using home remedies shared by grandmothers for Covid treatment were useful during the pandemic. The vaccine that saved lives is also experiential learning. We have a huge responsibility of reforming the education system.*

**Dr. Deepak Paliwal, Joint Director, PSS Central Institute of Vocational Education (PSSCIVE)**



*Dummy projects in college do not teach students to handle the challenges of life. I appreciate NEP 2020 for the flexibility provided in the curriculum and the credit transfers which enable the students to take on courses, go to work in an institution and take the credits for the same. This is a very dynamic set up for our students to flourish.*

**Prof. Y Sreekanth, Principal, RIE, Mysuru**





*Education should help develop a person to become a good person, physically, mentally, socially and spiritually. Higher education must enable personal growth, constructive public engagement and productive contribution to the society. So we have to reorient community engagement through higher*

*education Institutions as emphasized by NEP 2020 towards the attainment of such a holistic and multi-disciplinary education.*  
**Dr. Virendra K Vijay, National Coordinator, Unnat Bharat Abhiyan**

*We need to adopt and implement NEP 2020, connect skills with job, gain practical knowledge, make our students industry-ready. Most of our orientation is towards completion of syllabus, completion of exams. The new skill development idea is of great relevance in the present times. This workshop is directly relevant to the*

*need of the hour.* **Prof. S B Prasad, Officiating VC, Dean of School of Life Sciences, North-Eastern Hill University, Shillong**



## National Workshops

### **Rural Management and Rural Engagement – Strategies for Expansion, Standardization and Improvement in Social Work and Rural Management Education at Various Levels**

National Workshops on Rural Management and Rural Engagement were Workshops were earlier held in July at Mahatma Gandhi Antarrashtriya Hindi Vishwavidyalaya Wardha, UGC HRDC Jawaharlal Nehru University (JNU) New Delhi, Amrita Vishwa Vidyapeetham Coimbatore, and Osmania University Hyderabad. The National Workshop at UGC HRDC Gauhati University Guwahati Assam was held on 1st and 2nd August. Establishing the linkages of Teaching, Research and Faculty Development, the National Workshops focused on integration/inclusion of Rural Management and Rural Engagement into the Curriculum of Higher Education Institutions for the faculty of Social Work and Management of Higher Education Institutions covering BBA Rural Management/BSW Community Development curriculum in the context of Multiple Entry and Multiple Exit model proposed by NEP 2020 covering 1 Year Certificate Program, 2 Year Diploma Program and 3 Year Degree Program.

Dr. W G Prasanna Kumar Chairman MGNCRE introduced the objectives of the National Workshop and spoke about NEP and Multiple Entry and



Multiple Exit Model. He highlighted that the courses of rural work and rural management are producing learned students who lack skills to work in the

rural field. He stated that in India most of the jobs are there in the rural sector and that is why it is important that education sector should produce students with required skills and knowledge who can exit at multiple levels and are rural industry ready. About 70% of India's population lives in rural areas. Imparting aspects of social work and rural management will create a dynamic pool of students who can make an everlasting impact on the quality of rural life. The strong curriculum with social work and rural management aspects will increase productivity of rural labour force and develop leadership portfolios. Chairman MGNCRE, elaborated on the need for this workshop at this juncture. He spoke on the importance of the syllabus, text books, teaching methods for the rigorous activities for both teaching and student community. "The purpose of the workshop is to design a curriculum, which will build competence to handle the human relations issues at local level from village to cluster of villages to the district levels," he reiterated.



Dr Venkat Pulla concluded the event by drawing conclusions from all the presentations. He added that the curriculum changes in these courses should make the students industry ready. Chairman MGNCRE thanked the organizers and the participants for making the workshop a true experiential learning exercise. Participation Certificates were given to the faculty at the end of the 2-day National Workshop.



### **UGC HRDC Gauhati University 01-02 August**

Prof. Pratap Jyoti Handique, Vice Chancellor, Gauhati University, graced the National Workshop on Rural Management and Rural Engagement as Chief Guest. He shared his experience of being a son of a farmer having involved in different activities of farming. He spoke on how one can learn from his experiences and lead the students in a right path. He also insisted the participants to be the role model for their students in their own area and the University where they are working.



Keynote Speaker, Prof. Venkat Pulla, Indian born Australian Human Services Management Consultant and Motivational Speaker

threw light on how education at different levels is leading towards employment or entrepreneurship. He gave valuable insights into curricular slicing, curricular dicing and its various aspects. He suggested the Board of Studies (BoS) Members and faculty to work on what is there instead of looking for what is not there. The Employment Market Intelligence (EMI) and Labour Employment Training (LET) will help the BOS members to update the curriculum. In case of multiple exit and entry options the BOS members should identify the priorities of the students and make them understand the values of education. He asked the members to focus on intellectual skills, understand the situation, motivate the faculty and the students, and make them understand the values in the life and inspire them. He said the exit from the program should also be as celebratory as the entry.

## National Workshops

### Vocational Education, Experiential Learning and Skilling – Focus on Creation of Regional Task Forces for Implementing Curricular Reforms in Teacher Education

The NEP 2020 has greatly emphasized on the importance of Experiential Learning, Skilling and Vocational Education at all stages of School and Higher Education. Teacher Education Institutes will need to strengthen their curriculum to include Experiential Learning, Skilling and Vocational Education methodologies. This will enable skilling of teacher trainees who are being groomed to work in schools that would be implementing the NEP 2020 reforms. Education needs to be strengthened at the school level through robust teaching – learning activities that allow school students to be involved and construct their own knowledge through Experiential Learning, Skilling & Vocational Education involving Community Engagement, that will help in school students learning through the hands (psychomotor domain) thereby impacting the heart (affective domain) and making new meaning of the content (subject knowledge) in their heads (cognitive domain). For this we need well trained graduates from our teacher education institutes.

Developing the curriculum with a multi-disciplinary approach will equip the student to tap the emerging and growing opportunities in the public and private domains of the country. MGNCRE opines that it is time for academic professionals across the country to synergise and come together for a dynamic curriculum for the benefit of students. A large, trained cadre of focused workforce is needed to bring about this change. There is an urgent need to rise above the odds and create an effective management of resources for an inclusive growth.

The 2-day National Workshops on Vocational Education, Experiential Learning and Skilling intend to work on recasting D Ed, B Ed and M Ed Curriculum in Teacher Education in the context of Multiple Entry and Multiple Exit model proposed by National Education Policy 2020 covering 1 Year Certificate Program, 2 Year Diploma Program, 3 Year Degree Program, 4 Year Honors Program and 1 Year MBA Program. Faculty Development and Minor/Major Research Projects in Vocational Education and Skilling were discussed.

The workshops brought together institutions, academicians, professionals and other key stakeholders to deliberate on strategies for expansion, standardization and improvement in D Ed, B Ed and M Ed Curriculum in the context of Multiple Entry and Multiple Exit model. The participants were oriented to discuss, formulate and adopt curricular reforms in Teacher Education through Experiential Learning, Skilling and Vocational Education through Community Engagement. The objective is to empower students, make them competitive, create a Regional Task Force that will help, guide and support in the region to implement curricular reforms in Teacher Education, and to build a body of practicing knowledge for addressing the challenges in the field of Teacher Education.

S No	Location	Venue	Dates
1	New Delhi	National Council of Educational Research and Training (NCERT)	05 and 06 Aug
2	Mysuru	Regional Institute of Education NCERT	10 and 11 Aug
3	Bhubaneswar	Regional Institute of Education NCERT	17 and 18 Aug
4	Bhopal	Regional Institute of Education NCERT	24 and 25 Aug
5	Shillong	UGC HRDC North-Eastern Hill University	29 and 30 Aug

#### Faculty Development Program at Adikavi Nannayya University Rajamahendravaram, Andhra Pradesh 22-27 August

#### Management Development Program for Academic Leadership

Dr. Prof. S Teki, Principal I/c spoke on how the community can be engaged in productive activity, form SHGs and operate with Micro Financing. The whole team of participants visited two villages - Srikrishna Patnam and Thungapadu.



#### UGC HRDC North-Eastern Hill University Shillong 29-30 August

The National Workshop at North-Eastern Hill University (NEHU) was graced by Chief Guest Prof. S B Prasad, Officiating Vice Chancellor and Dean of School of Life Sciences. "Most of our orientation is towards completion of syllabus, completion of exams. The new skill development idea is of great relevance in the present times" said Prof S B Prasad in his inaugural address. He also spoke about adoption and implementation of NEP 2020, connecting skills with jobs, practical applications of knowledge in society, direct relevance of this 2-day workshop with skills training, hands-on experience, how to develop skills, new course being introduced on sericulture, pisciculture. He urged the participants to take these courses to the villages.

Dr D N Dash, Assistant Director, MGNCRE delivered the welcome address and shared the participants' backgrounds – representing SCERT, DIETs, and Education Departments of the North Eastern States. Work not Word, Practice instead of Lecture, Hand coordinating with the Head and Heart...moving from Experimental to



Experiential is what NEP states – using the Head, Heart and Hand. NEP 2020 is underlying one principle across and that is engaged learning with skilling as the base – engaged with community and work to learn the skills.

"From Unconscious Incompetence to Unconscious Competence...the competency of delivering skill-based education is the outcome, not how much knowledge we have at the end of a course", said Chairman MGNCRE while introducing the Multiple Entry and Exit Model of Courses in Higher Education including Teacher Education.

Word of Thanks was proposed by Dr. Kuheli Biswas Das, Asst Professor, UGC-HRDC, NEHU. She thanked Prof. Prasad for his contextualized and though provoking ideas of skilling areas

and new courses to meet the needs of the society and thanked all the participants for their response and support. She thanked the NEHU team for the logistical and hospitality support for the workshop.



Chairman MGNCRE shared the importance of preparing teachers to help skilling of students from Grade VI when



they start their teaching career. He emphasized that only 25% of the teaching- learning time should be for knowledge components of the curriculum, the rest should be skill



based. Only this methodology will train students to inculcate lifelong learning skills and "learn to learn" skills as we are preparing students in the school for jobs that are non-existent right now. The Chief Guest of Valedictory Ceremony Prof. Hitendra Kumar Mishra, Director UGC-HRDC, NEHU, congratulated the participants for their fruitful deliberations and presentations.



**Regional Institute of Education  
NCERT Bhopal 24-25 August**

"Our educators need to build respect for elders in our students and that respect can enhance the scope of rural education and rural technology in generating employment. The new aspect of vocational education in NEP 2020 is that 50% of the learners will be exposed to vocation education by 2025. This is a challenging task. There are so many like-minded organisations working on this. MGNCRE is going to all the RIEs and sharing its views on integrating Vocational Education /Skill and discussing with faculty of education about how to integrate Vocational Education, Skill and Nai Talim for the benefit of the students", emphasized Chief Guest **Dr. Deepak Paliwal, Joint Director, PSS Central Institute of Vocational Education (PSSCIVE).**



Special Guest **Prof. Jaydeep Mandal, Principal, RIE Bhopal**, while appreciating MGNCRE's efforts, said "NEP has given us input on Vocational Education and at what stages of school education as well as Higher Education offerings ore to be integrated. This is a huge challenge. It is not impossible. If we all academicians work together it is possible. We can come out with the action plan on how to integrate Vocational Education to School Education. It is very important and challenging as well. With consistent efforts, we will emerge successfully." Prof. Praveen Kumar Kulshrestha, Head, Department of Extension Education, RIE, Bhopal; and Dr L C Chauhan, Assistant Professor, RIE, Bhopal were the other keynote speakers along with Dr. Rajiv Kumar Pathak, Prof and Head, Department of Agriculture and Animal Husbandry, PSSCIVE, Dr Abhijit Nayak, Prof and Head, Department of Health and Paramedical Science, PSSCIVE, Dr. P Veeraiah, Professor and Head, Department of Business and Commerce, PSSCIVE, Dr Jayshree Mahapatra, Assistant Professor, PSSCIVE, Dr Saurav Prakash, Prof and Head, Department of Engineering and Technology, PSSCIVE, Dr. L K Tiwary, Professor, RIE, Bhopal, and Dr. Ramesh Babu, Professor, RIE, Bhopal.



The participants were formed into four teams based on methodologies [Science, Mathematics, Language and Social Studies] and asked to brainstorm on Skill Development activities for the Teacher Education Curricula from what they had listed in their individual proformas. All participants were awarded Certificates of Participation. MGNCRE would be keen for faculty to come up with Minor and Major Research Projects in Skilling, some of which could be supported by MGNCRE. Dr. Anil Kumar Dubey, MGNCRE Resource Person, coordinated the proceedings and collated the findings.

"We have to make our education a vestibule train i.e., get on to the education train in LKG and get off at PhD and in-between students can get off at the various exits on the train. But one who gets off will not identify with the reality on the platform. That is the gap that needs to be fixed" asserted Chairman MGNCRE.

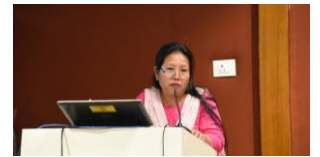


**Regional Institute of Education  
NCERT Bhubaneswar 17-18 August**

"Skill gives you confidence. A skilled person is respected. We also believe in them. They have developed the skill of doing things. We respect a skilled teacher, which comes from the heart. That is the beauty of skill" said Dr W G Prasanna Kumar, Chairman MGNCRE while introducing the Multiple Entry and Exit Model of Courses in Higher Education including Teacher Education. Dr. D N Dash, Asst. Director MGNCRE introduced the **Chief Guest, Prof. S K Dash, Principal (I/c), Regional Institute of Education (NCERT), Bhubaneswar.** "I am delighted and emotional in this gathering; most of us are from villages which have a vocational atmosphere, where villagers are engaged in farming, pottery, carpentry etc. Villages have good relationships through barter system. The people there are proud of their work. We were born and brought up in that culture, which is missing now. We claim we are educated; the villagers don't have any formal education, but they have pride, satisfaction and a fellow feeling. With education we are losing all these values, what is the meaning of such education?" asked Prof. S K Dash referring to the values inculcated in the community by vocations being pursued in the villages in his inaugural address.



Word of Thanks was proposed by **Dr. Elizabeth Gangmei, Professor, Dept. of Education RIEB.** She thanked Prof S K Dash for his contextualized and though provoking ideas of how we need to be deeply rooted to our culture and for all his experiences. She also thanked Chairman MGNCRE for a vibrant, practical and a very inspiring speech which reminded her of her community- of how they are doing well despite no or low education; and for giving the participants the rationale of the two-day National Workshop. MGNCRE Resource Person Smt. Padma Juluri shared the Competence Ladder Stages for Skill and Competence Development with the participants and asked the teams to continue working on their group output.



Expert Input: Every language class can incorporate summary writing of what was learned in the class and start with speaking activity of what was learnt in the previous class. Lectures to be reduced and experiential learning activities like extempore, Just-a-minute are to be incorporated to improve Language skills.



"NEP has clearly defined Vocational Education. Government is emphasizing on Vocal for local, we would like to carry it forward as Glocal i.e., local in global market. Experiential Learning is a retentive domain. Rote learning gives very little comprehension. Experiential Learning gives comprehension, for that Vocational Education integration and rethinking is very important. Teachers should be empowered and so Teacher Educators also need to be empowered" stated Dr. P C Agarwal, Principal, RIE, Bhubaneswar.





**Regional Institute of Education  
NCERT Mysuru 10-11 August**

*"MGNCRE is going around discussing which Vocational component can be integrated to which chapter in each course and this is the need of the hour as Macaulay's education had made knowledge the important component. Every teacher should become a Vocational Education teacher"* stated Dr. W G Prasanna Kumar, Chairman MGNCRE as he set the workshop in motion. Ms. Haritha Sundar, Project Officer MGNCRE, did the formal introduction while Dr D N Dash, Asst. Director MGNCRE, oversaw the proceedings. He said that it was a great opportunity for MGNCRE to host the program at RIE Mysuru and shared the background of MGNCRE and its objectives. **Chief Guest, Prof Yagnamurthy Sreekanth, Principal, RIE Mysuru**, in his inaugural said *"In schools, students spend very little time in learning through the heart. In RIE, we try to do this through long internship. Separation like conventional vs vocational, curricular vs co-curricular activities is also causing some inconvenience. Even an agriculture graduate wants to do a desk job instead of going back to farming. There are two ways to look at skills- one that you do with hands and skills you gain out of your experience (life skills) – both play a critical role in our lives. Without these, it will be difficult to encounter the world as many jobs are disappearing."*

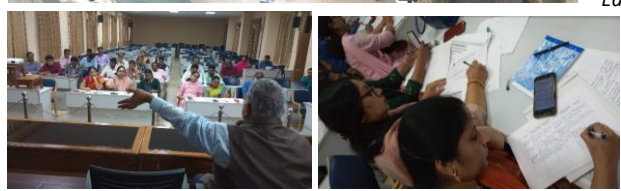


**Dr. G Vishwanathappa, Head, Department of Extension Education, RIE Mysuru** said *"Vocational Education Teacher preparation programs are there and work skills need to be integrated. RIEM has partnered with*

*University as well as Polytechnics. Experiential Learning is very important – Kolb's model speaks of that and is related to the competence ladder of skilling. These two days we will deliberate on how we can integrate skills to the courses of education."* Word of Thanks was proposed by **Prof. V. Chandranna, Professor, Dept. of Education RIEM**. He said, *"We feel happy to have this collaborative workshop because this very idea of working for education in the aspect of skill development is also our concern. This is a core part of our curriculum of all courses that we offer. A teacher should not only have knowledge of pedagogy but also the skill of pedagogy. There is a big a gap of manual skills in our education."* Smt. Padma Juluri, Resource Person MGNCRE, Project Officer, facilitated the formation of groups and collated the individual and group works.



*Informal discussion with students on Skilling in Teacher Education*



Skill of Observation, Experimentation, Soil testing, Effect of changes in time and seasons, List of seasons, effects, Protection and Preservation, Identification of problems, Safekeeping of personal effects, Disaster Management, Decision Making, Problem Solving, Leadership, Team Management, Communication were some of the Skills recommended by the faculty to be developed in the students to meet the needs of the community. Participants shared their reflections about the 2-day National Workshop and said that "skilling" was now ingrained in them. All participants were presented with a certificate of participation.



एन सी ई आर टी  
NCERT

**National Council of Educational Research  
and Training NCERT New Delhi 05-06 August**

**Dr. Dinesh Prasad Saklani, Director NCERT, Chief Guest** of the National Workshop reminded the participants, who were Principals of SIE/DIETs and Heads/ Deans of Teacher Education Departments from Universities in Jammu & Kashmir, Himachal Pradesh, Haryana, Uttarakhand, Uttar Pradesh and Delhi, that Vocational Education is a key component of NEP 2020 and 75% of it constitutes the Wardha Scheme of Basic Education as propounded by Gandhiji in 1937. Dr. Saklani said that India will be the youngest nation by 2050 and we need to ensure that the youth are skilled and this skilling opportunity must be made use of to the fullest.



*"We drifted from the path and now need to get back onto it using NEP 2020"*, opined Dr W G Prasanna Kumar, Chairman MGNCRE as he set the context for Curricular Reforms in Teacher Education by integrating Experiential Learning, Vocational Education and Skilling. *"MGNCRE supports Research - Latest field experience from the classroom. Minor Research Projects and Major Research Projects are useful for the curriculum improvement, any such research project that has been approved by BoS in the areas of Experiential Learning, Vocational Education, Community Engagement or Skill Development in DIETs/B Ed Colleges or for school students will be supported by MGNCRE"* stated Chairman MGNCRE. Earlier, the Chief Guest was presented with a potted plant as a token of appreciation. The welcome address was delivered by Dr D N Dash, Assistant Director, MGNCRE and the vote of thanks was delivered by Dr Anil Kumar Dubey, Regional Vocational Education Cell Coordinator, MGNCRE. The event was coordinated by Smt Padma Juluri, Resource Person MGNCRE.



Identification of: Different diseases, Different herbs for treatment, Persons(healers), Interview Skills, Questionnaire Creation, Administering a questionnaire, Documentation, Yoga and Meditation, Drill and Exercise, Naturopathy, Sports, Child care, Equipment Sourcing, Location Sourcing, Resource Management, Identification of places of educational importance, Skills of using various online learning tools like YouTube, Blogger, Designing Online Content, Self-Management Skills Leadership, Administrative, Soft Skills, Guidance, and Academic Audit

Were some of the skills recommended by the participants.



All participants were presented with a certificate of participation by Chairman MGNCRE and Dr. Sharad Sinha, Head, Dept of Teacher Education, NCERT



## Community Engagement Opportunities in Multiple Entry Multiple Exit Module of NEP 2020 FDC MGNCRE 19-20 August

The 2-day National Workshop had Unnat Bharat Abhiyan (UBA) Coordinators from Regional Coordinating Institutes (RCI) as participants. They deliberated on strategies for expansion, standardization and improvement of Community Engagement at various levels. The National Workshop worked on the salient features and integration of Community Engagement curriculum in the context of Multiple Entry and Multiple Exit model proposed by NEP 2020 covering Year Certificate Program, 2 Year Diploma Program, 3 Year Degree Program, 4 Year Honors Program and 1 Year MBA Program. The faculty were introduced to knowledge and practical sessions on Entrepreneurial and Employment Opportunities for Community Engagement Students - Certificate, Diploma and Degree Levels, Recasting Community Engagement Opportunities in the context of Multiple Entry and Multiple Exit model, Faculty Development and Minor/Major Research Projects in Community Engagement, and Community Engagement opportunities - Multiple Entry and Multiple Exit model



MGNCRE team met **Dr. M. Manzoor Hussain, Registrar, JNTU Hyderabad** about the upcoming 6-day FDP on 'Mentoring Social Responsibility and Facilitation for Community Engagement' for faculty of affiliated colleges and UBA PIs of JNTUH.

### Faculty Development Programs

#### 'Mentoring Social Responsibility and Facilitation for Community Engagement'



MGNCRE has embarked on a trail of 6-day Faculty Development Programs on Mentoring Social Responsibility and Facilitation for Community Engagement'. The FDPs have faculty as participants

from Higher Education Institutions in India who are keen to bring about innovative changes in their institution through their leadership skills promoting Institutional Social Responsibility and Community Engagement. Innovation is an important trait of growing organisations. Growing organisations need organized grooming support. That is where Mentoring helps. Mentoring is a professional activity, a trusted relationship, a meaningful commitment. Facilitation Skills are "process" skills which can be used to guide and direct key parts of organizing work with groups of people such as meetings, planning sessions, and training of members and team leaders. Mentoring builds the competencies of grooming. Grooming is not a conceptual textbook work but is technical and practice oriented. Facilitation helps in decision making and enhancing skills and competencies. A continuous institutionalized 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. This requires huge institutional Mentoring and Facilitation Skills. MGNCRE is conducting these FDPs in collaboration with UGC HRDC Universities as well as other institutions through its expert Resource Persons. The FDPs comprised of field (village) visit along with the in-house experiential learning sessions involving faculty in role play, group discussions, case discussions, experience sharing, problem solving along with PPT presentations.

#### Glimpses of the Faculty Development Programs

##### UGC HRDC Rani Durgawati Vishwa Vidyalaya (RDVV) Jabalpur, M.P. 01-06 August

The FDP was graced by Prof. Rajeshwari Rana, Director, RDVV, and Dr. Kamlesh Mishra, former Director, RDVVV as Guests of Honour. Dr. Rajeshwari Rana briefed about the objectives of the program and responsibility of every individual in sustainable development and highlighted student centric teaching and learning pedagogy. Vice Chancellor RDVV, Dr. Kapildeo Mishra was the Chief Guest in the Valedictory session. He appreciated MGNCRE's unique FDP. Certificates were given at the end of the FDP. Village visit coordinated by Mrs. Supriya Bentiya, Project coordinator, MGNCRE was done to village Kisrod, Tehsil Jabalpur. All faculties were classified into 5 groups - Education, Agriculture, SHGs and Entrepreneurship, Awareness (Rural Development Programs). The groups shared their learnings after the village visit.



**Chief Guest, Prof. Virendra Kumar Vijay, National Coordinator, Unnat Bharat Abhiyan**, addressed the Regional Coordinators from Regional Coordinating Institutes on Community Engagement Opportunities. He urged the participants to foster social responsibility and take



forward the responsibilities of UBA.



Chairman MGNCRE spoke on the employment opportunities for students, capacity building of trainers, avenues for learning from practitioners, integration with social responsibility and rural management. Meaningful and education should be man making, life giving and corrective building, he emphasized.

The participants were taken for a field visit to The ICAR-National Academy of Agricultural Research Management (NAARM). The Academy organises various capacity building programs for researchers, academicians, extension personnel, scholars, and other stakeholders and strives to enhance individual and institutional capacity for innovation.



Dr Srinivasa Rao, Director NAARM discussed opportunities working with NAARM and possible collaborative projects with Higher Educational Institutions. Dr. S Senthil Vinayagam addressed the participants on Entrepreneurship Development and Agri-Business Management startups associated with various keyholders including students and faculties from various Higher educational Institutions. Dr Laxman interacted with the Participants on Green campus initiatives and showed different varieties of species available with them inside the campus. Dr. Aneeraj discussed various opportunities in community engagement involving HEIs.



**UGC HRDC Devi Ahilya Vishwavidyalaya (DAVV), Indore M.P.  
01-06 August**



Prof. Ashok Sharma, Rector, DAVV and Dr. Namrata Sharma, Director, DAVV formally inaugurated the FDP. Dr. O P Dwivedi, Life Coach, Master Trainer, DoPT, GoI, took sessions on Mentoring, Learning and Development. The faculty visited village Morod to observe

and study the rural environment, rural challenges and available



resources. The group interacted with the Sarpanch of village who briefly gave the overall picture of the village.

**Banasthali Vidyapith Aliyabad, Rajasthan 03-08 August**

The program was attended by 35 participants. Participants were from different colleges and universities of Jaipur, Deharadun, Noida, Niwai, Tonk, Kota, Bharatpur, Alwar, Noida, Sawai Madhopur, Rajasamand and the rest were from Banasthali Vidyapith. Dr. Ina Shastri, Vice Chancellor Banasthali Vidyapith was the Chief Guest. She urged the faculty to practice what they have learnt during the FDP. Prof. S.C. Rajora, former Head, Department of Social Sciences, spoke about theoretical and practical aspect of gaining and application of knowledge. Also adding value to the FDP were Director, Dr. Ajay Surana, Dr. Vandana Sharma, Chief Coordinator, and Dr. Mallika Shekhar, Organizing Secretary. A field trip was done to village, Palai, and the debriefing of the village visit was done the next day.



**UGC HRDC Bangalore University Bengaluru Karnataka  
16-22 August**



**Dr. Jayakara SM**, Vice-Chancellor, Bangalore University, **Prof. Y S Siddegowda**, Vice-Chancellor, Tumkur University were the Guests of Honour. Prof. C Srinivas, Director, UGC-HRDC, Bangalore University, Dr. Neema Gnanadev, Associate Professor, Centre for Rural Development Studies, Bangalore

University were the keynote speakers while Prof. Arun S Vaidya, Asst. Professor, Bangalore University, was the Convener of Faculty Development Program. A field visit was organised with 22 members along with two coordinators to a village Ravu Godlu on Kanakapura road, 34 Kms from Bangalore University.



**UGC HRDC Gauhati University, Guwahati Assam 22-27 August**

Prof. Shyamanta Chakraborty Director(i/c) UGC HRDC, Gauhati University inaugurated the FDP. He thanked MGNCRE for conducting the program and urged the faculty to share the learnings. Eminent academicians were invited as Resource Persons who took session by session on all the 6 days. Field trip was conducted to village Patgaon where the faculty teams collected information and used PRA techniques.



**Guru Nanak Dev University Amritsar Punjab 22-27 August**



Chief Guest Prof. (Dr.) Hardeep Singh, OSD to Vice Chancellor GNDU emphasized on the need to educate the women and create conducive environment of education through innovative methodologies for increasing the student strength in the Schools and Institutions of Higher



education. Field visit was conducted to village Khapar Kheri where the whole day was spent to study the life of the villagers.



**Shivaji University Kolhapur 22-27 August**

Dr D T Shirke Vice Chancellor Shivaji University and Dr S P Rath Director Chhatrapati Shahu Institute of Business Education and Research (CSIBER), Kolhapur were the Guests of Honour. The faculty visited Paritey village as part of the FDP's field visit.



*"Globalisation, the knowledge society, innovation, development of technologies, growing emphasis on the market forces are among the key factors which influence the educational institutions" said Prof. Shirke.*



**Mumbai University Mumbai 22-27 August**



Adv. Dhanashri Chougale Principal, B.C.Thakur Law College, Panvel and



Prof. (Dr.) Sunita Magre Professor & Head, Department of Education, Chairman, Board of studies in Education University of Mumbai were the Guests of Honour. The faculty visited Shivkar village and conducted PRA.

**महात्मा गाँधी राष्ट्रीय ग्रामीण शिक्षा परिषद्  
Mahatma Gandhi National Council of Rural Education  
Department of Higher Education, Ministry of Education, Government of India**

PRINTED AND PUBLISHED BY DR. W G PRASANNA KUMAR ON BEHALF OF MAHATMA GANDHI NATIONAL COUNCIL OF RURAL EDUCATION, PRINTED AT M/s SAI LIKHITA PRINTERS, #H.NO. 6-2-959, D.B.HINDI PRACHARA SABHA COMPLEX, KHAIRATABAD, HYDERABAD-500004, TELANGANA PUBLISHED AT #5-10-174, SHAKKAR BHAVAN, FATEH MAIDAN LANE, BAND COLONY, BASHEER BAGH, HYDERABAD-500004, TELANGANA EDITOR : DR. W G PRASANNA KUMAR. CELL: 9849908831, MAIL : [wgpkncri@gmail.com](mailto:wgpkncri@gmail.com) RNI NO: TELENG/2021/81111