

TRAINING OF MASTER TRAINERS IN CBPR UNDER UGC/UBA



UNDERSTANDING COMMUNITY-UNIVERSITY ENGAGEMENT

MODULE 1: 27 JANUARY 2022

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Community-Based Research and Social
Responsibility in Higher Education

Fostering Social Responsibility & Community Engagement

National Education Policy 2020

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- “Towards the attainment of such a holistic and multidisciplinary education, the flexible and innovative curricula of all HEIs shall include credit-based courses and projects in the areas of community engagement and service, environmental education, and value-based education.”

Fostering Social Responsibility & Community Engagement: Compulsory Course

This 2-credit course has two parts

- One credit for MOOC-based and/or online learning &
- One credit for field-based learning

The online material provides content for the below:

- Appreciation of local, rural and peri-urban societies
- Understanding local/rural economy and livelihood
- Understanding local/rural institutions
- Understanding local/rural development programs


Role of the Master Trainers

- Teach this course to a batch of students themselves in their own institutions
- Co-train future cohorts of identified teachers in teaching the course to students

Learning Objectives

- Module 1: Understand framework of this course (Virtual: January 27, 2022)
- Module 2: Understand the principles & methodology of CBPR (Virtual: February 15, 2022)
- Strengthen competencies in use of various methods of CBPR through field practice of 3 days residential training (March/April: Safety First)

Go to www.menti.com and use the code 8904 2950

What happened during the community engagement that you were part of? 



Go to www.menti.com and use the code 8904 2950

Have you undertaken community engagement at your academic institution? 

Yes	No
0	0





Community engagement aims at promoting deeper interactions between higher educational institutions and local communities for identification and solution of real-life problems faced by the communities in a spirit of mutual benefit

KEY PRINCIPLES OF CUE



Principle 1: Mutual learning and respect

- Mutually agreed interests and needs of both rural communities and HEIs should be articulated and respected.
- While community learns from students and faculty engaging with them, students and teachers should also learn from community knowledge and experiences



PRINCIPLE 2: UNIVERSITY-WIDE, IN EACH FACULTY AND DISCIPLINE

- **Community engagement should not be limited to a few social science disciplines alone. It should be practiced across all disciplines and faculties of HEIs.**
- **Faculties of natural sciences and engineering can also promote community engagement in teaching and research.**



Principle 3: Credit-based for students

- Participation of students in teaching activities of community engagement and research projects and learning should earn them credits.
- Community engagement should thus be included to meet their graduation requirements and it should be integrated into their assessments.



PRINCIPLE 4: PROVIDING CREDIT TO TEACHERS FOR ENGAGEMENT ACTIVITIES:

- **Performance assessments of teachers, researchers and administrators in HEIs should include review of their involvement and contributions to community engagement in teaching and research.**
- **Criteria of and weightage to community engagement by teachers and researchers should be explicitly included in assessments for recruitment, regularisation and promotion.**

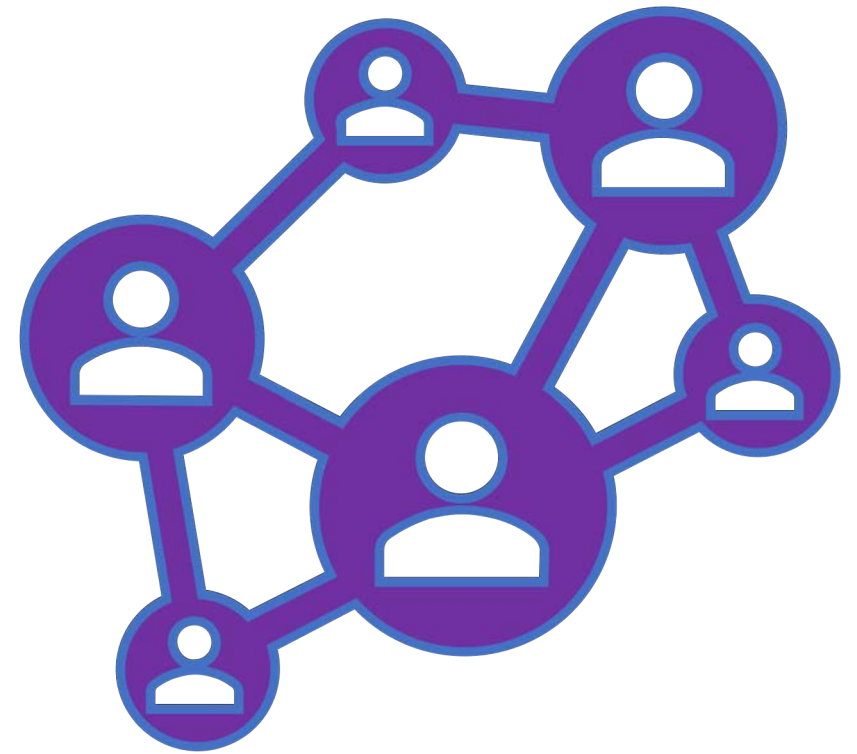


PRINCIPLE 5: Linkages with local institutions

- HEIs should develop organic and long-term linkages with local institutions around them. These include local governments, district administration, local entrepreneurs, business and local NGOs.



FORMS OF COMMUNITY- UNIVERSITY ENGAGEMENT



HOW CAN UNIVERSITIES TAKE UP CUE?

A. Linking learning with community service

B. Linking research with community knowledge

C. Knowledge sharing and knowledge mobilization

D. Devising new curriculum and courses

E. Including practitioners as teachers

F. Social innovations by students

A. Linking learning with community service

- Students and teachers apply their knowledge and skills in a chosen community to improve the lives of people in that community.

B. Linking research with community knowledge

- Various faculties and programmes of HEIs devise joint research projects in partnership with the communities and local agencies.

C. Knowledge sharing and knowledge mobilization

- The knowledge available with students and teachers in various disciplines is made available to the local community to realize its developmental aspirations, secure its entitlements and access its benefits from various agencies and schemes.



D. Devising new curriculum and courses

- Developing new curricula in existing courses as well as design new courses to engage with community.

E. Including practitioners as teachers

- Local community elders, women leaders, tribals, entrepreneurs and civil society practitioners have enormous practical knowledge of a wide variety of issues—from agriculture and forestry to child-rearing, micro-planning, water-harvesting and project management.

F. Social innovations by students

- The students can be encouraged to initiate learning projects with a social impact and supported by HEIs.