



☎ 706-719-4742 or 966-500-6195

📍 MIG-I-100 Sada Colony Jamnipali,
Chhattisgarh, Korba,
Pincode-495450.

Memorandum of understanding

Between

Government Mukutdhar Pandey College, Katghora, District
– Korba(Chhattisgarh)

And

Taru Foundation
MIG 1-100 Sada Colony, Jamnipali, Korba (West),
Chhattisgarh, 495450

For

Faculty Development Program (FDP)



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Chhattisgarh, Korba,
Pincode-495450.

REPORT ON BASIC COMPUTER SKILLS

TRAINING

SUBMITTED TO

**THE PRINCIPAL
GOVERNMENT MUKUTDHAR PANDEY COLLEGE,
KATGHORA**

BY

**TARU FOUNDATION SKILL INSTITUTE
MIG -1-100 SADA COLONY, JAMNIPALI
KORBA(WEST), CHHATTISGARH
495450**

**ACADEMIC YEAR
2021-2022**

साइकिल का वितरण किया जाएगा।
सुबह 11.30 बजे से-
 महिला स्व-सहायता समूह जय माता लक्ष्मी नवागांव के तत्वावधान में रबी फसल के लिए जैविक खाद तैयार करने का में दिया जाएगा।

समय सुबह 11.30 बजे से
 गेवरा स्थित राधा कृष्ण मंदिर आयोजित में श्रीमद देवी भागवत कथा ज्ञान यज्ञ के तहत पं अनिल शुक्ला द्वारा कथा प्रस्तुत की जाएगी।

समय दोपहर 2.30 बजे से
 नगर निगम के वार्ड क्रमंक 57 भेरोताल हाई स्कूल में बालिकाओं को राजस्व मंत्री जयसिंह अग्रवाल साइकिल वितरित करेंगे।


समय दोपहर 1.30 बजे से
 ग्राम छुरी में स्थित रामजानकी (सवाइन) मंदिर में श्रीमद भगवत कथा ज्ञान यज्ञ में आचार्य धरणीधर महाराज द्वारा जड़भरत चरित्र प्रह्लाद, वामन अवतार कथा प्रस्तुत की जाएगी।

समय दोपहर दो बजे से
 विधायक मद से भेरोताल में निर्मित सामुदायिक भवन का लोकार्पण राजस्व मंत्री जयसिंह अग्रवाल की उपस्थिति में किया जाएगा।

समय दोपहर दो बजे से
 रामकथा समिति दीपका द्वारा आयोजित कार्यक्रम में दीदी मां मंदाकिनी श्रीरामकिंकर श्री राम व श्री राम विवाह प्रस्तुत करेंगी।

समय शाम पांच बजे से
 छुरीकला के बाजार पारा श्री लक्ष्मी नारायण मंदिर में काशी से आए रामलीला का मंचन किया जाएगा।

समय शाम सात बजे से

 **अपने कार्यक्रम की सूचना इस नंबर 98271-66323 पर वाट्सएप करें**

नाम से घर से निकली थी, पर द्यूशन नहीं पहुंची। जानकारी मिलने पर स्वजनों ने खोजबीन शुरू किया, पर उसका पता नहीं चला। कोतवाली पुलिस में मामला दर्ज कराया गया, तब पुलिस भी अपहरण की आशंका पर जांच में जुटी हुई थी। प्रमुख चौक-चौराहे में लगे सीसीटीवी खंगाले गए, तब सर्वमंगला चौक की ओर जाने वाले मार्ग में लगे सीसीटीवी फुटेज में अकेली जाती हुई दिखाई दी। पुलिस व स्वजन ने उसी क्षेत्र में तलाश किया। छात्र

रोजगार मेला आज, 491 पदों में होगी भर्ती

कोरबा (नईदुनिया न्यूज)। शासकीय मुकुटधर पांडे महाविद्यालय कंटघोरा में 23 नवंबर को रोजगार मेले का आयोजन किया जाएगा। रोजगार मेले के माध्यम से जिले के युवाओं को अपना भविष्य संवारने का सुनहरा मौका मिलेगा। रोजगार मेले में छह निजी संस्था जिज्ञासा सिक्वोरिटी सर्विसेस एंड ह्युमन रिसोर्स कोरबा, एसबीआई बैंक, सोनी मल्टी सर्विसेस कोरबा, लर्निंग स्किल लिमिटेड वेदांता स्किल स्कूल कोरबा, एआर इंटरप्राइजेज एवं जिप्सा एजुकेशन एंड टेक्निकल प्राइवेट लिमिटेड कोरबा शामिल होंगी। इन संस्थाओं में सिक्वोरिटी सुपरवाइजर, होटल मैनेजमेंट एंड हाउस कीपिंग, सेल्स आफिसर, अभिकर्ता, लाइफ इंश्योरेंस एडवाइजर, इंश्योरेंस मैनेजर, बीओएम, कंप्यूटर आपरेटर आदि के कुल 491 प्रकार के पदों पर रोजगार मेले के माध्यम से भर्ती की जाएगी। जिला रोजगार अधिकारी जेपी खांडे ने बताया कि रोजगार मेले में 8वीं, 10वीं, 12वीं, स्नातक एवं स्नातकोत्तर पास आवेदकों की नियुक्ति की जानी है। रोजगार के लिए युवाओं की भर्ती इंटरव्यू-प्लेसमेंट के माध्यम से की जाएगी।

पोस्टमार्टम करा शव स्वजनों को सौंप दिया था। पोस्टमार्टम रिपोर्ट में प्रियंका की हत्या किए जाने की बात सामने आई। इस पर पुलिस ने अज्ञात आरोपितों के विरुद्ध हत्या का मामला दर्ज कर विवेचना शुरू कर दी है। पुलिस का कहना है कि जल्द ही आरोपित पकड़े जाएंगे। प्रियंका के परिचित समेत अन्य संबंधित लोगों से पुलिस ने पूछताछ शुरू कर दी है। साथ ही अंतिम बार किसके साथ देखी गई, इसका भी पता पुलिस लगा रही है।

हमला के बाद महिला को मृत समझ

कोरबा (नईदुनिया प्रतिनिधि)। काम खत्म कर घर जा रही महिला पर तीन लोगों डंडा व राड से प्राणघातक हमला कर दिया। मरा समझ भाग तीनों भाग खड़े हुए। लगभग 20 दिन तक अस्पताल में मौत व जिंदगी से जूझने के बाद महिला की हालत सुधरी, तब उसने आरोपितों के बारे में बताया। मामले में दर्ी पुलिस ने तीनों आरोपितों को गिरफ्तार कर लिया।

दर्ी थाना अंतर्गत ग्राम केंदईखार में निवासरत सुभद्रा भरिया एक सुपर स्टोर में कार्य करती है। छह अक्टूबर 2022 को सुभद्रा रात लगभग 9.30 बजे काम खत्म करके साइकिल से अपने घर जा रही थी। बाद में वह रास्ते में लहलुहान हालत में पड़ी मिली। गंभीर स्थिति में उसे उपचार के लिए अस्पताल में दाखिल कराया गया। उसके घायल होने के संबंध में कोई जानकारी मिल पा रही थी। सुभद्रा अस्पताल में लगभग 20 दिनों तक जिंदगी और मौत के बीच झूलती रही, जब उसकी हालत थोड़ी ठीक हुई, तब उसने पुलिस को पूछताछ पर दो लोगों द्वारा हमला करने की जानकारी दी। दर्ी थाना प्रभारी निरीक्षक विवेक शर्मा ने बताया कि सुभद्रा के बयान के बाद धारा 307 के

बैठक के दौरान जनपद उपरोड़ा के तनेरा गोठान में खर की तुलना में वर्मी कंपोस्ट का होने की जानकारी पर कलेक्टर स गहरी नाराजगी जताई। उन्होने व निर्माण में लापरवाही बरतने ए में पर्याप्त संख्या में वर्मी टांका मि होने पर जनपद सीईओ आरएस कारण बताओ नोटिस जारी करने कहा है। कलेक्टर झा ने समय बैठक ली और विभागीय कार्यों क



पुलिस के गिरफ्त में आरोपित

तहत मामला दर्ज किया गया और की पतासाजी शुरू की गई। के नाम नहीं होने की वजह पुरानी रजिष्ट्रार हमला करने पर जांच शुरू की। परिचित के लोगों से पूछताछ के बाद जानकारी मिली कि सुभद्रा गोवर्धन नामक व्यक्ति के स उसका सहयोगी सीपत धनुहार 35 साल नामक युवक था। इ ने सीपत को पकड़ने की को वह भाग गया। तलाश करने के को उसे पकड़ लिया। पूछता घटनाक्रम की जानकारी देते गोवर्धन यादव 60 साल, सु रखा था, क्योंकि सुभद्रा उ

राजनीति भानुप्रतापपुर भाजपा प्रत्याशी पर आरोप लगाने पर जताई नाराजगी

छीना झपटी के बीच युवा मोर्चा ने फूंका पुत

कोरबा (नईदुनिया प्रतिनिधि)। भानुप्रतापपुर उपचुनाव में भाजपा के प्रत्याशी के चरित्र पर कांग्रेस द्वारा लगाए



है। प्रदेश में बढ़ रहे अप सरकार के प्रति गुस्सा है। होकर कांग्रेस पार्टी द्वारा

PROJECT COMPLETION REPORT PLACEMENT LINKED SKILL DEVELOPMENT PROGRAMME

I. Project Details

- Name of project : PLACEMENT LINKED SKILL DEVELOPMENT PROGRAMME
- Date of commencement : December 2021
- Date of completion : March 2022
- Name of the PIA : Taru Foundation
- Background of the PIA

Taru Foundation is a registered society under Chhattisgarh Society registration act 1973 on 11th September 2019. We have 3 years of working experience in the field of Education, Agriculture, Livelihood, Skill Development and Financial Inclusion. We have our head office based at Korba Chhattisgarh and two regional office situated at Hariyana and Jharkhand.

The team Taru Foundation includes 14 key advisory personals with 10 consultants and more than 35 on ground full time and part time team members. Our team is having blend expertise into higher key management positions and field expertise in the domain to education, public health, agriculture & livelihood and project management

The Foundation has an impressive footprint in terms of its partnership approach, face-to-face and e-learning training content and methodology, capacity building of trainers, job placement and post placement support to trainees. TF's model has received considerable institutional capability building support to develop the model to its current level of maturity and adaptability through much iteration. This in turn has helped its wide spread adoption by a diverse range of players and scaling up through government and other channel partners.

Various studies to gauge impact of the model's adoption and integration in different contexts have reinforced its reliability and scalability. Over 2800 youth over the past 3 years from Chhattisgarh, Jharkhan, Hariyana and Orissa have benefitted from the program both through the direct operations of TaruFoundation Skill Institute and technical services of Taru Foundation In promoting the adoption of its model, TF's key contribution has been providing project leadership in stakeholder development and the youth learning dimension. TF's program



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managers provide full-time on-site leadership to the program building the local team's capacity to develop and manage partnerships for scaling up and sustainability.

Building on TF's well-developed and established model, this project was an inclusive youth empowerment program based in the context of an emerging economy. The project targeted below poverty youth with special focus on unemployed MDP college youth and youth from resettlement communities. The program supported employment opportunity oriented workforce preparation with a strong focus on life skills and work readiness. Post training, the project connected the youth to job opportunities that allowed them to earn and to access peer sharing networks. This would not have been possible without the involvement of business, vocational training service providers and industry professionals in developing integral components to learn, acquire skills, become employable, access jobs, earn, save and advance.

The program was primarily designed to improve the skills and employability status of some of the most vulnerable youth from backward rural disadvantaged district, making them competitive in the job market by providing demand-driven contemporary skills training with job placement support and enable them to aspire to assimilate into the new economy labour market. By projecting potential labour market opportunities, this program enabled the youth to make informed choice options about gaining access to skills and competencies to decent jobs. It contributed in making the workforce development inclusive, equitable and effective for new economy jobs and institutionalization of partnerships between businesses, citizens' volunteers and governments.

II. Coverage of project

a) Project Area and Target

The project coverage is korba district of Chhattisgarh and to establish center of excellence at Government MDP college katghora, District Korba, Chhattisgarh and to identify, mobilize and train 60 students in batch of two in the year 2021-22

III. Project components

a) Mobilization strategy

College mobilization drive and awareness and career guidance session: Addressing the livelihood issues of vulnerable youth remained at the centre of the Placement linked employability skills training programme. Youth mobilization was perhaps the most important beginning for the program. The program defined 'vulnerable youth' as high school graduates who are between 18 and 28 years of age, who have no further opportunities for study, who are jobless or underemployed. They lack income-earning skills and training and are therefore considered vulnerable to poverty and exploitation. Mobilization drive were organized at community level to ensure access for vulnerable youth to Employability Training Program



opportunities by communicating with the target groups of youth, their parents, community leaders and community representatives in the project areas to optimize penetration and reach of this initiative to the most vulnerable and deserving youth at various levels of vulnerability and readiness. The drive was a means of letting potential programme participants (vulnerable youth - men and women) know of the Training Program and intervention, as well as of screening potential participants/trainees and counselling them about the variety of employment opportunities available. Taru also worked with the existing community structures of the local government like sarpanches, Block Development Officers and other rural development department officials at the village and block level to seek their support in identification of the beneficiaries wherever required.

The process of college had the following sub-components:

- 1) Awareness creation regarding the programme - done in partnership with the community structures of the local government/ ward members/ panchayats/ corporate social responsibility wings/ by direct public advertisement by TF.
- 2) Registration of participants/trainees for participation in the programme
- 3) Aptitude test and counselling of the candidates/trainee requirements to match the profile and aptitude with industry. The interest inventory/apptitude test was not a qualifying examination. It was used as a guiding principle to allocate courses to the students.
- 4) After the interest inventory test was discussed with the students, the Parent and the students are provided counselling before allocating the courses.

To achieve the purpose of identifying the most deserving candidates for the training under this project, the following principles were used to guide the road show process:

- 1) TF reached out to all the marginalized and the neglected communities and the targeted youths based in the vicinity of the proposed Employability training centers.

A mobilizer from the local community was identified for every training centre. His/Her primary responsibility was to network with the influencers/opinion leaders of the community to mobilize the youth to the training programme. He/she also coordinated with the family members of the enrolled students to curtail the drop out ratio and ensure that the employment opportunity provided to the students after the training programme was not futile due to parental and other pressure the students/trainees may have faced while balancing work and family life demands.

b) Selection criteria

Following selection criteria was applied:

- 1) Rural BPL Card holders
- 2) Between the age group of 18 – 30 yrs
- 3) Letters from college authority professors or college principal

c) Training methodology

The uniqueness of the methodology adopted by TF is the manner in which the following priorities are combined and incorporated in the module for linking learning & livelihood:

- 1) Market-oriented, competency-based and placement linked employability skill development;
- 2) An access barrier-free learning model specific to the age, aspiration, location & category of vulnerable youth ;
- 3) Active and continuous participation of the private sector at every stage through institutionalized process tools including Labour market scans, business mentor network, academic and assessment committees.
- 4) An "aspirational" learning model specific to vulnerable youth has evolved into an effective feeder line for higher education (many of the youth, after working for a few years, return back to the college to complete their education)

A vocational preparatory skills set capable of making informed choice options and building coping and adaptive skills to balance life - education - work pressures is an integral part of the methodology for every student/trainee and in particular for the vulnerable out of the college youth. The holistic education and livelihood promotion module combines life skills, English and Computer literacy with Vocational training skill development training, Job placement and career exploration opportunities, through an experiential mode aimed at developing confident individuals capable of self-directed growth. Labour Market Scan/Inventory and the system of Business Mentor Network were the two major tools of networking or interface with industry. Chronologically, various aspects of these instruments continue throughout the project. The training provided a complete environment for blended learning for the adult learner with hands on practice in real life work world context through on the job training. To many who are working at lower wages and aspire to continue to learn and upgrade their skills to grow in their life and career, it is big constraint in terms of resources and time for them to attend full time training. The computer and internet based technology supported and e-learning opportunity based out of the training centres as well as through other institutional campuses and workplaces is also blended in the methodology. The short term Basic Employability Skills training was offered to college students although other deserving youth who are in final year and desirous of undergoing training were also enrolled for the course.

Following 9 step methodology was followed in the implementation of the project:

- **Market Assessment study:** For demand driven and equitable work forcedevelopment, a detailed market survey process was undertaken to identify the profiles in sectors that have long term livelihood prospects and growth opportunities. The results formed the basis for deciding course, content and requisite competencies of trainers.



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- **Curriculum and training content:** TF already had a well developed content for the courses implemented under this project. This course content was modified to suit the requirement of the beneficiaries. Training delivery was in the local language and supplemented by bilingual learning material for the students.
- **Identification of trainers and faculty:** TF already had a multidisciplinary team and the services of the same were extended to this project. New faculty were recruited from the local areas and trained in the methodology to acquire the required competencies.
- **Training of trainers:** TF conducted the training of trainer's module to the staff besides providing them on site support to ensure quality of the programme. As per the advice of NSDC and CSSDA, the monitoring and coordinating agency, domain wise training of trainers were also conducted.
- **Establishment of Centres:** Training centres were established in the college or in the locations preferred by the identified trainees. The location of the same were finalised after discussion with the local MDP college authorities to ensure easy access to the centre by the majority of the potential trainees.
- **Identification of potential beneficiaries, youth for training/ Mobilisation and selection of trainees:**
 - Youth between the age group of 18-30 yrs were identified through a mobilisation process. Deserving candidates as per the MDP College list were identified through a mobilisation process using appropriate awareness campaigns, meetings and electronic/print media publicity.
- **Aptitude assessment/ Preliminary screening of candidates:** The potential trainees thus mobilised, were put through a basic aptitude testing to help them decide on enrolment into the courses on offer at the designated centres.
- **Intensive training/ Skills Sets:** Computer literacy, listening, speaking, reading, writing, numeracy, spoken English, life skills and work readiness skills. Specific competencies catering to the entry level profiles identified through the market scans are additional and delivered both on-site and off-site through face-to-face interaction, Computer Based Training and technology enabled channels including e-learning.
- **On the job training / apprenticeship:** The training programme was for a maximum of 10-15 days inclusive of the on the job training.
- **Placement:** A minimum of 75% of candidates received job placement support
- **New batches of training every 3-4 months:** Each centre offered the training programme in 3 batches in a year at each centre.



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- **Training Partners:** Potential employers and business mentors and volunteers were brought in to support quality training.
- **Certification and assessment of trainees:** Concurrent internal and external assessment of trainees on both theory and practical were conducted and certification was through NSDC or CSSDA central or state skill component

d) Placement and retention

Placement was done by TF; no other agency was involved. The market scan concentrated on the skill – knowledge – attitude matrix. This brought clarity on the course content which would directly lead to employment/placements. In order ensure that placement process did not begin at the end of the training programme, there was constant interaction between the industry and the students through the field assignments and on the job training. Campus interview for placements is now a growing trend. 77% of the trained candidates were placed. The retention percentage of the trainees at the end of one year post placement tracking period is 78%. The contributing factors to this retention rate are providing placements nearest to their locations and identification of candidates who need this opportunity.

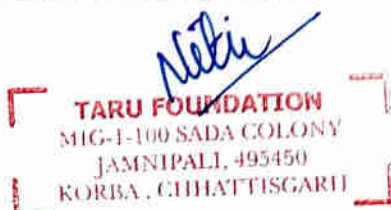
e) Tracking mechanism

TF tracked the candidates placed through the mobiliser/alumni coordinator placed at each centre. The tracking was on a monthly basis for the initial 3 months and from the 4th month it was once in two months. The mobiliser/alumni coordinator contacted the students through their mobiles phones on a monthly basis. In case the mobiliser/alumni coordinator was unable to track the candidate through this mode, alternate channels like other candidates placed in the same organisation or living in the neighbourhood of the candidates were contacted. In spite of this, if the candidate could not be tracked, the mobiliser/alumni coordinator would make a personal visit to residence of the candidate to seek the required information and provide necessary support.

f) Post placement assistance

TF offered one year monitoring of the candidate along with providing access to higher qualification and better labour market opportunities. The support is offered through the TF and MDP Community College framework to allow candidates to access higher skills, qualifications, better job profiles and higher salaries beyond the first level after the 3 month employability skills training.

Students are supported through a 3-month market oriented skills training (certificate course) followed by job placements. Candidates with Xth std. qualification are supported to enrol into the 6 months certification program. TF through its Community College, provided continuous training and assessment to the candidates to complete the credit requirements for the 6th months certification programme.





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g) List of students:

Taru Foundation Skill Institute(TFSI)

Room No - 16 Govt MDP College Katghora

Skill Trade - IT-Ites

Job Roles : Domestic IT Helpdesk attendant, Domestic data entry operator

Academic Calendar : 2021-22

1	Kajol Ratnani	31	Kanti
2	Kashishyadav	32	Parulyadav
3	Anjali	33	Shyamkumarsahis
4	Abhishek wantoo	34	SimmiSarthi
5	Shrishti Jaiswal	35	Poonam yadav
6	Deepak Das mahant	36	Manju
7	Durga	37	Aman Kumar jaiswal
8	Priti	38	Rajkumari Sindram
9	Sarita Koram	39	Ayesha sheikh
10	shubham	40	Shiv pal singh
11	Sandhya	41	Satya kumariKenwat
12	Rameshwaripulast	42	Yogeshwar pal
13	Pushpa Mahant	43	Deepak sahu
14	Rajni Mahant	44	Dumeshwarsingh
15	SantanUike	45	Bhoj Kumari
16	Shanti	46	Kalyani sahu
17	Radhika singh	47	SavniTanwar
18	Uttra	48	Uma yadav
19	Jagritinishad	49	Santoshi dewangan
20	Hiramati	50	Rajpratap
21	Muskansharma	51	vishnupratap
22	Chattram	52	Nileshwar
23	Baby Marko	53	Dipesh
24	Saroj portey	54	Sanju pendro
25	Nilima	55	Shikha goswami
26	Kajal Mahta	56	Pawan das
27	Kiran tekam	57	Noori tabassumqureashi
28	Rubi Viswakarma	58	Kishan das mahant
29	Gulshan das	59	Sadhana Sahu
30	Akash Kumar Das	60	Neetu bahgel


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h) Project Time line: Provided as annexure

Activities undertaken	Dec 2021- Nov 2022											
	1	2	3	4	5	6	7	8	9	10	11	12
Months												
Mobilization	Yellow				Yellow				Yellow			
Training		Orange	Orange	Orange		Orange	Orange			Orange	Orange	Orange
Placements					Blue				Blue			
Post placement tracking						Purple	Purple	Purple	Purple	Purple	Purple	Purple


Principal
Govt. Mukutdhar Pandey College
(Seal & Signature)
Katghora (C. G.)



(Principal)
Government Mukutdhar Pandey College, Katghora


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(Seal & Signature)

Mr. Nitin Dewangan
(Founder Director)
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THE NEXT GENERATION COLLEGE

A Government Mukutdhar Pandey College Transformation Project

Under Integrated Professional Development Program

With

Taru Foundation (Primary Implementer)

About TARU FOUNDATION-


TARU FOUNDATION is a registered non-profit organization established in September 2019, under the Chhattisgarh Society Registration Act 1973 Section 44 with Society Registration Number - 122201992771, working towards transforming education. TARU FOUNDATION conduct innovative education research and training to build an 'inclusive learning content', ensuring that 'every Youth can learn' by reaching to the last mile through innovative pedagogy.

Vision: To bring social equity and inclusive growth and development for the society at large.

Mission: Our mission is to build the ecosystem by protecting and nurturing the underprivileged society to become poverty free, by making a healthy and prosperous through education, skilling, women empowerment, healthy society through philanthropic thinking, high governance and best practices across the globe.

Name	Taru Foundation
Society Registration	Chhattisgarh Society Registration Act 1973, Section 44
Society Registration Number	122201992771
PAN Number	AAIAT3404E
GST Number	22AAIAT3404E1ZZ
NGO Darpan Unique ID	CG/2019/0246131
NGO Area of Work	Education , Health, Environment & Agriculture & Livelihood
Year of establishment	September 2019
NGO Darpan ID	CG/2019/0246131
12A Certificate	AAIAT3404EE20219
80G Certificate	AAIAT3404EF20221
Form CSR 1	CSR00035229


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TARU FOUNDATION seek funding of INR 7, 56,390- Rs (2023-24 as Pilot Model)

Direct Beneficiaries and Indirect Beneficiaries:

1. NSDC Certification & Placement Linked Program


Beneficiaries	Number	Category
No of Youth final year students	110	Direct
Teachers/Professor	32	Direct
Principals	1	Indirect
Parents	200	Direct
Total	343	
Certification amount per candidate	5899	
Total	6,48,890	

2. Value Added Program

Beneficiaries	Number	Category
No of Youth final year students	200	Direct
Certification amount per candidate	500	
Total	1,00,000	

3. FDP Program

Beneficiaries	Number	Category
No of teachers	15	Direct
Certification amount per candidate	500	
Total	7,500	


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Need for Project:-

We are living in an era of high-stakes testing and global comparisons, and the need for re-examining the world's educational systems is critical. The real challenge for colleges is threefold: to prepare students to thrive in a competitive global labour market after completing their education; to achieve community harmony on a global scale; and to promote cultural diversity and the value of universal citizenship in a global community.

It is evident that colleges in India (in fact, in most countries) have not kept up with the pace of change in the global society, and are therefore not preparing students well enough for real-world life and the working environment they will face after they have finished their education.

Students today need to learn valuable 21st century skills. For Youth to be competitive in the future, it is essential that India transitions to an educational system that cultivates relevant skills which will contribute to global citizenship. Currently, colleges in India prepare students to be effective task takers, but that alone will not prepare them to thrive in this rapidly changing world.

Problem Statement: -


Navigating the challenges and opportunities of the 21st century requires flexible and creative thinkers who can adapt to an increasing pace of change. Mainstream education system in India is not creating such thinkers. The problem is as much about how students are taught, as much as it is about what is being taught. We need to teach students in the same way as we want them to act; creatively, collaboratively, constantly iterating and driving to output with structure and logic.

Need be Addressed: -

Through the '**New Education Policy**' 2020 the government is focused making India a "**global knowledge superpower**" and it will be only done by making education system for schools and colleges more flexible, holistic, and multi-disciplinary which will bring out their unique capabilities. The new NEP is based on four pillars which are **Access, Equity, Quality, and Accountability**

Through **PARAKH (Performance Assessment, Review, and Analysis of Knowledge for Holistic development)** a new national assessment platform will be set up which Mathematical thinking and scientific temper coding will start from class 6. **Vocational Education** will start in school from 6th grade which also includes internships.

In 12th five year plan from 2012-2017, it is estimated that not more than 5% of Indians from the age group of 19 to 24 have received formal vocation education which is too low if we compare it to the other countries like USA 52%, Germany 75%, and South Korea 96%. That's why under this policy every child from grades 6 to 8 must learn at least one vocational or more.


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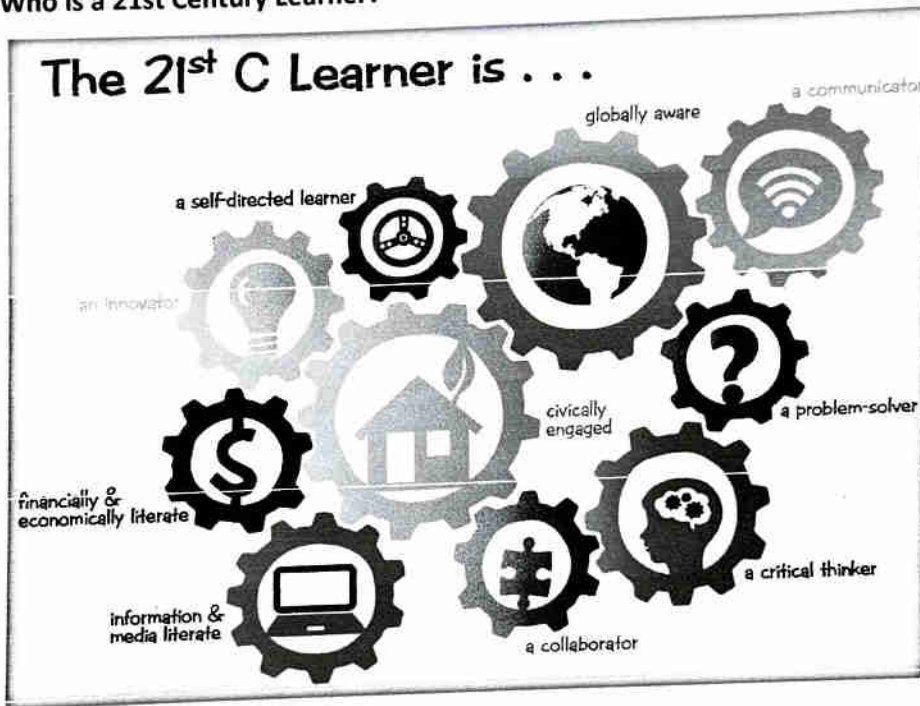
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The importance of basic knowledge of various livelihood and life skills such as gardening, woodwork, pottery, electric work, and others. It is aimed that by the end of 2025 the students should have at least 50% of learners from school and higher education who have to get exposure of vocational education.

And therefore...

What is needed today is a pedagogical shift to enable students to achieve applicative skills and not only crack the PISA test but also possess 21st century skills that can steer them towards readiness for productive employment. What India needs today is to build "Next Generation Colleges"

Who is a 21st Century Learner?



What does a classroom in the next generation school look like?

The pedagogy shift to creating 21st century learners encompasses a shift from the regular teaching learning practices in the following ways-

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Teacher centred to Learner Centred Classrooms	
Content based to Concept Based Curriculum	
Product based to Process Based Evaluations	
Shift From Textbook based to Activity Based Learning	
Knowledge based to Application Based Learning	
Passive Learning to Active Learning	
Behavioral learning to Constructivist learning	

This pedagogy shift within the existing system will lead to creating "Next Generation Colleges with International Standards".

What will it take to transform the current colleges to Next Generation Colleges?

1. Revisiting the Existing System of College
2. Identifying the Gaps in Youth Learning
3. Creating Ownership from College Head to Parents
4. Capacity Building of Teacher and Youth of College

Responsible Entities: -

Creating a parallel system rather than working in an existing ecosystem does not create sustainable impact. TARU FOUNDATION, takes the ownership to bring together experts in the education sector who have the domain knowledge and empower the current team within the 'Mukutdhar College to lead the initiative.

To facilitate this shift, TARU FOUNDATION will collaborate with of one of the leading NGO's in the education space who have over an experience and proven models in their domain areas-

1. Taru Foundation- Program Implementer and Placement Fixer

Taru Foundation is a registered NGO that works towards providing inclusive learning pedagogy to ensure that every last Youth learns and becomes a 21st century learner ready for the world ahead.

Taru Foundation will take full accountability of the implementation of the program for 3 years. It will maintain full transparency of reporting to the funder on set time decided between the


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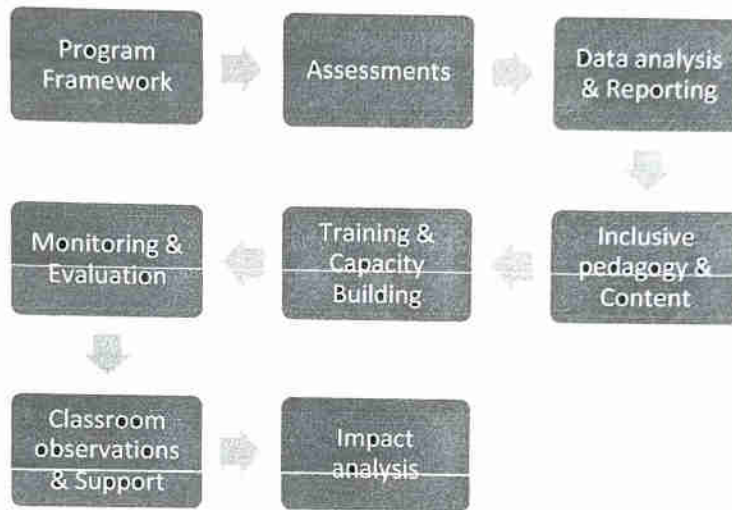
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parties. The program will reach out to Youth of from 1st year student to Final Year in the age group of 16 to 19 years. It will collaborate with TaruFoundation as facilitators for training and evaluation respectively.

Taru Foundation will oversee the deliverables of the program as per PIP. It will also keep regular track through timely monitoring of tests, research, evaluation and impact study to be conducted year-wise. As part of implementation, based on the Baseline study findings; Taru Foundation will design and provide curriculum to the partner agency for easy execution and implementation of the program.

Taru Foundation's role-



2. Taru Foundation: -Knowledge Partner and Quality Evaluators

TARU FOUNDATION has a team of 35 members comprising of life coaches, counselors and trainers, psychiatrists, have been refining the process of evidence-based self-review, benchmarked against global and Indian best practice, for the last 3 years across colleges in through TARU FOUNDATION Quality Education Services, a social enterprise.



As facilitators, TARU FOUNDATION keeps regular monitoring of teachers and Youth teaching and learning capacities and assists them to be part of education system with full zest and zeal.

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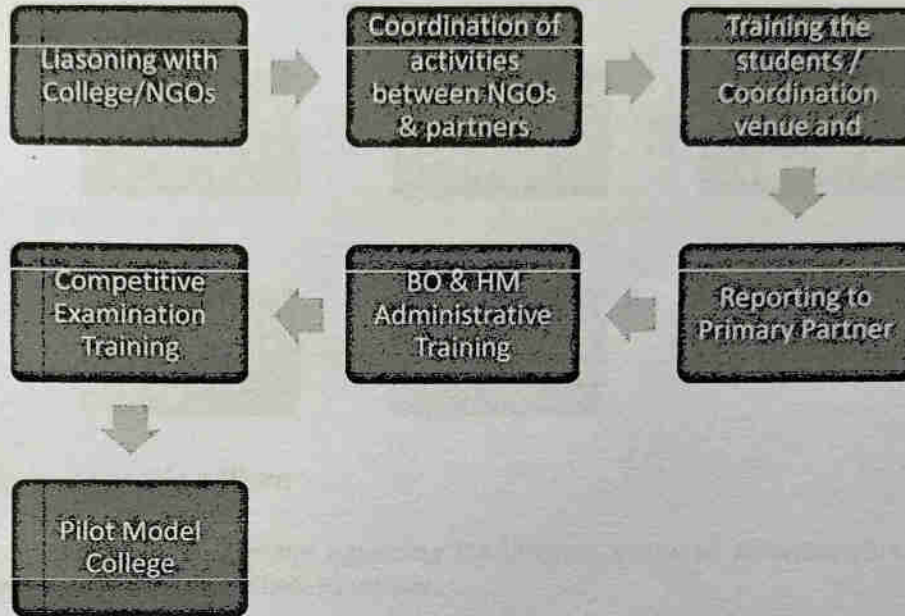
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The college will also be positioned as a pilot college for the demonstration effect. The Mukutidhar youth will get an opportunity to observe TARU FOUNDATION classrooms and learn in practice from the TARU FOUNDATION trainers and staff.

TARU FOUNDATION's Role-



Role in NextGen Colleges-

The colleges selected after an extensive evaluation based on the rubrics by the TARU FOUNDATION will be evaluated by TARU FOUNDATION under the Shaala Siddhi framework for piloting. The Baseline results and recommendations based on them will then be shared with college to create an action plan.

Community Development Initiatives:

TARU FOUNDATION believes in building the entire ecosystem from Youth to other stakeholders' being part of growth and development of the Youth like Parents, Principals, District Education Officers, Block Education Officers. Etc.

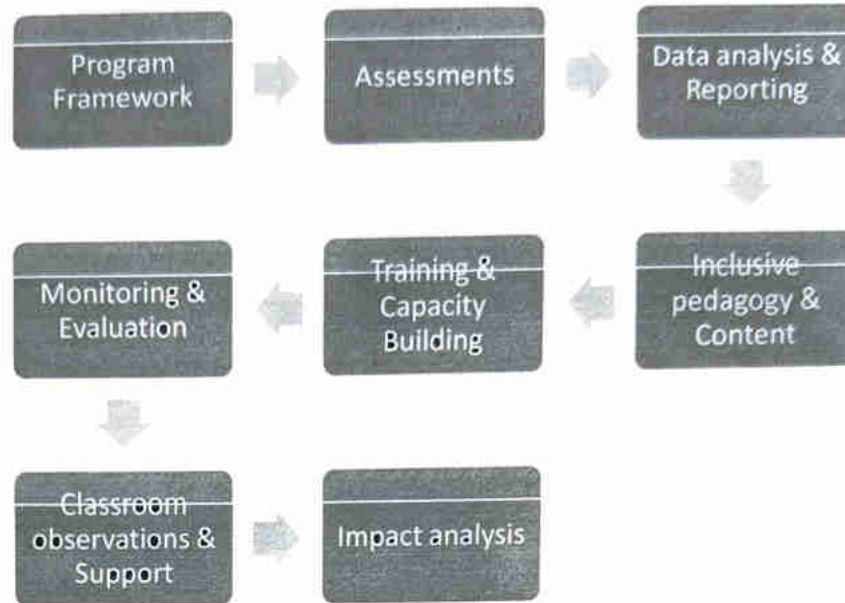
After the end line study, Taru Foundation will submit the report to college and Education Officers to keep track of the teachers and colleges performance. TARU FOUNDATION will give all the necessary soft copies of training and capacity building of school performance to the beat officers.


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TARU FOUNDATION's role-



Project Implementation Plan:

Creating Next generation colleges and expanding the program across all Chhattisgarh Colleges will require commitment, patience and time to achieve.


Here are the activities spread across 1 years (September 2023 – March 2024) which will lead to the transformation-

Project Cycle: Sep 2023 – Feb 2024

Year 1

Phase I- Preparatory Phase (Sep 2023)

Sr. No.	Key Activities	Responsibility	Time line
1	Next Generation College visit	TARU FOUNDATION	September 2023
2	Orientation Presentation to College and administrative officers	TARU FOUNDATION	September 2023
3	Leadership and Teacher Meeting and interviews	TARU FOUNDATION	September 2023
3	Detailed Induction workshop for College Youth	TARU FOUNDATION	September 2023 Completed


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Phase II- Pilot- College self-Review (Sep - Feb 2024)

Sr. No.	Key Activities	Responsibility	Time line
1	Admission & Counseling	TARU FOUNDATION	September 2023
5	Learning level - Baseline Assessment	TARU FOUNDATION	September 2023 Completed
Checkpoint for Phase II	Baseline Study – Need Assessment		
Expected Outcome	Youth Individual Development Plan (IDP)		

Phase III- Pilot- Course Training (Sep 2023– Feb 2024) – Courses Offered

1. NSDC Certification & Placement Linked Program

Name of Certification body - National Skill Development Corporation, Skill India					
Training Partner- Taru Foundation					
NOS QP Category- As mentioned Below					
Sub - Sector	QP Code	Eligibility	Occupation	QP Name	NSQF Level
Office Management	MEP/Q0204	BSC, BCOM, BA, MA	Office Support	Receptionist	4
Lending, Fund Investment & Services, Payments, Broking, BFSI Processing	BSC/Q8101	BCOM	Finance and Accounts	Accounts Executive	4
Advertising, Print, OOH, Digital	MES/Q0601	BSC, BCOM, BA, MA	Art and Designing	Graphic Designer	4
Professional Skills	MEP/N9991	BSC, BCOM, BA, MA	Generic	Use Basic English for Employability Variant I (NOS)	2
Office Management and Professional Skills	MEP/Q0701	BSC, BCOM, BA, MA	Human Resource Management	HR Executive Payroll and Employee Data Management	4
Digital	MES/Q0702	BSC, BCOM, BA, MA	Marketing / Advertising Sales / Traffic	Social Media Executive	4
Digital	MES/Q0704	BSC, BCOM, BA, MA	Marketing / Advertising Sales / Traffic	Search Engine Optimization Executive	4


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2. Value Added Program – Joint Certification by MDP college & Taru Foundation

Training Modules:	Days
Basics of Digital Marketing	15 days
Basics of Animation	15 days
Basics of Graphic Designing	15 days
Basics of Data Science	15 days
Basics of Web Development	15 days
Basics of CRM (Customer Relationship Management)	15 days
Basics of Copy Writing	15 days

3. FDP Training Program for college staff - Joint Certification by MDP college & Taru Foundation

Training Modules:	Days
Basics of Computer, MS Word & MS Excel	15 days

Training & Certification: -

After successful completion of students training and examination, Taru Foundation will be certifying the students with valid certification and place them on relevant jobs as based on their training else setup village level start-ups so that the students doesn't have to migrate to urban cities living their families away.

1. NSDC Certification Program
2. NSDC Diploma & Advance Diploma Program (This will be added as per the consultation with the college authority)

Sustainability- Exit Plan: -

With the completion of the 5 years program, TARU FOUNDATION will ensure that the exit is easy and implementation is continuous with the Mukutdhar College.

TARU FOUNDATION after its Qualitative Study framework findings, the teachers and other school stakeholders like Principals will be given complete hand over of the documents and evaluation handouts to be used by the school staff.

TARU FOUNDATION will hand over the soft copies of the curriculum and assessment sheets to the teachers for their easy execution of the program in the long run.


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TARU FOUNDATION will hand over the entire assessment and curriculum copies so to the principal so that the same can be used as and when required as part of their regular teaching and college performance.

TARU FOUNDATION after the third-year handover will conduct review meetings to understand the seeping of the program in the teachers and school stakeholders and handhold as per requirement.

After the third year, TARU FOUNDATION will conduct an End line study to track the Impact so far for the program implemented in the 3 years of span. After the exit, 1 review meeting will be conducted to understand the seeping of knowledge about the program amongst the teachers and other college staff and the program is implemented based the vision, mission and goals that were set as part of development.

Core Team to Execute the Program

- 1) Mr. Nitin Dewangan (Project Head):** He is having 10 years of experience in various developmental projects like Education, Skill development, Livelihood and water conservation. As a Social entrepreneur he has not only tried to involve help from friends and organisations and the world but also brought global knowledge to help locally. With a background of implementing new ideas that revitalise, challenge and grow local communities he has created a groundbreaking social enterprise that without doubt touches and enriches the lives of children, youth, women, dysfunctional families and also builds NGO capacity through networking initiatives.
- 2) Dr. Chetna N Mehta (Curriculum and Training Developer):** She has done her Ph.D. in "Strategies of Financial Institutes In Providing Microfinance" from Nagpur & MBA In Finance, Marketing & Taxation from Hyderabad. Having 15+ years of experience in the Corporate & Education sector she is also an acclaimed academician, researcher & trainer in the field of Microfinance. Chair the position of Head In charge of CSR Cell, also heading Centre of Excellence for BFSI Sector. Working in the Microfinance stream from the last 10+ years in collaboration with various Microfinance institutes in India for the successful implementation of the Microfinance model. Rewarded by National Academic Excellence Award in Banking Insurance & Financial Services. Get accolades as Best Presenter & Researcher in the field of Microfinance, Women Empowerment, Poverty Eradication, and Role of SHG in Various National & International Conferences. Dr. Chetna is currently perusing PHD from Tata Institute of Social Science (TISS), in Rural Development
- 3) Dr. Shankar Goenka (Advocacy Skill Training):** Born into an accomplished business family of par excellence that ran a textile manufacturing empire, Dr. Shankar Goenka left his family business and set up WOW Factors India Pvt. Ltd., Dr. Shankar's exploration led him to specializing in "Whole Brain Thinking" under the able guidance of the Nobel laureate Dr. Kobus Neethling in South Africa which formed the centre pillar of all his training programmes for his divergent audience. Dr Shankar travels across the globe on invitations from national and international bodies for speaking and training assignments through his offices in India, Middle East, Nepal, Bangladesh & South Africa and is the recipient of a string of prestigious awards from India and abroad in Creative thinking, Transformational leadership, Capacity building, Happiness and many more... He has facilitated more than 2,00,000 people & his clientele which include an ocean of school


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children from 200+ schools, universities from India and overseas, professionals, academicians, CEOs, judges, Bureaucrats, Business owners from more than 150 Corporations, PSUs, most of the Fortune 500 Companies

4) **Mr. Pradeep Gupta (Head Operations Skill Development)** – Mr Pradeep Gupta has Master in Social work with specialization in community organization and development practices, is a certified trainer and placement support anchor points for various national and international NGOs.

5) **Aditya Sen (Program Manager)**

He comes with 7 years of diverse experience in financial consulting, disability rights, assistive technologies, human rights, gender and inclusion, social entrepreneurship, NGO operations, Volunteer management, CSR, tribal rights, nutrition and health projects. He started his career at EY Bangalore and found his passion back to the social sector. He joined Ashoka University to start a centre for students with disabilities to provide them with academic and physical accessibility. He is a full time volunteer at heart and has volunteered for more than 2 years as a full-time role during COVID. He loves the space of academia where he has published papers on varied subjects. He is also an avid traveller and an adventure sports enthusiast who has visited most of the remote villages across states in India, learning from them and growing his experience and knowledge on socio-political conditions.

The Trainers for various courses will be hired by Taru on mutual agreement.

-----Thank you-----


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Roles & Responsibility of Taru Foundation:

1. Taru Foundation will be the primary implementation partner for the entire program
2. No third party agency/partner will be involved for operation of the program.
3. Taru Foundation will work closely with Govt. MDP College authority to motivate the students and conduct the vocational training and certification program.
4. Taru Foundation will be responsible for admission and registration process, submission of lesson plan, periodic assessments and certification.
5. Taru Foundation will appoint a SPOC person for the entire program operations.
6. Taru Foundation will follow the guidelines and code & conduct of Govt. MDP College.

Roles & Responsibilities of Govt. MPD College:

1. Govt. MDP college shall provide a SPOC person for the smooth functioning of the program.
2. Govt. MDP college will assure the minimum intake of students in the program for successfully execution of the program.
3. Govt. MDP college will jointly work for branding and marketing of the program.

Terms & Condition:

1. Payment Terms –
 - a) 70% advance payment before commencing the training.
 - b) 30% payment at the time of final assessment and certification.


24/8/23

Seal & Signature:

प्राचार्य
(Dr. M.M. Joshi)
शा.मुक्तधर पांडेय महाविद्यालय
Head of Institution
कटघोरा (छ. ग.)

Govt. MDP College, Katghora


TARU FOUNDATION
MIG-1-100 SADA COLONY
JAMNIPALI, 495450
KORBA, CHHATTISGARH

Seal & Signature

(Nitin Dewangan)
Founder Director

Taru Foundation



कार्यालय प्राचार्य, शासकीय मुकुटधर पाण्डे महाविद्यालय,
कटघोरा, जिला कोरबा (छ.ग.)

Email-mdpcollegetg@gmail.com,

Website – www.gomdp.ac.in,

NAAC Accredited, CGPA-1.96, “C”

Memorandum of Understanding

Between

**Government Mukutdhar Pandey College, Katghora, District –
Korba(Chhattisgarh)**

And

**Taru Foundation
MIG 1-100 Sada Colony, Jamnipali, Korba (West),
Chhattisgarh, 495450**

For

Faculty Development Program (FDP)

This Memorandum of Understanding (MoU) executed on this 3rd day of July, 2021 by and between:

Government Mukutdhar Pandey College, Katghora, District – Korba(Chhattisgarh), affiliated from Atal bihari vajpayee university, Bilaspur state university of chhattisgarh MDP College is also recognized by UGC under section 2(f) & 12 (b) (hereinafter referred as MDP College) on the first part

AND

Taru Foundation a national level NGO, registered under Chhattisgarh society registration act 1973 section 44. Taru Foundation is also registered with NGO Darpan and United National Global Compact Network India (UNCGNI).) (hereinafter referred as TF)

WHEREAS, MDP College and TF are desirous to execute MDP College - TF Faculty Development Programmes for teachers in MDP College's through TF 4 days Advanced FDP Courses and these TF courses undertaken and successfully completed by faculty shall be awarded certification

AND WHEREAS, both MDP College and TF are mutually desirous to set forth in this MoU certain terms and conditions applicable to both for executing the scheme.

1. Purpose of Agreement:

This Agreement is entered between MDP College and TF for defining terms & conditions of the TF Advanced level courses, good enough to be Faculty Development Programmes, through 4 days of FDP and role & responsibilities of both the parties.

NOW, THEREFORE, both parties agree to the following terms and conditions: -

- I. TF is already conducting Advance and Basic Level courses through offline medium
- II. A large number of Advance Level Courses are being offered by TF. These are credit, 2 credit and 3 credit courses
- III. Since both the parties are agreed for 4 days regular full time FDP be considered mentioned in annexure - II
- IV. TF Regular full time FDP will have regular assignments and in person examination at the end. A test will be conducted by TF and a certificate be issued to only those participants who attended the programme and qualify in the test.


Govt. Mukundhar Pandey College
Katghora (C.G.)




TARU FOUNDATION
MIG-1-100 SADA COLONY
JAMNIPALI, 495450
KORBA, CHHATTISGARH

2. Role & responsibilities of TF

- I. It shall be the responsibility of TF to conduct advance level courses through regular full time FDP.
- II. TF will do the certification of these course
- III. TF will act as facilitator for the operation of the programmes.
- IV. TF through its Academic Affairs Council and its Programme Implementation Committee will identify the set of advanced courses that are good enough to be FDP
- V. The list of courses will be advertised on the MDP Notice board and website of TF and a record of courses approved every semester will be maintained
- VI. Online portal will be modified by TF to invite applications for the conduct of advance level courses through regular full time and the link also be provided at MDP College website.
- VII. TF will constitute a Steering Committee for effecting implementation of scheme. MPD COLLEGE will provide its representative as a member on that Committee.
- VIII. After conduct of each programme, TF will provide to MDP College a list of participant faculty from engineering college, along with their contact details, who attended the MOOCs programme in the eligible TF courses and successfully completed the same
- IX. A special joint certificate will be issued by TF to the participants who attended the FDP programme in the eligible TF courses and successfully completed the same. The specially designed joint certificate will carry MPD COLLEGE logo and signatures of Advisor, MPD COLLEGE and TF Coordinator appended on it.
- X. TF will ensure that the above said certificate shall be issued to those participants who qualify examinations.

3. Role & responsibilities of MDP College:

- I. MPD COLLEGE shall nominate a representative to attend the meetings of Steering Committee for monitoring the implementation of the terms and conditions laid down in the MoU.
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Principal
Govt. Mukundhar Pandey College
Katghora (C.G.)




TARU FOUNDATION
MIG-1-100 SADA COLONY
JAMNIPALI, 493-150
KORBA, CHHATTISGARH

4. Validity of Agreement:

This arrangement shall be effective up to maximum of five years, starting from the date of signing of the Agreement and its continuance will be subject to annual review of the scheme and deliverables. The continuance of the scheme is also subject to the MPD COLLEGE policy, its rules, regulations, by-laws and guidelines formulated for this purpose from time to time.

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Any dispute arising out of the work assigned to the TF under the scheme, which cannot be amicably settled between the parties viz., MPD COLLEGE (on one part) and TF (on the other) shall be referred to the Arbitration Tribunal consisting of three arbitrators, one arbitrator shall be nominated by the first party and one arbitrator shall be nominated by the second party and the third arbitrator to be mutually decided by both the arbitrators under the provisions of Indian Arbitration and Conciliation Act, 1996 The seat of the Tribunal will be at Katghora court and the proceedings shall be conducted in accordance with the provisions of the Arbitration & Conciliation Act, 1996..

The Agreement/MoU shall be enforceable within the jurisdiction of Katghora Court only

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The MPD COLLEGE, in its sole discretion by giving prior notice of one month to the other party, may terminate this agreement with other party. In addition to above, MPD COLLEGE may also terminate this agreement instantly and without giving notice to the other party, in case of a change of policy pertaining to the implementation of the scheme or in the event of any breach of this agreement by the other Party or any irregularity or dissatisfaction noted in the implementation of the scheme.

This MoU/agreement shall come into force from the date both the parties have signed the same

Both the parties have considered and read the T&C of this agreement and thereafter agreed to sign this MoU on 3rd day of July, 2021

IN WITNESS whereof, the parties hereto have caused this agreement to be signed in their respective name as of the day and year first above written.


Principal
Govt. Mukutdhar Pandey College
Katghora (C.G.)




TARU FOUNDATION
MIG-1-100 SADA COLONY
JAMNIPALI, 493450
KORBA, CHHATTISGARH

For and on behalf of

Government Mukutdhar Pandey College
Katghora, Chhattisgarh


03/7/21

Principal
Govt. Mukutdhar Pandey College
Katghora (C.G.)
Government Mukutdhar Pandey College
Katghora, Chhattisgarh

Witness:

Name: Prince K Mahip

Signature: 

For and on behalf of

Taru Foundation
MIG 1-100 Sada Colony, Jamnipali
Korba Chhattisgarh, 495 450



(Mr. Nitin Kumar Dewangan)
Founder Director
Korba Chhattisgarh

Witness:

Name: Anita Manikpuri

Signature: 



Annexure - I

Foundation Module	Philosophy of Management
	Economics & Policy
	Organizational Science
	Decision Models & Statistical Data Analysis
Teaching Pedagogy	Introduction to Finance and Money
	Case-based training
	Game-based training
Advanced Research Module	Course design and evaluation
	Philosophy of Research
	Research Methodology
	Empirical Research Methods
	Multivariate Data Analysis
	Experimental Design
	Research Documentation & Publication

Annexure - II

Sr. No.	Name of the Modules	No of weeks of TF Course	No of Lectures per week	Total No of hours of engagement	Total Participants Covered
1	Foundation Module	2 weeks	10 session each of 2 hours	20	30
2	Teaching Pedagogy	3 weeks	20 session each of 2 hours	40	30
3	Advanced Research Module	3 weeks	25 session each of 2 hours	50	30


Principal
 Govt. Mukutdhar Pandey College
 Katghora (C. G.)




TARU FOUNDATION
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 JAMNIPALI, 495450
 KORBA, CHHATTISGARH



Office of The Principal
Govt. Mukutdhar Pandey College, KATGHORA, Distt- Korba (C.G.)

Mail ID- mdpcollegektg@gmail.com Website : www.gomdp.ac.in

Memorandum Of Understanding (MOU)

Between

Government Mukutdhar Pandey College

Katghora, District- Korba (Chhattisgarh) (Affiliated To ABVV, Bilaspur, Chhattisgarh)

And

Taru Foundation

Mig- 1-100 Sada Colony, Jamnipali, Korba, Chhattisgarh

For

**Vocational Skill Development Training, Outcome Based Trainings, Placement, And
Related Services**

This Memorandum of Understanding ('MOU') is made on 10th Day of March of the year 2022
by and between

Government Mukutdhar Pandey College , Katghora , District- Korba (Chhattisgarh) (Affiliated
To Abvv, Bilaspur, Chhattisgarh), which expression shall unless repugnant to the context thereof
shall remain and include the successors, legal representatives and permitted assigns, on the
FIRST PARTY

And

Taru Foundation, Head Office: MIG- 1-100 Sada Colony, Jamnipali, Korba, Chhattisgarh,
represented which expression shall unless repugnant to the context thereof shall remain and
include the successors, legal representatives and permitted assigns, on the **SECOND PARTY**


Principal




TARU FOUNDATION
MIG-1-100 SADA COLONY



Office of The Principal
Govt. Mukutdhar Pandey College, KATGHORA, Distt- Korba (C.G.)

Mail ID- mdpcollegektg@gmail.com Website : www.gomdp.ac.in

PURPOSE OF MOU:

1. Enhance techno-commercial mindsets among the students of MDP College Under Various Technical & Vocational certificate course under Community College Centre situated in the college premises. The modalities regarding the course to be introduced and its duration will be jointly worked by MDP College and Taru Foundation
2. MDP College and Taru Foundation will aim to establish an operational model for skill development 'CENTER OF EXCELLENCE' based at campus for alignment of all the skill development initiative within MDP College for outcome based training, assessment and certification based on National Occupational Standard (NOS)
3. With mutual understanding with MDP College and Taru Foundation 3 job roles allied to one sector will be introduced initially. The detailed list of sector and job roles are attached as **Annexure – I**

NOW THEREFORE, IN CONSIDERATION OF THE MUTUAL PROMISES SET FORTH IN THIS MOU, THE PARTIES HERETO AGREE AS FOLLOWS:

Clause 1

CO-OPERATION

1.1 Both parties are united by common interests and objectives, and they shall establish channels of communication and co-operation that will promote and advance their respective operations. The parties shall keep each other informed of potential opportunities and share, all information that may be relevant to secure additional opportunities for one another.


1.2 The co-operation between First Party and Second Party will facilitate effective utilization of the intellectual capabilities of the Second Party providing significant inputs to them in developing suitable teaching/ training systems, keeping in mind the needs of the First Party.

Clause 2

SCOPE OF THE MOU

2.1 Both parties believe that close co-operation between the two would be a major benefit to the student community to enhance their skills and knowledge.

2.2 The Second Party will give valuable inputs to the First Party in teaching/ training


Principal
Govt. Mukutdhar Pandey College




TARU FOUNDATION
MIG-1-100 SADA COLONY



Office of The Principal
Govt. Mukutdhar Pandey College, KATGHORA, Distt- Korba (C.G.)

Mail ID- mdpcollegetg@gmail.com Website : www.gomdp.ac.in

methodology so that the students fit into the industrial scenario meaningfully.

2.3 The interaction between Industry and Community College Centre will give an insight into the latest developments /requirements of the industries; the second party to permit the faculty and students of the first party to visit its group companies and also involve in industrial training programs for the first party. the industrial training and exposure provided to students through this association will build confidence and prepare the students to have a smooth transition from academic to working career. the second party will provide its labs/ workshops/ industrial sites for the hands-on training of the learners enrolled with the first party.

2.4 The Second Party will train the students of the First Party on the emerging technologies in order to bridge the gap in skill and make them ready for industry.

2.5 The Second Party will extend the necessary support to deliver guest lecturers to the students of the First Party on the technology trends and in house requirements.

2.6 The Second Party will actively engage to help the delivery of the training and placement of students of the First Party into internships/jobs.

2.7 The first party will provide the required infrastructure i.e. one class room and office space to Second party for continuous operation of vocational and skill development course

2.8 Training hours for the vocational and skill training will be 09:00 AM to 05:00 PM

2.9 Second party will be responsible for batch formation of students

2.10 Second party will monitor the quality of skill based programmes and will ensure to organize for the assessment of skills through sector skill council

Clause 3

VALIDITY

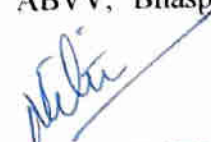
3.1 The validity of the agreement is for three years from the date of agreement.

3.2 Both Parties may terminate this MOU upon 60 calendar days notice in writing. In the event of Termination, both parties have to discharge their obligations.

3.3 Any dispute will be settled in the Katghora Court only where Government Mukutdhar Pandey College, Katghora, District- Korba (Chhattisgarh) (Affiliated to ABVV, Bilaspur, Chhattisgarh) is situated.


Principal




TARU FOUNDATION
MIG-1-100 SADA COLONY
JAMNIPALI, 495450



Office of The Principal
Govt. Mukutdhar Pandey College, KATGHORA, Distt- Korba (C.G.)

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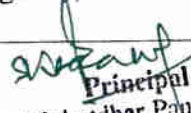




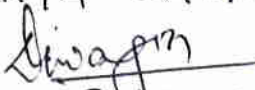
Clause 4

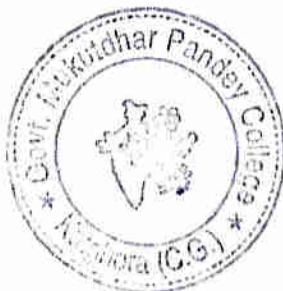
CONFIDENTIALITY

4.1 Each party undertakes to observe the confidentiality and secrecy of documents, information and other data received from, or supplied to the other party during the period of the implementation of the MoU or any other agreements made pursuant to this MoU

Though this Memorandum of Understanding the MDP College and Taru Foundation affirm their commitment to fulfill and achieve the objectives mutually agreed upon in this memorandum of understanding

Signed this Memorandum of Understanding on this 10th day of March 2022 at Katghora (Korba)

For and on behalf of Government Mukutdhar Pandey College , Katghora , District- Korba (Chhattisgarh) (Affiliated To ABVV, Bilaspur, Chhattisgarh),	For and on behalf of Taru foundation Head office: MIG- 1-100 Sada colony, Jamnipali, Korba, Chhattisgarh
(Signature)  Principal, Govt. Mukutdhar Pandey College Katghora (C.G.) Principal, MDP College. Katghora	(Signature)  TARU FOUNDATION MIG-1-100 SADA COLONY JAMNIPALI, 493430 KORBA, CHHATTISGARH Mr. Nitin Kumar Dewangan Founder Director Taru Foundation
Date: 10 th March 2022	Date: 10 th March 2022
Witness: 1) Dr. Madan Mohan Joshi  2) Dr Hemant Singh Kanwar 	Witness: 1) ANANYA SACHDEVA  2) J. P. DEWANGAN 






Office of The Principal
Govt. Mukutdhar Pandey College, KATGHORA, Distt- Korba (C.G.)

Mail ID- mdpcollegektg@gmail.com Website : www.gomdp.ac.in

Annexure – I

S. No.	SSC	Job Role	NSQF Level
1	IT-ITes	Domestic data entry operator	4
		GRM Domestic Non Voice	4
		Domestic IT help desk	4


Principal
Govt. Mukutdhar Pandey College
Katghora (C.G.)




[**TARU FOUNDATION**
MIG-1-100 SADA COLONY
JAMNIPALI, 493450
KORBA, CHHATTISGARH]

छत्तीसगढ़ राज्य कौशल विकास प्राधिकरण

CSSDA PORTAL



CHHATTISGARH STATE SKILL DEVELOPMENT AUTHORITY

Registered VTP Details

Select District : KORBA

Select VTP Type : ---All---

No of VTP : 13

SrNo.	Reg. No.	VTP Name	District	Address	Type	Course List		
1	223833670G001	Central Institute of Petrochemicals Engineering & Technology, Korba (आवासीय वीटीपी)	KORBA	EDUCATION HUB SYAHIMUDI BLOCK-KATGHORA	Government	1	CSC/Q0204	Manual Metal Arc Welding/Shielded Metal Arc Welding Welder
						2	RSC/Q4501	Machine Operator Assistant-Injection Moulding
						3	RSC/Q4901(CPC/Q2903)	Machine Operator Assistant - Plastics Recycling
2	223833671G001	DISTRICT PROJECT LIVELIHOOD COLLEGE SOCIETY KORBA (आवासीय वीटीपी)	KORBA	ITI RAMPUR CAMPUS NEAR DISTRICT EMPLOYMENT OFFICE KORBA CG	Government	1	AMH/Q0301	Sewing Machine Operator
						2	AMH/Q1201	Fashion Designer
						3	CON/Q0103	Mason General
						4	CON/Q0602	Assistant Electrician
						5	ELE/Q4601	Field Technician Computing and Peripherals
						6	ELE/Q8104	Mobile Phone Hardware Repair Technician
						7	SSC/Q2212	Domestic Data entry Operator
						8	RAS/Q0104	Retail Sales Associate
						9	THC/Q0109	Front Office Executive
						10	TSC/Q7303	Two Shaft Handloom Weaver
3	223833671G004	INDIRA GANDHI DISTRICT HOSPITAL KORBA C.G	KORBA	RAJGAMAR ROAD	Government	1	HSS/Q5401	Pharmacy Assistant
4	223833671G005	KORBA / GOVT. NURSURY PATADHI	KORBA	GOVT NURSURY PATADHI NEAR LACNCO POWER PLANT BLOCK KORBA C G	Government	1	AGR/Q0801	Gardener
5	223833671G003	JILA JAIL KORBA	KORBA	RAJGAMAR ROAD JILA JAIL KORBA	Government	1	CON/Q0103	Mason General
6	223833671P002	ILFS SKILLS DEVELOPMENT CORPORATION LIMITED (आवासीय वीटीपी)	KORBA	SECTOR -5 AMBEDKAR BHAVAN BALCO-NAGAR KORBA	Private	1	ISC/Q1001	Filter Electrical Assembly
						2	AMH/Q0301	Sewing Machine Operator
						3	CSC/Q0202	Assistant Manual Metal Arc Welding

TARU FOUNDATION
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JAMNIPALI, 493450
KORBA, CHHATTISGARH

						4	ISC/Q0905	Filter Levelling, alignment balancing
						5	THC/Q0301	Food & Beverage Service-Steward
7	223833673G001	KRSHI VIGYAN KENDRA	KORBA	LAKHANPUR SUTARRA KATGHORA	Government	1	AGR/Q7803	Mushroom Grower
8	223833671P004	INNOVATIVE GROUP	KORBA	2ND FLOOR NISHA COMPLEX GHANTAGHAR CHOWK	Private	1	SSC/Q2212	Domestic Data entry Operator
9	223833671P001	LION CLUB KORBA TRUST	KORBA	ADARSH BIHAR LALURAM COLONY	Private	1	HSS/Q2701	Dialysis Technician
10	223833669P001	LIONS PUBLIC SCHOOL TRUST	KORBA	VILLAGE KHARHARKUDA MADWARANI	Private	1	IES/Q0103	Excavator Operator
						2	HSS/Q5101	General Duty Assistant
						3	IES/Q0101	Backhoe Loader Operator
						4	MEP/Q7101	Unarmed Security Guard
11	223833671P003	SANCHAY SAMAJ SEVI SANSTHA	KORBA	PLOT NO 788 RP NAGAR PHASE 1 NIHARIKA KORBA	Private	1	AMH/Q1947	Self Employed Tailor
12	223833671G002	GOVERNMENT POLYTECHNIC KORBA	KORBA	VILLAGE-RUMGARA POST-BALCO KORBA	Government	1	PSS/Q6001	Electrician Domestic Solutions
13	223833670P001	TARU FOUNDATION	KORBA	ROOM NO 16 GOVT COLLEGE KATGHORA	Private	1	SSC/Q0110	Domestic IT helpdesk Attendant
						2	SSC/Q2212	Domestic Data entry Operator

CONTACT

✉ [cssda_cg\[at\]gov\[dot\]in](mailto:cssda_cg[at]gov[dot]in)

☎ 0771-4264020

☎ 0771-2424562

☎ 0771-4099953

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- [Suggestion](#)

ADDRESS

Old PHQ (Police Head Quarter),
Near Raj Bhawan,
Civil Line,
Raipur -492001, Chhattisgarh

[Click Here CSSDA Contact details](#)

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Taru Foundation

☎ 706-719-4742 or 966-500-6195

📍 MIG-I-100 Sada Colony Jamnipali,
Chhattisgarh, Korba,
Pincode-495450.

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TARU FOUNDATION
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The Agreement/MoU shall be enforceable within the jurisdiction of Katghora Court only

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The MPD COLLEGE, in its sole discretion by giving prior notice of one month to the other party, may terminate this agreement with other party. In addition to above, MPD COLLEGE may also terminate this agreement instantly and without giving notice to the other party, in case of a change of policy pertaining to the implementation of the scheme or in the event of any breach of this agreement by the other Party or any irregularity or dissatisfaction noted in the implementation of the scheme.

This MoU/agreement shall come into force from the date both the parties have signed the same

Both the parties have considered and read the T&C of this agreement and thereafter agreed to sign this MoU on 3rd day of July, 2021

IN WITNESS whereof, the parties hereto have caused this agreement to be signed in their respective name as of the day and year first above written.




☎ 706-719-4742 or 966-500-6195

📍 MIG-I-100 Sada Colony Jamnipali,
Chhattisgarh, Korba,
Pincode-495450.

For and on behalf of
Government Mukutdhar Pandey College
Katghora, District Korba Chhattisgarh

For and on behalf of
Taru Foundation
MIG 1-100 Sada Colony, Jamnipali
Korba Chhattisgarh, 495 450


Principal
Principal Pandey College
Govt. Mukutdhara (C.G.)
Government Mukutdhar Pandey College


(Mr. Nitin Kumar Dewangan)
Founder Director
Korba Chhattisgarh

Witness:

Name: *Swarna Manikpuri*
Signature:

Witness:

Name: *Roshani Banjare*
Signature:

Roshani

Anita Manikpuri
Anity




TARU FOUNDATION
MIG-1-100 SADA COLONY
JAMNIPALI, 495450
KORBA, CHHATTISGARH



Annexure - I

Foundation Module	Philosophy of Management Economics & Policy Organizational Science Decision Models & Statistical Data Analysis Introduction to Finance and Money
Teaching Pedagogy	Case-based training Game-based training Course design and evaluation Philosophy of Research Research Methodology
Advanced Research Module	Empirical Research Methods Multivariate Data Analysis Experimental Design Research Documentation & Publication


Principal
Govt. Mukutdhar Pandey College
Kaighora (C.G.)


TARU FOUNDATION
MIG-I-100 SADA COLONY
JAMNIPALI, 495450
KORBA, CHHATTISGARH



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📍 MIG-I-100 Sada Colony Jamnipali,
Chhattisgarh, Korba,
Pincode-495450.

Annexure - II

Sr. No.	Name of the Modules	No of weeks of TF Course	No of Lectures per week	Total No of hours of engagement	Total Participants Covered
1	Foundation Module	2 weeks	10 session each of 2 hours	20	30
2	Teaching Pedagogy	3 weeks	20 session each of 2 hours	40	30
3	Advanced Research Module	3 weeks	25 session each of 2 hours	50	30


Principal
Govt. Mukundhar Pandey College
Katghora (C. G.)

