



# DEI-DEP NEWS

*Empowering Women is a prerequisite for creating a good nation; when women are empowered society with stability is assured. Empowerment of women is essential as their value systems lead to the development of a good family, a good society and ultimately a good nation.*



**-Dr. APJ Abdul Kalam**

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## From the Coordinator's desk

At the 40<sup>th</sup> Convocation of DEI (Deemed to be University) held on the 12<sup>th</sup> Feb, 2022, the Chief Guest Dr. Ajay Kumar, IAS, Defence Secretary, Govt. of India told the students:

'....At DEI you have been blessed with a tradition of preserving the environment, you have learnt coexistence in harmony with nature and also making a useful contribution towards societal responsibilities....'

The Changing landscape of higher education in the world has given rise to the universities becoming deeply connected to the communities around them. The Distance Education program of DEI not only offers high-quality affordable education but also acts as a welfare initiative by undertaking activities which benefit the communities in the neighbourhood.

An event of great significance for the world was the adoption of Sustainable Development Goals (SDGs) by all United Nations Member States in the year 2015 as a universal call to action to end poverty, protect the planet and ensure that all people enjoy peace and prosperity by the year 2030.

The 17 SDGs are listed in a brief write-up in this edition of the newsletter. The SDGs are interlinked, i.e. they recognize that action in one area will affect outcomes in others and that development must balance social, economic and environmental sustainability.

The universities are seen as having an important role as agents of change in promoting the transformation of higher education institutions (HEIs) toward Sustainable development [1]. In their introductory remarks, the authors state that 'In times of climate change and massive societal change, HEIs are called to become change agents for societal transformation. However, HEIs are facing complex times ....From educating increasing numbers of students to conducting internationally competitive research from acquiring grants and even making profits, from managing large physical campuses to integrating digitalization, from serving the local while keeping an eye on the global, and from supporting excellence in research.... to championing interdisciplinary topics such as sustainable development, HEIs have to reach to global trends that are difficult to chase at the same time ....As the successes of HEIs are mostly measured by International Rankings and leadership in specialised disciplines, the advancement of cross-cutting topics such as sustainable developments is often compromised.

Some further noteworthy points made by the authors are briefly presented below:

- Sustainable development is defined as "development that meets the needs of the present without compromising the ability of future generations to meet their own needs".
- ....the concept of sustainability itself has not yet made itself to mainstream academia. For example, the SDGs are rarely integrated into existing curricula or campus operations.
- The work in this area can be focused on supporting HEIs in integrating sustainability into their education, research, governance, operations, reporting, transfer, etc.
- ....trans-disciplinary research and research-based learning will increasingly be needed for tackling societal issues and HEIs should address different organisational sub-systems individually.
- ....the difficulties in implementing the 17 SDGs worldwide are because of a disconnect between our collective consciousness and our collective actions. To address these issues, we require two things; new platforms for cross-sector co-creation and an upgrade on the operating system that people use to collaborate practices that facilitate a shift from ego-system to eco-system awareness.

(Prof. V.B. Gupta)

Reference:

- [1] B. Giesenbauer and G. Muller Christ.

University 4.0: Promoting the transformation of Higher Education Institutions toward Sustainable Development, Sustainability, 21 April, 2020.

**Fast emerging scenario "Escalating Mode" as distinct from Vertical/Elevating scenarios.**

**"Living — Learning" and further Accelerating/Rejuvenating:**

**"Live — Let Live" Syndromes, consistent with amazing/dramatic Weekly/Monthly, if not, Daily Monitoring & Scheduling of Requisite Research Opportunities/Scenarios for keeping abreast with Modern Times.**

**"Lacto-Vegetarianism" emerging/evolving as projected by the Dayalbagh Art, Science and Engineering of the Co-op.-based Fifth Generation Industrial Revolution on the Horizon, yet unperceived by UNESCO and WHO, beyond the recently Christened, Fourth Industrial Revolution in the Making.\***

**International Space Station (ISS), a Multinational collaboration in which Sovereign Republic of India is a Participating Member Country.\*\***

**\*Software Engineering Lifecycle Based Model.**

**\*\*Underscoring the inevitable "Unity with Duality at Will" such that our Milkyway Galaxy (popularly known as Solar System Galaxy) is going to merge with Andromeda Galaxy (popularly known as Mars System Galaxy) and therefore ISS would be vacated & dumped in foreseeable future, such that its debris is discarded at Point Nemo so that it causes the least disturbance to all of us ecologically.**

**Note:- Ramping & Rumping (as a popular phrase)**

**J. Nanda, M.L. Kothari and P.S. Satsangi, Automatic generation control of an interconnected hydrothermal system in continuous and discrete modes and considering generation rate constraints IEE proceedings 130 Pt.D. (1), pp. 17–27, 1983.**



Friday, 18-02-2022, 06:24 AM

## **Sustainable Development Goals and their Realization through HEIs**

A Meeting of experts on Sustainability held in Bonn in October 2004 came out with the following declaration: Since Education is considered the key to effective development strategies, Technical and Vocational Education & Training must be the Master key that can alleviate poverty, promote peace, conserve the environment, improve quality of life for all and help achieve sustainable development. Following this, a few years later, a Sustainable Development Summit was organized by the United Nations Organization on 25 September 2015 which set the 2030 agenda for Sustainable Development for transforming our world. The 17 Sustainable Development Goals set by United Nations in this meeting are listed below [1]:

- Goal 1. End poverty in all its forms everywhere
- Goal 2. End hunger, achieve food security and improved nutrition and promote sustainable agriculture
- Goal 3. Ensure healthy lives and promote well-being for all at all ages
- Goal 4. Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all
- Goal 5. Achieve gender equality and empower all women and girls
- Goal 6. Ensure availability and sustainable management of water and sanitation for all
- Goal 7. Ensure access to affordable, reliable, sustainable and modern energy for all
- Goal 8. Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all
- Goal 9. Build resilient infrastructure, promote inclusive and sustainable industrialization and foster innovation
- Goal 10. Reduce inequality within and among countries
- Goal 11. Make cities and human settlements inclusive, safe, resilient and sustainable
- Goal 12. Ensure sustainable consumption and production patterns
- Goal 13. Take urgent action to combat climate change and its impacts\*
- Goal 14. Conserve and sustainably use the oceans, seas and marine resources for sustainable development
- Goal 15. Protect, restore and promote sustainable use of terrestrial ecosystems, sustainably manage forests, combat desertification, and halt and reverse land degradation and halt bio diversity loss
- Goal 16. Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels
- Goal 17. Strengthen the means of implementation and revitalize the Global Partnership for sustainable development

\* Acknowledging that the United Nations Framework Convention on Climate Change is the primary international, intergovernmental forum for negotiating the global response to climate change.

The agenda set by the UNO for Goal No. 4 on Education is noted below [1]:

4.1 By 2030, ensure that all girls and boys complete free, equitable and quality primary and secondary education leading to relevant and effective learning outcomes

4.2 By 2030, ensure that all girls and boys have access to quality early childhood development, care and pre-primary education so that they are ready for primary education

4.3 By 2030, ensure equal access for all women and men to affordable and quality technical, vocational and tertiary education, including university

4.4 By 2030, substantially increase the number of youth and adults who have relevant skills, including technical and vocational skills, for employment, decent jobs and entrepreneurship

4.5 By 2030, eliminate gender disparities in education and ensure equal access to all levels of education and vocational training for the vulnerable, including persons with disabilities, indigenous peoples and children in vulnerable situations

4.6 By 2030, ensure that all youth and a substantial proportion of adults, both men and women, achieve literacy and numeracy

4.7 By 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture's contribution to sustainable development

4. (a) Build and upgrade education facilities that are child, disability and gender sensitive and provide safe, non-violent, inclusive and effective learning environments for all

4. (b) By 2020, substantially expand globally the number of scholarships available to developing countries, in particular, least developed countries, small island developing States and African countries, for enrolment in higher education, including vocational training and information and communications technology, technical, engineering and scientific programmes, in developed countries and other developing countries

4. (c) By 2030, substantially increase the supply of qualified teachers, including through international cooperation for teacher training in developing countries, especially least developed countries and small island developing States

The Association of Indian Universities (AIU) has brought out a special issue of their weekly publication 'University News' [2] on 'Realizing Sustainable Development Goals (SDGs) through Higher Education Institutions (HEIs)'. From one of the articles in this issue [3], the following illustrative example has been taken:

Students from Pandit Ravishankar Shukla University, Raipur studied the impact of Covid 19 on women working as informal workers using community-based participatory research methodology and found that for women workers, the lockdown had led to an increase in the workload and also of domestic violence against them, not only by their husbands but also by other family members. A majority of women informal workers lost their livelihoods and did not receive salaries during the lockdown period. Many of their employers even replaced salaries with food, thereby justifying the non-payment of salaries. The authors point out [3], that these findings directly pertained to SDG 1 (No Poverty), SDG 3 (Good Health and well-being), SDG 5 (Gender Equality) and SDG 8 (Decent Work and Economic Growth). Having understood the major challenges faced by the women workers and having mapped them to the relevant SDGs, the students are now working towards addressing these challenges through interventions.

In another article, it has been pointed out [4] that Higher Education Institutions, have a unique position in the society and have a critical role to play in the achievement of the Sustainable Development Goals as it is not easy to comprehend the wide range of complex social, economic and environmental challenges and



translate them into tangible action plans. This requires Guidance and Hand-holding from the intelligentsia of the society.

In India, Niti Aayog has been entrusted with the task of coordinating the SDGs and the progress made in realizing these goals by India is monitored by them on a regular basis.

#### References:

- [1] United Nations Publication: **Transforming our world: the 2030 Agenda for Sustainable Development (2015)**
- [2] **University News, March 21-27, 2022**
- [3] **Rajesh Tandon, Niharika Kaur and Anshuman Karol, 'Agenda SDGs Higher Education Institutions in India' in Reference [2].**
- [4] **Pankaj Mittal and Sistla Rama Devi Pani, 'Conceptualising the National Seminar of Vice-chancellors on Realizing Sustainable Development Goals through Higher Education Institutions' in Reference [2].**

## **SUSTAINABLE RURAL ENTREPRENEURSHIP PROGRAMMES DRIVING SOCIO-ECONOMIC DEVELOPMENT AND WOMEN EMPOWERMENT IN TRIBAL AREAS**

In November 2014, several rural entrepreneurship initiatives were launched by DEI at Rajaborari Estate. These included textiles and garment manufacturing and embellishment techniques, soft toy making, food processing and value addition units, dairy technology unit, automobile and multiskilled workshops etc. Hundreds of local adivasis especially women were skilled under these initiatives over the past few years. The trainees were mentored and provided handholding support in establishing their local rural enterprises. Extensive support was provided by the DEI in selling and distribution of articles manufactured by tribal artisans through DEI Jugaad, Satsang Exhibitions at Dayalbagh and Branches, and through direct open market selling. Women Self Help Groups (SHGs) were incubated under the National Rural Livelihood Mission (NRLM) program. At present, seven SHGs having 74 tribal women members and two Village Organizations (VO) are being operated by these skilled women at Rajaborari Estate. The Department of School Education along with NRLM has started a scheme to give the contract to manufacture school uniforms for Government Schools to the SHGs to enhance their income level. The rural women trained by the DEI have grabbed this opportunity right from the inception of this program in 2019-20. In the first year, the government had given the contract to manufacture 750 units of school uniforms. The work was completed by the tribal women groups well in time with high-quality results when compared to other rural areas in District Harda. Considering their high performance, in 2020-21, the Rajaborari Estate SHGs were given the contract to manufacture 9,500 sets of school uniforms (approx. 21,000 units) for 62 government schools of District Harda. The work was taken up by 72 tribal women of Rajaborari Estate and completed

well within the time frame despite the pandemic. This earned them a net earning of about Rs. 9 lakhs in just four months. The highest earner woman had received about seventy-five thousand rupees as residual income from her work contribution in this contract.

In addition to this, small scale local units are being run by local women producing top quality products including Malai Paneer, Milk Khoa, Besan, Coriander Powder, Turmeric Powder, Garam Masala, Red Chili, Kashmiri Mirch, Jeera etc. These products are being sold through DEI Jugaad, Satsang Branches and direct open market selling channels. All the production units and SHGs are registered under the FSSAI norms and have separate licenses. The quality of these products is highly appreciated by even the urban users. The dairy unit procures milk from about twenty local farmers. This has enabled round the year earning for these marginal producers who were unable to sell their small quantities of milk in the market due to distance and cost factors. The spices making units were started initially by sourcing raw material from wholesale mandis. The processing and value addition part was done at Rajaborari. However, in the second phase now they have started to grow organic spices at Rajaborari itself. This has picked up very well. These SHGs are also providing spices to eight schools run by Dayalbagh at Rajaborari Estate for its Mid-Day Meal Programme. About six months ago a sublimation printing unit has also been established at Rajaborari for high-quality printing on t-shirts, mugs, caps etc. About seven hundred t-shirts with customized sublimation printing have been manufactured and sold by these women so far.

The enterprises set up by the local women have been able to raise their sales from 8-10 lakhs per annum in 2014-19 to about Rs. 40-42 lakhs per annum at present. About 70 women are actively engaged in these activities and earn according to their productivity and time spent. Their income varies from as low as Rs. 5,000 to as high as Rs. 1 lakh per annum depending upon their work. These women have now become an additional earning hand in their household economy. The local DEI team at Rajaborari under the stewardship of the head quarters ensures the effective implementation and management of the program on the ground for a sustainable outcome. These efforts were highly appreciated by the committee constituted by AICTE that had visited Rajaborari to assess the impact of its income generation efforts on the lives of local tribals. Based on the recommendations of the Committee, the DEI was awarded the 'Utkrisht Sansthan Vishwakarma Award 2019' by AICTE at New Delhi with National Rank 1<sup>st</sup> for its exemplary efforts towards income generation in adopted villages.



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## WOMEN EMPOWERMENT THROUGH HANDICRAFTS

The Indian handicraft sector represents an important source of sustenance in rural areas and is also the source of non-farm livelihood. Originally, handicrafts may have started as a part-time activity in the rural areas, however, it has now transformed into a flourishing entrepreneurial activity due to its ever-growing market demand. Women in rural households after performing their household chores, relax while engaging their nimble fingers in weaving, embroidering, quilting, basket-making and other such handworks during leisure moments. With the increasing demand for such items, many craft organizations engaged in reviving the folk art along with empowering women have encouraged the women to take up the craft as a full-time vocation. This has assured them a regular source of income and an improved quality of life.

Keeping in mind this background, DEI Centre at Kolkata has taken the initiative to uplift the weaker sections of the society, especially the youth by providing them with handicraft skills to generate employment and to ensure the empowerment of women through skilling. DEI Centre, Kolkata has established a separate cell for Handicraft Technical Training which was inaugurated on the auspicious occasion of Shiksha Diwas 2021. The following projects were sanctioned in March 2020 under the HRD Scheme of the Office of Development Commissioner (Handicrafts), Ministry of Textiles, Government of India:

- Handicraft Technical Training on Jute Handicrafts (Financial Assistance of 10 Lakhs for the General Category)
- Handicraft Technical Training on Leather Handicrafts (Financial Assistance of 10 Lakhs for SC Category)

Due to the COVID-19 pandemic, the training could begin in February 2021. The Centre has so far trained 40 artisans.

### Category-wise distribution

The Category-wise distribution of participants was as follow:



General Category	:	30%
Scheduled Caste	:	43%
Other Backward Classes	:	27%

90% of the participants were female.

Post Training, Artisan ID Cards and Certificates issued by DC Handicraft, Ministry of Textiles, Government of India, were presented to the Artisans.



To provide employment to the artisans after training, a Start-Up enlisted by the name *Artisans World* was registered under MSME on 18th May 2021. Post GST registration and completion of all the documents, the start-up's own website ([www.artisansworld.in](http://www.artisansworld.in)) was launched.

The Handicrafts Sector plays a significant & important role in the country's economy. It provides employment to a vast segment of persons in rural & semi-urban areas and generates substantial foreign exchange for the country while preserving its cultural heritage. Handicrafts have great potential, as they hold the key to sustaining not only the existing set of millions of artisans spread over the length and breadth of the country but also for the increasingly large number of new entrants in the crafts activity. Presently, handicrafts contribute substantially to employment generation and exports. The employment status of the 40 trained artisans is as follows: 8 of the trained artisans are currently working with *Artisans World*, 6 of them have started their own work, 9 are pursuing higher studies, 12 are interested to work with *Artisans World* & 5 are working for other businesses.

To render the products made by the artisans of high quality, affordable, accessible to all and to drive sales, *Artisans World* products are listed on the world's leading e-commerce portals, such as [www.amazon.in](http://www.amazon.in) and [www.flipkart.com](http://www.flipkart.com). We also have our own e-commerce portal [www.artisansworld.in](http://www.artisansworld.in). The products will be listed on other portals also in the coming days.

From time to time, Online & Offline Exhibitions are organised to showcase the latest products made by the artisans. The first offline exhibition was organised on December 12, 2021, at DEI ICT Kolkata, Jodhpur Park, Kolkata, which received a very encouraging and positive response. An online exhibition was also organised on the occasion of Founder's Day 2022.

We have come up with a unique way by which people can earn some money from homes without



any investment. This programme is very beneficial for the students as, it not only helps them to earn passive income but also instils communication skills and decision making in real-time. Above all, the students can earn to meet their personal expenses without impacting their studies.





(Contributed by Mr. Dharmendra Singh Yadav,  
Centre-in-charge, DEI Information Centre,  
Kolkata)

## News From Information Centre

### Visakhapatnam, DayalNagar



DEI APAC, Coastal Zone, Visakhapatnam organized an exhibition-cum-sale of products manufactured by the alumni and Present students of Dress Designing and Tailoring and Textile Designing and Printing programmes and Block printing, Tie & Dye & Screen-Printing modules conducted at various Information Centres like Vizag (Dayal Nagar), Vizag City, Rajahmundry, Vizianagaram, Vijayawada, Kurnool and Bangalore. The exhibition was held on 17 April 2022 from 10:00 AM onwards at Vizag (Dayal Nagar) Information Centre of DEI. Items like Petticoats, Tie & Dye Sarees, Bedsheets, Chunnies, Block printed

sarees, Dresses, Tops, Carry- bags, Jute bags, Pillow covers, Kurties, Nighties, etc. were displayed. The inauguration of the exhibition was done by the Chief Guest of the day, Chairperson VMRDA (Visakhapatnam Metro Regional Development Authority) Smt. Akkaramani Vijaya Nirmala and Guest of Honour, local 9<sup>th</sup> Ward Corporator Smt. K.V.R. Swathi Das.

After the recitation of the prayer, the exhibition was inaugurated. The Vizag Dayal Nagar Branch Secretary, Dr. L. Rajesh Venkat and Distt Secretary PB. K. Muralidhar Rao and Centre In-charge PB. V. Dakshina Murthy explained about DEI APAC and also about DEI and introduced all the students of the Centres to the Chief Guest. All the Satsangi brothers and sisters also visited the exhibition. The Chief Guest enquired about the products and appreciated the quality and finish of the products. She also purchased one item at each counter and visited all the 16 counters of the exhibition. The Chief Guest also gave assurance to help the Centre whenever it is required and promised to even sponsor some students.

Vizag (Dayal Nagar) Centre displayed Children's shirts, Frocks and bags, Block printed, Tie and Dye sarees, Dress material, chunnies, Tops and Kurties. Vizag City displayed Tie and Dye bed sheets, Block printed sarees, and Dress material.

DEI Rajahmundry Centre displayed Block printed sarees, Dress material. Bangalore ICT Centre displayed Kurtas, Shirts & Pants of children & Frocks etc., Kurnool Centre displayed Nighties, and Block printed sarees and Vijayawada Centre displayed Frocks, Tops, Shirts, Kurties, and sarees.

The exhibition was visited by a large number of visitors and was highly appreciated for the Quality and Finish of the products. The exhibition continued till 5'o clock in the evening. About 53% of all the items displayed were sold out for a total amount of Rs. 2,82,000/- (The selling price of the items was as per norms laid down by DEI Programme Coordinators).



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