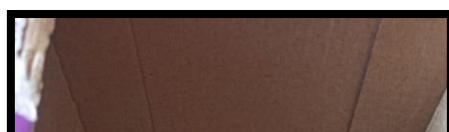# COLLABORATION WITH NGOS TO TACKLE THE SDGS

Manav Rachna University collaborates with groups to bring about constructive social change. Each group has a distinct focus, but they all strive for the same goal: to promote social welfare and long-term societal development. Working together, they can have a tremendous impact on people's lives and contribute to the general development of society. Manav Rachna University collaborates with groups to bring about constructive social change. Each group has a distinct focus, but they all strive for the same goal: to promote social welfare and long-term societal development. Working together, they can have a tremendous impact on people's lives and contribute.

- Dr OP Bhalla Foundation
- Earth Saviour foundation
- Jeevandayini
- Datri
- Prakash deep foundation
- Sheows
- UBA Unnat Bharat Abhiyan
- Leo Club
- Jagriti Sewa
- Feeding India

COMMUNITY CONNECT PROGRAM

The **Community Connect Program** is an initiative undertaken by students enrolled in Bachelor of Education (B.Ed, BSc BEd and BA BEd) programs to foster stronger links between educational institutions and the local community. This program aims to bridge the gap between academic learning and real-world application, encouraging future educators to engage directly with the communities they will serve. The program allows B.Ed. students to contribute positively to society while simultaneously enhancing their professional development as educators. By engaging with and addressing the needs of local communities, these future teachers are better equipped to become socially responsible, empathetic, and effective educators in the future.

https://manavrachna.edu.in/mru/school-of-education-humanities/department-of-education-humanities/collaborations/tie-ups

Poster making on 'Save water' addressing SDG 6: Clean Water and Sanitation

<div align="center">

"KAUSHAL": A SKILL DEVELOPMENT PROGRAM

</div>

What is kaushal kaaryashaala?
Approximately 47 million students drop out of school. They drop out of school to help support their families financially. The majority are unskilled and untrained, and they are vulnerable to exploitation by society and market forces. The **Kaushal Kaaryashaala** Initiative of Dr. OP Bhalla Foundation aims to empower the Government School Students of Faridabad from standard 9th to 12th through a variety of skill development program via. online and offline hybrid teaching method and providing necessary skill sets for better employment opportunities in the higher paying jobs.
Innovation and Incubation centre (IIC) MRU in association with the Dr. O P Bhalla Foundation has been diligently working on enhancing the skill development of Government School Students through its initiative called **Kaushal**. After the successful completion of two batches, each comprising 50 students, under this program on **April 25, 2024,** marked the commencement of the first session of the third batch at Manav Rachna University (MRU). Under the mission of enhancing the skill of Government School Students and making them ready for job through its initiative called Kaushal Karyashala. The students were taught the basics of Microsoft Office emphasizing on MS Word. The Program is being conducted by Dr Prashant Bhardwaj, and Dr. Jai Prakash Sharma with the guidance of Dr Parneeta Dhaliwal.
The students of this third batch belong to Grades 9 to 12 and are from GSSS Bhankri. Their enthusiasm was palpable during the inaugural class, where they delved into the basics of Hardware and Software, mastering essential skills such as operating a mouse.
We are excited about the prospects of this new batch and remain committed to empowering these students with valuable IT skills that will undoubtedly shape their futures.
Schedule of Classes: 2hrs per Week (Every Thursday)
Detailed course content of the project Kaushal is as follows:
<u>**Course Content**</u>
Introduction to MS WINDOWS & COMPUTER BASICS
- Computer Basic, Creating Folder, Paint
- Directories, input units, Output unit
- Central Processing Units,
- What is hard ware, what is Soft ware
- Windows short cut keys

A. **MS WORD**
Module 1: Text Basics
Module 2: Text Formatting and saving file
Module 3: Working with Objects
Module 4: Header & Footers
Module 5: Working with bullets and numbered lists
Module 6: Tables
Module 7: Styles and Content
Module 8: Proofing the document
Module 9: Printing

B. **MS EXCEL**
Module 10: Introduction to Excel
Module 11: Formatting excel work book:
Module 12: Perform Calculations with Functions
Module 13: Sort and Filter Data with Excel
Module 14: Create Effective Charts to Present Data Visually
Module 15: Proofing and Printing

C. **MS POWERPOINT**
Module 16: Setting Up PowerPoint Environment:

Module 17: Creating slides and applying themes
Module 18: Working with bullets and numbering
Module 19: Working with Objects
Module 20: Hyperlinks and Action Buttons
Module 21: Working With Movies and Sounds
Module 22: Using SmartArt and Tables
Module 23: Animation and Slide Transition
Module 24: Using slide Master
Module 25: Slide show option
Module 26: Proofing and Printing

D. INTERNET & E-MAIL

- What is Internet?, Receiving Incoming Messages
- Sending Outgoing Messages, Email addressing
- Email attachments, Browsing, Search engines
- Text chatting, Job Searching
- Downloading video and Music
- Uploading Video or Music, Voice chatting, Webcam Chatting etc.
- Introduction to Blogging, Facebook

Glimpses of Session Conducted:

Faculty Taking the Session

[Kaushal Karyashala – Dr. O.P. Bhalla Foundation](#)

ESDP: SUSTAIN ED

SustainEd: Nurturing Tomorrow's Stewards" program is paving the way for a sustainable future by harnessing the potential of youth to become responsible global citizens. This innovative initiative trains university students to serve as ambassadors of sustainability throughout their academic journey and beyond. The program's curriculum is meticulously aligned with the Sustainable Development Goals (SDGs), ensuring that every department of the university plays a role in sustainable education. Additionally, value-added courses, such as "Essential for Sustainability," powered by OER and UNESCO, are attracting students from across India, highlighting the program's nationwide impact. Beyond the classroom, "SustainEd" organizes a series of awareness programs, including webinars, seminars, expert sessions, competitions, and international conferences, reinforcing the importance of sustainability. Level three of the program focuses on empowering enthusiastic students to connect with their communities and cultivate global sustainable citizenship, starting at the grassroots level. Through activities such as Nukkad Natak (street plays), peaceful rallies, cleanliness drives, and educational sessions, students actively engage with their localities todrive positive change.

https://mru.edu.in/wp-content/uploads/2024/04/doc_project-1.pdf

GREEN GRAH INITIATIVE

Students under the Social Internship Program prepared a project on promoting sustainable lifestyles through reducing plastic use. They conducted surveys to analyze the problem of plastic use and handbooks on waste segregation, sustainable alternatives and understanding types of plastic. Group 2 prepared a linktree as a one stop solution to conduct surveys, its results, handbook on waste segregation and simple videos on beginners steps on waste segregation and alternatives to plastics.
Team Members -
1. Muskan Tantia - IX, MRIS-14
2. Parth Tantia - XI, MRIS-14
3. Abhimanyu Kadam, XI, MRIS-14
4. Tanay Mathur, XI, MRIS-14
5. Vaidehi Verma, XII, MRIS-14
6. Ramya Jain, X, MRIS-14
7. Joanna Nagpal, IX, MRIS-14
8. Ayaan Abrol, XI, MRIS-14

Green Grah Initiative was launched under the guidance of Dr. Meena Kapahi from MRU on her project with the Ministry of Environment, Forest and Climate Change which has funded the printing of the Handbooks to be circulated widely.

DEVELOPED EDUCATIONAL MODULE ON MENTAL HEALTH IN ASSOCIATION WITH SEHAJ YOG ORGANISATION
SFRM (SOLACE FOR RUFFLED MINDS) MODULE

Objectives of Product Development: The SFRM Module was developed to address psycho-social challenges faced by students, aiming to:

- Increase students' awareness and understanding of psychological issues like social anxiety, stress, aggression, and emotional maturity.
- Foster a positive attitude towards mental health management.
- Implement intervention programs to enhance students' coping mechanisms, reduce anxiety, and build emotional resilience.

Nature and Planning of the Product: The module is grounded in the principles of:

- **Readiness** and **Intensity** – preparing students and engaging them at appropriate levels of challenge.
- **Activity-based Learning** and **Constructivist-based Learning** – emphasizing hands-on, experiential approaches.
- **Enquiry-based Learning** and **Learning through Reflection** – encouraging students to ask questions and reflect on experiences for deeper understanding.

Product Description: The SFRM model is structured into two levels, each divided into phases and stages. Each phase targets specific psycho-social skills to improve students' mental health and resilience.

Draft Structure and Phases of the Module: The SFRM module is organized into five phases, focusing on:

1. **Awareness** – Introducing concepts like stress, social anxiety, emotional maturity, and aggression.
2. **Acquaintance** – Familiarizing students with these psycho-social challenges.
3. **Understanding** – Developing insight into the causes and effects of these issues.
4. **Attitude Building** – Cultivating a positive outlook toward managing these issues.
5. **Coping Skills** – Equipping students with skills to cope effectively and increase emotional maturity.

Sample Activities Supported by Theory:

- **True Stressors Activity** (Transactional Model by Lazarus and Folkman, 1984) – Identifies stress triggers and coping strategies.
- **Cube Experiment** (Social Cognitive Theory by Bandura, 1986) – Focuses on learning through observation and modeling.
- **Functioning of the Brain** (Cognitive Neoassociation Model by Berkowitz, 1990) – Explores the scientific basis of emotional reactions.

Implementation Details: The SFRM module spans 64 days, with sessions held four times per week, each lasting 35 minutes.

रामचंद्र म्हात्रे विद्यालयात ध्यान धारणेची कार्यशाळा

प्रतिनिधी (अजय शिवकर)उरण तालुक्यातील रामचंद्र म्हात्रे विद्यालयात विद्यार्थ्यांच्या सर्वांगीण विकासासाठी परम पूज्य श्रीमाताजी निर्मलादेवी प्रणित सहजयोगाच्या माध्यमातून ध्यान धारणेची कार्यशाळा घेण्यात आली. याप्रसंगी सहजयोग विषयातील तज्ञ मार्गदर्शक ठोंबरे सर, रमाशंकर चौरसिया सर, भूषण काळे, सौ कविता वळवे , सौ.अश्विनी काळे, यांनी ध्यान धारणेचे महत्त्व विशद केले आणि कुंडलिनी शक्ति जागृत करण्यात आली. ध्यान धारणेच्या माध्यमातून स्मरण शक्तीचा विकास होतो. अभ्यासात प्रगती होते, मन:शांती आणि आनंद मिळतो. सहजयोग केल्याने होणाऱ्या फायद्यांविषयी माहिती दिली. ही संपूर्ण शास्त्रोक्त पद्धत आहे, यावेळी नेरूळ, कोपरखैरणे आणि पनवेल येथील ज्येष्ठ सहजयोगी जयराम मुकादम, बाबुराव रनावरे, राजेंद्र अहिरराव सर ,जयश्री नाईक, वसंत कडू, अतुल मिसाळ, रामचंद्र येवले इत्यादी मान्यवर उपस्थित होते, जगभरातील 140 देशांमध्ये सहजयोग केला जातो.
    कार्यशाळेत उपस्थित असलेल्या 700 विद्यार्थ्यांकरिता चार सत्र घेऊन मार्गदर्शन करण्यात आले. कार्यक्रमाचे सूत्रसंचालन विद्याधर गावंड यांनी केले तर आभार प्रदर्शन नंदलाल पाटील यांनी केले. कार्यशाळा यशस्वी करण्यासाठी प्राचार्य सुभाष ठाकूर, नितेश गावंड, संगीता म्हात्रे, निवास गावंड, हिमांशू पटेल, रमेश शेवाळे, व सर्व शिक्षक व शिक्षकेतर कर्मचाऱ्यांचे सहकार्य लाभले.

DEVELOPMENT OF EDUCATIONAL RESOURCES

The Self-Directed Emotional Learning for Empathy and Kindness (SEEK) course https://mru.edu.in/NAAC/C3/3.7.2/3.7.2_Unesco_Activity.pdf The Self-Directed Emotional Learning for Empathy and Kindness (SEEK) course is an innovative program designed to help individuals—particularly youth—develop essential emotional and social skills. These include empathy, mindfulness, compassion, and resilience. By focusing on cultivating these human values, SEEK seeks to empower young people with better coping mechanisms for managing emotional stress, while simultaneously fostering attitudes and behaviors that contribute to building peaceful, just, and sustainable societies. The course, created as part of UNESCO's broader initiatives for human development, provides participants with the tools to strengthen emotional intelligence, improve mental well-being, and promote social harmony.

The Universal Human values course is mapped with SEEK course. SEEK focusses at three levels: self-cultivation, relating with others and engaging in systems, UHV-II also focuses at these areas with developing human values, harmony in human being, family, society and then finally in nature and existence. It also aims at holistic understanding similar to the systemic approach of SEEK.

SEEK course is to be run for all semester three students across all programs at **Manav Rachna University**.

https://mru.edu.in/NAAC/C3/3.7.2/3.7.2_Unesco_Activity.pdf

FACULTY-LED OER DEVELOPMENT

Introduction

The faculty-led OER development project has been a valuable initiative that has contributed to UNESCO's mission of promoting quality education for all. OERs enhance student learning while breaking down barriers of affordability and accessibility. Manav Rachna University is among the few pioneer universities that supports quality education in its real essence. In this light, the university has taken the initiative to create courses on international platform that are free of cost and accessible to all irrespective of their geographical boundaries, religion,caste and socioeconomic status. By creating high-quality, accessible, and reusable educational resources, the project has empowered learners and educators worldwide. This report provides an overview of the Open Educational Resources (OER) developed by faculty members at Manav Rachna University in collaboration with UNESCO. The project aimed to create high-quality, accessible, and reusable educational materials that align with UNESCO's goals of promoting quality education for all.

Aims and Objectives of the Project:

- *To develop OER that address global educational challenges.*

- *To enhance the quality and accessibility of education worldwide.*

- *To empower educators and learners through open educational practices.*

- *To contribute to UNESCO's mission of building peace through education.*

SOP of OER Development Process

The OER development process involved the following steps:

1. *Needs Assessment:*

   o *Identified global educational needs and gaps.*

   o *Analyzed existing OER to determine areas for improvement.*

   o *Consulted with UNESCO experts and stakeholders to refine the focus areas.*

2. *Content Creation:*

   o *Faculty members collaborated to create a variety of OER, including:*

      ▪ *Textbooks and course materials*

      ▪ *Multimedia resources (videos, animations, simulations)*

      ▪ *Interactive learning activities*

      ▪ *Assessment tools*

   o *Adhered to open licensing standards (e.g., Creative Commons) to ensure reusability and remixing.*

3. *Quality Assurance:*

   o *Implemented rigorous quality assurance processes to ensure:*

      ▪ *Accuracy and relevance of content*

      ▪ *Accessibility for learners with diverse needs*

      ▪ *Technical compatibility and interoperability*

      ▪ *Alignment with UNESCO's educational frameworks and standards*

4. *Pilot Testing and Feedback:*

   o *Conducted pilot tests in various educational settings to gather feedback from users.*

   o *Incorporated feedback to refine the OER and improve their effectiveness.*

5. *Publication and Dissemination:*

   o *Published the OER on UNESCO's OER repository and other relevant platforms.*

   o *Promoted the OER through various channels, including social media, email, and workshops.*

Impact and Outcomes

T*he faculty-led OER development project has had a significant impact on:*

- *Global Education:*

  - *Provided high-quality, accessible educational resources to learners worldwide.*

  - *Reduced the cost of education and increased access to learning opportunities.*

  - *Promoted innovative teaching and learning practices.*

- *Faculty Development:*

  - *Enhanced faculty members' digital literacy and pedagogical skills.*

  - *Fostered collaboration and knowledge sharing among educators.*

  - *Recognized faculty contributions to global education.*

- *Institutional Reputation:*

  - *Elevated the institution's reputation as a leader in open education.*

  - *Strengthened partnerships with UNESCO and other international organizations.*

Details of OERs Developed so far:

Name of the Course	Name of Developer/ Mentor	Year of Development
Constructivism in online learning	*Dr. Savita Sharma*	*2022*
Literacy on Mental Health Issues Among Children	*Dr. Rashee Singh*	*2023*
Measuring Emotional Intelligence	*Dr. Ritu Sharma*	*2023*
"Nurturing Entrepreneurship Mindset: Making the Best of School Experiences",	*Dr. Savita Sharma*	*2023*

Note: Planning to increase the number to 10+ by the next academic year 2023- 24.

Glimpses of the Courses developed so far:

ABOUT THE COURSE

The transition from in-classroom instruction to online instruction is a complex one involving specialized training in the technical aspects of delivering quality learning environment to the students and specialized training in how to foster the students' engagement within this new environment. Three schools of thoughts have been widely used and explored to provide guidance for instructional practice: behaviourism, cognitive psychology and constructivism. However of the three, constructivism has been identified as the most suitable one for online learning environment. Without proper pedagogical training and online experience, teachers will continue to replicate their best existing practices on to the online medium. This divergence between what works in the traditional classroom within stable cohort of learners communicating synchronously F2F is qualitatively different from an online asynchronous one. The course will enable you to design and execute your teaching in an online environment effectively based on constructivism strategies which will foster the students' engagements. This course shall be useful for teachers, trainers, and all persons interested in design and delivery of instruction in an online mode effectively with constructivist perspective.

COURSE OVERVIEW

Course Duration: 6 Weeks course

Mode of Delivery: Synchronous and Asynchronous

Platform: Canvas/ Google meet/ zoom/ Google Classroom

Challenge Level: Advanced

Who can Join: Teacher Educators, Faculties from higher education, Research scholars from education, curriculum designer, School teachers, school principals and heads

Certificate: On successful completion of the course requisites, certificates will be issued to the participants

Introductory Video: https://youtu.be/See2dglNibA

Enrolment: Register with https://canvas.instructure.com/enroll/PN7YET

Telegram Link for updates: Join with https://t.me/+bUTNyBRA-Go0ZjA1

Start Date: 18 July 2022

Developed Under Open Education for Better World (OE4BW)University of Nova Gorica & the UNESCO Chair in Open Technologies

Hub Coordinator
Jenni Hayman
Dean, Academic Excellence and Innovation
Ontario, Canada

Mentor,
Jako Olivier,
Professor,
Multimodal Learning,
North-West University

Developers and Instructors

Dr. Sneh Bansal
Principal,
Chandigarh College of Education

Dr. Savita Sharma
Assistant Professor,
Manav Rachna University

ENROL FOR FREE
STARTS JULY 18

To whom it may concern

Date: 13th June 2023

CONFIRMATION LETTER

We confirm that **Anjaneya Sharma**, from **Sanskriti School Chankyapuri, New Delhi** was accepted to the »Open Education for a Better World« 2023 mentoring program, which is organized by University of Nova Gorica and UNESCO Chair on Open Technologies for Open Educational Resources (OER) and Open Learning at the Jožef Stefan Institute.

Anjaneya Sharma developed an Open Educational Resource with title **"Nurturing Entrepreneurship Mindset: Making the Best of School Experiences"**, Three weeks MOOC under the mentorship of **Dr. Robert Schuwer, Adj. Prof. from Nova Gorica University Rožna Dolina** and **Dr. Savita Sharma from School of Education and Humanities, Manav Rachna University, Faridabad, India** in a **Hub Youth** coordinated by **Dr. Ervin Pfeifer, Consultant · Associate to the Jožef Stefan Institute.**

Open Education for a Better World is a tuition-free, half year-long programme for participants from all background, regions and continents with the potential and desire to employ Open Educational Resources to solve large scale and relevant problems important in relation to today's global landscape. It involves successful applicants that have been paired with experts who act as their mentors for the half calendar year.

Yours sincerely,

Anja Polajnar
in the name of OE4BW organising team

Conclusion

The faculty-led OER development project has been a valuable initiative that has contributed to UNESCO's mission of promoting quality education for all. By creating high-quality, accessible, and reusable educational resources, the project has empowered learners and educators worldwide. This project is continued in every academic cycle to reach-out to the maximum number of needful audience.

JOINT RESEARCH PROJECTS WITH NGOS

Students under the Internship Program visit different NGOs schools. They observe people in different age groups and prepares case study. The case study on children with diverse needs highlights the importance of individualized support to enhance learning, communication, and social skills. Tailored interventions, including speech therapy, occupational therapy, and behavioral strategies, can significantly improve a child's ability to thrive academically and socially. The data from different case studies are compiled and is in process for publication.

MEMORANDUM OF UNDERSTANDING

BETWEEN

SCHOOL OF EDUCATION AND HUMANITIES, MANAV RACHNA UNIVERSITY, FARIDABAD, HARYANA

AND

ARMAAN SPECIAL EDUCATION SCHOOL (ASDA), SECTOR-16, FARIDABAD HARYANA

I. **Purpose:** The purpose of this Memorandum of Understanding (MOU) is to establish a framework for collaboration between the School of Education and Humanities, Manav Rachna University, Faridabad, Haryana and Armaan Special Education School, Sector-16, Faridabad, Haryana, to address the quality of education in the teacher training program (B. Ed. Special Education) and to empower children with special needs. In addition, the MOU will provide a mechanism to assist parents of children with special needs. The organizations share a goal of quality education and human resource development in the field of rehabilitation to respond to diverse educational needs. This MOU defines, in general terms, the basis on which these Departments will work together to strengthen and expand inclusive education to ease students in mainstreaming and to develop academic skills that will last a lifetime and coping skills to help the successful adult independent living.

MANAV RACHNA vidyanatariksha

NAAC Accredited 'A' Grade University & Professional Institutions

DEPARTMENT OF EDUCATION AND HUMANITIES

CASE STUDY

Submitted by

Name of the Student: Akshay Mehar

Programme: B.Sc. B.Ed. Sem 8

PART A
IDENTIFICATION DATA

Name of the Student – Vishal

Date of Birth – 07 October 2007

Age – 14 years

Gender – Male

Name of School – Armaan Special School, Sec 16 Faridabad

Class – VIII

Father's Name – Santosh Kumar

Father's occupation –Shopkeeper

Mother's Name – Geeta Devi

Mother's occupation – Housewife

Socio Economic Status – Middle Class

Home Address – House No. – 112, Gali No. 14, Sangam Vihar, New Delhi

Physical Health – Fit and Healthy

Number of Siblings – 1 brother

As an investigator, I have taken a personal interview of the student. I have asked him some questions related to his problems as —

1. What is the age of the student? Answer:- He is 14 years old.
2. Where does the student live? Answer:- House No. – 112, Gali No. 14, Sangam Vihar
3. Do you have any brother or sister? Answer:- Yes, One brother
4. Does he have any class friend in class? Answer:- No
5. What does his father do? Answer:- Shopkeeper
6. What does his mother do? Answer:- Housewife
7. Does he always come to school? Answer:- Yes
8. Does he regularly study at home? Answer:- Yes
9. What does he like except study? Answer:- He likes to play mobile/computer games.
10. What kind of relation exists between him and his parents? Answer:- Good but his interaction with his parents is very low.
11. Does he have any complaint about his classmates? Answer:- Yes, they are not interested to talk with him and always tease him.
12. Does he has any complaint about school? Answer:- No
13. What is his favorite subject? Answer:- English
14. Does he like to talk with other people? Answer:- No, not like that
15. Why doesn't he like to talk with others? Answer:- He doesn't feel comfortable to talk with others.