

# Mainstreaming CURPs: India's Case



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# Policy on Higher Education in India

- Higher Educational history of India traces back to likes of Nalanda, Taxila Universities
- Kothari Commission Report (1964-66) formed the basis of the National Policy on Education, 1968
- Policy revised in 1986, with renewed focus on relevance of higher education
- 11<sup>th</sup> FYP prioritized education as a central instrument for achieving rapid and inclusive growth
- Yashpal Committee Report (2009) redefined knowledge in light of its societal relevance

# Community Engagement



Post independence era marked with an urge of introducing social service for students

NSS Scheme launched by Ministry of Youth Affairs and Sports in 1969

Schools of Social Work (SSW) engaged with the local communities for various interventions, projects

Individual efforts or exclusive initiatives by universities



Knowledge is Power

**PRI**A

# New Policy: 12<sup>th</sup> Plan

12th FYP document placed a special emphasis on community engagement & social responsibility

Planning Commission constituted a sub-committee on 'Strengthening Community Engagement in HEIs'

Recommendations included curricula flexibility, crediting community engagement in HEIs, creation of ACE etc.

Subsequent follow ups led to the launch of the new scheme on community engagement by the UGC

Mandates CUE, but no, explicit mention of CURPs



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# UGC Scheme

## Highlights

- Establishment of Centre for Fostering Social Responsibility & Community Engagement (CFSRCE)
- Funding to the tune of half of a million dollars

## Broad objectives

- Providing roadmap for CUE plans of the university
- Promoting practical learning among students
- Creation of platform for sharing innovative practices

## Salient features

- Applicable to all NAAC accredited central universities
- Focus on certain 'key' essentials of engagement; ranges from joint research to devising new courses etc.



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# CUE/CURP focus

Integration of Service/experiential learning into curricular programmes

Provision for capacity building of faculty/students on CBPR

Modalities to provide credit to students for engagement in such work.

Designing pedagogy, relevant to the learning needs of the community

Working in alliance with CBOs for joint execution of projects

# Illustrative examples

## JAIN UNIVERSITY, BANGALORE, KARNATAKA

- Radio Active, a community radio station launched as a student initiative in 2010
- Platform for convergence, discussion, empowerment & participation
- Employs a tripartite approach for various interventions, combining participatory research, citizen engagement & citizen voice
- Launched a number of community based projects, provides an activist space

# Illustrative examples

## DAYALBAGH EDUCATIONAL INSTITUTE, AGRA, UTTAR PRADESH

- Bachelors in innovatively designed vocational courses pave way for fulfillment of social responsibility by DEI
  - Courses linked to National Vocational Skill Formation (NVSF)
- Courses like Aam-Garagas & Adi-Naam to benefit local communities explicitly
  - ATMA initiative for tribal women in Madhya Pradesh



# Implications

- Tremendous opportunities under the new UGC scheme, which promotes participatory research and CURPs
- Institutional structures for CUE help in channelizing the efforts for integrating engagement, in the right direction
- Encouraging leadership in universities plays a vital role in mainstreaming engagement within the university
- Limited resources constrains the scope of CURPs
- Need to expand the operationalization of CUE/CURPs into natural/physical sciences

# Hope for the future

*Higher level institutions have a large role to play in the society. Their engagement with social issues has to be at a much deeper level. Some major initiatives aimed at inclusive development have been launched recently. The Sansad Adarsh Gram Yojana (Model village scheme) envisages adoption of villages for holistic development and their transformation into model villages for wider replication. I have urged Central HEIs to work with at least 5 villages and using expertise available with them or accessing it from others, provide solutions.*

*I would also like to tell my young friends what Aristotle had once said. I quote “Educating the mind without educating the heart is no education at all”. Your education should make you reflect inwards and help you engage with the world better. Never gauge success in the scales of money. Your success will be in the number of lives you touch, in the positives you will help usher in the society*

*~Dr Pranab Mukherjee, Hon'ble President of India, at the 11<sup>th</sup> Convocation of Symbiosis International University  
November 26, 2014*

# Thank You

