



# REPORT ON TRAINING OF MASTER TRAINERS' IN CBPR

Northern Regional Center

[Jammu & Kashmir, Uttarakhand, Himachal Pradesh and Uttar Pradesh]

15 – 17 JULY 2022



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### **Background**

In 2011, a national review was conducted by a Committee of Experts (set up by the then Planning Commission) to analyse the purposes, principles and forms of social responsibility and community engagement which are relevant to our context. Its recommendations to Ministry of Human Resource Development (MHRD) about “fostering social

responsibility and community engagement of Higher Education Institutions (HEIs)” in India contain several important elements for the new policy<sup>1</sup>. The National Education Policy (NEP) announced by the Government of India in 2020 has presented a transformative framework for higher education in the country. It has reinforced many of the recommendations already included in the new policy, as exemplified through the below lines:

“The purpose of the education system is to develop good human being capable of rational thought and action, possessing compassion and empathy, courage and resilience, scientific temper and creative imagination, with sound ethical moorings and values. It aims at producing engaged, productive, and contributing citizens for building an equitable, inclusive, and plural society as envisaged by our Constitution (pg 5).”

Unnat Bharat Ahiyaan (UBA) 2.0 was launched by the MHRD, UBA 2.0 aims to bring a transformative change in rural development by the active participation of higher education institutes with rural communities and reorientation of communities through research and development. It was launched by the Government of India in February 2018. The University Grants Commission (UGC) set up a Subject Expert Group (SEG) on Curricular Reforms and Educational Institutions Social Responsibility for achieving the objectives of reforming the curriculum at the level of UG and PG to instil the concept of Rural Community Engagement and Social Responsibility. The purpose is to ensure that community engagement is not seen as a standalone activity and is integrated in the regular curriculum of the university to ensure the development of the society around the university.

The latest guideline by UGC provides the National Curricular Framework and Guidelines for “Fostering Social Responsibility and Community Engagement” of HEIs in India. It has been developed by the Expert Group through a series of consultations over this period. It has been revised to include key recommendations of NEP 2020. The experiences of the Covid pandemic and responses by students, faculty, and staff of HEIs during the same have been incorporated in this revision. The NEP 2020 endorses the recommendations in UGC framework that “local knowledge and wisdom of our rural and tribal communities must be valued” in undertaking research. Local community can be involved in partnership with students and researchers to find innovative local solutions and adaptation of appropriate technology to the challenges faced by them. The students as primary stakeholders in higher education must have many opportunities for participation in community service projects, like UGC’s recent guidelines on community- based internship and field-based courses.

[https://www.ugc.ac.in/pdfnews/1906947\\_Revised-Draft-Framework-in-the-light-of-NEP-2020.pdf](https://www.ugc.ac.in/pdfnews/1906947_Revised-Draft-Framework-in-the-light-of-NEP-2020.pdf)

As per the guidelines issued by University Grants Commission (vide letter of the Secretary UGC to all Vice-Chancellors dated December 23, 2021), a first batch of 30- 40 Master Trainers (MT’s) will be trained in Community Based Participatory Research (CBPR) methodology. It was proposed that each batch of selected MT’s would undergo residential training at Regional Centres before they start teaching this course, led by a team of UGC appointed experts in Community-based Participatory Research. The objective for training the MT’s is threefold: (a) to understand the framework of UGC/UBA course “Fostering Social Responsibility & Community Engagement”; (b) understand the Principles & Methodology of CBPR underlying field- based Learning; (c) to strengthen competencies in use of various methods of CBPR through field practice.

Given the situation of Covid-19 pandemic in the country, the first two modules – Understanding Community - University Engagement and Understanding Principles and Methodology of CBPR, was held online on January 27 and February 15, 2022, respectively. However, several aspects of learning CBPR methodology entails competencies and skills which are best learnt in face-to-face practice in the field itself. In lieu of this, a three- day face to face training workshop is going to be held in all the 7 Regional Centres. So far four such trainings have been conducted – the Western Regional Centre (20<sup>th</sup> – 22<sup>nd</sup> April 2022) at the Rashtrasant Tukdoji Maharaj Nagpur University, Nagpur; the

Southern Regional (27<sup>th</sup> – 29<sup>th</sup> April 2022) at The Gandhigram Rural Institute (Deemed to be University); the Eastern Regional Centre (7<sup>th</sup> – 9<sup>th</sup> June 2022) at The Central University of Odisha, Koraput; the Central Region (16<sup>th</sup> – 18<sup>th</sup> June 2022) at The National Law Institute University, Bhopal. This report documents the fifth training workshop that was held from 15<sup>th</sup> -17<sup>th</sup> July 2022, in the Northern Region at Dayalbagh Educational Institution, Agra.

### **Master Trainers’ Training Program (3- Day Training Workshop)**

A three-day workshop was held in Dayalbagh Educational Institution (DEI), Agra to train the MTs in the Community Based Participatory Research methodology. The workshop was held from 15<sup>th</sup> – 17<sup>th</sup> July 2022. 26 MTs from across 4 states of Northern India – Uttar Pradesh, Uttarakhand, Himachal Pradesh, and Jammu had participated. Dr. Rajesh Tandon (UNESCO Chair on Community Based Research and Social Responsibility in Higher Education; Founder-President, PRIA, New Delhi) and Mr. Ashok Kumar Singh (Founder- Director, Sahbhagi Shikshan Kendra, Lucknow) were the resource persons and facilitators for the training workshop. During the course of the training, they trained the MT’s in various CBPR methodology both in theory and practice – through field visits. This report has been prepared by Dr. Tandon (UNESCO Chair and Expert Group Member, UGC) and his team.

#### **Day 1**

##### **Session I: Inaugural Session**

The session was moderated by Dr. Nishith Gaur (Assistant Professor, Sanskrit department, faculty of arts, DEI). The inaugural session started with the Institute Sponsored prayer which was followed by the Lighting of the lamp ceremony by the chief guests. She invited Dr. Akshay Satsangi (Regional Coordinator, UBA) to deliver the welcome address. In his address Dr. Satsangi welcomed all the MT’s from across 4 states namely – Uttar Pradesh, Himachal Pradesh, Uttarakhand and Jammu and Kashmir, the Chief Guest of the session – Dr. Rajesh Tandon; Guest of Honour – Mr. Ashok Kumar Singh and the President for the session – Dr. Prem Kumar Kalra (Vice- chancellor, Dayalbagh Educational Institution). Further she invited Dr. Prem Kumar Kalra to address the gathering. Speaking of the values of DEI, Dr. Kalra said that convergence of development with the consciousness is important for any progress. He further added that developing human beings internally and externally through a path of moderation is important.

Moving forward, Dr. Tandon welcomed the Master Trainers and said, ‘In the Northern region of India, all the MT’s are the pioneering batch whose role is very crucial in shaping the unlearning and learning process not only with students but also with teachers and professors. We learn from the community and take it to the class and learn in class and take it to the community, it’s a two-way process which is based on mutual learning. We need to value and respect people’s experiences, ideas, and knowledge for true learning. He applauded UGC for mandating the two-credit course on CBPR for all UG/PG students and said that the course will not only activate a sensitive approach amongst students, but it will also enable them to practice citizenship with an inclusive perspective.’

Mr. Ashok Kumar Singh, in his Address, said that planning is always seen as an expert thing and in the process, we consider an outsider as an expert but, we must have an inward perspective, we must define “who is an expert”. He said, ‘Through my experiences I have seen that nobody holds an expertise greater than the people who are living or witnessing those realities’. ‘Community participation’ cannot be done if the communities are onlookers, they must be an active participant in the whole process from planning, implementation, and monitoring & evaluation.

Dr. Diksha Rajput, UGC Deputy Director, addressed the chief guests and MT virtually and highlighted the importance of Unnat Bharat Abhiyan 2.0 to build a cadre of responsible global citizens. She said, “We can only participate in the community services or engagement, when we realize the need for and importance of it, this realization is related with taking responsibilities with conscious mind and action.”

The session ended with a vote of thanks delivered by Dr. Nishith Gaur (Assistant Professor, Sanskrit department, DEI).



Figure 1: [L to R] Mr. Ashok Singh, Smt. Sneha Bijlani, Dr. Prem Kalra, Dr. Rajesh Tandon, Dr. Anand Mohan and Prof. Akshay Satsangi

## **Session II: Introductory Session with Master Trainers and Mapping their experience on CBPR**

This session began with setting up some ground rules for effective participation of everyone. All the MT's were instructed to write their names (the name by which they want to be known) on the back of their participant ID card, they were also advised to remove any prefixes attached to their names – this process enabled homogeneity amongst the group. After this, a round of introduction of all the MT's was done in which they shared their name, institution and expertise of the subject. Further to this, they also shared their knowledge and experience of using CBPR methodology so far and why they want to be MT of CBPR. Through their introduction, the MT's shared that they are aware of the practice of community participation but only few of them have used participatory methodologies in enabling community participation. Most of the MT's were involved with the community through a campaign or a drive like tree plantation, cleanliness drive, celebration of days like International Women's Day, AIDS day etc. Few of the MT's shared that they have involved community people through direct participation in the water conservation program, panchayat election, voter awareness campaign etc. CBPR was learned as a theory, but it was not practiced in its true sense and most of the time community participation was in the form of representative participation.





### **Session III: Understanding the Principles of CBPR and UGC's Two- Credit Course Content & Structure**

Following the introductions and the experience sharing of MT's with CBPR, Dr. Tandon highlighted the basic principles of Participatory Research. He emphasized on the the importance of knowledge residing in people's experiences. He also talked about the importance of creating locally appropriate solutions. He discussed the importance of the National Curriculum Framework for CBPR created by UGC in the Unnat Bharat Abhiyan 2.0 for designing the two-credit course for the community engagement in the subjects through contextually relevant and actionable research. Knowledge creation is a process in partnership hence it is important to understand whose knowledge serves whose purpose. In this context, he briefly touched upon the concept of Community University Engagement (CUE) and its basic principles as described in the National Curriculum Framework & Guidelines issued by UGC:

1. Community engagement is all about mutual learning and respect. While community learns from students and faculty engaging with them, students and teachers should also learn from community knowledge and experiences.
2. Community engagement should be university and discipline wide, not limited to a few social science disciplines alone.
3. Participation of students should earn them credits. Therefore, it should be integrated into their assessments.
4. Performance assessments of teachers, researchers, and administrators in HEIs should include review of their involvement and contributions to community engagement in teaching and research. Teachers should also be given credit for their engagement activities.
5. 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.

Additionally, He also highlighted role of the MT for fostering social responsibility and community engagement, which are as follows:

- 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.

In addition to elaborating on the principles, he explained the proposed structure of the 2- credit course. The 2-credit course has two parts:

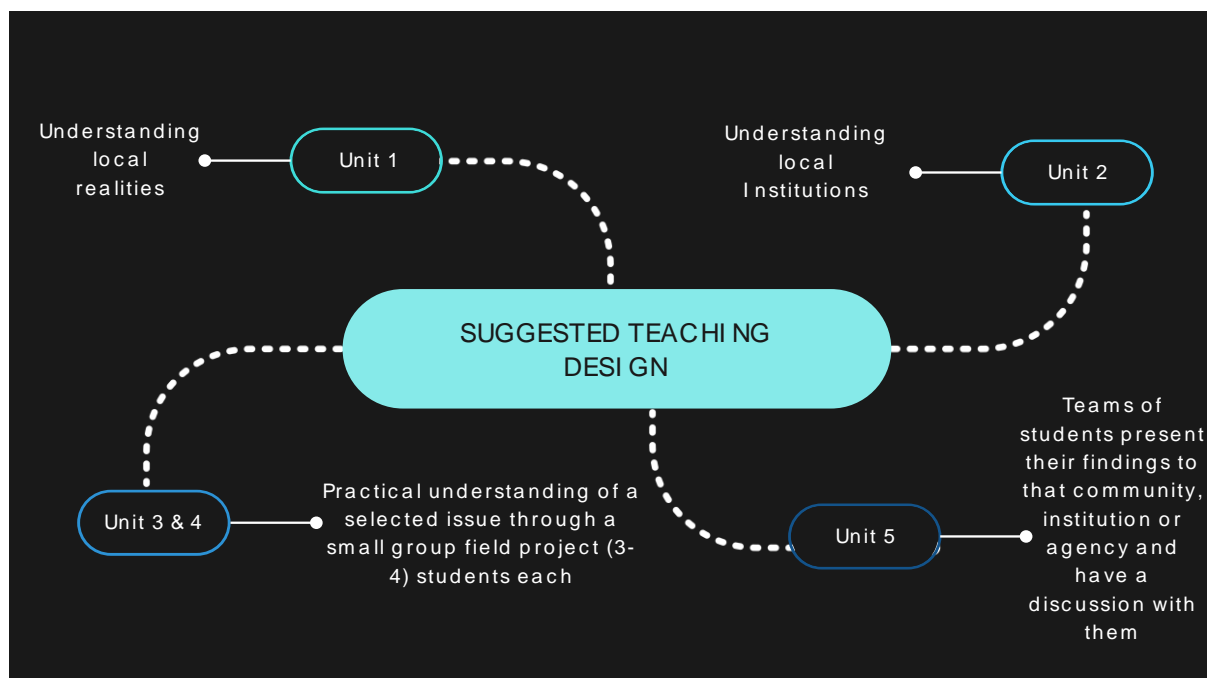
- One credit for online learning through Massive Open Online Course (MOOC).
- One credit for field-based learning.



#### **Suggested Course Design:**

- Unit One: Understanding Local Realities.
- Unit Two: Understanding Local Institutions.
- Unit Three & Four: Practical understanding of a selected issue through a small group field project (3-4 students each).
- Unit Five: Teams of students present their findings to that community, institution or agency and have a discussion with them.

The course material would be available online for students to build their understanding. This material needs to be supplemented with locally relevant and contextually important materials, especially in terms of language and including schemes of state governments. The course is compulsory for all students across all disciplines. It will be taught over 6 weeks where the contents will be divided into five units/ modules. Each week, students must spend 3 hours on an online platform and 3 hours in the field, with guidance from the teachers. Hence, teachers from all disciplines must become MT's.



During the session, MTs were advised to refine the language for CBPR. As some of the MTs used the phrase “We have adopted the villages”, for this they were told to use much more inclusive language like partnership or engagement. They were also briefed that community awareness is important in this course, but it should not take the form of a prescription where the community is told what to do and what not to do instead of collective discussion and understanding.

In the course, students will also build a holistic understanding about the functioning of any institutions and the solutions for the existing problem must be discussed collectively and it should not be generalized.

#### **Session IV: The field visit approach and methodology**

##### **1. Learning CBPR Method – Transect Walk**

This session was co- facilitated by Mr. Ashok Singh and Dr. Tandon. They introduced the method of Transect Walk and elaborated its usefulness in the CBPR. Transect walk is a systematic walk along a defined path across the community together with the local people to explore the local realities by observing, asking, listening, looking, and producing a transect diagram. Transect walk is usually used at the start to acquire a first-hand understanding of the local reality of the community.

The purpose of the transect walk is to develop a clear understanding of the informal settlements by identifying its location, geographical spread, housing, livelihood, composition. The transect walk is conducted by the research team and community members. The information collected during the walk is used to draw a diagram or map based on which discussions are held amongst the participants. They briefed the MTs by saying that ‘The idea of the transect walk is to familiarize yourself with the people of the community young, old, children, male, female; and, to get familiar with the dynamics of the community in terms of access to resources, availability to the services and playing spaces, schools, religious places etc. to develop a mental map of the village. Informal communications without the intention of intimidating them can help in gathering organic and authentic information about the village.



Facilitators explained to the MTs that if many groups are going to the same village, then they must enter from various entrances. During the process of transect walk, every group member must be assigned a specific role – Few will initiate interaction, few will take notes or click pictures, some will keep eye on the conditions of the infrastructure, practices, or rituals etc.

Click [here](#) for the short video clip of the MTs doing Transect Walk.

While discussing the process of Transect Walk, the facilitators also discussed some important points to remember around conducting oneself in the field.

#### **Briefing for Transect Walk:**

- Drop official designations - call each other by names, avoid calling sir/ madam.
- A sensitive approach must be followed during the interaction in the community, one should not come out as 'I have knowledge, I have degree, I know better'.
- Interaction must begin with the introduction of self; in a few sentences the purpose of visit must be conveyed in a non-threatening way.
- A sober and grounded body language is very important. The idea is to enable comfortable conversation with them.
- The purpose of the transect walk is to learn from the community and not teach them.
- The idea is to share knowledge and build common understanding.
- Refrain from using any judgements and prejudices.
- Always go in the community with an open mind and perspective, by leaving behind preconceived notions.
- Always ask open- ended questions to keep the discussion open- ended and give them freedom to express in their own way.
- Do not try to disturb the functioning of the community, try to adjust.
- Do not initiate political or religious arguments.
- Ask for consent before taking any pictures or video of any individual.

## **2. Learning CBPR Method - Social Mapping**

Moving forward, Mr. Ashok Singh discussed the method of Social Mapping of the village. He explained to the MTs that Social Mapping is a way where geographical maps are combined with the social elements such as houses, shops, water taps, fields, visible buildings, roads and so on. For any participatory exercise, social mapping is essential as it gives a wider perspective in understanding the prevailing dynamics of the community based on caste, religion, gender, and power.

#### **Briefing for Social Mapping:**

- The process must be facilitated by 1-2 persons where involvement of the community people is important. Other members must listen and take note of the agreements and disagreements.
- Social mapping must be done in taking into considerations aspect of gender and caste. The social map made with women as compared to men will tell a different story.
- Keep all your five senses open. Senses help in understanding the situation, behavior, culture, food preferences etc. in a very friendly way.

- People of the community are the focal point of this exercise hence let them share and talk.
- Ask questions without interrupting, intimidating or manipulating them.
- Let them discuss repeatedly about the map – it will help in understanding various layers of the community.

### **Session V: First Field Visit**

For the purpose of the first field visit, the MT's were divided into 5 groups of 5 members each. The groups were balanced in terms of gender. The MT's were divided in a way that each group had participants from each of the 4 states so that they get mixed with each other also which will enable more conducive learning space.

The MT's (in their respective groups) spent around 1.5 - 2 hours in the identified villages where they did transect walk followed by social mapping. Similarly, the MTs must brief the students before the field visit, give them time to reflect post the field visit and then conduct a debrief session. Hence the same methodology was followed during the workshop. Giving time to the students to reflect after every field visit is very important to bring out the learnings and knowledge to the practice.









## **Day 2**

At the end of day 1, participants were asked to reflect upon their transect walk and social mapping in terms of their:

1. Insights about the village.
2. Observations about the process of transect walk and social mapping.

### **Session I: Small group discussion and group presentation of the first field visit**

Based on above questions, MTs presented their insights and observations in groups. Before presenting, they participated in a group discussion where they highlighted important observations and findings. Each group presented for 7 minutes where they highlighted socio-economic and political conditions of the village. They discussed the geographical extent, history and functioning of the Panchayati Raj system in the village. They also shed light on the availability and accessibility of various institutions like schools, Primary Healthcare Centres, Panchayat etc. They also talked about the occupation of the villagers and pointed out that most of them are into animal husbandry or running their own businesses.

After the Presentations, MT's were given debriefed about the importance of non-judgmental attitude for a community setting. Dr. Tandon gave feedback to MT's regarding their way of presentations in which he specifically mentioned about body language, usage of phrases and sentences and personal biasness. The prominent feedback after the presentations from Dr. Tandon and Mr. Ashok are mentioned below.

#### **Highlights from the De-briefing session**

- Use of simple and understandable language is must for any kind of presentation. The aim of presentation is to present something in a simplified way hence refrain from using confusing data or difficult jargons.
- Purpose of Transect walk is observation and reflection, it should not be misunderstood as a survey.
- People's choices in terms of clothes, food and other traditional habits must be respected.
- Pre- conceived notions can hamper learnings. Example – One group was talking to group of women (women were in veil), the women were well articulated, MT's of that particular group questioned the voice and agency of the women by asking them – “Why are you in veil, you can speak well?” These are pre-conceived notions that women who are in veil are weak and docile and they cannot speak.

- Social mapping is not only limited to geographical information, but also basically a process of enabling conversations in the community which are lived and experienced based.





## **Session II: Understanding Local Institutions**

The facilitators encouraged the MTs to first make a list of every institution they saw during the Transect Walk last evening in the village so that everyone could better grasp how to learn about local institutions. Dr. Tandon provided a chart with a list of the institutions, while the MTs provided the names. Five institutions were chosen from this list. The MTs were required to take a deeper look at the specified institutions during the second field visit. The institutions were:

1. Primary school (Bahadurpur)
2. Self – Help Group (Laalgadhi)
3. Anganwadi kendra (Khanpur)
4. Health Centre (Nagla talfi)
5. Panchayat (Khaspur)

After listing the institutions, all the MTs were briefed that they must focus on the following points during their visits.

1. What is the mandate/goal of the institutions?
2. What is the term of reference?
3. What is the structure of the Institutions?
4. What are the activities that are carried out in the institution?
5. Who are the beneficiaries?

MT's were briefed that during the visit they must manage their time in such a way that they get time to interact with the service providers as well as the users. For example, if they visit the Self-Help Group of any organization, they must talk to the group members also.

## **Session III: Second Field Visit**

In the 2nd visit, the MT's were divided into the same groups as during the first field visit. Before the visit, every group member decided and agreed to their roles and responsibilities during the visit. The field visit focused on understanding functioning of the institutions and analyzing factors which disrupts it's functioning. MT's visited the institutions and interacted with the various stakeholders associated with it. Many MT's shared that most of the government institutions were closed or there was no concerned authority hence they collected information through interaction with the people residing nearby.







#### **Session IV: Understanding approaches to participatory methodology**

In this session, the MT's sat in their respective groups and conducted small group discussions where they highlighted important aspects of their visits based on the above-mentioned questions. Participants were suggested by the facilitator Mr. Ashok Singh to demonstrate their presentation by using creative participatory tools. Participants were also briefed about the importance of various participatory tools in facilitating community engaged discussions. During the presentation many groups used role-play for their presentations, but the role-play was enacted using fictional instances of media interviews with the village leaders (where they are talking about the health center functionality), some presented a school situation where teachers are talking about SHG to the parents. All the group used creative and engaging participatory tools for presentation.





Likewise, when the students return from their second visit in the two-credit course program, the teachers must facilitate such a session where they present their findings and reflections by using participatory tools.

#### **De-brief for using participatory tools for presentation**

- Presentation should be engaging and informative with which others can relate.
- Presentation should reflect linkage among the study, findings, and actions.
- Presentation should not only focus on the negative aspects but also highlights the positive aspects.
- In the two-credit course, encourage students to talk with other stakeholders regarding the strengthening of the institutions.
- Presentation must reflect collective knowledge.
- Written reports must be clear, crisp and concise.
- After the field visit, write the findings and reflections first, then decide the method of presentation – one can always use multiple methods



### **Session V: Exhibition and cultural performance by the Dayalbagh Educational Institution students**

The exhibition put up by the DEI students and faculties was open to all the MTs and facilitators in the evening. The exhibition featured more than 60 stalls from different DEI departments and faculties. There were stalls from the department of food processing where they were displaying their nutrient-rich food, the textile department exhibited their samples of sustainable fabric products, and so on. Students showcased their scientific and technological innovations at the exhibition. The exhibition that followed the cultural performance included student performances of songs in the Braj language, tabla-jugalbandi, and qawwalis, among others.







### **Day 3**

#### **Session I: Institutional activity of community engagement (visit to DEI agricultural farm)**

All the MTs and facilitators visited the agricultural farmland of DEI at 4 am in the morning. The farmland was crowded with community people of all ages (children to elderly) and they were engaged in doing agricultural activities with zeal and enthusiasm. Some students of DEI performed musical devotional songs, and small children were participating in the morning exercise. The 'Living guru' (faith of Dayalbagh community) also participated in the farming activities along with others. The visit continued for another hour.

#### **Session II: Visit to DEI medical and social camps**

After a break of 2 hours, all the MTs and facilitators visited the medical and social camp organized by the DEI. All the participants reached the venue by 8 am and visited and interacted at all the camps organized for the children and women of the nearby villages. The camps were well-equipped and had all the basic checkups for women and children. There were eminent doctors who were giving prescribed medicines to women and children. The camp also had many study-based and learning by doing games for improving the cognitive and learning abilities of the children. The medical and social camp has been organized every Sunday from 7am to 10am since the past 10 years.



### **Session III: Presentation by Dr. S Natrajan about community engagement initiatives and approaches**

A session on focus and functioning of the Unnat Bharat Abhiyan 2.0 was taken by Dr. S Natarajan where he discussed that the focus of UBA 2.0 is human development along with sustainable development. He briefly demonstrated the importance of community development for holistic national development and how Gandhigram has been working with the community since a very long time. He explained various innovative approaches used by Gandhigram for engaging community based participatory research.



#### **Session IV: Demonstration of approaches to CBPR**

Process: In this session, MT's were again asked to reflect upon their visit to the different institutions. They were asked to conduct a deep dive discussion in their groups about the utility, accessibility, and functionality of that community institution.

In the Venn diagram participatory method, each institution was written on the circular charts (of different sizes) based on their importance to the village community. The biggest circle denotes the most important institutions while the smallest denotes the least important ones. All the MTs in their group placed the circles on the chart paper keeping the accessibility in mind - the farthest placement on the chart paper simply means that the institution is least accessible. It is important to note that, while the size denotes importance, the distance (placement of the circles) denotes accessibility/ effectiveness.

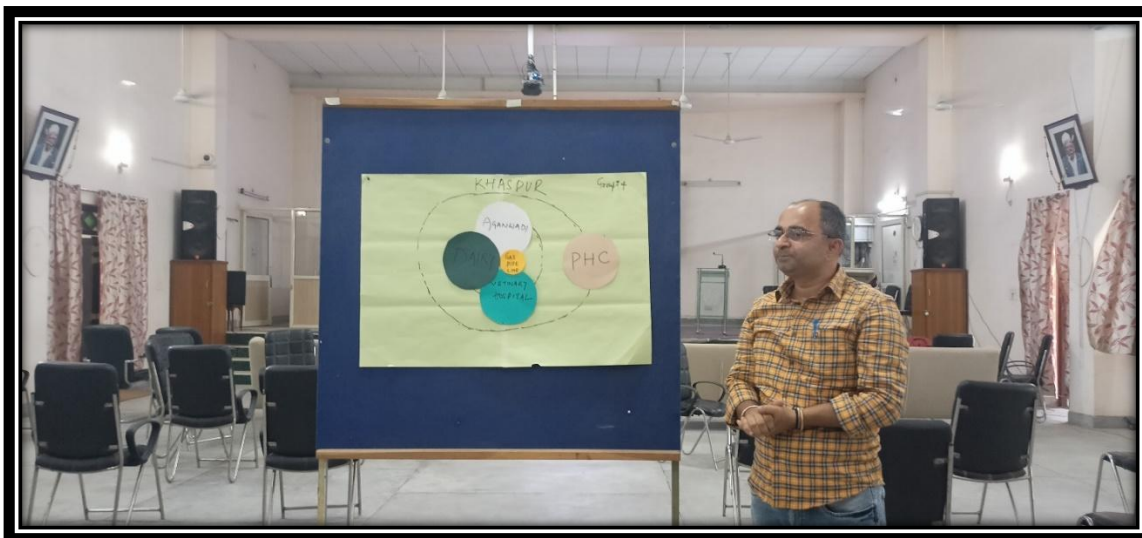
The MTs were instructed to present their conclusion/discussion through Venn diagram/chapati diagram. Mr. Ashok Singh briefed the MTs about the process of using Venn diagram to demonstrate accessibility, utility and functionality of any resources or services. The MTs sat in their respective groups. In the groups, MTs discussed the institutions (school, anganwadi kendra, Health center, SHG cluster and Panchayat) they had visited and reflected upon its importance, accessibility, and effectiveness based on the interactions with the community. Apart from the listed institutions, few more local institutions were added to deepen the discussion, the newly listed institutions were - Primary school private, Customer service center, dairy, Bank, Police chowki, Public Distribution system. MTs reflected upon other newly added institutions through their observations during transect walk and discussion during social mapping.

After this, all the group made presentations where they highlighted the reasons for accessibility or inaccessibility of any institutions, listed down reasons for good functioning and pointed out the possible reasons for inadequate functioning of the institutions in the village.

After the presentation, Dr. Tandon advised all the MTs that when they take the students in field, they must encourage the students to carry out a similar process with the other community members. This exercise might be carried out jointly with the service recipients/users or independently with the service providers. The information gathered through this approach represents how the community feels about the institutions and their services. With this information,



proper steps may be taken to resolve any issues that may have come up throughout the discussion. The purpose of this activity is to learn about the community and not to gather proof.

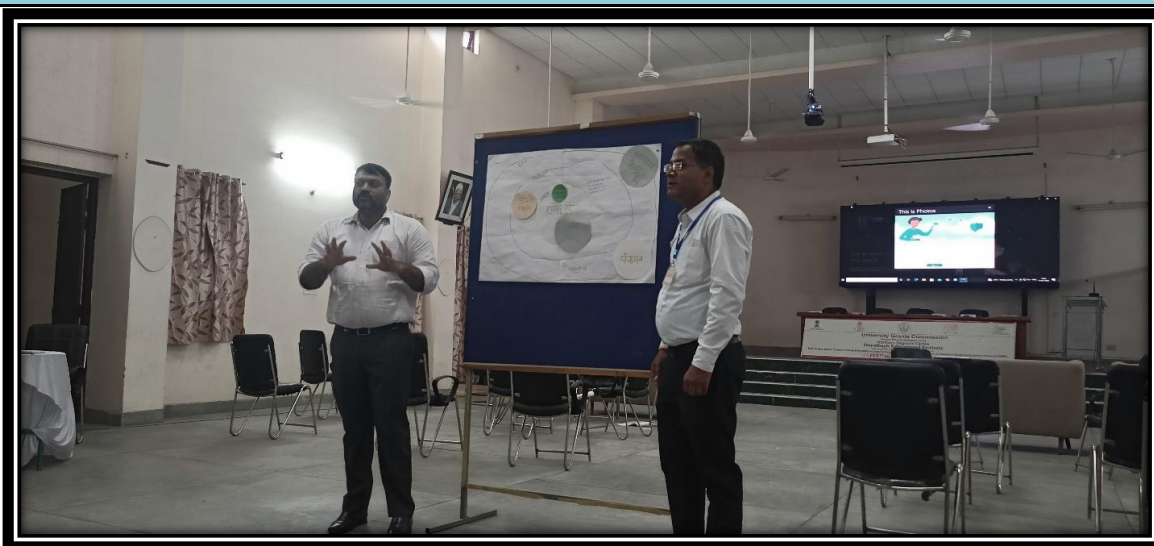






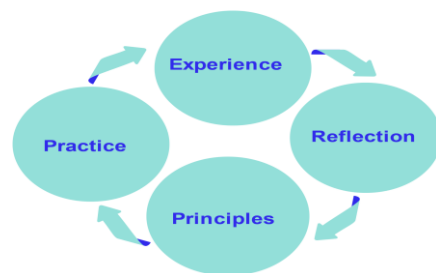
### Debriefing for the Venn diagram CBPR approach

- Community is not homogenous, everyone in the community has different accessibility based on caste, religion, gender etc.
- If there is lack of awareness, then they will not consider the institution as useful.
- Visual presentation can help in understanding better. CBPR method is used for data collection, discussion and for plan of action.
- In the community we are just enablers, we don't give solutions. We just raise questions based on their understanding.
- Community will learn only when they feel there is a necessity for learning. Learning has some purpose and utility to them.
- This exercise can help in awareness generation and in discussing solution collectively with the community.
- Using CBPR approaches dilutes any kind of power structure, The belief is that everybody is knowledgeable because of their lived experiences,



### Experiential Learning

Dr. Tandon spoke about experiential learning in the context of community engagement after the discussion. He emphasized that reflection on an experience comes after it, which is the foundation for experiential learning. If we don't reflect, especially in the setting of a field visit, learning may or may not take place and the exercise of the field visit will turn into tourism. As a means of shared learning, we must first reflect individually and then with the group. These reflections result in principles, which serve as our dos and don'ts in daily life. In our practice, we apply those principles. Reflections assist us in honing our values. A foundation of CBPR is experiential learning.



### **Session V: Recommendations on Assessment and Next Steps**

The purpose of this session was to seek inputs and recommendations of the MT's on the assessments aspect of the two- credit course. Dr. Tandon emphasized that the two-credit course is not a test of theory, but it is a test of practice. One of the concerns that was shared by all the MTs were that there is no common guidelines given to the college and university for the course hence there is an urgent need to circulate a letter with standard guidelines, to all Principals and Vice Chancellors, so that they can get all the internal approvals and any confusion related to that can be avoided, especially if they are expected to start teaching the course from the month of August, 2022. They also suggested that there must be a common and standard training for all so that everybody is on the same page. Also, the letter must specifically mention that the university/college will allocate a budget for it and will provide necessary materials.

The suggestions for assessment were as follows:

- The students need to maintain a field diary for every field visit, reflection and recording is important in CBPR.
- The students could be assessed based on their presence in the field, field diary and the final report.
- There can be at least 40- 50 students in each batch.
- The assessment must be accessed based on regularity on the field, outcome of the community engagement. Field reports and level of community awareness and trust can help in accessing the outcome.
- Students can submit their reports in document form as well as audio-visual form, narrative report, booklet etc.

### **Session VI: Valedictory Session**

The session was moderated by Dr. Namasya, Associate Professor, Hindi Department, Art Faculty. She invited Prof. Akshay Satsangi to share the report of the last three days. Dr. Satsangi shared a detailed report of the 3- Day workshop in a very clear and crisp way. After this, the Chief guest of the session Mr. Puran Dabar who is a renowned industrialist in Agra talked about Unnat Bharat Abhiyan as a milestone for the development of the nation. He said 'The fruits of Unnat Bharat Abhiyan will ripe soon because it focuses on the holistic development of India. Village economy is our biggest economy, and we must pay attention to it.' He also emphasized that without skill our education is nothing. Skill-based learning is the backbone for development.

Moving forward. Chief Guest - Mr. Darvesh Kumar DSP of Agra talked about upliftment of village economy through encouraging rural development programs and by eliminating bad practices. He also emphasized on converging technology with livelihood and for this state must take responsibility of making the village sufficient.

This was followed by a round of feedback/ reflections from one participant from each group (There were a total 5 groups throughout the workshop). Dr. Kakoli Dey (Assistant Professor, Galgotias college of Engineering and Technology, Greater Noida, Uttar Pradesh) said that the 3 days' workshop was a reflecting journey on the pedagogy of teaching where theory and practice must go hand in hand. Dr. Alok Sagar Gautam (Assistant Professor of Hemavati Nandan Bahuguna Garhwal University, Uttarakhand) said that the workshop helped him to learn about the lived realities and experiences of the community and it has enabled to view situations with different perspectives. He also mentioned that there is no age for learning and learning makes us better and humble.

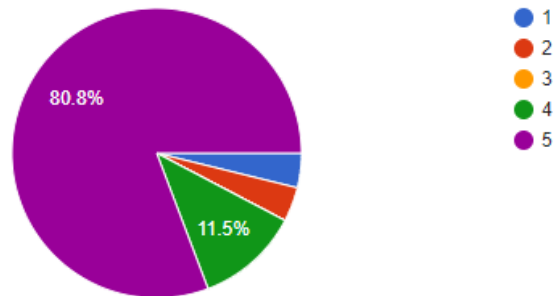
After this, all the MTs were welcomed and felicitated by the certificates of MT and facilitators and Chief guests were presented with mementos. The program ended with the university song and National Anthem.



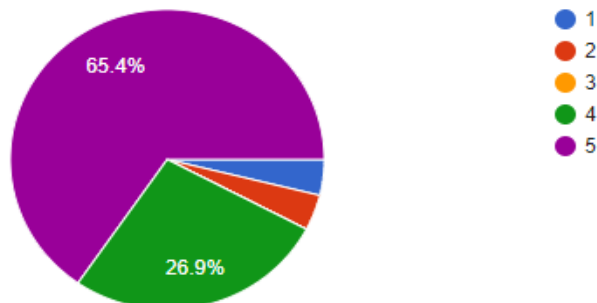
On day 3, before the valedictory session a feedback form was circulated to all the MTs for their feedback and comments. Below are the highlights from the review form:

### Review Form Data

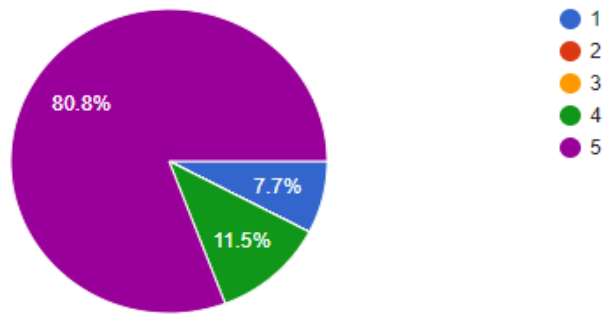
1. To what extent did the workshop achieve the learning objectives? (1: Lowest Value; 5: Highest Value)



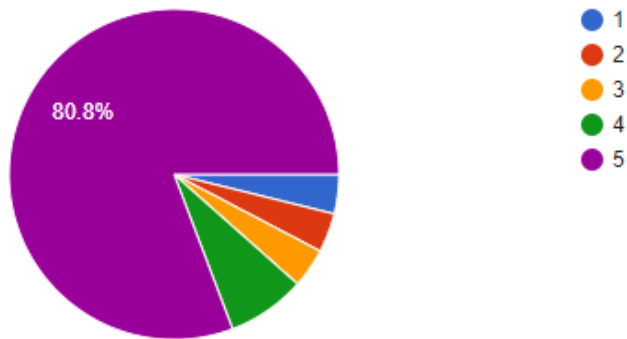
2. To what extent were you able to learn about the use of CBPR methodology?



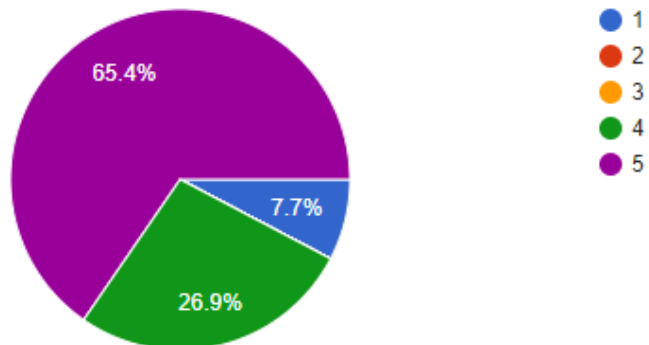
- 
3. How confident you feel in teaching the 2-credit course in your institution?



4. How effective was the field-based learning design used in this workshop?

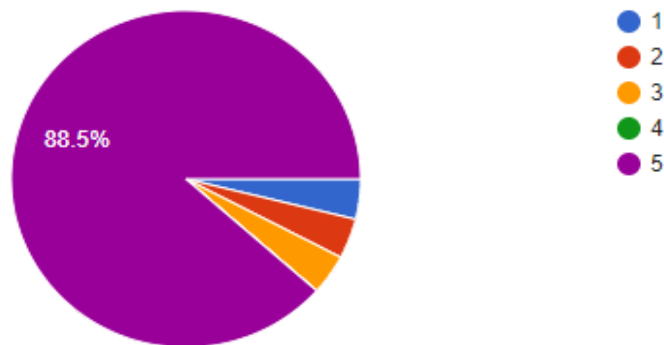


5. How appropriate were the logistical arrangements for such a workshop?



6. Did you find the learning environment of the workshop productive for learning? Give reasons for the same.





#### 7. Feedback related to the Resource Person

- They were very informative and highly experienced.
- Resource persons were excellent. Their approach to share experiential knowledge was praiseworthy.
- Resource persons are very much experienced, knows the different strategies, methods to convey their message or learning to us. Need some more people from other disciplines such as psychology, social work, environmental, economic for a holistic approach of learning.
- Prof. Rajesh Tandon and Prof. Ashok Singh both have vast experience of CBPR, and they have successfully imparted knowledge to us.
- It was a very well-organized session and really appreciate all the hard work and dedication of the organizing team.

#### 8. Your suggestions for improving the workshop.

- Inclusion of more experimental case studies.
- Training and staying arrangements should be same place.
- Continuous involvement of MTs is highly required. Proper regulation and coordination with respective institutions are highly needed.
- More number of face-to-face programs will improve the initiatives of the MTs. Visits of MTs to institutes like Gandhigram should be initiated.
- We can conduct such training once in 6 months for learning from other MTs what they are doing in their regions.

#### 9. Any additional comments/ suggestions:

- As many of the MTs are from affiliated colleges, Directors of higher education of the states should be intimated about the MTs in CBPR, so that affiliated college MTs get the order through proper channel and MTs could initiate the courses in their colleges.

#### List of UGC Subject Expert Group Members

1. Dr. Rajesh Tandon, Member,  
UNESCO Co-Chair in Community Based Research and Social Responsibility in Higher Education, Founder-President, PRIA, New Delhi
2. Prof. S. Natarajan  
Former Vice Chancellor  
Gandhigram Rural Institute, Dindigul

**Local Resource Persons**

1. Mr. Ashok Singh  
Founder member and Director of Sahbhagi Shikshan Kendra, Lucknow, Uttar Pradesh

**For Preparation of Report**

1. Ms. Samiksha Jha, Programs – lead, PRIA, New Delhi

**Training Design****Day 1 : Friday, 15th July, 2022**

Time	Activity
9:30 am - 10:30 am	Inaugural session
10:30 am - 11:00 am	Tea break
11:00 am - 12:30 pm	Introduction of Participants
12:30 pm - 1:30 pm	Backdrop of Community Engagement
1:30 pm - 2:30 pm	Lunch
2:30 pm - 3:00 pm	The Role of Master Trainers
3:00 pm - 3:30 pm	The Field visit approach and methodology (Transect walk and social mapping)
3:30 pm to 4:00 pm	Tea break
4:00 pm -6:00 pm	Field visit to nearby village

**Day 2: Saturday, 16th July 2022**

Time	Activity
9:30 am - 11:00 am	Debriefing of field visit and presentation by the MT
11:00 am - 11:15	Tea break
11:15 am - 1:45 pm	Field/Institutional Visit
1:45 pm - 2:30 pm	Lunch break

2:30 pm - 4:30 pm	Debriefing of Institutional visit
4:30 pm - 5:00 pm	Tea break
5:00 pm - 6:00 pm	Exhibition of DEI products
6:00 pm - 6:30 pm	Cultural program

**Day 3: Sunday, 17th July 2022**

Time	Activity
5:00am - 6:00 am	Institutional activities of community engagement (Visit to DEI agricultural farms)
6:00 am - 8:00 am	Break
8:00 am - 9:00 am	Visit to DEI medical and social camps
10:00 am - 11:00 am	Presentation by Dr. S Natarajan about community engagement initiatives and approaches
11:00 am - 11:30am	Tea break
11:30 am to 1:30 pm	Demonstration to Additional methods of CBPR
1:30 pm - 2:00 pm	Lunch Break
2:00 pm - 3:00pm	Approach and process to Students' assessment of Community engagement and review and feedback
3:00 pm - 4:00 pm	Valedictory function

**Participants List**

S.no.	Name of faculty and designation	Name of college department and affiliated university	Contact details
1.	Dr. Manoj Kumar Pandey, Assistant Professor	veer Bahadur Singh Purvanchal University, Jaunpur, Uttar Pradesh	<a href="mailto:dr.manojkumarpandey@yahoo.com">dr.manojkumarpandey@yahoo.com</a> , Department of applied psychology
2.	Prof. Bhawesh Chandra Dubey	Venkateshwara Group of Institutions, Jatoly, Meerut, Uttar Pradesh	<a href="mailto:bcdubey05@gmail.com">bcdubey05@gmail.com</a> , Education

3.	Ms. Geeta Rani Sharma, Associate Professor	Pt. Deen Dayal Upadhyay Government Girls Degree College, Sewa puri, Varanasi, Uttar Pradesh	<a href="mailto:igac.sewapuri@gmail.com">igac.sewapuri@gmail.com</a> ,library & information science
4.	Dr Ravi Prakash Gupta, Associate Professor	Pt. Deen Dayal Upadhyay Government Girls Degree College, Sewa puri, Varanasi, Uttar Pradesh	<a href="mailto:ravi06gupta@gmail.com">ravi06gupta@gmail.com</a> , Political science
5.	Dr. Saurav, Assistant Professor	Jaypee University of Information Technology, Waknaghat, Solan, Himachal Pradesh	<a href="mailto:saurav@juit.ac.in">saurav@juit.ac.in</a> ,Depart ment of civil engineering
6.	Dr. Neelu Lodhiyal, Associate Professor	Kumaun University, Nainital, Uttarakhand	<a href="mailto:neelulodhiyal@gmail.com">neelulodhiyal@gmail.com</a> ,Department of botany
7.	Dr. Amarjeet Prajapati, Assistant Professor	Jaypee Institute of Information Technology, Noida, Uttar Pradesh	<a href="mailto:amarjeet.prajapat@jiit.ac.in">amarjeet.prajapat@jiit.ac.i n</a> ,Department of cse & IT
8.	Dr. Janmejaya Kumar Tiwari, Assistant Professor	K. S. Saket, P. G. College, Affiliated with Dr. Rammanohar Lohiya Awadh University, Ayodhya, Uttar Pradesh	<a href="mailto:tiwari.janmejaya@gmail.com">tiwari.janmejaya@gmail.c om</a> ,Department of English
9.	Dr Alok Sagar Gautam, Assistant Professor	Hemvati Nandan Bahuguna Garhwal University, Uttarakhand	<a href="mailto:phyalok@gmail.com">phyalok@gmail.com</a> ,Dep artment of physics
10.	Dr. Gopal Singh Bisht, Associate Professor	Jaypee University of Information Technology, Waknaghat, Solan, Himachal Pradesh	<a href="mailto:gopal.singh@juit.ac.in">gopal.singh@juit.ac.in</a> ,De partment of biotechnology bioinformatics
11.	Dr. Suneel Prasad, Assistant Professor	Mahayogi Guru Gorakhnath Govt. Degree College, Bithyani, Yamkeshwar, Pauri Garhwal, Uttarakhand	<a href="mailto:sueelprasad28@gmail.com">sueelprasad28@gmail.co m</a> ,Department of english
12.	Dr. Jagdish Chand, Assistant Professor	Govt. College, Sangrah, District Sirmour, Himachal Pradesh	<a href="mailto:jagdishgeo@gmail.com">jagdishgeo@gmail.com</a> ,D epartment of geography
13.	Dr. Vishal Sharma, Associate Professor	Maulana Azad Memorial College, Jammu	<a href="mailto:vishal.jmu@gmail.com">vishal.jmu@gmail.com</a> ,D epartment of higher education,psychology
14.	Dr. Ram Singh Samant, Assistant Professor	Mahayogi Guru Gorakhnath Govt. Degree College, Bithyani, Yamkeshwar, Pauri Garhwal, Uttarakhand	<a href="mailto:ramsamant007@gmail.com">ramsamant007@gmail.co m</a> ,Department of sociology
15.	Ms. Charvi Kumar, Assistant Professor	Symbiosis Law School, Noida, Uttar Pradesh	<a href="mailto:charvi@symlaw.edu.in">charvi@symlaw.edu.in</a> ,Sy mbiosis law school



16.	Dr. Trivikram Tiwari, Assistant Professor	U. P. Rajarshi Tandon Open University, Prayagraj, Uttar Pradesh	<a href="mailto:trivikramitiwari@gmail.com">trivikramitiwari@gmail.com</a> , School of social science
17.	Dr. Shruti , Associate Professor	U. P. Rajarshi Tandon Open University, Prayagraj, Uttar Pradesh	<a href="mailto:drshruti.uprtu@gmail.com">drshruti.uprtu@gmail.com</a> , School of sciences
18.	Dr. Janhvi Srivastava, Assistant Professor	Veer Bahadur Singh Purvanchal University, Jaunpur, Uttar Pradesh	<a href="mailto:drjahnvisrivastava@gmail.com">drjahnvisrivastava@gmail.com</a> , Department of applied psychology
19.	Dr Sushma Tamta, Associate Professor	Kumaun University, Nainital, Uttarakhand	<a href="mailto:sushmatamta@gmail.com">sushmatamta@gmail.com</a> , Department of botany
20.	Prof. Yogendra Prasad Tripathi	K. S. Saket PG College, Affiliated with Dr. Rammanohar Lohiya Awadh University, Ayodhya, Uttar Pradesh	<a href="mailto:yogendratripathi@gmail.com">yogendratripathi@gmail.com</a> , Department of sociology
21.	Dr. Gulshan Kumar, Assistant Professor	School of Basic and Applied Sciences, Career Point University, Hamirpur, Himachal Pradesh	<a href="mailto:sharmagulshan1980@gmail.com">sharmagulshan1980@gmail.com</a> , Division of botany
22.	Dr. Shashi Sharma, Associate Professor	DAV College, Muzaffar Nagar, Uttar Pradesh	<a href="mailto:shashi.law@cpu.edu.in">shashi.law@cpu.edu.in</a> , Division of humanities & social science
23.	Mr. Bhupal Ram, Assistant Professor	Devbhumi Institute of Professional Education, Lalpur, Rudrapur, Uttarakhand	<a href="mailto:Bhupalram079@gmail.com">Bhupalram079@gmail.com</a> , Education
24.	Mr. Prakash Chandra Joshi, Assistant Professor	Devbhumi Institute of Professional Education, Nainital, Uttarakhand	<a href="mailto:prakash.josh1990@gmail.com">prakash.josh1990@gmail.com</a> , Teaching of commerce
25.	Dr. Abhinav Kumar Mishra, Associate Professor	Banaras Hindu University, Varanasi, Uttar Pradesh	<a href="mailto:abhi@bhu.ac.in">abhi@bhu.ac.in</a> , Department of linguistics
26.	Dr. Kakoli Dey, Head- Humanities,	Galgotias College of Engineering and Technology, Greater Noida, Uttar Pradesh	<a href="mailto:kakolidey6@gmail.com">kakolidey6@gmail.com</a> , humanities

