

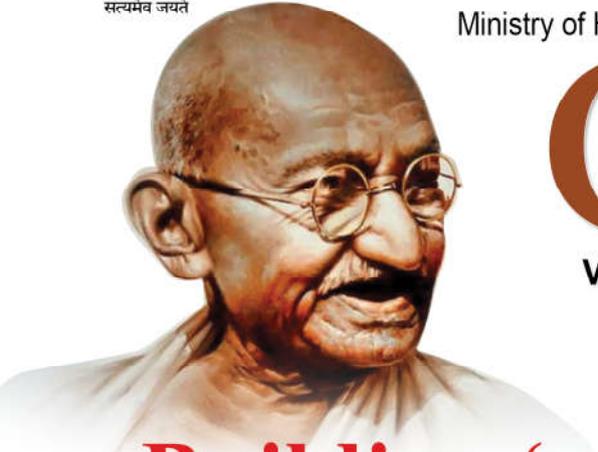


Mahatma Gandhi National Council of Rural Education

(formerly National Council of Rural Institutes)

Department of Higher Education

Ministry of Human Resource Development, Government of India



Connect

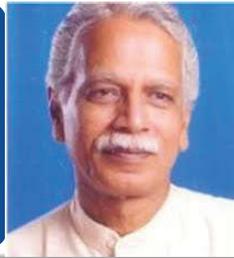
Vol.- 4, Issue- 7

July 2018

Nai Talim

Building 'workout' into education

Nai Talim promotes the use of the real world as classroom and appreciates learning through life. The real world to the child is the closest environment in which children grow. For Nai Talim, relationship with nature is not with a sense of conquest but with a sense of harmony and humility. It integrates physical work and the intellectual work for a new social order and also for the efficient learning as "learning by doing" is the best method of learning ever known. **Dr. Sugan Baranth**



International Yoga Day 2018 at MGNCRE



An educational institution values, apart from academic attainments, the following attributes: Physical skills, Social behaviour, Creative problem, solving skills. These aspects are called with names like soft skills, physical skills etc. Interestingly, Nai Talim, by its very nature, is intended to develop such skills which are necessary for a successful life.

Dr T Karunakaran

Students on 'hot' pursuit of rural concerns



Rural calling

Education is to fulfill hunger needs. It has to meet the psychological, physical and social needs. It has to support humans to become social beings. It needs to have a man-making component, call it moral, ethical, integral, holistic or whatever. Gandhiji's Nai Talim, embodies the pedagogical principle of integrating knowledge and work. It integrates head, heart and hands. Way back in August 2010, the National Council of Rural Institutes (since renamed Mahatma Gandhi National Council for Rural Education) organized a National Convention at New Delhi to deliberate on issues relating to "the revitalization, convergence and implementation of Nai Talim scheme of education". The outcomes of the convention, in which many Nai Talim institutions, NGOs, academicians, Gandhian activists, civil servants and other stakeholders took part, pointed to the crying need for integrating Nai Talim with mainstream higher education. *The idea is to pitch Nai Talim to the teacher education departments in the universities as an unfailing means to help realize the vision of 'education for development'.* We, at MGNCRE, are inching in that direction. The lead story, Nai Talim: Building 'workout' into education, is in that direction.

Our interventions in higher education institutions (HEIs), are slowly yielding positive results. One such initiative is the Master Plan for Swachha University Campaign. The article, promoting cleanliness from the crucibles of campuses, based on the workshop that we recently conducted, sheds light on the journey that our assiduously prepared working draft has taken to evolve into a workable plan that can be readily adopted and easily adapted by all Universities and HEIs in the country.

Back in March, the ground work that we had done in the past one year or so to introduce a course in rural community engagement, resulted in intensive sessions that concretised the overall structure of the Rural Community Engagement course we have in mind. The piece, Rural Community Engagement course on anvil, unveils the ramifications of the online course to be offered jointly by PIA and MGNCRE.

All told, things are looking up on the higher education front, with Universities and HEIs more than willing to integrate Rural Engagement components with their mainline courses. In other words, some of the long-awaited man-making dimensions of education are getting serious attention.

W G Prasanna Kumar
Chairman

Highlights of MGNCRE programmes in July 2018

- Roundtable on July 2nd at Gujarat Vidyapeeth on proposal to implement nationwide Mahatma Gandhi Nai Talim Siksha Abhiyan in association with Nai Talim Samiti at Sevagram and other such agencies across India
- Key Resource Persons training between 15th July and 15th August in this regard at Sevagram Wardha and other identified places for implementation of Work Education and Nai Talim through Community Engagement with the support of University Departments and Schools of Education offering B Ed as well as D Ed faculty members from DIETs across the country.
- A national consultation workshop on Nai Talim and Work Education through Community Engagement with senior faculty members of the Universities in India, during July 5-6 at NIMSME, Yousufguda Hyderabad. Prof. T Kurnakaran former Vice-Chancellor of Gandhi Gram University would guide.



In a flow with jaw-dropping details, Prof. A. Ramakrishna, a respected dean known for his cerebral accomplishments, recounted how he and his friends took part in the construction of a building, brick by brick, with the building blocks being passed from hand to hand in an unbroken chain of rhythmic and intensely physical activity.

The reward for his 'elective' manual labour was that he felt supremely proud once the building was constructed. The dignity of labour that the dean championed by recourse to his personal example perhaps cannot be bettered in any classroom lesson on the subject.

When confronted with a school that did not have even essential educational aids, Dr W G Prasanna Kumar, chairman of Mahatma Gandhi National Council of Rural Education (MGNCRE), chose to make a blackboard then and there,

using locally sourced coal dust. His colleague and Assistant Director of MGNCRE, Dr Dash, made mats as the school had neither tables nor chairs. That was not all. They also built a gate and a compound wall for the schools using locally available bamboo. The foregoing and other such ennobling experiences and pregnant ideas, mirroring 'Nai Talim' as envisaged by Mahatma Gandhi as well as 'Work experience' and 'Socially Useful Productive Work' as recommended by the Education Commission (1964-66) and Ishwarbhai Patel Committee (1977) respectively, were shared at a fruitful day-long workshop on Nai Talim, conducted jointly by Osmania University and Mahatma Gandhi National Council for Rural Education at the Institute of Advanced Study in Education, OU, Hyderabad, on March 5, 2018. Over two dozen participants, mostly seasoned teachers and students with a high level of social awareness, took active part in the workshop. The twin objectives of the workshop were to: (a) create a space for teacher educators and school teachers to identify the curricular aspects to which the focus needs to be shifted while transacting in rural areas; and (b) promote rural resilience through effective curricular interventions.



Doing makes all the difference

Mr Karunakar Reddy, as part of an internship program, went along with five other students to a village for 15 days. They were allotted to a school. No one there was bothered about dropouts; so, they sought support from an NGO, and, over a period of time, the enrolments increased. The NGO eventually adopted the school. He never tires of advocating three things during his interactions with children: (a) Do your own work; (b) Keep the playground clean; and (c) plant trees.

In a similar vein, another participant, Mr Reddy, recounted how he made students learn by doing in special agricultural projects on farmlands in Tirupati. His big picture is to improve morals, values and ethics in agriculture. He wants to establish a school on his farm

Seeing life in all its colours and shades

The depth and multiplicity of work education implementation ideas, which the participants shared at the workshop by going down memory lane, provided subject experts and lay persons a unique opportunity to see life in myriad colours and shades from the standpoint of rural education.

Dr Durgesham, one of the participants, reminisced about the thrill and unalloyed joy of working with bare hands to make pots and later grow plants in them. After some trial and error, students learnt the craft of making pots. The thrilled students were then encouraged to grow plants in them. These plants, tended with requisite care, have now become trees. Mr Chand, another participant, recalled the positive outcomes of not going by gender stereotypes. He just asked all students to draw rangolis. Deliberately he characterized it as a competition, without expressly limiting it to girls. Most importantly, he encouraged boys also to participate in it; and, to the surprise of everyone, it was they who won accolades in the external competitions!

Dr Bhagya, who has worked on Nai Talim implementation in special education schools by encouraging craft work and stitching, summarized her impressions to suggest that Gandhiji's methods, if implemented properly, can surely help improve cognitive, affective and psycho-motor skills. Ms Aruna underlined the need to give importance to skill development in rural areas. Dr Varalakshmi, who has worked in Barkatpura slums, shared her experiences in sensitizing women about menstrual hygiene. Ms Padma J of MGNCRE, outlined how in a school in Secunderabad, she sold chikki for 5 paise in Grades 9 and 10. She briefed the participants about how she successfully conducted Swachh Bharat programmes, as mandated by CBSE, in the school. Another participant, Dr Lalitha, recounted how she conducted several activities in schools that included role playing based on events from Gandhiji's life and times.

Dr Mrunalini, who has worked on religious unity, recalled her own efforts in listing points that are common to all religions and how the unified list helped in seeing the oneness behind various denominations. Dr Shankar, who has worked in diverse fields, underscored the need to respect one's job and do one's best for success.

Catch them young

Cerebral exercises too

Dr Narasimhulu, an urban product who has worked on numerous school activities, described the processes involved in honing the skill of writing poetry. Apart from Dr Narasimhulu, two other participants in the workshop detailed how they made children write a poem every day in English and share it with others on WhatsApp.

When it comes to inculcating good habits among school children, it always pays to catch them young. Maybe it is OK to make light of the reservations of elders in the family, if the ends justify the means. The following cases, highlighted at the workshop, illustrate this point.

Ms Glory, from the Princeton College of Education, recalled how, during her B Ed days in St Ann's College of Education, they used to plant trees, change curtains, and make floral arrangements. These activities *per se* helped them value life in all its diversity and majesty. The good habits

formed then continued and some of the habits rubbed off on others, especially children. For, the children who used to take tuitions from her, used to willingly water plants in her house. The only 'reward' they were promised was that they would be allowed to eat the fruit of the plant! However, parents of those children were unhappy because they were prejudiced that the kids were being 'used' by her to water the plants every day.

In somewhat similar circumstances, Mr Sanjeev used 'payasam' as the vehicle to drive home the value of hard work and the pleasures of

taking up responsibilities of housework even if it involves drudgery. Every month his nieces and nephews would visit his house. He would encourage them to clean his room and take up other chores during their stay. The payasam he used as the pay-back mode for the youngsters' services worked wonders in getting things done with fun and frolic.

Ms Madhusmita shared her experiences in encouraging students to remove weeds from school farming beds. She also recounted the positive outcomes of encouraging children to prepare *chapattis*.

Mr Vasudeva Rao of MGNCRE detailed how he had worked on marketing school-grown vegetables and how he had motivated students to open bank accounts. Similarly, during their inter-

actions with schools children, Ms Manorama Kamineni and Ms Kalpana Goswami of Sloka School taught them the use of natural cooling materials. The children were shown methods of storing vegetables and curd in a mud pot, which keeps the material cool. They were also taught methods of conserving energy while cooking, including one in which half-boiled rice or vegetables are kept in a vessel, which is to be kept on hay. The hay acts as an insulator and completely boils the vegetables or rice.

All told, the workshop was a resounding success.

The organizers could not only achieve their main objectives, but also bridge the rural-urban divide in terms of achieving learning outcomes and creating a platform for making Nai Talim a reality with studied interventions in educational institutions

WORK EDUCATION: The position then and now

Regardless of the labels that are applied to particular forms of integrating education and work, one thing is amply clear: there is tremendous responsibility on the part of powers-that-be to set up, across the nation, teacher training centers and open schools that can promote the Gandhian pedagogy of integrating the 'world of work' with the 'world of knowledge'.

In the context of building a truly national system of education, the Position Paper of the National Focus Group on Work and Education, explored options to institutionalize the pedagogic role of work in education. Some of the findings highlighted in the paper are instructive.

Experience has shown that half-hearted and ill-informed attempts to integrate work-experience into education have fallen short of the Gandhian concept of using productive manual work as a pedagogic medium of education. In any case, it must be an essential as well as a universal element of the curriculum.

There is plenty of evidence from the nation's history of experiments in education, including Gandhiji's Nai Talim and Gurudev Rabindranath Tagore's Sriniketan, which makes it obvious that any partial introduction of a new idea in say select schools, regardless of its beauty and intrinsic worth, is never accepted by parents.

This is because parents do not as-yet have compelling reasons not to feel

insecure about their children who, in the juggernaut of predominantly bread-winning education, could be alienated from the mainstream once they are out of the portals of the educational institutions.

According to the Gandhian proposal of Nai Talim, participation in productive work, under conditions approximating to real-life situations, is pedagogically linked to learning and simultaneously becomes the medium of knowledge acquisition, developing values and skill formation. Engagement with work will promote multi-dimensional attributes in the cognitive, affective and psycho-motor domains in a holistic manner i.e. by integrating 'head, hand and heart'. Such attributes are unfortunately missing in a large part of today's education system.

From MGNCRE's working draft to a Master Plan for Swachha University Campaign



The earlier habit of spitting pan on roads or along staircases of offices could soon be a thing of the past. We have already seen such a change in respect to smoking in public places. The day is not far when the man who comes to your place early in the morning to collect household wastes will point blank refuse to do his job unless the wastes you have accumulated are segregated at the primary level as prescribed. There is ample space

for a growing body of social entrepreneurs who can drive waste management projects in win-win situations quite profitably. *Avaricious profit-oriented waste-to-wealth behemoths, who take people for granted in their blind pursuit of projects that are not environmentally sustainable, can be brought to their knees and made fully accountable if universities become the beacons of best possible actions on the environmental fronts.*



A curriculum designed and developed by MGNCRE for the benefit of higher education institutions that could be keen on introducing a PG Diploma Course on Swachhata was critiqued at the workshop with heartening results. The participants expressed their readiness to do everything within their means to see that the course introduced in their respective institutions one it gets the green light from the academic community and an official stamp of approval. Some of the participants represented institutions that already offer courses having curricular elements similar to those proposed by MGNCRE; yet, they agreed to work in the direction of

strengthening those courses by using elements drawn from the MGNCRE-designed curriculum as improvised at the workshop. Chairman of MGNCRE Dr WG Prasanna Kumar, in the course of his opening remarks, mentioned that work in academic institutions could not be delinked entirely from academics. He emphasized the need to find effective ways of integrating the outcomes of the workshop with the proposed curricular inputs so as to give them lasting academic value. He highlighted the areas in which MGNCRE can support HEIs. Referring to the introduction of the proposed PG Diploma in Solid Waste Management, he said it required focused attention



on three main aspects: technical, economic and social components of management. He suggested that people's habits towards environment must change as knowledge alone was not enough. For

The foregoing are some of the distinct possibilities in the not-so-distant future that were thrown up for discussion and eventual enlisting as actionable steps, thanks to a two-day intensive Swachhta Education Curriculum Workshop conducted by the Mahatma Gandhi National Council of Rural Education (MGNCRE) in Hyderabad during June 25-26, 2018 at the instance of the Ministry of Human Resource Development in Government of India. The workshop, conducted on the sylvan campus of NIMSME, opened newer vistas for some out-of-box thinking and gave scope for fermenting discussion points on experiential learning and campus-level outcomes that the participants shared in response to the core issues raised during the plenary as well as the keynote address. The participants included NSS coordinators from IITs, NITs, central universities as well as the state universities other similar institutions of repute which nurture student volunteers who are ready to do constructive off-campus work to complement the Union Government's focused nation-building efforts. Reflecting exemplary objectivity and democratic credentials of the highest order, there was a thorough group review of the Draft Master Plan for Swachha University Campaign prepared by MGNCRE.

The Master Plan included a draft manual of SOP that was open to scrutiny by participants so that the modified final version could be easily adopted by universities with suitable campus-specific adaptations. MGNCRE had documented SOPs for Swachha University as a working draft by involving in-house subject matter experts. MGNCRE is in the process of incorporating in the working draft the essence of key ideas and helpful suggestions that were thrown up at the workshop and which found ready acceptance.

efficient work in the area of environment, one must learn work and do that as part of a team in a responsible manner. Citing the examples of cycling and swimming, he said that one could learn them only by doing as no amount of mere theory of how to do it would suffice. Everybody working in Universities recognizes the responsibility for waste management. Recalling the recent foot ball match experience of the stadium which housed the Japanese side, he mentioned that it was spic and span despite victory celebrations, while that occupied by the rival team's fans was messy and full of refuse. Likewise, he recounted an incident recently, where he noticed how two young women officers, who had been given bananas, walked a long distance to the spot where there was a bin; and, how, after eating the fruit there, they dropped the peels into the bin. "There is no littering in any Japanese public or private space ... In all, 34 types of wastes are also segregated in some places there," he observed.

In his keynote address, Major Shivkiran, a seasoned activist administrator in waste management who virtually raised the value of work done by 'safai karmacharis' and ragpickers by designating them as 'street beauticians' and 'shubraks', said that IITs, NITs and other institutions shouldered a huge responsibility to promote Swachhta. He recalled how the University of Hyderabad had introduced the concept nearly a decade back when Swachhta was not even talked about. "It (cleanliness drive) has to be a people's movement," he remarked. Touching on his own peeve at the sight of people spitting on roads, he recalled how, about two years back (before Swachha Bharat Abhiyan began), his family members used to feel embarrassed whenever he suddenly stopped the car and pulled up those whom he found spitting on the road. "Today, they (those who spit and get scolding from him) at least say 'sorry,'" Major Shivkiran remarked, alluding to the recent heightened sense of awareness among the common people about the need to keep surroundings clean, thanks to Swachh Bharat Abhiyan.

Major Shivkiran suggested that the educational institutions could take the lead and play a big role thereafter in waste management; for, unlike private players, it would not be hamstrung by profit motive. *Pointing to the talk of waste management in villages, he observed:*

"We had 'zero waste villages'. In the name of waste management, where are we travelling?" With regard to regulations, he pointed to the 'mismatch' between what is required and what has been mandated, by means of an example: at a time when people are talking about "no-bin" environs; rules prescribe that bins be placed say every two meters or three meters in particular locations. Stressing the need to segregate wastes, he observed: "A day will come when wastes will not be collected from our homes, if they are not segregated as prescribed."



Wrapping up the inaugural session on Day One of the workshop, Shri P Murali Manohar, Member - Secretary MGNCRE, called for a change in people's mindset for effective disposal of wastes. During the subsequent Question and Answer sessions and group discussions, the participants shared details of the current situation in their respective campuses and what they proposed to in the light of deliberations at the workshop concerning best practices that could be replicated.

While moderating Day Two of the workshop, Dr W G Prasanna Kumar, Chairman of MGNCRE with his experience

in pollution control board of the undivided Andhra Pradesh as Senior Social Scientist, expressed the need to motivate students so that there is proactive learning on their part. He outlined the action steps that resulted in the phenomenal transformation of plague-hit Surat in 1994 under the exemplary leadership of technocrat and no-nonsense administrator SR Rao, much before Swachh Bharat Abhiyan took shape. Scientifically trained and committed manpower was central to the overall success of Swachh University Campaign; hence, MGNCRE had been striving in that direction, he said.

Handholding tax inspectors in rural engagement



In all, 32 newly recruited inspectors of the National Academy of Customs Indirect Taxes and Narcotics (NACIN), in association with consultants of the Mahatma Gandhi National Council of Rural Education (MGNCRE), visited Nerrapally village of Ibrahimpatnam mandal in Ranga Reddy district on June 29th, as part of the new hires' hands-on training in various aspects

of rural engagement. The teams reached village, 50 km from NACIN, at 8-30 am.

The inspectors, formed into three groups, and had separate interactions with those forming the power structure in the village -- sarpanch, gram panchayat secretary, MPDO of the mandal and Additional MPDO, among others, with help from MGNCRE.

Along with MGNCRE Team of JT Sastry, M Santosh and K Ravindra Reddy, the inspectors' teams from NACIN gathered from sarpanch Nirmal and her husband, panchayat secretary Bhagavanth Reddy, and MPDO Anil Kumar the demographic profile of the village; details of its infrastructure, including the availability of PHC services, transport facility, school as well as particulars of crops under cultivation in local fields. They also visited anganwadi kendras in the village. Having achieved their objectives, the inspectors from NACIN thanked the MGNCRE for its technical assistance and logistic support.

After collecting information they required, the NACIN inspectors' teams donated ₹ 3,200 to the village authorities towards providing electricity connection, a ceiling fan, and purchase of toys for children. The team from MGNCRE requested the sarpanch and the MPDO to construct a toilet for the anganwadi centre and they agreed to do so shortly.

MNCRE-PIA joint online initiative in Higher Education

Unlike today's higher education institutions (HEIs), ancient Indian universities like those in Taxila and Nalanda attached overarching importance to 'societal engagement' and functioned in sync with society at large, especially rural communities. Besides, holistic health practices rooted in traditional community knowledge were taught at some of the ancient colleges.

This spirit of 'engagement', as a core value of university, needs to be promoted across India, where two-thirds of the population and nearly 70% of the workforce reside in rural areas. Official records suggest that nearly 50% of Indian farmers are indebted, while 85 per cent of rural female workers are either illiterate or educated only up to primary level only. This reinforces the need for HEIs to 'effectively engage' themselves in rural areas.

Scholarly pursuit

The larger vision is to enable HEIs to recognise, promote, and institutionalise rural community engagement as a field of study. It will be realised through trained professional scholars and educators who will actively pursue rural community engagement in HEIs. In the process, engagement with the community will cease to be viewed as an 'extra-curricular activity' and emerge as a 'scholarly pursuit' of higher education curriculum.

Towards this end, Mahatma Gandhi National Council of Rural Education (MGNCRE) and PRIA International Academy (PIA) will jointly offer a 10-week course on Rural Community Engagement in Higher Education. The course is designed to build the capacities of research scholars and educators at universities in Rural Community Engagement. Building on the experience of offering this course to scholars, MGNCRE and PIA will eventually scale up this effort to train educators and faculty members at

universities in Rural Community Engagement. It is expected that these champions can then help, support, guide, and mentor university students in effectively pursuing community engagement in rural settings. The online course on Rural Community Engagement took shape at a meeting between Delhi-based Participatory Rural Initiatives in Asia (PRIA) and Hyderabad-based Mahatma Gandhi National Council for Rural Education (MGNCRE). Dr WG Prasanna Kumar, Chairman, and consultants Mr A Vasudeva Rao, Mrs Sarvani Pandey, Mr Laxmi Kant from MGNCRE; Dr Rajesh Tandon, Founder-President, Dr K K Bandyopadhyay, Director and Mrs Wafa Singh from PRIA attended the meeting, which was held at MGNCRE.

Professional training makes all the difference

Dr Rajesh Tandon said that Universities in India lacked qualified and trained professionals in Rural Community Engagement. Although the university system had NSS Programme Co-ordinators and Programme Officers, intellectual involvement was not taking place. In the case of other countries, such personnel undergo professional training and the institutions concerned offer scholarships.

It was understood that students intending to do the course must understand the ground reality in the villages. So, while designing the course, the focus shifted to field work and handholding, which are essential for community engagement. It was agreed that knowledge, awareness and skills must be imparted through professionals in Rural Community Engagement.

It was felt that in every university, at least two to three facilitators trained in Rural Community Engagement on professional lines are required. The first catchment could be NSS Programme officers and

students; and, the second catchment, departments in Universities. To begin with, three components were identified: academic knowledge; field practices and field engagement, including field study task; and personal listening and listening mode, including attitude towards poor, adivasis, tribals and other groups of people.

Framework of knowledge and action

The course framework is being designed on five sets of competencies:

- understanding theoretical and intellectual traditions of community engaged in higher education in India and internationally
- building mutually beneficial and respectful partnership with rural communities, teaching how to value local knowledge/practices/innovations
- co-conducting research, along with local community
- community-based participatory research
- toolkit of Participatory Research Methodologies

The best fit

The chairman of MGNCRE suggested that those aspiring to do the course must be active in understanding rural concerns, quick in implementing the learning, clear about what they should do after completing the course, and remain a champion of Community Engagement in the University. There are about 60 universities with centres having potential learners. They could be drawn also from the faculty members of various departments of universities with which MGNCRE has inked MOUs and from Research Fellows selected for MGNCRE Fellowship Programmes.

The objective of the course will be to prepare facilitators who can improve quality in areas such as preparation of case studies



and exercises as well as local champions in universities for the course. The course curriculum framework components such as titles, online components, residential, fieldwork, number of days, reduction of total course duration, list of basic books, transaction methodology, personnel to be involved and financial requirements were discussed at separate meetings. A decision was taken in principle to start the programme on August 15, 2018.

Blended approach

This 10-week course will be offered in blended mode, combining online learning and face-to-face residency. The residency will include field studies interspersed between face-to-face sessions for four weeks, following the first four weeks of online learning. The residency will be held at MGNCRE, Hyderabad. The last two weeks will be dedicated to reflection, reporting and preparation of action plans.

The learners are expected to devote approximately 8-10 hours per week for the course towards the online component, while the four-week residency will be a full-time commitment. Initially, the course will be prepared and offered in English. In due course, the same will be offered in Hindi and Telugu as well.

Learning framework

This course will be designed on a competency-based learning framework, focusing on three key elements: knowledge (based on cognitive aspects), awareness (focusing on personal competencies, attributes and self-reflection) and skills (which will be built through supervised field studies). The course is so structured that it can be completed in a semester of 16 weeks. On satisfactory completion of the course, the learners will be awarded a certificated issued jointly by MGNCRE and PIA.

Students on 'hot' pursuit of rural concerns

"Rama, a widow who gets ₹ 1,000 per month from the Government of Telangana as pension, is resourceful enough to ensure additional streams of income for her livelihood by rolling around 500 beedis per day and cultivating paddy on about two acres of land".

"Birthday celebrations need not be just family affairs; these days, orphans and senior citizens in rural areas celebrate the big day with the involvement of society, thanks to awakening".

"If even a part of the urban infrastructure can be ensured in villages, migration can be minimized".

"Issues like increasing costs of school education, healthcare as well as unfair prices for farm produce could be addressed if policymaking could be decentralized and policies made inclusive and area-specific".

The foregoing were among the key observations and learning from four select villages -- Dharmapuram, Mallakpalli, Vangalapally and Vanamala Kanaparathi, where candidates who had been selected for MGNCRE's Summer Internship Programme 2018 were given orientation through a Rural Immersion Camp. In all, 30 students, representing 24 universities spread over



16 States across the country, were among the 2nd batch of interns who took part in the RIC that was conducted in one village of Janagoan and 3 villages of Warangal during June 12-13.

The universities which sent students to take part in the programme included: Rajiv Gandhi University Arunachal Pradesh; Assam University; Mahatma Gandhi Central University, Patna University; Punjab University; University School of Management Kurukshetra University; Central University of Kerala; Dr. HS Gour Vishwavidyalaya; Mahatma Gandhi Antrrashtriya Hindi Viswavidyalaya Wardha; The English and Foreign Languages University; Indira Gandhi National Open University; Pondicherry University; Central University of Tamil Nadu, Gandhigram Rural Institute, RGNIID; Mahatma Gandhi University, Satavahana University, Telangana University, University of Hyderabad; ICFAI University; Aligarh Muslim University, Banaras Hindu University; and Kumaun University.

Ahead of the immersive experience for the eager interns, MGNCRE chairman Dr W G Prasanna Kumar interacted with them and gave an overview of the basic tools and techniques of Participatory Learning and Action, along with tell-tale examples. He underscored the need for skillful observation, perception, conception, empathy, sympathy, and triangulation, which were illustrated by role play as well. He cited the example of Dharavi slum in Mumbai as the quintessence of how disadvantaged communities, regardless of their size, can succeed through proper networking and PLA. MGNCRE Assistant Director Dash briefed the participants about the expected outcomes of the RIC.

The turbo-charged interns then got involved in their tasks of understanding rural realities through participatory approaches, making the RIC very productive with the enlisting of actionable steps that can be taken by the village communities on their own with minimal government and external interventions.

The students camped in Kakatiya University, Warangal and later visited five villages that they covered in the district with intense field practice of village study.



Mahatma Gandhi National Council of Rural Education

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 MGNCRE, Dr D N Dash Assistant Director, R Murali and K Ravindra Reddy

Published by Shri P Murali Manohar Member-Secretary MGNCRE

