



# National Council of Rural Institutes

Department of Higher Education

Ministry of Human Resource Development, Government of India



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**- Prakash Javadekar**

Union Minister for  
Human Resource Development

# Connect

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**R Subrahmanyam**

UBA 2.0 will see open and much wider participation from many higher education institutions. “It is an open call for participation. Thousands of institutions have applied and 750 institutions have been selected,” Secretary (Higher Education), HRD Ministry, R Subrahmanyam, declared at the launch of UBA 2.0. The idea is to have a coordinated approach in which the government and institutions work together to facilitate rural development. It is expected to be a two-way learning process, in which institutions share their knowledge with villages and simultaneously learn from the wisdom and common-sense of rural folk.

Diversity is the most attractive part of India and inside of this diversity we have unity. We do not want any kind of conformity in many things like language, food habits, and cultural habits. There is no conformity and we don't want it also. But, in development we want uniform development, whether it is urban area, whether it is rural area; or, South or North, or east or west. So, we want uniform development; then only India can really aspire to become a developed nation, said N. Saravana Kumar, Joint Secretary, MHRD.



**N. Saravana Kumar**



**Launch of New Framework  
Under Unnat Bharat Abhiyan 2.0  
Cover Story**



## How urban India can engage with the rural side for mutual benefits



As savants, statesmen and illustrious sons of soil have repeatedly stressed, India lives in its villages. With nearly three-quarters of the population directly or indirectly dependent on agriculture and allied activities right from pre-Independence days; it is but natural that the rural sector continues to be the backbone of the nation's economy, despite nearly seven decades of planning and implementation for a balanced growth under a mixed economy model.



What stands out in rural areas today is the fragility of the livelihoods of the populace. The livelihoods of people in rural areas are invariably subject to the vagaries of monsoon and unorganized community-based systems that are part and parcel of their simple, unsophisticated lives. No wonder, the lives of a majority of the rural people are always on edge. All said and done, it is no-one's case that their lives are doomed to remain the same and beyond redemption. The right kind of interventions can definitely alter their lives for the better; so much so that their livelihood options too can be on par with those in urban areas to a major extent.



Of course, the dazzling progress in urban areas cannot be supplanted just like that in rural areas. Likewise, the alluring atmosphere in rural areas cannot be replicated in urban areas. Still, the best of both worlds, with the good elements culled from each, can always be creatively combined to create interfaces that can benefit both rural and urban populace, depending on local conditions. This is where Unnat Bharat Abhiyan (UBA) works its magic by tapping immense, unfathomed potential for momentous and far-reaching changes.

UBA is inspired by the vision of transformational change in rural development processes by leveraging knowledge institutions to help build the architecture of an Inclusive India.

**Of course, the dazzling progress in urban areas cannot be supplanted just like that in rural areas. Likewise, the alluring atmosphere in rural areas cannot be replicated in urban areas. Still, the best of both worlds, with the good elements culled from each, can always be creatively combined to create interfaces that can benefit both rural and urban populace, depending on local conditions. This is where Unnat Bharat Abhiyan works its magic by tapping immense, unfathomed potential for momentous and far-reaching changes.**

The mission of UBA is to enable higher education institutions to work with the people of rural India in identifying development challenges and evolving appropriate solutions for accelerating sustainable growth. It also aims to create a virtuous cycle between society and an inclusive academic system by providing knowledge and practices for emerging professions and to upgrade the capabilities of both the public and the private sectors in responding to the development needs of rural India.

With reformative, uplifting and transformative themes like Organic farming; Water management; Renewable energy; Artisans, industries and livelihood; Basic amenities and the like, UBA has all the makings to be a game-changer in India's rural landscapes.

## How Unnat Bharat Abhiyan can metamorphose India

Highlights of  
Unnat Bharat Abhiyan 2.0

- IIT Delhi has been designated to function as the national coordinating institute for this programme
- Students from 750 higher education institutions from across the country will adopt villages and visit them to get acquainted with the lifestyle of people there and the problems faced by them. Thousands of other institutions have expressed their willingness to join this movement.
- About 8,250 higher education institutions are required to cover the 45,000-odd villages of the country under this movement.
- The process of sustainable development through UBA 2.0 will help check the problem of migration of people from rural areas to urban locales, while giving scope for reverse migration.
- The student community is expected to take the lead in implementing the programme so as to make it a national movement.
- The institutions have been selected on a Challenge Mode and the scheme has been extended to public as well as private higher education institutes
- Scope for providing subject expert groups and regional coordinating institutes to handhold and guide the participating institutions has been strengthened.
- Each selected institute would adopt a cluster of villages/panchayats and gradually expand the outreach
- The institutes would be expected to closely coordinate with the district administration, elected public representatives of panchayat/villages and other stakeholders

“Each village is unique and India lives in its villages. ‘Unnat Bharat’ is the dream of our Prime Minister Modi, and we have assembled here today to make that dream come true”, remarked Shri Prakash Javadekar, Union Minister for HRD, in a video address at the launch of Unnat Bharat Abhiyan 2.0 on April 25, 2018 at AICTE Hall in New Delhi. Giving insights into the concept of Unnat Bharat, Javadekar said that UBA envisions a progress-oriented nation in which students from colleges and universities will willingly visit nearby villages and those who have urban background will readily get acquainted with village life and village problems. As for students who are from the villages, they will get to see their villages with an enlightened viewpoint of how problems can be solved. Sharing umpteen success stories from his own experience and knowledge, Shri Javadekar explained how *participatory methods* work in solving issues concerning school, health, environment, agriculture and women’s empowerment. “Only if the students have Bharat Darshan, it can be said that holistic education has been transmitted to them. Only theoretical knowledge is not education; education is when we become the representatives or soldiers of India by going to the villages, finding out the problems of the villagers and helping them to solve their problems. We will see all-round development or

holistic progress if we follow these steps,” he observed to drive home the point that UBA can work wonders with the right inputs. Therefore, “UBA is an Andolan (movement) and the Students are the Soldiers,” he underscored.

**Implementing UBA**

Suggesting a simple method of implementing UBA, Shri Javadekar said 50-60 students of a college could adopt a village and work with the populace to solve their problems so as to put them on a progressive path. This could be executed by 10 or so sub-groups, each of which can meet students, teachers and parents to discuss the problems that could be addressed to bring about a lasting change by recourse to participatory methods of problem-solving. For this, a visit to the school, at least once a month during working days, is to be made mandatory. Besides, there could be a week’s continuous stay during holidays. The whole idea is that students must build trust and work with the villagers to bring about a change in their lives. This will help bring quality education to everyone. Thus, individual sub-groups, each comprising six to 10 students, can address say issues concerning *health, waste management, sanitation, cleanliness, financial inclusion, women empowerment* and the like, with the emphasis always being on finding solutions rather than just listing problems.

## PARTNERS IN PROGRESS

## How AICTE, NCRI, IITs, NITs, NITTRs and others joined hands

The groundwork that was done for the launch of UBA 2.0 is the quintessence of how the nation’s premier institutions can collaborate to achieve desired outcomes and realize shared vision.

A MoHRD, GoI programme to uplift rural India, UBA was launched across the country in collaboration with the Indian Institutes of Technology (IITs), National Institutes of Technology (NITs), National Institutes of Technical Teachers’ Training and Research (NITTTRs) and other leading government engineering and technological institutes. It is being coordinated and steered by IIT Delhi. At its core, the programme involves engaging neighbourhood communities and using technologies for their uplift.

The programme for the launch of UBA 2.0 and orientation workshop for the Participating Institutions (PIs) covered key aspects:

- Familiarizing the Participants with the concept, approach and objectives of UBA.
- Use of Reporting Portal of UBA for baseline data entry, data analysis reports, uploading monthly activity reports, Plan of Action and proposals.
- Participatory Rural Appraisal (PRA) tools, Techniques and Situation Analysis and Plan of action.
- Role of Subject Expert Group Institutions (SEGs), technology intervention and field partner in implementation.
- Field Experience by PIs under UBA.
- New framework for implementation of UBA.

The thrust of the launch of UBA 2.0 and the related orientation workshop was that higher education institutions in the country

### How AICTE, NCRI, IITs, NITs, NITTRs and others joined hands

can play a significant role in formulating and building curriculum for promoting continuous student and institutional engagement in study, research and improvement of the resilience of rural livelihoods and rural critical infrastructure.

Significantly, the National Council of Rural Institutes (NCRI), under the Ministry of Human Resource Development, Government of India, strives to promote a resilient rural India through appropriate interventions. Having reinvented itself over the years to be always in step with the times, NCRI today designs, develops and promotes curriculum inputs for Higher Education Programmes offered by Universities and Autonomous Institutions in India.

The vision of NCRI is to involve higher education curriculum in India in the process of building resilient rural India i.e., *Uthkrishit Gram* for *Unaat Bharat*.

The mission of NCRI is to formulate and recognize curricular inputs and accredit courses and higher education institutions, which enable development of sustainable, climate and disaster resilient rural livelihoods.

The higher education streams that presently constitute the focus of NCRI are: Rural Studies, Rural Development, Rural Management, Rural Social Work and Rural Education.

The curriculum inputs are both theoretical as well as practical and field-related, all of which are very much relevant to rural India.

Since multiple government agencies under different ministries, NGOs and educational institutes are working towards the common goal of UBA, it is important that they collaborate and use available platforms effectively.

On its part, NCRI partnered with AICTE and UBA as a Subject Matter Expert and explained the mission of **Mahatma Gandhi Prabandh Vidya Abhiyan** and **Mahatma Gandhi Vidya Abhiyan** to the participants. NCRI was represented by Dr. W G Prasanna Kumar, Chairman; Ms Sarvani Pandey and K Ashwin Kumar - senior academic consultants. The NCRI chairman spoke about the significance of Subject Expert Group Institutions, Technology Interventions and Field Partners in the overall implementation of UBA.

NCRI also shared with the participants materials that were assiduously developed in-house. This included the curriculum for Rural Community Engagement in digital format, which would help the participants to kick-start their mission of incorporation of Rural process contents and Rural engagement in line with the directives to all institutions under MoHRD.

### How illuminating workshops, enlightening programmes showed the way forward

Underpinning the successful launch of UBA 2.0 was the series of Curriculum Development Programmes and Workshops conducted in April 2017. These include:

- Curriculum Development Programmes at Utkal University on 11<sup>th</sup> and 12<sup>th</sup> April, 2018.
- Curriculum Development Programme at Pandit Ravi Shankar University on 13<sup>th</sup> April, 2018.
- Curriculum Development Programmes at Kumaun University, Nainital - Uttarakhand on 19<sup>th</sup> and 20<sup>th</sup> April, 2018
- Curriculum Development Programmes at Barkatullah University, Bhopal on 26<sup>th</sup> April, 2018

At **Utkal University**, the emphasis was on the need to start a new course on rural concerns with a specific outlook and understanding on the rapid transformation that is happening in rural India. It was underlined that there is dire need to understand the cultural dimensions and for that contextualizing the curriculum would bring in active participation from the student community. The university proposes to start this new course by July 2018 on its new campus on the outskirts of Bhubaneswar.

At **Pandit Ravi Shankar University**, a decision was taken in principle to introduce a two-year Post Graduate course in Rural Management and a one-year Post Graduate Diploma in Rural Engagement. The faculty of PRSU, under the leadership of Dr Mitashree Mitra and Dr A K Srivastava, after comparing the syllabi proposed

by NCRI with the university's existing syllabi, proposed a change in the title of the papers and aligned a portion of the syllabi. After weighing the syllabi proposed by NCRI for Rural Engagement and Rural Management, experts and academia crafted detailed syllabi for the two-year Post Graduate course in Rural Management and the one-year Post Graduate Diploma in Rural Engagement.

At **Kumaun University**, it was decided to explore the possibilities of introducing a Post Graduate Programme on Rural Management Education. It was felt that the programme should also have a significant component of Entrepreneurship Development. The idea is to align the programme with the requirements for the socio-economic development of Uttarakhand. It was felt that if the youth can undertake entrepreneurship ventures, it will impart pace to the economic development of the state and check migration from the rural areas. At the same time, it will encourage and empower the youth and women who play a crucial role in society.

At **Barkatullah University**, the two working groups on Rural Management and Rural Community Engagement provided key inputs in line with course titles and course topics. Although NCRI has identified four areas of knowledge transfer -- Rural Studies, Rural Technologies, Rural Engagement and Rural Management -- for addressing rural concerns in higher education, it was felt that Rural Environment should be introduced additionally as it is an important area.

### Spotlight on Curriculum Development Programmes and Workshops

#### Utkal University

"Are villages dying?" "Is there a paradigm shift of Indian villages being colonized?" These are among some of the thought-provoking questions raised by Prof Dipankar Gupta that were shared by the VC Prof Soumendra Mohan Patnaik during his inaugural

address at the two-day workshop on Design and Development of Curriculum for Rural Management that was held at the Department of Sociology, Utkal University, on 11<sup>th</sup> and 12<sup>th</sup> April, 2018.

The VC emphasized the need to introduce a new course on rural concerns with a specific outlook and understanding on the rapid transformation that is happening in rural India. He suggested that



in a way all of us have moorings in villages. He said that technology is a tool that should be used for the uplift of rural masses, but one need not become its slave. Referring to ethnographic aspects, the VC emphasised the need to understand the cultural dimensions. This would help in contextualizing the curriculum so as to bring in active participation from the student community.



He also expressed his desire to start this new course by July 2018 on the new campus located on the outskirts of Bhubaneswar.

Ashwin Kumar of NCRI briefed the participants about the objective of the two-day workshop and its outcomes. Dr Rabindra Garada, Assistant Professor - Department of Sociology, shared his view that a Rural Management course which is capable of being integrated with other departments can add value to the student community in a major way, especially their multi-disciplinary knowledge.

Prof B B Mishra, HOD-Management Department, elaborated on the Agri Business Management and Integrated Management courses at the University. He wanted the Rural Management Course to be integrated with the Management Department. Dr Bage, HOD Sociology Department, hoped that students taking up this course will be in a position to change rural India at a faster pace.

Prof Avanish Kumar of Management Development Institute, Gurgaon, Delhi, was the resource person for the workshop. He said: "Collective collaboration is the keyword here". He suggested that the faculty should address the changing attitudes of the youth today.

Odisha takes pride in its cultural heritage and the role of field work is essential for the development of youth, he suggested. He expressed his view that any new course introduced should align on solidarity benefit and it should create exclusive club membership kind of privileges. Sharing his views on resilience, he told the audience about his experience with leprosy vaccine as part of the field engagement in a remote village and how he withstood the tough environment to become stronger, both physically and mentally. This kind of Rural Community Engagement makes an individual more exposed and sensitive to rural concerns. He felt that CSR should be introduced in the first semester and there should be coherence in semesters.

Dr Garada took the initiative to work on the final draft of the Rural Management Courses. Prof B B Mishra moderated the different topics and their semester-wise inclusion.

Prof Avanish started the department-wise/semester-wise moderation and involved the various departments to arrive at their final topics and new methods in field engagement. Prof Manju Dash,

Dr Sarita Das and Dr Padmalaya Mahapatra made their presentations, contributing inputs to the draft module. Dr Garada and Prof B B Mishra coordinated efforts to give a final shape to the module.

The VC shared his grand vision of starting a Global Center for Rural Studies in association with Universities of Asia Pacific and Germany that have shown keen interest in the proposed twinning program.

### Pandit Ravishankar Shukla University

The Regional Studies and Research, Pandit Ravi Shankar University (PRSU), Chhattisgarh, proposes to offer a two-year Post Graduate course in Rural Management and a one-year Post Graduate Diploma in Rural Engagement shortly, thanks to the National Council of Rural Institutes (NCRI), which was instrumental in sharing its proposed syllabi after doing the groundwork.

A one-day workshop on curriculum development in Rural Management and Rural Engagement, jointly organized in Raipur on April 13, 2018 by NCRI and the Institute of Management & Regional Studies and Research of PRSU resulted in this decision, which is pending approval by the university's Board of Studies.

"Society and country can't progress and develop till the rural section of society is developed. Rural development has been a focus and important subject of discussion in the country since Independence. India is a very diverse country, having different languages and regional languages (tribal); and, hence, it is important to have the mother tongue as the primary language for education. The teachers have a very important role in society for imparting education in the mother tongue of the region, as regional education, social education helps in developing society, developing the youth, developing the skills and help them to be economically independent," said Prof KL Verma, Vice Chancellor, PRSU, while addressing the participants of the workshop.

Experts and luminaries from diverse fields such as Sociology, Social work, Rural development, Management, Pharmacy, Physical education, Education, Psychology, Women Welfare and Development and the like took active part in the workshop.

It turned out to be an action-packed day, with multiple animated sessions being conducted. The faculty of PRSU, under the leadership of Dr Mitashree Mitra and Dr A K Srivastava, compared the syllabi proposed by NCRI with the university's existing syllabi. They then proposed a change in the title of the papers and aligned a portion of the syllabi.

An overwhelmed Dr Mitashree Mitra, Prof & Head, Regional Studies & Research, PRSU, observed: "I will like to thank NCRI for this initiative. Now, with the collaboration of NCRI and universities, will help us to understand the multi-dimensional issues of Regional and Rural Development needs and speed up the process of regional rural development. Universities need to align the curriculum to regional needs if a change is to be brought." Later, the experts and academia weighed NCRI's proposed syllabi for Rural Engagement and Rural Management and crafted detailed syllabi for the two-year Post Graduate course in Rural Management and the one-year Post Graduate Diploma in Rural Engagement. If everything goes fine, the university plans to introduce at least one of these courses in the 2018-19 academic session.

### Kumaun University

“Agriculture is the backbone of the Indian economy and it contributes to 13% of the GDP; however, 56% of population are linked with and dependent upon agriculture. There is utmost need to integrate skills for self-employment with the courses of Rural Management and Rural Engagement in the universities,” said Prof D K Nauriyal, Vice-Chancellor of Kumaun University. He was speaking at a two-day workshop on Curriculum Development Programme in Rural Management and Rural Engagement organised at Kumaun University, Nainital, on April 19<sup>th</sup> and 20<sup>th</sup>, 2018. The workshop was conducted by the Institute of Professional Studies and Development Research in collaboration with the National Council of Rural Institutes. There were 30 faculty/experts for this workshop, drawn from diverse fields owing to the multi-disciplinary nature of the objective. Detailed and invigorating deliberations were held and consensus was reached on the following:

#### 1. Rural Management Education

In fact, a decision was taken to explore the possibilities of introducing a Post Graduate Programme on Rural Management Education right in the introductory round-table meeting with the Academic Consultant of NCRI, held at Kumaun University, Nainital on Feb 27, 2018. Following the deliberations at this meeting, it was suggested that this programme should also have a significant component of Entrepreneurship Development. It was felt that this is required to align the programme with the requirements for socio-economic development of Uttarakhand. It was understood that if the youth could undertake entrepreneurship ventures, it would impart pace to the economic development of the state and check migration from the rural areas. Towards this end, IPSDR presented a proposal for introducing a new programme.

#### MBA-Rural Management and Entrepreneurship Development

It was felt that :

- The programme is both desirable and feasible.
- The programme has novelty and Kumaun University will be the first one to have such a programme.
- The curriculum design is in line with the requirements of the students and the resources of the University.
- Minor modifications were suggested on the nomenclature of the subjects/courses in different semesters.
- The ‘social and cultural’ component is also included in the course on Economy and Geography of Uttarakhand in Sem- III of the Programme.
- The faculty/experts will send their suggestions for consideration before the syllabus is finalized to be discussed in the Board of Studies (BoS).

#### 2. Rural Engagement Programme

- A compulsory course on community engagement can be introduced initially at the Post Graduate level in all disciplines.
- The course will have both theoretical and practical/field components.
- The grades/scores achieved in this course will be included in the total grades/score of the programme in which the students are enrolled.
- A preliminary draft of the curriculum was prepared by the participants in the workshop.

### Barkatullah University



Curriculum Development Workshop on Rural Management & Rural Community Engagement was conducted at Barkatullah University, Bhopal, Madhya Pradesh, on 26<sup>th</sup> April, 2018. The inaugural session was chaired by Prof S N Chaudhary, Rajiv Gandhi Chair, Department of Sociology. He said that Mahatma Gandhi was the first and last man who led the freedom movement using common people with constructive programmes. In 1920, late Sri Mokshagundam Visveswarayya wrote a book on industrialisation which had an impact on Pandit Jawaharlal Nehru. He outlined the relevance of the workshop and elaborated on Mahatma Gandhi's vision of rural development. He wanted the cream of Gandhi's works as well as those of other Indian researchers to be included in the curriculum. The aims and objectives of the workshop were explained by Sri A V Rao, Senior Academic Consultant, NCRI, Hyderabad.

The workshop was attended by Dean/HODs, Professors and Faculty members of Department of Commerce, Management Studies, Psychology, Regional Planning and Economic Growth and NSS. The two working groups on Rural Management and Rural Community Engagement provided inputs in accordance with course titles and course topics.

The valedictory session was chaired by Prof D C Gupta, Vice-Chancellor. He suggested that though the National Council of Rural Institutes has identified four areas - Rural Studies, Rural Technologies, Rural Engagement and Rural Management - for knowledge transfer to address rural concerns in matters of higher education, it would in the fitness of things to have Rural Environment as an additional area of focus because of its growing importance.

As per the reports, 68.4 percent people are residing in rural areas. The universities are working under the Department of Higher Education. The skills of rural people are to be enhanced. There are some villages in states like Gujarat and Kerala which are ideal. Students must go to villages having potential for change and learn by participating in different activities.

Sri A V Rao, Senior Academic Consultant, expressed happiness at the whole-hearted support received from all. The participants gave their feedback on curriculum development and highlighted rural concerns. Dr Anshuja Tiwari, Department of Commerce, was the moderator of the workshop. Dr A K Saxena, Programme Co-ordinator-NSS and Co-ordinator of the workshop, proposed a vote of thanks.

## NCRI Summer Internship 2018

Internships

NCRI Internships are the carrots to enable students to explore rural landscape and get a feel of what a real time Rural India looks like. The short stint of rural exposure during the internship can be an eye opener and a stepping stone for many aspiring students who would like to involve themselves in a career that embraces rural engagement.

Out of 230 applicants, 61 participants were short-listed. The two months' Community Engagement would commence in May / June 2018. The list of students selected for the summer internships:

University	Intern
<b>Andhra Pradesh</b>	
Acharya Nagarjuna University	<i>Gottimukkala Ravi Verma</i> <i>Shaik Sajath Ali</i>
<b>Arunachal Pradesh</b>	
Rajiv Gandhi University	<i>Simi Mena</i> <i>Kenli Riram</i>
<b>Assam</b>	
Assam University	<i>Jwngsa Basumatary</i> <i>Rupak Das</i>
<b>Bihar</b>	
Central University of South Bihar	<i>Sourabh Tiwari</i>
Mahatma Gandhi Central University	<i>Sushmita Patla</i>
Patna University	<i>Shikha Kumari</i>
<b>Chandigarh</b>	
Punjab University	<i>Akshi</i> <i>Harmanender Singh</i>
<b>Chattisgarh</b>	
Pt. Ravishankar Shukla University	<i>Praveen Kumar Soni</i> <i>Aurodeep</i>
<b>Haryana</b>	
University School of Management, Kurukshetra University	<i>Raveena</i> <i>Sonu Sura</i>
<b>Karnataka</b>	
Central University of Karnataka	<i>Aswanth MS</i> <i>Jishnu MS</i>
<b>Kerala</b>	
Central University of Kerala	<i>Anagh</i>
<b>Madhya Pradesh</b>	
Dr. H S Gour Vishwavidyalaya	<i>Pankaj Singh</i>
<b>Maharashtra</b>	
Mahatma Gandhi Antrrashtriya Hindi Viswavidyalaya	<i>Madhuri Shriwastav</i> <i>Sujata Diwakarrao Thool</i>
<b>Meghalaya</b>	
The English and Foreign Languages University	<i>Safeer P</i>
<b>New Delhi</b>	
Indira Gandhi National Open University	<i>Rakesh Roshan</i>
<b>Puducherry</b>	
Pondicherry University	<i>Arathi C.Babu</i> <i>Niveditha Suraj</i>
<b>Sikkim</b>	
Central University of Sikkim	<i>Nabamallika Gogoi</i> <i>Prajwalita Patir</i>

University	Intern
<b>Tamil Nadu</b>	
Central University of Tamil Nadu	<i>Deepanker Das</i>
Gandhigram Rural Institute	<i>S. Sharma</i>
Rajiv Gandhi National Institute of Youth Development	<i>Ashish Jha</i>
<b>Telangana</b>	
JNTUH College of Engineering	<i>Pappula Nancy Samyukta</i> <i>Atyam Samhitha</i>
Mahatma Gandhi University	<i>Mutyala Mahendar</i> <i>Itanaboina Naresh</i> <i>Karnadham Sai Prasad</i>
Rajiv Gandhi University of Knowledge Technologies	<i>Peddala Uma Devi</i> <i>Peddapati Hari Babu</i>
Tata Institute of Social Sciences	<i>Harender Singh</i> <i>Shivangi Anand</i>
Satavahana University	<i>Nishani Aparna</i> <i>Thoutam Sunil</i>
Telangana University	<i>Thalloori Pavan Kumar</i> <i>Chandragiri Mahendar</i>
University of Hyderabad	<i>Akash Suna</i> <i>Prithvi Raj Inukonda</i> <i>Vignesh P</i> <i>Marupaka Sai Shankara Sumukhi</i> <i>Manisai Koduri</i> <i>M. Sai Sree Chandana</i> <i>Vishnu Prasad K</i> <i>Hafeeshat B</i>
<b>Tripura</b>	
The ICAI University Tripura	<i>Nelson Debbarama</i> <i>Seanchiu Mog</i>
<b>Uttar Pradesh</b>	
Aligarh Muslim University	<i>Nishant Kumar Singh</i>
Babasaheb Bhimrao Ambedkar University	<i>Tanushree Mukherjee</i>
Banaras Hindu University	<i>Ravi Kumar</i>
<b>Uttarakhand</b>	
Hemwati Nandan Bahuguna Garhwal University	<i>Ajay Singh Negi</i> <i>Aiush Sudan</i>
Kumaun University	<i>Deepika Nauriyal</i>
<b>West Bengal</b>	
University of Burdwan	<i>Mousumi Mukherjee</i> <i>Paramita Saha</i>

## NCRI's Doctoral Fellowships

### List of Selected Candidates

S No	Name of the Candidate	Name of the Institution	Title
<b>Andhra Pradesh</b>			
1.	Mondithoka Ashok	Acharya Nagarjuna University, Guntur	The Role of ICDS Programme in Early Childhood Care and Education of Scheduled Castes' Children in Rural Areas of Prakasam District of Andhra Pradesh
2.	B Mallesu	Sri Krishna Devaraya University, Ananthapuramu	Impact of Non-Farm Activities on Rural Employment in Ananthapur District of Andhra Pradesh
<b>Madhya Pradesh</b>			
3.	Ahfaz Khan	Dr H S Gour University, Sagar	Food Insecurity among Depeasantized Households - A Study of a Village in Bundelkhand of MP
<b>Rajasthan</b>			
4.	Bajrang Lal	University of Rajasthan, Jaipur	An Impact of Modern Agricultural Techniques on Rural Economy of India (with special reference to Rajasthan & Haryana)
5.	Kavita Purohit	University of Rajasthan, Jaipur	"A Study of Emerging Dimensions of Tourism" with special reference to Rajasthan
<b>Telangana</b>			
6.	Anjaneyulu	Osmania University, Hyderabad	Integrated Child Development Services (ICDS) in Telangana State - A Study of its Organization and Implementation
7.	Puli Rajashekar	Osmania University, Hyderabad	Financial Services, its Impact on Income Levels of Rural People in Telangana
8.	Lingala Sudhakar	Osmania University, Hyderabad	Management of Rural Development Programmes in Telangana State Select Districts
9.	Shujat Akhter Rafiqi	MANUU, Gachibowli, Hyderabad	People's Participaton and Development as a Yardstick of Good Governance: A Study of J & K State
10.	Hilal Ahmed Pandit	MANUU, Gachibowli, Hyderabad	Public Service Delivery and Citizen – Oriented Administration: A Study of the Department of Consumer Affairs and Public Distribution in J & K State
11.	Nimmala Rajesh	Kakatiya University, Warangal	A Study on the Historical Monuments in North Telangana for the Promotion of Tourism
<b>Uttar Pradesh</b>			
12.	Neera Cecil	University of Lucknow, Lucknow	Social Museum (A Hub for Social Issues): Empowering People through Awareness, Information, Education and Training (A Social Work Study in the District of Lucknow)



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Department of Higher Education

Ministry of Human Resource Development, Government of India  
5-10-174, Shakar Bhavan, Ground Floor, Fateh Maidan Road, Hyderabad - 500 004  
Telangana State. Tel : 040-23422112, 23212120, Fax : 040-23212114

E-mail : editor@ncri.in, Website: www.ncri.in

Editorial Team: Dr WG Prasanna Kumar Chairman NCRI, R Murali and K Ravindra Reddy

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