

Mahatma Gandhi National Council of Rural Education

Department of Higher Education, Ministry of Education, Government of India

Activities/Achievements of MGNCRE - 2022-23

Mahatma Gandhi National Council of Rural Education is promoting Rural Higher Education on the lines of Mahatma Gandhi's revolutionary ideas on education so as to take up challenges of micro planning for transformation of rural areas as per the National Education Policy (NEP) 2020. This is being undertaken by working with higher educational institutions belonging to Management Sciences, Social Work and Teacher Education for mainstreaming curricula addressing challenges of rural communities for finding appropriate options promoting rural livelihood and entrepreneurship.

The intention of the Council is to consolidate network and develop Rural Institutes and endow them for recognition. MGNCRE intends to develop Rural Institutes into Regional Development Institutes and Rural Universities which shall function as hubs for knowledge connectivity and emerge into effective agent for rural transformation in backward regions through voluntary initiatives wherever possible. In course of this work this council would be regulating the quality of education of rural institutes and educational programmes in the area of rural higher education of all the Universities in India. The Council intends to design a variety of courses at tertiary level around emerging rural occupations. The Council has been strengthening teacher training facilities for Gandhian Basic Education. It has also been promoting vocational training programmes and initiatives for self-reliance and field-oriented courses of rural institutes. MGNCRE has been promoting action research as a tool for social and rural development and promoting extension services to the community through micro level planning. The Council also advises the Government of India on all such matters pertaining to rural institutes as may be referred to it from time to time.

The Higher Education Institutions have connect with local governments, development agencies, Gram Sabhas and industry in order to develop synergic convergence of human resources which are relevant to rural India. In this task MGNCRE supports the study of rural economy through and for higher educational institutions in order to address the development needs and challenges through promotion of education in rural management and participatory mechanisms basing on local resources and rural concerns. This task embodies adopting interdisciplinary approach and work with faculty members through workshops for addressing challenges of the rural livelihoods and entrepreneurship. The tasks of MGNCRE also include identifying relevant vocational education requirements in the state which can be met by the local district level higher educational institutions, supporting in preparation of manuals, text books, audio- visual resource material, conducting outreach activities on vocational education, networking with the sector skill councils, entrepreneurship development agencies including social enterprise, industry as well as service sector and higher educational institutions for offering relevant Rural Vocational Courses and Programs.

MGNCRE worked in alignment with the objectives of the MoA and MoU with the Ministry and completed its Action Plan 2022-23 successfully. Curriculum development for addressing the challenges of rural livelihoods and entrepreneurship and promoting rural higher education on the lines of Mahatma Gandhi's revolutionary ideas on education so as to take up challenges of micro planning for transformation of rural areas are the key working objectives of MGNCRE.

The activities of MGNCRE are aligned to the educational agenda of the Ministry of Education and are focused on outcome oriented action plans. MGNCRE's action plan for 2022-23 was achieved in keeping with the objectives of MoA and MoU with the Ministry. The key areas covered include –

- Promoting Rural Higher Education on the lines of Mahatma Gandhi's revolutionary ideas for transformation of rural areas
- Consolidating network and developing Rural Institutes and endowing them for recognition
- Developing Rural Institutes into Regional Development Institutes and Rural Universities which shall function as hubs for knowledge connectivity
- Regulating the quality of education of rural institutes and educational programs in the area of rural higher education
- Designing a variety of courses at tertiary level around emerging rural occupations
- Strengthening teacher training facilities for Gandhian Basic Education
- Strengthening the content of all these institutions with emphasis on science, technology and management on the one hand and traditional wisdom on the other
- Promoting vocational training programmes and initiatives for self-reliance
- Encouraging field-oriented courses of rural institutes

- Promoting action research as a tool for social and rural development
- Promoting extension services to the community through micro level planning
- Advising the Government of India on all such matters pertaining to rural institutes as may be referred to it from time to time

1. Curriculum Development in tune with NEP 2020	
2-Day National Workshops on Rural Management and Rural Engagement	7
2-Day National Workshops on Curricular Reforms in Teacher Education through Experiential Learning, Skilling and Vocational Education	7
2-Day National Workshop on Community Engagement Opportunities in Multiple Entry Multiple Exit Module of NEP 2020 (UBA Participants)	1
Workshops on Vocational Education in Teacher Education by Subject Methodology at SCERTs	17
Workshops on Vocational Education in Teacher Education by Subject Methodology at Universities	10
3-day National Workshop for SCERTs on Integration of Vocational Education in Teacher Education by Subject Methodology	1
3-day National Workshop on Skill Building in Social Work Curriculum	1
2. Research and Flagship Programs	
Ph.D Fellowships	14
Action Research Post Doctoral Fellowships	5
Major Action Research Projects	49
Minor Action Research Projects	50
Action Research Apprenticeships	27
Action Research Internships (861 (1 month) 22 (5 months)	88
Rural Management and Vocational Education Textbooks	10
Audio Visual Resource Material on Rural Management	400
3. Capacity Building	
Skill Development Workshops	22
Workshops (Social Entrepreneurship and Rural Entrepreneurship)	187
6-Day Faculty Development Programs	50
7-Day Residential Program - Training of Trainers for Skill Lab Methodology	1
Institutional Visits (Gauging Campus Sustainability)	2018
Student Self Help Groups Formed	3213
National Rural Institutions Sustainability Grading (NRISG)	1506
4. Publications	
Newsletters (English and Hindi)	24
Journals (Indian Journal of Rural Education and Engagement)	2

MGNCRE has focused on –

- Promotion of Rural Higher Education
- Curriculum Development
- Capacity Building of Faculty
- Faculty Development Programs
- Empowering Students with Skill Building
- Promoting Student Entrepreneurship
- Internship and Apprenticeship
- Forming Student Self Help Groups (SSHGs)
- Social Entrepreneurship
- Campus Sustainability
- Rural Entrepreneurship
- Rural Management
- Vocational Education and Skilling

- Institutional Recognition/Awards
 - Social Work Skill Labs and Workshops
 - Mentoring and Skill Counselling
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- MGNCRE has encouraged the creation of Student Self-Help Groups (SSHGs) in HEIs to encourage both entrepreneurship and workmanship to assist the endeavours of the Entrepreneurship Development Cells. Student Self-Help Groups focus on the ideals of reciprocal assistance, unity and joint accountability. SSHGs can become a platform for the exchange of growth concepts and knowledge, a community mobilisation organization, or an organizational entity for collaborating with other socioeconomic initiatives.
 - MGNCRE initiated Entrepreneurial Activities through the Institutional Cells formed (Social Entrepreneurship, Sustainability and Rural Engagement Cells (SESREC), Rural Entrepreneurship Development Cells (REDC), and Vocational Education, Nai Talim and Experiential Learning Cells (VENTEL). The HEIs organized day-long Campus Marts/Bazaars in the campus and neighbourhood, demonstrating the practical aspects of entrepreneurship.
 - Addressing rural concerns through promotion of higher education interventions, MGNCRE identified the need for a steady requirement of Rural Management professionals for the country's growth. 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. 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.
 - Promoting Universities as Knowledge Hubs for Rural Transformation - In keeping with its objective of developing Rural Institutes into Regional Development Institutes and Rural Universities which shall function as hubs for knowledge connectivity and emerge into effective agent for rural transformation in backward regions through voluntary initiatives wherever possible – MGNCRE has embarked on supporting rural Universities. Special programs for focusing on aspirational districts coastal regions, border regions and tribal regions have been taken up on rural entrepreneurship. MGNCRE is working on developing rural Universities as knowledge hubs for rural transformation. The program of education in the University has been linked with the national needs of rural uplift with a view to promote education that is conducive to the grass - root levels of the society. In laying down the priorities of education, the needs of the village-dwellers receive principal consideration. 8 Roundtables were conducted at different Universities – Gujarat Vidyapith, Ahmedabad, Gujarat; Assam University, Silchar, Assam; Mahatma Gandhi Chitrakoot Gramodaya Vishwavidyalaya, Chitrakoot, Madhya Pradesh; Mahatma Gandhi Kashi Vidyapith University, Varanasi, Uttar Pradesh; Utkal University, Bhubaneswar, Odisha; The Gandhigram Rural Institute (deemed to be University), Dindigul, Tamil Nadu
 - Establishing the linkages of Teaching, Research and Faculty Development, MGNCRE conducted National Workshops on Vocational Education, Experiential Learning and Skilling; and Rural Management and Rural Engagement. MGNCRE has contributed to the National Curriculum Framework by conducting Five 2-Day National Workshops on Curricular Reforms in Teacher Education through Experiential Learning, Skilling and Vocational Education (New Delhi National Council of Educational Research and Training (NCERT), Mysuru Regional Institute of Education NCERT, Bhubaneswar Regional Institute of Education NCERT, Bhopal Regional Institute of Education NCERT, and at Shillong UGC HRDC North-Eastern Hill University).
 - MGNCRE is rooting for a sustainable rural India through Academic Curriculum Interventions. The 2-day National Workshops on Vocational Education, Experiential Learning and Skilling were conducted 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 2-day National Workshops (Osmania University Hyderabad, Amrita Viswa Vidyapeetham Coimbatore, JNU New Delhi, Mahatma Gandhi Antarrashtriya Hindi VishwaVidyalaya (MGAHV), and UGC HRDC Gauhati University) 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.
- Workshops were conducted at SCERTs state- wise on Teacher Education by Subject Methodology, as follow up workshops post the National Workshop at FDC MGNCRE. MGNCRE has called for Minor Research Projects in collaboration with faculty of SCERTs. The project comprises of Content Analysis - Integration of Vocational Education Methodology for Classes 9-12 Teaching- Learning Transaction through Methodologies adopted for Social Science, Science, Language and Mathematics. The lesson plans that will be prepared by faculty of SCERTs and Universities, as part of MGNCRE Minor Research Project, will be an asset for future teachers and the faculty will become Master Trainers for implementation of these lesson plans.
- Responding to MGNCRE's call, Higher Education Institutions across the country have participated in National Rural Institutions Sustainability Grading (NRISG). NRISG is helpful to the institutions and state to know and visualize the following factors by which HEIs can manage and develop the basic key elements like 1. Skill development, 2. Personality development, 3. Sanitation and hygiene, 4. Waste water and greenery, 5. Action Research Projects, 6. Faculty Development Programs, 7. Academic Leadership Programs, and 8. Action Research Internship, Apprenticeship and Entrepreneurship.
- 1506 Institutions in 162 Districts of 21 States were graded and Grading Certificates were dispensed. The phase 1 in 2022-23 focused on sustainability parameters: Green cover on campus, Surface water harvesting, roof top harvesting, roof top solar system, waste management. The phase 2 (from 1-May-2023) will cover Student Self Help Groups, Campus Bazaars and Daily Sales Counters. Action Research Investigators from MGNCRE have carried out the NRISG surveys and subsequent grading.
- 400 District Green Champion Awards for 2021-22 were awarded to HEIs as part of MGNCRE's second phase of action plan. Earlier 400 District Green Champion Awards were given out in the first phase. Case studies of Institutional Achievements (Success Stories) of HEIs implementing sustainable initiatives were documented. The sustainable initiatives included water management, waste management, land use, greenery and energy management. The videos will be used as academic resource case studies. The 800 District Green Champion HEIs
- were awarded by District Collectors, District Magistrates and Administration Heads of their respective districts.
- Our interns and apprentices are working in diverse areas under supervision of MGNCRE technical resource persons. Vocational Education Interns (M.Ed./MA) (161) analyzed curricular content for a chosen grade and subject and integrated vocations that would allow students to experience income generation. Lesson plans were submitted by them. Social Work Interns (368) are conducting skill labs in HEIs, facilitating and mentoring the students, guiding them towards entrepreneurship and making videos of their sessions which would be used as resource material. NRISG interns (332) conducted action research surveys of campus for grading. 22 interns have worked for five months exclusively on Institutional sustainability and action research.
- The Council has developed 11 textbooks on Rural Management and Vocational Education this year and 400 audio visual resource material on Rural Management.
 - Promotion of Rural Higher Education/Curriculum Development
 - Rural Management and Vocational Education Text books
 - Rural Management - Civil Society and Sustainable Development
 - Rural Management - Cooperation and Collective Action

- Rural Management - Strategic Management
- Rural Management - Rural Institutions, Planning and Development
- Rural Management - Rural Economy
- Rural Management - Sales and Distribution Management for Rural Products

- Vocational Education by Subject Methodology in Teacher Education - 4

- MGNCRE has completed 50 6-day FDPs across the country. FDPs were conducted on "Management Development Program for Academic Leadership", "Academic Rural Leadership", Mentoring Skills and Facilitation Skills for Rural Higher Education Institutions", and "Mentoring Social Responsibility and Facilitation for Community Engagement".

- Training of Trainers – Skilling Social Work Professionals - During the skill gap analysis done by MGNCRE, it was observed that the current curriculum is more theory based and not practical based. As such students graduating in Social Work are not well equipped to do field work. There are no skill-based aspects integrated in the curriculum. MSW graduates expect relevant jobs but are in for a shock as the field is quite different from the classroom. Hence, in an effort to reduce the skill gaps, MGNCRE has embarked on conducting Social Work Skill Labs training across the country. MGNCRE has embarked on conducting skill laboratories. Skill Laboratories are specifically equipped practice room functioning as a training facility offering skill-based training for the practice of social work skills prior to application in real life. The scope of professional social work is progressively expanding to include novel and difficult areas of practice. The functional role of social workers is now perceived in a new dimension due to the shifting socio-economic conditions. The several skills being – Rapport Building, Trust Building, Interactive and Communication, Expression, Listening, Probing, Supportive Response, Understanding Response, Responding, Empathy, Reaction, Respect, Honesty (Genuineness), Facilitating (Concrete, AFR, Challenging Negative Thoughts, Encouragement, Closing, Feedback, Follow-up, Summarization, and Dos and Don'ts in Facilitation. Learning in a real-world setting is the most important part of a social work program and serves as its backbone. In social work education, it takes the form of a supervised internship where students may put classroom knowledge to use in a real-world setting.

- MGNCRE has initiated Major Action Research Projects (49) and Minor Action Research Projects (50). PhD Fellowships (14) and Action Research Post Doctoral Fellowships (5) have been initiated. The broad disciplines of study, within the domain of social sciences are: Social Work (Social Entrepreneurship and Rural Engagement); Management/Rural Management (Rural Entrepreneurship); and Teacher Education (Vocational Education and Skilling).

- 883 Interns are working under the Action Research Internship Program in various states across the country, spanning 250 districts of 27 states, covering 3000+ HEIs. MGNCRE Resource Persons are monitoring these Interns. 27 apprentices have been recruited for conducting workshops on promoting vocational education and entrepreneurship across the states.

- MGNCRE is the Regional Coordinating Institute for Unnat Bharat Abhiyaan 2.0 , a flagship program of Ministry of Education, overseeng the work in 11 allotted Districts of Telanagana. Social interventions were brought out in 3 districts with faculty and teams for offering skilled help to the communities in rural areas.