

Week 6

End-of-Internship

Presentation

Manni: Cheung Man Lai

SUNNY: Wong Tsun Wai

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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, Sonapat (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

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- **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

- **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 (Sanitation)
 - 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 the 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)

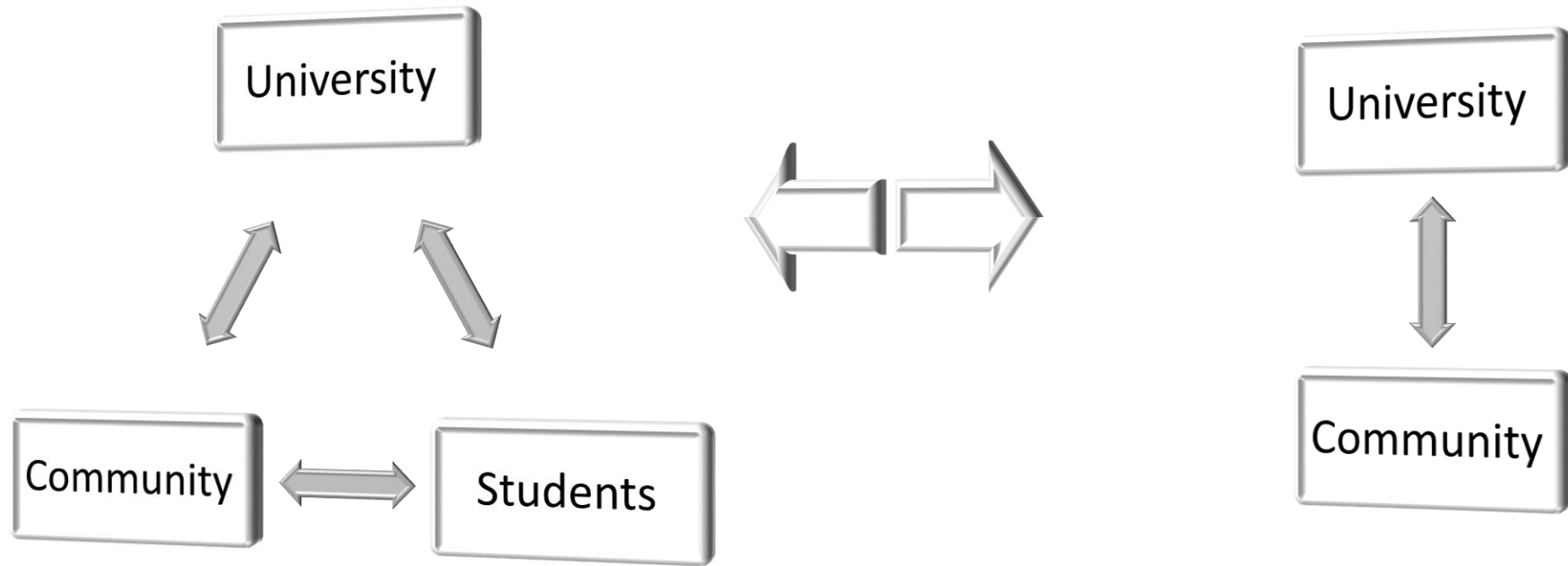
Unique features of BPSMV

- **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

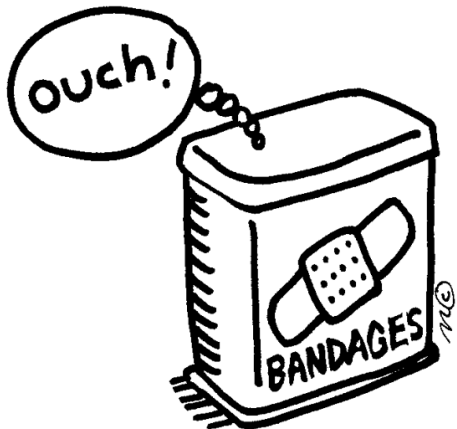
- **Sustainable direct relationships among the parties**



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)