ABOUT MYSELF

- 2\textsuperscript{nd} Time to PRIA
- Went to UK & Europe last year
- Major in Psychology, Minor in Philosophy, also studying Sociology
- Graduate next year
Visited BPSMV only

How CE incentives are given and taken
AGENDA

- Background of Visit & Research (5 mins)
- Research Findings (20 mins)
  - BPSMV (10 mins)
  - DEI (10 mins)
- Personal Reflection (5 mins)
Two companion

New research on University-Community Relations (UCR)

More school visits (BPSMV again & DEI)
MY PART

- Overview of CE activities
  - Vision of Institution
  - Nature of activities (Illustrative Forms of CE)
  - Brief Evaluation with respect to UCR
METHODOLOGY

1. Interview with School Management Staff
2. Field Observation
3. Interview with Community Members
4. Interview with Students
FINDINGS
SCHOOLS UNDER BPSMV

BPSMV

Girls’ School (1-12)

Co-ed School (KG-12)
UNITS REVIEWED (RED = CE)

- Vice Chancellor’s Office
- Student Welfare Office
- Language Centre
- Social Work Department
- Economics Department
- Ayurveda Department and Clinics
- CSUIR
- English Department
- Law Department
- Polytechnic Institute
FOCI OF BPSMV

- **Women Empowerment through Community Engagement**
  - Contribute to social development to gain Trust

- **Relationship with Communities**
  - Awareness of Needs and Opportunities in communities

- **Employability**
  - Contribute to Society
  - Enter Social System
  - Financial Independence
ILLUSTRATIVE FORMS OF ENGAGEMENT

1. Service
2. Research
3. Knowledge Exchange
4. University Courses
5. Practical Training
6. Student Initiative

From PRIA’s Occasional Paper
<table>
<thead>
<tr>
<th>Department</th>
<th>Project(s)</th>
<th>Form of Engagement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Language Centre</td>
<td>Training Local School Teachers</td>
<td>1/4</td>
</tr>
<tr>
<td>Social Work</td>
<td>SHG, Sanitation</td>
<td>1,3,6</td>
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<tr>
<td>Economics</td>
<td>Research on SHG</td>
<td>2</td>
</tr>
<tr>
<td>Ayurveda</td>
<td>Clinic, Medical Camp, Questionnaire</td>
<td>1,1,5</td>
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<tr>
<td>Law</td>
<td>Promotion of Rights</td>
<td>3</td>
</tr>
</tbody>
</table>
INSTITUTIONALIZATION

- CSUIR
- Role of Centre = Coordinator
- Different type of courses offered (Certificate of Proficiency)
- Gather resources from multiple providers
  - Involves multiple sectors (Govt, Business)
  - Facilitate effective allocation of social resources.
COMMUNITY NEEDS

- Lack of information about government policies
- Lack of resources
- Lack of awareness of rights
- Cultural taboos
- Low employability, especially for the illiterate and the unskilled
COMMUNITY INVOLVEMENT

- Policy Makers Involvement Possible
- Community in Equal Partnership
  - Occasional giving
  - Active in communication
- Role of Students Significant
  - Labour
  - Continuity
  - Relationship Building
  - Conversion
- Social Sector Mobilize
  - Social resources utilized
UNIVERSITY CHALLENGES

- Resources
- Project Continuity
- Lack of Exposure
  - Due to its Rural Location

- Most challenges overcome by CSUIR
SUMMARY ON BPSMV

- Information and Resources are offered
- Identify needs → Customize solutions
- Student initiatives
- Institutionalization addresses institutional needs
- Equal Partnership

- Projects involving students are more sustainable.
Suggestions

- Feedback system
  - Systemized mechanism of handling feedback from past participants
  - Also involve students
  - Peer teaching
DEI STRUCTURE

DEI

Girls’ School

Boys’ Intermediate
FOCI OF DEI

- Complete Man
  - Intellect
  - Morality
  - Simple Lifestyle

- Encourages Labour and Student Initiatives
UNITS VISITED

- Registrar
- Music
- Drawing and Textile
- Economics
- Life-long Learning & Extension
- Home Sciences
- Commerce
- NSS Coordinator
- Community College
- Applied Rural Technologies
- Engineering
- Multimedia & English
## PROJECTS

<table>
<thead>
<tr>
<th>Department</th>
<th>Project</th>
<th>Type</th>
<th>FoE</th>
</tr>
</thead>
<tbody>
<tr>
<td>NSS Coordinator</td>
<td>Medical Camp</td>
<td>Service</td>
<td>1</td>
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<tr>
<td></td>
<td>Children Education</td>
<td>Service</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Social Awareness</td>
<td>Service</td>
<td>3</td>
</tr>
<tr>
<td>LLL</td>
<td>Village Adaptation</td>
<td>Service</td>
<td>1</td>
</tr>
<tr>
<td>Drawing &amp; Textile</td>
<td>Producing Uniform Textile Course</td>
<td>Work-based training</td>
<td>1,4</td>
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<tr>
<td></td>
<td>Textile Course</td>
<td>Distance Learning</td>
<td>4</td>
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<tr>
<td>Home Science</td>
<td>Food Preservation</td>
<td>WBT</td>
<td>1,3</td>
</tr>
<tr>
<td>Business</td>
<td>Business Clinic</td>
<td>WBT</td>
<td>3</td>
</tr>
<tr>
<td>Multimedia &amp; English</td>
<td>Language Lab</td>
<td>Service</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Learning Software</td>
<td>Distance Learning</td>
<td>3</td>
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<tr>
<td>Engineering</td>
<td>Village Internet</td>
<td>Service</td>
<td>1</td>
</tr>
</tbody>
</table>
COMMUNITY NEEDS

- Income, Financial Independence
  - Reduce waste
  - Generate profit
  - Make use of government schemes
  - Employability
COMMUNITY INVOLVEMENT

- Engaged as families
  - Educational facilities in medical camps → allows parents to come with children
- Social Resources Utilized
- Students as Labour
  - Students practice their skills
- Skills incorporated
  - Sustainable
CHALLENGES

 Lack of innovation from students
  ▪ Most projects are designed and led by teachers
  ▪ Objective not met

 Gives more than takes
  ▪ Communities are too weak to offer anything at the moment.
  ▪ Situation may improve once villages are empowered.

 Nonetheless, projects sustainable.
SUMMARY ON DEI

- Skill and Resources are offered
- Identify needs → Customize solutions
- Units work as one
  - Without coordinator or institution
  - All departments share same vision and cooperate well

- Lack of student initiatives
- Less equal partnership
SUGGESTIONS

- Allow students to take up leading role
  - Student involvement enhances sustainability
- Allow community members to contribute
  - Stitching course & Food preservation are good work. (Questionnaire & peer teaching).
  - Involves a third party (e.g. Institutionalization, BPSMV meeting village heads)
PERSONAL REFLECTION

- More interaction ➔ More sociable
- Coordinating 2 researches ➔ More thoughtful
- Exercise our beliefs and believe in what we do
RECAP

- Various projects in BPSMV and DEI
- Students’ active participation enhances the engagement quality of CE projects
- UCR more than dialectic
QUESTIONS?
PRESENTATION OF SOUVENIRS
THANK YOU & HOPE TO SEE YOU AGAIN