Week 6
End-of-Internship Presentation

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Presentation outline

• Self Introduction & Reflection
• Dayalbagh Educational Institute, Agra (DEI)
  • University-Community Engagement
  • Outreach Programmes for Students
  • Unique features of DEI – University as Community
• Bhagat Phool Singh Mahila Vishwavidyalaya, Sonepat (BPSMV)
  • University-Community Engagement
  • Departmental/ Faculty involvement
  • Students involvement
  • Community involvement
  • Unique features of BPSMV
• Discussion: Characteristics of DEI & BPSMV/ Comparison
• Conclusion
SUNNY: WONG TSUN WAI

• A Sociology student
• Approaching my third year of study
• Interested in Social Network Analysis recently

• Conducting a research in foreign country
  • Understand in its context
  • Make comparison with my existing knowledge

• Role of a student
  • Be more initiative and curious
Manni: CHEUNG Man Lai

• Man 文 Gentle Lai 礼 Polite

• Cultural Studies — Keywords
  • Birmingham, UK
  • Adult Literacy/Popular Education
  • Critical Theory
  • Education and Cultural Studies

• PRIA
  • Participatory Research
    • Urban Governance
    • Women Empowerment

• Paulo Freire — critical pedagogy
  "Attempting to liberate the oppressed without their reflective participation in the act of liberation is to treat them as objects that must be saved from a burning building."

• Mahatma Gandhi — non-violence civil disobedience
  "Greatness of a nation and its moral progress can be judged by the way its animals are treated."
Overview – DEI

• University-Community engagement
  • Integrated Development of Tribal and Backward Regions
  • Department of Lifelong Learning and Extension
    • Women Empowerment Programme
    • Upliftment of Villages
  • Vocational Programme
    • Modular/Certificate courses
  • Distance Education

• Outreach Programme for Students
  • National Service Scheme
    • NSS Medical Camp
    • ‘Hole in the Wall’ Campaign
    • Regular NSS Camp
  • Work-based Training
  • Other Voluntary Activities
University-Community engagement

• Integrated Development of Tribal and Backward Regions

1. Investigating community needs through research study
2. Providing infrastructural improvement for the regions through adoption (e.g. Rajaborari Estate)

Department of Lifelong Learning & Extension – Upliftment of Villages
Faculty of Engineering – WiFi Connection
Distance Medical Examination
Distance Learning Centre
K-12 Education...
University-community engagement

- Department of Lifelong Learning & Extension
  - Women Empowerment Programme
    - Soft toys making, handicrafts,
    - Stitching Leather items, etc
  - Upliftment of Villages
    - Primary education
    - Self-help groups

- Technical College/Vocational Programme
  - Modular/ Certificate courses

- Distance Education
  - Short modular courses offered online
  - Credits can be accumulated and can eventually fetch a degree
Outreach Programme for Students

• **National Service Scheme (for 1st year students)**
  • Medical Camp – organized biweekly near main campus
  • NSS Camp – organized yearly at the adopted villages
  • Community service – Cleanliness/Awareness Programme

• **Work-based Training (Senior Students)**
  • ‘Earn-while-you-learn’ Scheme
  • Campus Canteen - food nutrition/entrepreneurship major
Unique features of DEI: University as community

• Affordable education
  – as a token

• Self-sustained way of living
  – an alternative to global neo-liberal economics

• Community-oriented education
  – the importance of committing oneself to the community/society

• Informal Education
  – self-empowerment of community members
Overview - BPSMV

• University-Community Engagement
  Within the curriculum
  • Medical Camp, M.S.M. Institute of Ayurveda
  • Self Help Groups Programme and Sanitation, Department of Social Work
  • Legal Rights Camp, Department of Laws
  • Community Research Programme for students, Department of Economics
  Add-on courses
  • CSUIR

• Outreach Programme for Students
  • National Service Scheme
  • Blood Donation Camp
  • NSS Camp
University-community engagement

• Medical Camp, M.S.M. Institute of Ayurveda
  • Villagers (especially females) hesitate to go to hospital when they are sick
  • The camp provides basic medical treatment and knowledge of personal hygiene
  • Raise the awareness of health among the community

• Self Help Groups Programme, Department of Social Work
  • village-based financial intermediary committee
  • Members make small amount of deposit regularly
  • Sum of money will be lent to members who need capital for different purposes
  • villagers can be empowered economically (e.g. Be self-employed)
University-community engagement

• Legal Rights Camp, Department of Laws
  • create awareness about the legal rights (e.g. Right to vote)
  • Offer basic legal services

• Community Research Programme for students, Department of Economics
  • focus on the topics related to Economics like occupations and investment environments of the villages
  • conduct survey to collect primary data in the villages
  • contribute to the database of the university
University-community engagement

• Centre for Society – University Interface and Research (CSUIR)
  • Provide Add-On Certificate courses for 1 year
  • 3 Areas -- Integrated Energy Resource Management, Microfinance Practices and Folk Medicine
  • Theory and Practice are both important in the projects
Departmental/ Faculty involvement

- Projects are formulated by departments
  - Teachers lead the students in a medical camp (Institute of Ayurveda)

- CSUIR as the coordinator
  - Link up different departments

- Research conducted in the community
  - Community as a source of knowledge
    - Micro Finance and self help groups as an area of study (Dept. of Economics)
Students involvement

• Students as Intermediate
  • Direct contact between university and community

• Initiative role of Students
  • Devise their own project after visiting the villages (Dept. of Social Work)

• Apply the skill of their Major
  • Conducting ‘Group Work’ (Dept. of Social Work)

• Knowledge Acquisition from community
  • Conduct survey to collect villagers’ knowledge on traditional medicine (CSUIR)
Community involvement

• Benefit to community
  • Improvement is ‘not significant but progressive’
    • Villagers may just listen to the advice instead of following it (Sanition)
    • Economic condition of villages is improving (e.g. Self employment activities)

• Sustainable relationship between community and university
  • Association between community members and departments
  • Trust has been built although different students come each year
  • Regular and Frequency contact
    • Students visit the villages twice a week
Unique features of BPSMV

• Take up responsibility in community development
  • Needs are addressed according to the regional context
    • Sex Selection in the state (females are seen as burden)
  • Needs are addressed in a comprehensive way
    • Issue of female empowerment and health are concerned in a medical camp

• Most of the projects are conducted by Out-reaching visits
  • Females in villages hesitate to go to hospitals and have low awareness in health issue (Medical Camp)
Unique features of BPSMV

• Focusing on Exchange of knowledge and resources between university and community
  • Conduct activities like camps
  • Recognize Education and Knowledge transfer as a form of involving in the community
    • As a way of empowerment
    • Students come from nearby villages
    • Students can choose to conduct a research in the village that they live in
• Limitation of resources
  • Difficulties in adopting technological innovations in villages (e.g. Solar Power Projects)
Unique features of BPSMV

• Emphasize on Participation of community members
  • Interaction between community members and students
    • Students conduct visits to villages to address their needs (Dept. of Social Work)
    • Through talking to ‘Sarpanch’ and observation
    • Students also involve in dealing the conflicts between community members in a self-help group
  • Organization of community members
    • Before that, community members seldom mobilize themselves and voice their opinions
Discussion:
Characteristics of DEI & BPSMV

• Sustainable direct relationships among the parties
Discussion:
Characteristics of DEI & BPSMV

• Directly addressing the structural needs of the community,
  • by eliminating the power differences among different parties
  • through self-empowerment and self-help group organization
Discussion: Comparing DEI with BPSMV

• At BPSMV, role of students at university-level initiative is more significant than DEI (e.g. self-help groups)

• Although there is a centre dedicated to community engagement (CSUIR), initiative and community research are mostly done by respective faculty or department.

• At DEI, there are no specific centre or department dedicated to community engagement or alike.
Conclusion: Outreach? Community Engagement? Education?

- Community Engagement activities offered by the universities are direct and sustainable

- The notion ‘education’ is unconventional
  - Education as self-empowerment

- Not merely university education
  - Informal education
  - Resources allocation
  - Information distribution
  - Skills development
  - Self-empowerment...

- Individual and/or social transformation (the ends)