EVENT REPORT

Symposium on "Mainstreaming University-Community Research Partnerships"
Maple Hall, India Habitat Centre, New Delhi
April 9, 2015

Introduction

University-community engagement has acquired certain significance in recent times. UNESCO's second conference on higher education gave a call for mainstreaming indigenous knowledge and promoting social responsibility in higher education institutions. A recent World Report by Global University Network for Innovations (GUNi) entitled "Knowledge, Engagement and Higher Education: Contributing to Social Change"[1] has argued for deepening societal engagement of universities to promote new types of teaching and research. The report analyses the concept of community-university engagement, presents the common characteristics of engaged practice, and recommends how higher educational institutions can be active players in contributing to social change.[2] Its recommendations include:

- Recognising the existence of multiple epistemologies and ways of knowing
- Linking engagement with the teaching and research dimension
- Establishing community-university dialogue and new forms of partnerships with community organisations

The European Union's Horizon 2020 programme focuses on responsible research and innovation. Building on the Indian government's 12th Five Year Plan (2012-17), which recommended strengthening community engagement and fostering social responsibility in higher education, the University Grants Commission (UGC) has launched a new scheme to support setting up a Centre for Fostering Social Responsibility and Community Engagement (CFSRCE) in universities.

Higher educational institutions are being enjoined to play a major role in addressing global issues, and new policies and networks between universities, the state and community are required to deepen the contribution of transformative knowledge for social change. Given that there are systemic and institutional barriers to community-university research partnerships, and community based research finds limited applications in academia, there is need for focused orientation and concerted efforts to strengthen the network of people working in different institutions. We need to find common strategies and ways to institutionalise the body of knowledge that arises out of current community-university engagement practices into university structures and processes.

It is in this context that the UNESCO Chair in Community Based Research and Social Responsibility in Higher Education conducted a symposium on 9 April 2015 on "Mainstreaming University-Community Research Partnerships" at India Habitat Centre, New Delhi. The symposium primarily focused on the practices of Community-University Research Partnerships (CURP) across the world, and was well attended by almost 50 stakeholders from academia, funding organisations, civil society organisations, including a few postgraduate students.

This symposium aimed to promote a dialogue on university-community partnerships with a view to:
- Sharing comparative results from a global study of 12 countries on institutional policies and practices in building research partnerships
- Highlighting diversity of practices and challenges faced in community engagement in different states of India

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[1] Hall, Budd and Tandon, Rajesh (eds), *Higher Education in the World 5: Knowledge, Engagement and Higher Education: Contributing to Social Change*, Palgrave Macmillan, 2014

[2] Dr Cristina Escrigas made a presentation on the highlights of the 5th GUNi report, which can be accessed at http://www.slideshare.net/PRIAIndia/cristina-escrigas-community-based-research-symposium-pria-india

- Deliberating upon the ways to harness the transformative potential of the new UGC Scheme
- Promoting a platform of interested academics, officials and civil society actors in evolving Association for Community Engagement (ACE) as visualised in the 12th Five Year Plan of India.

The UNESCO Chair

Dr Rajesh Tandon, Founder-President, PRIA and Prof. Budd Hall, Professor, School of Public Administration, University of Victoria, Canada are the first Co-Chairs in Community Based Research and Social Responsibility in Higher Education. It is for the first time that a UNESCO Chair uniquely has its home in two complementary but distinct institutions – a northern academic institution and a southern community based research organisation. The Chair works to promote and deepen engagement with universities and other higher educational institutions to introduce service-learning into their core functioning, and to integrate indigenous knowledge into the teaching and research functions. The work of the Chair builds on PRIA's own work in promoting participatory research and recognising indigenous knowledge of communities as the building block of empowerment. The efforts to value indigenous knowledge, at the start of PRIA's journey, found common links with those working in adult education/outreach programmes and in agricultural extension.

Over the past year, the Chair undertaken two policy research initiatives – an IDRC supported global study to draw lessons on policy and practices in promoting university-community research partnerships and highlight key institutional practices that support such partnerships; and with support from British Council a series of studies to map university-community engagements in four states of India. Interesting lessons can be drawn from these studies with specific policy recommendations for state governments.

Global Perspectives on University-Community Research Partnerships

In Europe, the tradition of community-university engagement began from the natural sciences and the Science Shop initiative; engagement has now moved beyond mere service-learning. Science Shops conduct research on a wide variety of issues responding to community needs. The community comes with problems (pollution, health, traffic, etc) which they face, and the university researches or works on that problem at the community level to find sustainable solutions. Research is done by students under supervision of faculty. Similarly, the Living Knowledge Network has been set up as an interface between the university and community in Europe.

The European Union (EU) recognises the importance of community-university engagement as a means for aligning research with societal needs. EU's Horizon 2020 initiative, involving Responsible Research Innovation (RRI) and Mobilisation and Mutual Learning (MML), is spread across 28 member states. It is one of the largest public funding programmes currently in the EU. The programme has three main pillars – excellence in sciences, industrial leadership and societal changes. Its primary objective is "science for society". In the EU, public and political support for such initiatives is seen as key. Concrete action and feedback from citizens on science research is important. A survey conducted in November 2014 showed that more than three-fourths respondents felt science has a positive impact society, and citizens fell concerned about research issues in science (for example, stem cell research). For the first time a citizen based process was used when five Horizon 2020 proposals were developed. Universities requiring funding have to show intent to dialogue with communities on research, which has to be undertaken by university youth. Knowledge transfer and

implementation of the research at the local level is an important result of such work. VOICES (Views, Opinions, Ideas of Citizens on Science in Europe), another EU initiative, was launched three years ago. It allows non-European citizens to engage in the process.

With the emergence of new economies in Asia, increasing digitalisation and globalisation, and the importance of the market economy, it is important that students learn to cope with diversity, understand inter-cultural perspectives and the importance of ethics, civility and social responsibility. The role of higher educational institutions should be one of engaged service, engaged learning and engaged research. Service-learning, as a pedagogy, becomes the link between these. Community participatory research is the methodology which helps engagement with the community and exchange of knowledge. "We must renew efforts within institutions to promote genuine community engagement, conduct socially relevant research and foster the social responsibility of universities," urged Dr Carol Ma, Associate Director, Service-Learning (OSL), Lingnan University, Hong Kong.[3] There are a number of universities in Asia which undertake service-learning initiatives and have set up an office to facilitate community engagement. For example, Sun Yat-sen University, China; South China University of Technology; South China Normal University; University of Youth and Politics, China; Lingnan University, Hong Kong and Seoul Women's University, South Korea. The Knowledge Transfer Fund of the University Grants Committee, Hong Kong helps to promote service learning among universities in Hong Kong.

Pic 1: Dr Carol Ma, Associate Director, Service-Learning (OSL), Lingnan University, Hong Kong

The IDRC-sponsored study titled "Institutional Policies and Practices in University-Community Research Partnerships: Global Comparative Analysis"[4] highlights how universities can transform themselves and create structures which will facilitate ethical, respectful research partnerships

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[3] Dr Carol Ma's presentation made on the occasion can be accessed at http://www.slideshare.net/PRIAIndia/carol-ma-perspective-from-east-asia-community-based-research-symposium-pria-india

[4] Prof. Hall's presentation made on the occasion can be accessed at http://www.slideshare.net/PRIAIndia/budd-hall-community-based-research-symposium-pria-india

between the university and community. The study is based on a global web-based survey of 336 respondents (covering higher educational institutions, civil society organisations, policy makers, funding organisations) from 53 countries, across each region of the world, carried out in four languages. It aims to develop an understanding of community-university research partnerships, promote the significance of such partnerships, and mobilise knowledge for practitioners to take such initiatives forward. The study will develop 12 case studies, an e-book and practical guidelines. These results will be created and made available on open access platforms. The UNESCO Chair has made a commitment to open access resources.

Key findings from the survey include:

- Universities have to make a decision to invest in CURP
- There is a lot of variation in the language used for such work (engaged scholarship, action research, participatory research, community based research, etc)
- Knowledge cultures in civil society organisations and universities are different. Community knowledge is specific, and community based organisations focus on knowledge that can be effective, that show the impact of their work. Academics hesitate to say anything with certainty.
- Most universities were doing lip-service in the name of community engagement
- Academics are paid for research, while community groups depend on grants. There is no permanent research capacity among them. Therefore, to develop mutual co-creation, research capacities in community groups have to be strengthened. Otherwise, we will not be able to achieve the main vision.

Comparative analysis across regions/institutions shows:

- Funding by the European Union emphasises the relationship between science and society. In Canada, funding tends to be more for social science work.
- When there is stated commitment to socio-economic transformation, then possibility of creating CURP structures is more
- In the name of community engagement, most students engage with the community. But if the body of knowledge in the university is not built around this process, it will not be meaningful.
- National networks where people can come together helps CURP.
- Community engagement in recent years is visible in a number of countries. Institutionalisation helps to maintain CURP.

"Organisational development to build CURP is tedious, but important," Prof. Hall reminds us. "Academics are well known for their brilliant work within the university system, but often act irresponsibly by not helping to change the structure so that new life can come into higher educational institutions. The transformative work must start in the classroom. Only then will it move into departments, faculties and institutions."

The university must be open to building knowledge along with the community. Prof. Mungekar, former member, Planning Commission, provocatively said: "Intellectuals do not create knowledge. It lies elsewhere. Intellectuals only transfer that knowledge to those who will use the knowledge."

Organisational development of Indian universities and research institutions requires support for institution building (investment in funding of institutions, decision regarding their agenda for research, capacity for working with communities, etc) Dr Anindya Chatterjee, Regional Director-Asia, Asia Regional Office, IDRC, New Delhi, prompted the audience. "IDRC has been an active supporter of research and innovation over the last 15 years, supporting projects with strong community interface in agriculture, food security, etc, in terms of systems and structures. IDRC's Think Tank Initiative provides policy support across the world. IDRC also works with science councils (for example, the Indian Council for Social Science Research) and on open educational resources in the context of the huge demand for quality tertiary education across Asia," said Dr Chatterjee, reiterating IDRC's commitment to institutionalising participatory research. "In engaging with and promoting participation of the community, we must pay attention to the issue of ethics, values and principles (respecting their livelihoods, dignity, and participation in research)."

Pic 2: Prof B L Mungekar, former member, Planning Commission

Pic 3: Dr Anindya Chatterjee, Regional Director-Asia, Asia Regional Office, IDRC, New Delhi

Centre for Fostering Social Responsibility and Community Engagement (CFSRCE) in Universities

Launched in October 2014, this UGC scheme promotes community engagement in higher education institutions. The main objectives of the scheme include promoting community-university partnerships to develop knowledge for improving the lives of the people and to encourage participatory research, and alliances with community based organisations in planning and execution of projects. It seeks to propagate integration of service, service-learning and experiential learning into curricular/co-curricular programmes. It also aims at creating neighbourhood networks of educational institutions including schools and providing policy suggestions and technical assistance to help foster community engagement and social responsibility in higher education.

Any university aspiring to receive financial assistance under this scheme should meet the following criteria:

(i)   It should have demonstrated competence and sustained commitment in carrying out community engagement and social responsibility fulfillment activities.
(ii) It should have made distinct contribution to the development of knowledge in the field of social service, community engagement and inculcation of spirit of social responsibility in students.
(iii) It should have adequate infrastructure in the major disciplines engaged in the proposal, and
(iv) It should have conducted interdisciplinary research in some of the areas of knowledge involved in the community engagement scheme.

Interested universities are expected to submit their proposals in a prescribed format, which should deal with the following aspects of fostering social responsibility and community engagement:

1. Linking learning with community engagement
2. Linking research and community knowledge and engagement.
3. Promoting community-university research partnerships
4. Promoting knowledge sharing, knowledge mobilization and dissemination
5. Devising curricular structures and short term courses
6. Including practitioners in the learning-by-doing and community engagement processes, and
7. Promoting social innovation by students and documenting and rewarding innovative practices.

The present scheme is expected to end by March 2017. Universities which are sanctioned the centres are expected to make a study of the outcome and impact created by this centre in the surrounding/target community and educational institutions catered to by the universities. For the continuation of this centre in the next plan period, it is necessary that Detailed Annual Reports (DPR) and the outcome and impact studies are submitted to the UGC. Additionally, the universities should ensure that the activities of the centre are published in the annual reports of the university. Since this initiative seeks to promote and facilitate community engagement, for maintaining transparency with respect to it, the university is obligated to post the DPR, allocations made and annual assessment reports on its website as well.

Comparative Analysis of University-Community Engagement Practices in India

Recent policy initiatives have been taken in India too. The 12th Five Year Plan of the Government of India set up a sub-committee which made strong recommendations on promoting social responsibility and community based research in Indian higher educational institutions. [5] This requires universities to go beyond the teaching, research and service functions, and for community engagement to move beyond the traditional social science departments of sociology and women's studies to include the physical science departments, law, economics, etc. The University Grants Commission has launched a new scheme to

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[5] Tandon, Rajesh, Fostering Social Responsibility in Higher Education in India, PRIA Occasional Paper OP/2014/001E (available at http://www.pria.org/docs/Fostering_Social_Responsibility.pdf)

support setting up of a Centre for Fostering Social Responsibility and Community Engagement (CFSRCE) in Indian universities.

In an attempt to systematise and strengthen community engagement in Indian universities and for generating awareness on the issue, the UNESCO Chair in association with the British Council embarked on the project on strengthening "Community Engagement in HEIs" in India. This project aimed at:

- Systematisation and analysis of innovative practices of community engagement in higher educational institutions; identifying them and understanding its impact
- Understanding the perception, attitude and priorities by higher educational institutions in relation to their responsibility towards society.

In line with these objectives, the project covering four states (Punjab, West Bengal, Assam and Karnataka) was carried out in association with Panjab University, North Bengal University, Indian Institute of Technology-Guwahati and Jain University. The research was conducted in Punjab and West Bengal in early 2014, Assam/Meghalaya were covered in mid-2015, and the last leg of the project in Karnataka was wound up in late 2014-early 2015. In each of the states, the research involved both qualitative and quantitative methods for understanding the attitudes and opinions of higher educational institutions on community engagement, and four regional workshops to elicit the views of a variety of stakeholders.

The study conducted by the UNESCO Chair gave an opportunity to understand the totality and nature of the community engagement work being carried out by Panjab University. The departments of sociology, women's studies, anthropology and political science do go to the villages and talk to the communities for their research on panchayati raj institutions, women's empowerment, crime among youth, etc. The centre for women's studies in the sociology department has conducted workshops in nearby localities. These departments offer some courses, invite local people for workshops and carry out general awareness and sensitisation programmes. They were all certain this was community engagement. However, the community research currently being carried out at Panjab University is not what the UNESCO Chair propagates as community based research. "Most departments agreed community-university engagement should be integrated and included in the curriculum. At present though there is no structure in Panjab University for this," said Dr Ronki Ram, Dean, Faculty of Arts, Panjab University.

Pic 4: Dr Ronki Ram, Dean, Faculty of Arts, Panjab University.

[8]

The findings from the survey conducted in higher educational institutions in Assam show that some departments have research projects that create relationships with the community.[6] Some of these efforts do use participatory research methods (for example, the civil engineering department at IIT Guwahati). A community radio initiative (Radio Luit, 90.8 FM) of Guwahati University is an interesting example in community engagement. It offers several programmes for the target groups of university students and the community. It aims to engage the community in a two-way dialogue. The entrepreneurship development programme aims to foster entrepreneurial skills among the community. While there is scope for engagement, higher educational institutions in Assam require very large investment and linkages between stakeholders to overcome the challenges. "The aim of higher education as per the National Education Policy of India is to make sincere efforts to make it an institution of socio-economic transformation. Given this and the fact that higher educational institutions have access to resources, it is expected of them to work for the community," said Dr Pahi Saikia, Assistant Professor (Political Science), Indian Institute of Technology, Guwahati.

Pic 5: Dr Pahi Saikia, Assistant Professor (Political Science), Indian Institute of Technology, Guwahati

Issues in Mainstreaming University-Community Engagement Practices in India
Some barriers in mainstreaming university-community engagement practices in India were raised during the discussions in the symposium.

✓ *Ambiguity with respect to the concept of 'community' and 'community engagement'*

"The Yashpal Committee report clearly mentions the disconnect between universities and communities. Universities have been set up as ivory towers, only giving to the community. Most engagement is currently from the side of the university. If community is to contribute their knowledge to the university, there should be an acknowledgement of equality. There needs to be epistemological meaning of understanding community knowledge," said Prof. Devi Prasad, School of Social Work, Tata Institute of Social Sciences (TISS), Mumbai. In Rajasthan, for example, the Gujjar community had refined knowledge of managing cattle, but since it was not acknowledged as

"knowledge" it has been lost. Similarly, water harvesting is part of native knowledge in Rajasthan. How can such knowledge be learnt by and taken back to universities? "Professor Ernest Boyer wrote about the 'scholarship of engagement', articulating that, when engaged, an academician makes discovery, application and learns from the community. Only then is it useful engagement. If an academician still feels he/she is rendering 'service' to the community, then that is not meaningful engagement," Prof. Devi Prasad elaborated.

Pic 6: Prof Devi Prasad, Professor, Tata Institute of Social Sciences (TISS), Mumbai

✓ *Community engagement is seen as 'extra-curricular activity'*

Higher education cannot be perceived in isolation. "It is important to decide whether engagement is a subordinate function or should be viewed as a different approach to research. Since community engagement refers to a mutually beneficial relationship, the challenge is to sustain it in face of complex realities," said Dr Pahi Saikia. Dr Saikia believes there are two sets of academicians – those that use/teach through library resources, and those who believe in moving out of the university campus, in the relationship between theory and empirical realities. She also spoke of the questions that are raised when technology institutions like IIT start a Master's programme in development studies.

The National Assessment and Accreditation Council (NAAC) in India was unable to visit villages where universities were undertaking work. NAAC seems to be giving credit to universities only on the basis of teaching and research.

✓ *Institutional impediments and limited provision of funds*

The current university system in India educates students to become elites. Higher educational institutions should offer skills, knowledge and attitudinal changes, moving from classroom teaching to experiential learning.

"One of the reasons why the Indian educational system cannot keep pace with the outside world is because teaching is divorced from real, practical life. Universities in India unfortunately always take

pride in teaching within the confines of the institution. They are rarely concerned with what is happening in the outside world. Practical knowledge is absent from their teaching," said Prof. B.L. Mungekar, former member, Planning Commission.

Earlier, there were many initiatives written into the university system (such as, students as delegate members in Lucknow University, Balak Mata Centres and Institute of Education and Development in Jamia Milia Islamia). Problems arose when universities were made uniform and made to follow the same pattern. Unique initiatives began to disappear. With curriculum development being taken over by curriculum development councils, universities are not at liberty to frame their own syllabi.

Prof. Furqan Qamar, Secretary General, Association of Indian Universities, acknowledged that PhD and postgraduate programmes in particular are very weak in Indian universities. "Since teachers are not given freedom to design, develop and implement curricula, research efforts are not connected to teaching and research does not inform teaching," he said.

 "When students work with the communities, there is no formal recognition (credits, attendance, etc) of this work," said Dr Ajay Kumar, from Jawaharlal Nehru University, New Delhi. "Unless curriculums are changed to acknowledge such work, community based research will not move forward."

Pic 7: Dr Ajay Kumar, Director, Adult Education, Jawaharlal Nehru University

Dr Ronki Ram, Dean, Faculty of Arts, Panjab University agreed that Indian universities needed to be strengthened, but these should be "institutions with a purpose".

- ✓ *Lack of co-ordination between agencies/allied departments of the university, and civil society*

Mr Jagdananda, from CYSD, Odisha, brought attention to the urgent need to link higher academic institutions with community groups by developing an enabling environment.

[11]

Often universities have found governance institutions not welcoming of community engagement. "When students go to the villages to implement what they have learnt in the classroom or carry out awareness programmes of government schemes, most sarpanches and block development officers are not helpful," said Dr Manju Panwar, Head, Department of Social Work, BPS Women's University, Sonipat.

Pic 8: Dr Manju Panwar, Head, Department of Social Work, BPS Women's University

Dr Sahu from Lucknow University drew attention to the fact that centres of excellence have been created by excellent people, which has not percolated through the university system. "We also need to be cautious about hierarchy and the existing inequalities in society, as university teachers themselves are from such societies. In this time of 'corporatisation of universities', universities tend to compete rather than collaborate," he said.

"Universities need to recognise that they only stand to gain by community-university research partnerships. Some universities/departments are more active than others. Yet, we are not able to scale up the level of activity. An enabling environment and coordinated efforts for such work is important," said Prof. Furqan Qamar.

✓ *Illiteracy and unemployment restricts participation of the community in engagement efforts*

Communities should be made to realise that they too have knowledge and can contribute to research. Ideas on CURP are emerging from universities, but no such ideas are coming from the community, and this needs to change.

✓ *Absence of synergy between academia and community*

There is politics in the production of knowledge. The university alone is not the only repository or creator of knowledge. "Often a home-maker knows better economics than a PhD in economics," Dr.

Mungekar reminded us. That which is created in universities is wealth producing knowledge. History has shown that knowledge of the masses has never been respected. Only when it is supported by some "facts" is it acknowledged as knowledge by universities. If we want to recognise equality between the university and the community, then there should be systems in place not only in the university but also in the community. These systems should allow community knowledge to be transferred to the university.

"We need to acknowledge the mutuality of knowledge sources, that knowledge exists in every part of society. Should this linkage be a knowledge issue or an academic issue? We can deal with the attitudinal issue separately. The rhetoric of academic institutions must change, and knowledge building must become a shared experience. Concrete partnerships between institutions and across regions will be very useful," Mr Jagdananda from CYSD, Odisha, reminded the audience.

Ms Indu Capoor from CHETNA, Ahmedabad, felt the real difference would come through funding and ways of working. "A lot of community based research is unfortunately based on the exploitation of the time and resources of communities. In such endeavours, only universities get richer and community based organisations get exploited. Along with universities, capacity building of civil society organisations to engage and link meaningfully with universities is also required," she said.

Pic 9: Ms. Indu Capoor, Executive director, CHETNA

There is no doubt higher educational institutions face many constraints in trying to institutionalise community engagement. These include student-faculty ratio, lack of infrastructure, the institutional environment not being facilitative, academicians have a lot of teaching load, lack of funding opportunities, issue of research ethics, etc. Huge effort and collaboration among various universities and other organisations will be required in institutionalising CURP.

Enabling Community-University Research Partnerships in India

Enabling processes for CURP and attitudinal shifts do exist in India; it is a question of leadership to speed up the process.

Prof. B.L. Mungekar, former member, Planning Commission, Government of India, drew attention to the broader perspective of how community engagement should be viewed. "The term community-university participatory research is contradictory, as there can be no research without the community. All research is from society."

There is a distinction between practical/folk knowledge and formal/theoretical knowledge, and universities are built on the notion of "episteme" (formal knowledge). Merely emphasising folk knowledge will not result in theoretical knowledge changing. Community engagement must emphasise that higher educational institutions can learn from the community.

Prof. Ronki Ram urged for the creation of a mechanism and infrastructure which links the two knowledge systems, in which both share each others' knowledge. Some examples of achieving this can be inviting community members for demonstrations in the classroom and sending students for apprenticeships in the community. For this, communities also need to be ready to share their knowledge. Higher educational institutions and civil society organisations need to find a way together in this process.

We must include the concept of inequality and discrimination in community based research. University systems tend to work in exclusion of such harsh realities.

Prof. Furqan Qamar, Secretary General, Association of Indian Universities, highlighted the urgent need for the UNESCO Co-Chairs to clarify what community engagement should mean, particularly in the context of India where there are so many kinds of higher educational institutions. Community engagement does not necessarily mean only teachers/researchers from the university working with the community. "Everyone who is part of the university must be given the choice of community engagement; only then will engagement not be confined to the social sciences or the arts," he said.

Pic 10: Prof Furqan Qamar, Secretary General, Association of Indian Universities

"This requires a paradigm shift in the framework of Indian universities towards community engagement," Prof. Devi Prasad pointed out.

Advocacy with the state for achieving such as paradigm shift is important, for an idea remains an idea without state support. The market is determining policies and practices. The ascendancy of social media has meant that space for editorials has shrunk. Support/subsidies to the poor is seen as populism; given to the rich, it is incentive. "Supporters of community based research must accept these hard realities, build up pressure and compel the state to accept their proposals/ideas, because social capital needs to be nurtured, strengthened," exhorted Prof. Mungekar.

The government portal (www.mygov.in) is a platform that can be used to provide inputs on this issue of community-university research partnerships for the New Education Policy that is currently being framed. We need to create a network of potential resources persons who can be a source of information on how to work with and learn from communities, inform curricula and bring life to the issue of community engagement.

Dr Sujit Kumar Paul, Associate Professor, Department of Lifelong Learning and Extension, Viswa-Bharati University, Sriniketan, suggested sensitising the University Grants Commission (UGC) and vice-chancellors of universities on the issue of community engagement. Centrally funded higher educational institutions have been known to incorporate it after the president of India suggested so on a visit to the institution. We should also see mainstreaming of community-university research partnerships in the framework of corporate social responsibility in India, he said.

Pic 11: Dr Sujit Kumar Paul, Associate Professor, Department of Lifelong Learning and Extension, Viswa-Bharati University

Focus also needs to be paid to the recruitment of teachers and their development. The process of training doctoral students requires a better designed PhD programme. Doctoral students in India are not concerned about knowledge creation but are "research technicians" who can replicate current research studies.

The day's proceedings came to a close with a vote of thanks by Dr Rajesh Tandon, who welcomed all the suggestions that had been made by the participants, reiterating the commitment of the Chair to taking the issue of community engagement forward and to convene similar forums to document experiences.

ANNEXURE 1: Programme Design

Symposium on "Mainstreaming University-Community Research Partnerships" **Maple Hall, India Habitat Centre, Lodhi Road, New Delhi** **April 9, 2015**	
10.00 – 10.30	Tea & Registration
10.30 - 11.00	**Welcome & Overview of the Symposium** Dr Rajesh Tandon, President, PRIA and UNESCO Chair in Community-based Research and Social Responsibility in Higher Education
11.00 - 11.10	**Chair:** Prof B L Mungekar (former Member, Planning Commission, Government of India) **Knowledge, Engagement & Higher Education** Dr Cristina Escrigas**,** Advisor, Global University Network for Innovation (GUNi), Barcelona
11.10 – 11.30	**Institutional Policies and Practices in University-Community Research Partnerships: Global Comparative Analysis** Dr Budd Hall, UNESCO Chair in community based research and social responsibility in higher education, Professor, School of Public Administration, University of Victoria, Canada
11.30 – 11.40	**New Policy of Government of India** Dr Pankaj Mittal, Joint Secretary, University Grant Commission (UGC), Government of India

11.40 – 12.10
 	
(10 minutes each)
	Panelists:
	
	• **Perspectives from East Asia**
	  Dr Carol Ma, Associate Director, Service-Learning (OSL), Lingnan University in Hong Kong, China
	• **Perspectives from European Union**
	  Mr Denis Dambois, Head - Research and Innovation, Delegation of the European Union in India
	• **Perspectives from IDRC**
	  Dr Anindya Chatterjee, Regional Director-Asia, Asia Regional Office, IDRC, New Delhi

12:10 – 12:50	Open Discussion
12.50 – 13.00	Closing Remarks by the Chair
13.00 – 14.00	Lunch
14.00 - 14.15	**Chair**: Prof Furqan Qamar, Secretary General, Association of Indian Universities (AIU) **Comparative Analysis of University-Community Engagement Practices in India** Overview: Dr Rajesh Tandon
14.15 – 15.00 (10 minutes each)	**Panelists:** • Prof. Ronki Ram, Dean, Faculty of Arts, Punjab University, Chandigarh • Dr Pahi Sakia, Assistant Professor (Political Science), IIT, Guwahati • Prof. Devi Prasad, Professor, School of Social Work, TISS, Mumbai
15.00 – 15.50	Open Discussion
15.50 – 16.00	Closing Comments from the Chair
16:00	Vote of thanks & Tea

ANNEXURE 2: List of Participants

S.No.	Name	Contact details
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