

Dialogue on Institutional Social Responsibility of Higher Education Institutions

Organized by: UNESCO Chair in Community Based Research and
Social Responsibility in Higher Education

Hosted By: University Grants Commission.

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About Unnat Bharat Abhiyan 2.0

- Launched by **MHRD** in February, 2018.
- **IIT-D** is the nodal agency responsible for its implementation
- **University Grants Commission (UGC)** appointed a **Subject Expert Group (SEG)** on curricular reforms and educational institutions social responsibility in June, 2018.
- National Framework Document drafted by SEG in December, 2018.



Objectives of UBA 2.0

- To **engage** the faculty and students of Higher Educational Institutions (HEIs) in understanding rural realities.
- To Identify & select existing innovative technologies, enable customization of technologies, or devise implementation method for innovative solutions, as required by the people.
- To allow HEIs to devising systems for smooth implementation of various government programmes.

Curricular Reforms

Reforming existing curriculum

- Courses focusing on rural reality. Testing theories in rural context. Creating new, locally appropriate educational programmes that will interest new generation of students. Including community knowledge.
- Finding locally suitable and sustainable solutions.

New Engaged Pedagogy

- Pedagogies of engaged & experiential learning—field labs, internships, participatory action research, partnership projects
- Innovative pedagogical tools (dialogical, participatory, problem-based, etc.) can be adapted so that students learn about locally distinctive aspects of their discipline
- Tran-disciplinary and multi modal pedagogy

Devising new Courses

Compulsory Rural Orientation Courses

- Compulsory for all students
- 2 credits, 30 hours
- At least 50% time immersion in a village with overnight stay
- Coverage of history of rural India, rural society, rural economy, rural institutions, Panchayati raj, and rural development schemes, etc.
- Some common reading materials can be delivered online as well
- Field work during immersion can be linked to the discipline the student is studying

Devising new Courses

- As per student's field of study, profiles of rural realities, assessment of soil, water and air; economy of a landless labour; functioning of Gram Sabha & Gram Panchayat, quality of learning in school etc.
- To facilitate rural immersion, HEIs can build partnerships with local community organisations, voluntary agencies and local administration.

Institutional Social Responsibility

a. Framework of ISR

- Linking social responsibility to all 3 missions of HEIs—teaching, research & service
- University-in-society perspective as a civic, anchor university
- University as a whole performing socially responsibly, not just a project
- Intellectual, human and physical resources of HEIs leveraged to engage regularly with various societal actors---business, government, civil society

Institutional Social Responsibility

b. Practicing Sustainability in Higher Education Institutions

- Sustainable physical infrastructure (e.g. Green campuses)

Institutional Social Responsibility

c. Supporting implementation of SDGs through teaching & research

- HEIs to teach about SDGs & undertake locally prioritized research for rural areas around them
- Align social outreach activities in higher education to the 'glocal' agenda of SDGs

Institutional Social Responsibility

d. Undertaking long term cooperation projects in rural areas

- **Transcending** beyond just adopting villages.
- **Long-term and institution-wide partnership** with rural communities in HEIs. (E.g. A dedicated Centre for rural partnerships)
- **Building capacities** of students & faculty of HEIs in methodologies of respectful partnerships in teaching and research.

Thank You

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