



# GITARATTAN INSTITUTE OF ADVANCED STUDIES & TRAINING

BLOCK D, POCKET 15, SECTOR 7, ROHINI, DELHI, 110085

## MGNCRE VENTEL ACTIVITY REPORT

### MAHATMA GANDHI NATIONAL COUNCIL OF RURAL EDUCATION

MGNCRE is involved in the task of promoting core courses and add on curricular interventions for inculcating social responsibility through student engagement with rural communities, with manual workers to develop respect towards them. Following this aim, MGNCRE conducted a 'Hardwork and Dedication Activity' on 2nd October, celebrating Gandhi Jayanti

The pupil teachers were asked to follow:

1. Select any occupation from your neighborhood.
2. Identify the person who pursues it with diligence and dedication.
3. Appreciate the person pursuing that occupation.
4. Felicitate the person pursuing that occupation.  
(Click a picture of that person)
5. Post the picture on social media with a short caption and hashtag #mgncre on or before 2nd October 2021.

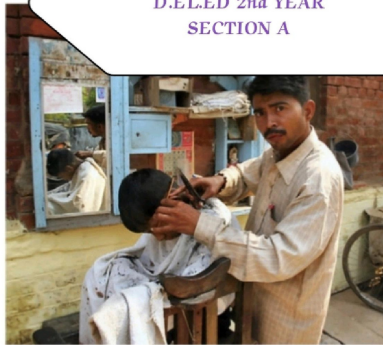
The pupil teachers from our Institution participated in the activity by doing tasks such as clicking photos of manual workers for appreciating their hard work and giving them 'thank you' messages for the same. They also posted these photos on different social platforms.



Mahatma Gandhi National Council of Rural Education under the Ministry of Human Resource Development, in Government of India strives to promote resilient rural India through Higher Education interventions.



MADE BY: TANISHKA GAMBHIR  
D.EL.ED 2nd YEAR  
SECTION A



## GIAST D.EL.ED RURAL IMMERSION

### About Rural Immersion

Rural Immersion helps the students to view the village life differently, understand with an open mind and absorb the rustic charm, savor the natural beauty of its environs, perceive people's indigenous ways founded on indigenous knowledge, learn age-old ways of life, and analyze livelihood options that define their intelligence and skills.

It is to facilitate the process of learning for any student keen on understanding rural life in all its beauty and complexity through the use of appropriate methodologies. Basically, during the Rural Immersion In the program, a student is expected to adopt 'participatory approach which is based on open-ended field inquiry and action-oriented. These methods are distinct from the ones adopted for conventional 'academic research'. It is practical and experiential. It is live.



THANK YOU FOR  
PROVIDING US  
VALUABLE  
SERVICES



MADE BY BHAVYA ARORA  
D.EL.ED 2ND YEAR 'A'

HAPPINESS

**THERE IS NO WAY TO THANK YOU FOR THE HARD WORK YOU PUT IN  
EACH AND EVERY DAY FOR A HAPPIER AND BETTER LIFE**



# GIAST D.EL.ED RURAL IMMERSION

## Report

*The Students of Gitarattan Institute of Advanced Studies & Training, Rohini Sector 7 participated in the activity Rural Immersion by meeting various people. These involve the following people*

- *The Village Pradhyaan (Sarpanch)*
- *School teachers*
- *Office-bearers of the Panchayat*
- *NGO representatives*
- *Shopkeepers*
- *Doctor/RMP*
- *Serving and retired government employees*
- *Auxiliary nurse and midwife*
- *Anganwadi Sevikas, Aasha workers and the like Secondarily,*
- *Contact elderly persons*
- *Landless laborers*
- *Members of socially weaker sections, women and other*
- *School students, college students.*
- *Employed and unemployed people*



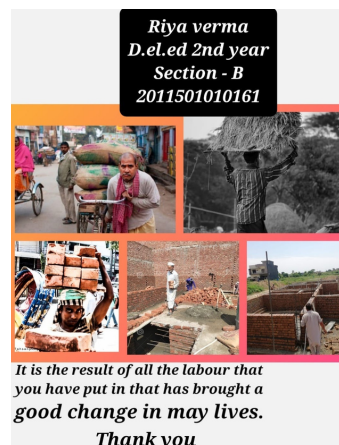
THANKS TO ALL LABOUR WORKERS





**The objective is that Students need to have the humility to learn from the villagers. It is to promote the process of community engagement of the Higher Education Institutions in India.**

**This was carried out by a participatory approach to learning. Participatory learning takes place by direct contact with people in the village and by listening to them the student gets to know and understand realities, issues and problems, local knowledge, and traditional practices. S/he also learns how to address people with a social conscience, along with an academic approach. Villagers generally have a hesitant tendency to talk to strangers. To make them comfortable becomes essential to understand rural realities. This conversational barrier can be broken successfully with a little preparation and genuine efforts of the student. Once the rapport is built, the villagers or the local people will feel free to talk, share their views, and evince interest in taking part in the exercises which are taken up by the study group.**



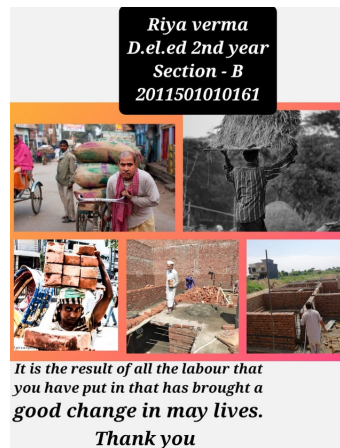
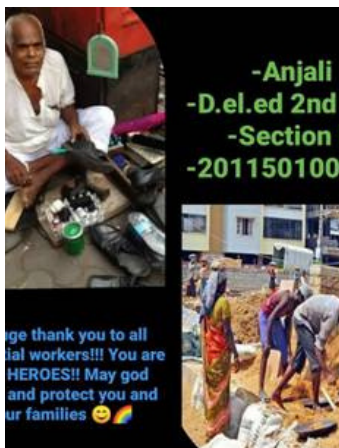
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**A Participatory Learning and Action exercise in a village requires a lot of diligence and sincerity. A Students need to have the following abilities.**

Table No. - 2	A Successful PLA
❖ Persistent:	<ul style="list-style-type: none"> <li>The villagers may be hesitant to talk.</li> <li>Put forth your abilities to make them comfortable to talk to you</li> </ul>
❖ Positive:	<ul style="list-style-type: none"> <li>Learning is endless.</li> <li>Learn from the villagers, be humble.</li> <li>Avoid biases</li> <li>Understand them as the challenge bearers.</li> </ul>
❖ Co-operative:	<ul style="list-style-type: none"> <li>Team work pays.</li> <li>The members of the PLA study team need to be in constant touch.</li> <li>They must all co-operate with the right attitude to ensure best results for willing co-operation from the villagers.</li> </ul>
❖ Time Efficient:	<ul style="list-style-type: none"> <li>Participating villagers must be given time to develop their ideas without encroaching upon their freedom of thought and expression.</li> <li>If running out of time, reduce the number of exercises and focus on the target groups.</li> </ul>
❖ Acquisitive:	<ul style="list-style-type: none"> <li>Interview, interact and integrate.</li> <li>Collect statistics and quantitative data to facilitate your report writing work.</li> </ul>

**All students of GIAST performed satisfactorily and GIAST is proud to all of them.**



**THANKS TO ALL LABOUR WORKERS**