



# National Council of Rural Institutes

Department of Higher Education,  
Ministry of Human Resource Development, Government of India

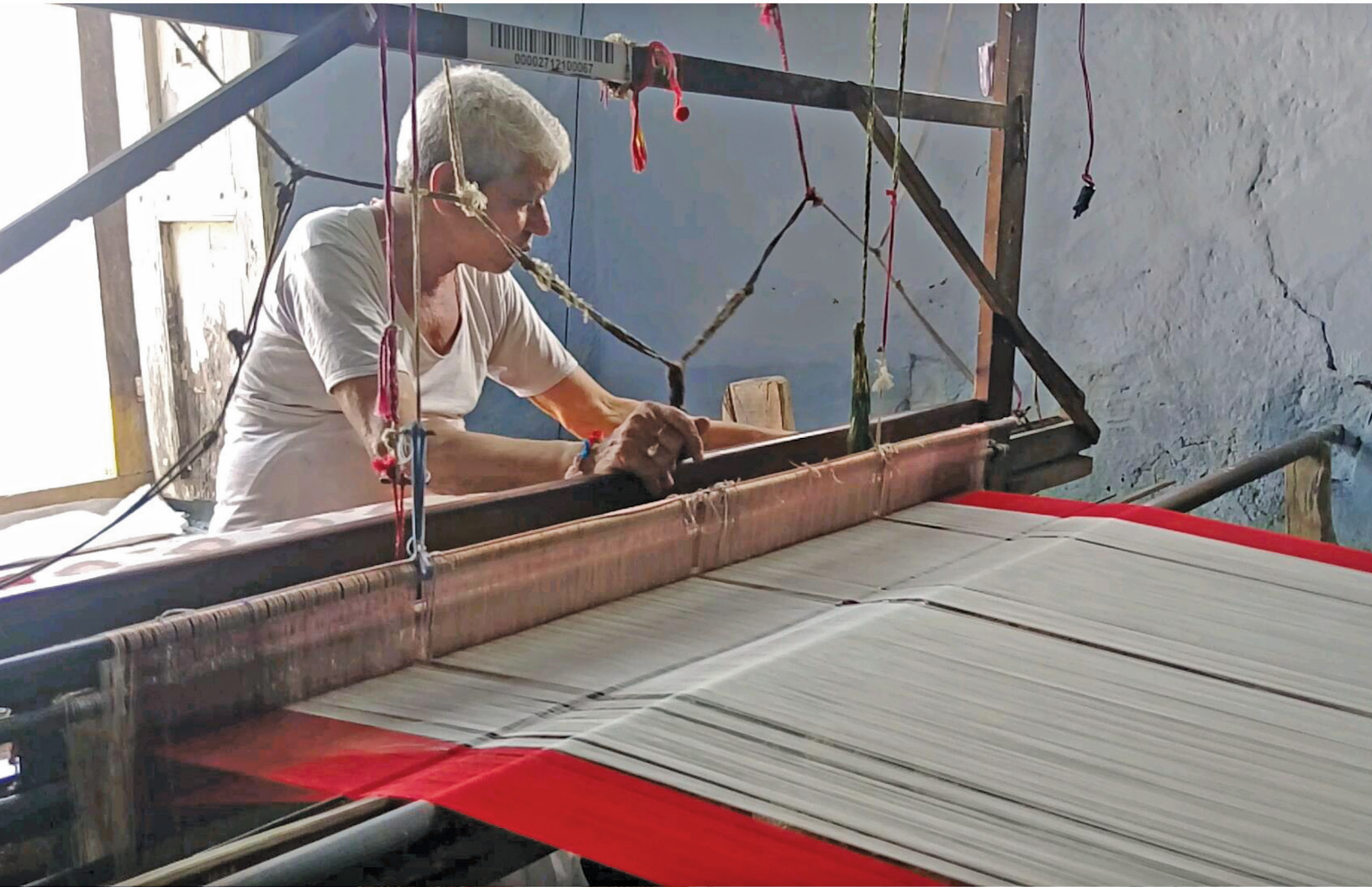


# Connect

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Foundation Day  
Celebrations

Roundtable on Rural  
Engagement in JNU Delhi

Workshop on  
Mainstreaming SFDRR  
and Rural Resilience





# NCRI Celebrates 23rd Foundation Day

The 23rd Foundation Day of NCRI was celebrated at the Seminar Hall, Life Sciences Building, University of Hyderabad on 16th October, 2017. The program was organized jointly by the NCRI and the University of Hyderabad.

Prof P Appa Rao, Vice Chancellor of the University of Hyderabad, in his address on the occasion has complimented the NCRI for its vibrant and developmental programs which he has been observing for the last six months. He also said that “every fortnight there is an activity by the Council and in the recent past, the University of Hyderabad has also hosted one of the prestigious events of the Council aimed at Faculty Development in Rural Communication for 18 universities in the country through the National FDP Workshop on Rural Communication”. The Council’s very recent program on Rural Immersion Camp was during 1-3 September, 2017 where 195 students of University of Hyderabad have volunteered and participated.



*Joth se Joth Jagathe Chalo....Gram ki Ganga....*

*23 years of  
service to promote re-  
silient rural India through  
Higher  
Education  
interventions*

He said it is indeed a very useful program through which the students could learn about the rural livelihoods as well as the problems and challenges faced by the rural masses. He has also complimented the NCRI for entering into MoUs with various higher education institutions. He said that creativity is available aplenty with rural masses and they know how to tap it for betterment. He said that “let us look at the rural areas every now and then and learn how best to modernize the rural areas and how best to bring development in their vocations and livelihood”.

He concluded his message by reiterating the responsibility and commitment that we as the academics have for the rural areas”. “Grameen Bharath ka Ujwal Bhavish Hai”, i.e., the rural India has a bright future with involvement of universities in the analysis of challenges and developmental issues. NCRI would facilitate the rural engagement of young students and academics through curriculum development covering rural concerns. The Rural India’s work will continue for longer time and is not going to halt, as rural set up and rural communities shall continue to have

a critical role for longer time to come with the challenge of tackling the emerging issues. We are relooking along with academics for rural field engagement activity with interest in growth and development of rural society” said Dr W G Prasanna Kumar Chairman NCRI. He emphasized that the Council’s one of the core objectives is to take forward the Gandhian Philosophy of Education.



### **Research from Rural Perspective**

“Government is making all efforts for the welfare and developments with an objective of achieving self-sufficiency and sustainability of rural community in India. Agriculture being the principal vocation of large majority of rural population, it requires that agriculture in India should be made a sustainable vocation” said Dr Bharath Pathak the Vice-Chairman of NCRI speaking on the occasion. He emphasized the need for research on welfare and development of individuals, family, society and the nation at large from the rural perspective.

### **Development of Villages is the Development of India**

Prof Althaf Hussain, Vice Chancellor of the Mahatma Gandhi Uni-



versity located at Nalgonda said that “the development of villages is the development of India” and this fact should not be forgotten. He said, “to move out from the college and university campuses and to interact with the people essentially from the villages helps in gaining conventional knowledge and behavioral traits which are available immensely with the rural masses and they can be learnt by our student community”.



### **Inculcate the Gandhian Approach**

Dr. Nirupama Deshpande said that NCRI came into being to inculcate the Gandhian approach of development into higher education system.

The Council and the other organizations have made their attempts in achieving but haven’t got there yet. The problem lies within the youth of this nation she emphasized. **Employment has overdriven their motifs and they either come to metropolitans in search of a job and if they stand a chance they would flee to other countries and not return.** The teachers also hold some responsibility as they do not empower their students to work in rural areas. Dr. Deshpande requested the students and the teachers to consider the situation and act accordingly.



Earlier, Dr R Manoj Kumar, Member Secretary NCRI welcomed the guests on to the dais and presented a brief note on NCRI, its objectives and activities. He emphasized that one of the Council’s core objectives is to take forward the Gandhian Philosophy of Education. The programme was rendezvous of words of wisdom of seniors and sharing of first hand village experience of the University students.

**Students, who participated in NCRI Rural Immersion Camp held during 1-3 September, 2017 have presented feedback on their camp. Twenty of them were given the Best Report Presentation Awards of paid Rural Internships for a period of two months each while all other RIC participants were given Participation Certificates .**



# ‘Har Haath Ko Kaam aur Har Man ko Shanthi’ is the need of the hour: P M Tripathi



Shri. P M Tripathi addressing the gathering



Students of the University at the event



Prof. Appa Rao, VC, UoH addressing the gathering

“Very good number of schemes for rural development brought out by the Government are not implemented properly in the spirit with which they were designed. The Council and the academia need to study and research on such issues. The mandate of NCRI is quite challenging and NCRI knows how to fulfill the required. Persuasion and cataloguing of best practices are the attractive and useful means of dissemination of knowledge” said the Chief Guest of NCRI Foundation Day P M Tripathi who is the President of Association of Voluntary Agencies in Rural Development (AVARD) while speaking on the occasion of NCRI Foundation Day. **“If the pure sciences base is not strong, what is the fate of the technology”**, he argued. **“It is not the brilliant students but a large majority of other students, who are our precious human resource, that is of our major concern in skill and knowledge development in nation building.** Not many students opt for the courses in rural studies programs of universities. However Gandhigram Rural Institute, NIRD&PR and IRMA are some institutions contributing to the rural development education programs. Until 1960s, the India and its villages were sovereign, autonomous and have security from aggression but now sovereignty lies with the government. The current emphasis of India is on Rural Development. **Out of ten areas of economic development of India, seven of them are on rural development,**” he added. He lamented that by 2050, there will be 103 crore Indians in the working age group. While a small number of them will be in lucrative jobs, the remaining large number will have to face various challenges as well as problems. “Greatest good of the greatest” is need of the hour. Gandhi ji’s constructive programs, truth and non-violence are the answer for the today’s challenges in political stability, economic viability, environmental balance and employment. Gandhi is eternal, ever fresh, and not against technology and contextual adaptation. Gandhi’s saying **‘Har Haath Ko Kaam aur Har Man ko Shanthi’**, meaning job for everyone and peace for everyone is the need of the hour, he added.

# JNU roundtable on..... Interdisciplinary approach to Rural Engagement of University Students....

JNU Faculty Committee and NCRI deliberated on “role of universities in rural engagement” on 25th October 2017. The students, faculty members of JNU and other colleges and universities in Delhi also discussed the role of universities in Rural Engagement and the accomplishments under the chairmanship of the Dean SSS Prof. Pradipta K. Chaudhury.

Prof. Kaushal Kumar gave the background of the meeting and the vision to apply knowledge and expertise of the faculties in rural Engagement. He invited all the scholars and asked to deliberate on the topic and contribute to round table and brain storming session on rural Engagement. He also shared as to how they have been adopting few villages and as to how they have been empowering communities.

## Interdisciplinary Action Research is the key

Prof. Rana Pratap, Rector 3 JNU, highlighted that *it is important to do interdisciplinary action research, where the scientific and technological knowledge can be applied in rural context, only by understanding the socio-cultural and ecological contexts.* He also mentioned the 5 years integrated BA/MA course in rural engagement in the new central university of Gujarat, which is a success story.

Dr. W G Prasanna Kumar shared the vision and programs of NCRI and that MOUs have been signed by the NCRI with other central universities for promoting courses on rural engagement. NCRI has come up with designing modules /curriculum for ‘rural communication course’, ‘rural engagement in teacher education’, ‘rural social work course’, ‘common core curriculum for rural engagement’ and ‘rural entrepreneurship engagement’. He also identified few areas to work on like education, health, and natural resource management, livelihoods and grass root innovations.

## Grants for Small Projects and Internships

NCRI provides grants for small projects, internships to students in rural areas and also engages scholars to reach out to rural areas to eliminate rural distress and work on rural management model. Dr. W G Prasanna Kumar also warned of ethnocentric biases and to evolve an approach of co-learning with the rural counterparts. He also mentioned to document the distress and understand the coping capacities and social support systems within the rural households, which can make or break the situation.

## Capacity Building is essential

Under UN sustainable goals, focusing on education, health, livelihoods, can be achieved by creating knowledge hubs in rural Engagement, building capacities and using fiber connectivity with rural PRIs for knowledge sharing, setting up of libraries, need assessment surveys, building rural entrepreneurship, capacity building in value addition to their agriculture produce, improving quality of primary and secondary education and improving health conditions. *Developing MA program and engaging the students for long term rural engagement is set as another goal.*

## Go Native

Dr. Sunita Reddy also shared the concept of ‘going native’ where faculty can go back to their place of origin to give back, by actively participating in rural Engagement. The groups can be formed with cross learning across universities, based on subjects / area expertise.

*As a follow up a 2-day workshop on Curriculum Development for Rural Engagement on 17th-18th of November and 7 days faculty capacity building in the month of February 2018 will be held.*



# Mainstreaming Rural Resilience:

## Higher Education Curriculum Dimensions



*Disasters are playing havoc with the rural lives where we have a role in giving confidence through academic activity and field engagement of various faculties from various disciplines in the Universities on a long term basis, said Prof R Limbadri Vice Chairman Telangana State Council of Higher Education*

*Mahendra Rajaram, Chairman NCRI and Prof R Limbadri at the two day workshop on Rural Resilience supported by TSCHE and sponsored by UNICEF*

**A** two day workshop on mainstreaming Sendai Framework on Disaster Risk Reduction and Rural Resilience in University Curriculum of Telangana State was held on 30th and 31st October 2017 at the National Council of Rural Institutes (NCRI). This was conducted with the support of United Nations Children's Fund (UNICEF) and coordination of Department of Higher Education in Government of Telangana.

“The NCRI is making attempts to design the curriculum of a four credit course for NSS volunteers and students of higher education institutions. The proposed course will concentrate on theoretical and practical aspects equally. **As part of the practical assessment, the students have to mandatorily do the field visits to a village for a week.** The course on NSS in the curricula of higher education institutions shall help the students in learning about the villages where students shall learn about the village, their livelihoods and challenges faced by them” said Dr W G Prasanna Kumar, Chairman NCRI while explaining the objectives of the workshop. He expressed

concern on the farmer's suicides and also weaver's suicides in rural areas and reminded the mandate of academicians to infuse confidence in communities in withstanding the financial and material losses. **Today's requirement is to build social capital and he reiterated that existing education is not tailor made to handle the rural issues, hence there is a need for courses suiting the rural needs including agricultural ITIs.** He also said that one needs to become 'antarmukhi' not just 'bahirmukhi'. He explained to the gathering that the workshop is intended not only for producing curriculum or course for NSS but also to invite the senior faculty members present there to study the rural concerns, publish papers, documents and to develop case studies on rural experiences for building rural resilience. Dr. R. Manoj Kumar, Member Secretary NCRI in his welcome address mentioned that disasters have taken a big toll world-wide in present times and the higher education in our country has to play a vital role in disaster readiness and also to reduce the disaster's impact.



*Discussing mainstreaming rural resilience in curriculum* Mahendra Rajaram, Disaster Risk Reduction Officer UNICEF Hyderabad said that NSS volunteers and academicians have been inspiring the rural community hence their services are important for the rural community. He spoke about the rural disaster mitigation and emphasized the importance of three global documents namely Sendai Framework for Disaster Risk Reduction, document on UN Sustainable Development Goals and UN frame work for climatic change in the context of decentralized village level development. The village development plan being a bottom level approach plan is required for rural development, he added. ***The UNICEF's mandate is to empower the rural communities to address the vulnerability of the poor and the marginalized.*** He also emphasized the need for village disaster management plan. He stated that barefoot research of rural studies can generate papers which can be published to disseminate the rural problems and best practices

Dr. P. Vishnudev, NSS State Liaison Officer said that, the NSS program officers are the pillars of NSS activities. He suggested to have a certificate course in community engagement and to develop courses in community engagement. He also suggested that NCRI should develop courses with the help of Telangana State Council of Higher Education and also organize workshops on the use of PRA and other techniques for conducting village studies.

Prof. C. S. Singhal of NIRD spoke on how Swachh-

ate Sewa Abhiyan inspired the participants to work for the rural communities through NSS. He says each village is a unique case which can be published giving an account of the three village studies.

Mr. J. Senthil Kumar, Asst. Commandant NDRF who has been saving people and animals in distress during building collapses, floods and stampede explained that the awareness and readiness on aspects of distress reduce the impact and problems the communities experience in the country today. He also urged on the need that the nation especially, the villages to be distress free. The participants were formed into five groups to provide the required feedback and to provide inputs for curriculum for NSS into the higher education department of Telangana State Government and in 11 Telangana Universities.

Curriculum should engage the students in field work and the life in the field should become the curriculum. Social insurance is the most crucial requirement which can be provided through academic interventions at the field level. Prof R Limbadri Vice Chairman Telangana State Council of Higher Education addressed the gathering and appreciated the efforts of the NCRI in designing the curriculum of disaster management in higher education institutions which is the need of the hour. The participants were further formed into five respective groups during the second session of the day. Shri. Umapathy, IPS Retd was the Special Guest in the valedictory function.



*Rapt attention at workshop..Resolve for Rural Resilience ..*



**T**he Roadmap of 2030 of Higher Education is for creating shareable Learning Centers and Complexes, and acting as lighthouse apex universities to collaborate with lower level schools and colleges to work in collaboration with all the public system in the country. The present higher education system needs to work on the four Cs or four principles viz., Collaboration, Creativity, Critical thinking as well as Reasoning and Communication. The need for use of ICT Apps to update and diffuse the knowledge generated and consumed by the students and scholars is imminent. Academia with Rural Engagement develop complete individuals who are empathetic and enlightened said China Veerabhadru, former Additional Director, Tribal Welfare Department, Govt. of AP, in his Key Note Address.

He expressed the need for innovativeness, case studies and best practices to develop model schools in the tribal villages in India. While recollecting his experiences of working with tribal communities, he said that there is a transformation taking place among the hunting communities like Chenchus who are now shifting to farming and agriculture. He recalled Gandhi from his Hind Swaraj and said that “to control my senses the whole education was useless, irrespective of learning many subjects.”

*We do not know how to work with a cobbler, with a farmer, for that matter with any tradesman in the rural or tribal areas to organize their livelihood. Therefore, the literacy development and skill development need to be made compulsory in primary and secondary education.* He pointed out that majority of the institutions including the universities are turning into ‘closed’ institutions.



Higher educational institutions tend to work in isolation. “The energy and the scholarship of the faculty of universities need to take the responsibility for laying proper foundation of the students of primary and secondary schools as well,” he added.

The two publications of NCRI: Indian Journal of Rural Education and Engagement and Chtrakoot ke Ghat Par were released by the Chief Guest PM Tripathi.



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