

Fostering Social Responsibility & Community Engagement in Higher Educational Institutions in India



January, 2020

University Grants Commission
Bahadur Shah Zafar Marg, New Delhi-110002
Website: www.ugc.ac.in

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National Curriculum Framework & Guidelines

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FOREWORD

Higher educational institutions (HEIs) can play an important role to achieve the objectives of socio-economic development of New India through their active community engagement. This approach will also contribute to improvements in quality of both teaching and research in HEIs as they will develop better understanding of issues confronting the society. Therefore, it would in the fitness of things, if HEIs bring in social responsibility and community in their vision and mission itself. It is also important that institutional mechanisms are developed to adopt a holistic and functional approach to community engagement, encompassing all the three functions of HEIs—teaching, research and service. UGC’s ambitious Quality Mandate launched in 2018 has focused on improving societal linkages of HEIs and enabling students to become socially productive.

UGC set up an Subject Expert Group on educational institutions’ social responsibility in 2018 under Unnat Bharat Abhiyan (UBA), a flagship programme of GoI, which worked to develop a report on “Fostering Social Responsibility & Community Engagement in Higher Education Institutions (HEIs) in India”. The report has emphasised the importance of socially relevant courses that will make all students understand India’s rural society, Government’s rural development schemes and contribute to the betterment of the same.

I am happy to present a report on “Fostering Social Responsibility & Community Engagement in Higher Education Institutions (HEIs) in India” to the Vice-Chancellors and Directors of the HEIs.

I would like to acknowledge the valuable contribution of all the members of the Expert Committee in developing this document which will give a fillip to UGC’s long-standing commitment to strengthen social responsibility and community engagement of Universities/ Colleges in India. I would also like to acknowledge the necessary support and relevant inputs provided by Prof. Bhushan Patwardhan, Vice-Chairman, UGC; Prof. Rajnish Jain, Secretary, UGC and Dr (Mrs.) Renu Batra, Additional Secretary, UGC and Dr Diksha Rajput, Deputy Secretary, UGC.



Prof. D. P. Singh

Chairman

University Grants Commission

16th January, 2020
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1. Introduction

This document emerged from UGC's long-standing commitment to strengthen social responsibility and community engagement of Higher Education Institutions (HEIs) in India. An earlier policy of Ministry of Human Resource Development (MHRD), Government of India (2012) had been developed into a Scheme to promote stronger community engagement amongst HEIs in the country.

Unnat Bharat Ahiyaan (UBA) 2.0 was launched by the Ministry of Human Resource Development (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 UBA 2.0 in June 2018 (Members of SEG **Annexure – I**)

“The Subject Expert Group (SEG) on Curricular Reforms and Educational Institutions Social Responsibility will basically work on the reforms in the curriculum at the level of UG and PG to instil the concept of Rural Community Engagement and Social Responsibility. The endeavour will be 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.”

This document 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.

To achieve the objectives of socio-economic development of New India, HEIs can play an important role through active community engagement. This approach will also contribute to improvements in quality of both teaching and research in HEIs in India. As a growing and large sector in the country, HEIs need to foster social responsibility and community in their vision and mission itself. It is also important that institutional mechanisms are developed to adopt a holistic and functional approach to community engagement, encompassing all the three functions of HEIs—teaching, research and service.

1.1 Global Context

Around the world, HEIs are being encouraged to foster social responsibility and community engagement in their teaching and research activities over the past decade.

The declaration from the second UNESCO Conference on Higher Education held in Paris in July 2009 stated explicitly that, ‘Higher education has the social responsibility to advance our understanding of multifaceted issues...and our ability to respond to them... Through its core missions of teaching, research and service, it should lead society in generating global knowledge to address global challenges, inter alia, food security, climate change, water management, intercultural dialogue, renewable energy and public health.’¹

¹ <https://unesdoc.unesco.org/ark:/48223/pf0000189242>

After the first international conference on higher education, UNESCO supported a new global network in 1999—Global University Network for Innovations – GUNI (www.guninetwork.org). GUNI's 5th World Report on Higher Education brings together global experiences on the theme “Knowledge, Engagement & Higher Education: Contributing to Social Change” (2014).”Community University Engagement (CUE) is central to the creation of a new citizenship... This Report proposes integrating CUE into all institutional, teaching and research activities, as a way of thinking and acting.”²(GUNI, 2012).

There have been several other initiatives around the world that demonstrate the growing practice of community engagement and social responsibility in higher education.

Living Knowledge Network in Europe (www.scienceshops.org) has emerged from the movement of Science Shops which began in the Netherlands in 1970s. **Science Shops** have been supported through many European governments and the EU over the past decade. These ‘science shops’ are intermediary structures between universities and local communities to mediate research on community identified problems jointly. Science Shops have primarily comprised of engineering and natural science disciplines. **PASCAL** International Observatory (www.pascalobservatory.org) has focused its attention on promoting university partnerships with regional and local governments over the past decade. The **Talloires Network** on Civic Roles and Social Responsibilities of Higher Education (www.tufts.edu/talloiresnetwork) began in 2005 and now has more than 400 universities as its members worldwide; its focus has been on the promotion of university engagement in communities to strengthen democratic citizenship amongst youth.

The Government of UK has supported over the past decade a **National Centre for Coordinating Public Engagement** (www.nccpe.org) by HEIs where universities are supported to foster social responsibility and community engagement. Over the past two decades, European Union’s Horizon 2020 research programme has been explicitly focusing on ‘**Responsible Research & Innovation**’ (www.rritools.org) which mainstreams public engagement in all research projects of universities.

In its 6th World Report on Higher Education (2017), GUNi has focused on this very theme —“Towards A Socially Responsible University: Balancing the Global & the Local”--- and it calls upon HEIs...” as centres of training and the production as well as transmission of knowledge, HEIs are well positioned to link the local and the global..”³

India is a signatory to global commitment to achieving Sustainable Development Goals (SDGs) by 2030. Achieving these 17 SDG goals requires generating locally appropriate solutions. HEIs can play significant roles by teaching about SDGs and undertaking locally prioritised research for communities around them. Research and teaching of each SDG will enable multi-disciplinarily in HEIs, as each SDG cuts across several academic disciplines. Global University Network for Innovations (GUNI) in its 6th World Report beacons HEIs to engage with SDGs:⁴

² <http://www.guninetwork.org/report/higher-education-world-4>

³ <http://www.guninetwork.org/report/higher-education-world-6>

⁴ <http://www.guninetwork.org/report/higher-education-world-6>

- a) Educating the SDG Generation needed to make the SDGs a reality, with the necessary knowledge, skills, competencies and partnerships, thereby helping to produce new SDG leaders;
- b) Conducting transversal reviews and refinements of curricula to ensure the mainstreaming of SDG issues across curricula, and including new values and practices for economic development that enhance social equity while reducing environmental risk.”

1.2 Community Engagement in India

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 MHRD about “fostering social responsibility and community engagement of HEIs” in India contain several important elements for the new policy.⁵

The **goals** of ‘fostering social responsibility and community engagement in HEIs’ can comprise of

- Improving the quality of teaching/learning in HEIs, by bridging the gap between theory and practice through community engagement;
- Promoting deeper interactions between higher educational institutions and local communities for identification and solution of real-life problems faced by the communities in a spirit of mutual benefit;
- Facilitating partnerships between local communities and institutions of higher education so that students and teachers can learn from local knowledge and wisdom;
- Engaging higher institutions with local communities in order to make curriculum, courses and pedagogies more appropriate to achieving the goals of national development;
- Catalysing acquisition of values of public service and active citizenship amongst students and youth alike, which would also encourage, nurture and harness the natural idealism of youth;
- Undertaking research projects in partnership with local community through community-based research methods

1.3 Key Principles for Community Engagement

In light of the global and national approaches currently prevalent, the following key principles shall guide community engagement of HEIs:

- a) ***Mutual learning and respect:*** Mutually agreed interests and needs of both rural communities and HEIs should be articulated and respected. Without ensuring mutual benefit, community engagement does not serve the purpose of social responsibility of HEIs. While community learns from students and faculty engaging with them, students and teachers should also learn from community knowledge and experiences

⁵ https://www.pria.org/uploaded_files/article_category/1531475111_Fostering_Social_Responsibility.pdf

- b) ***University-wide, in each faculty and discipline:*** Community engagement should not be limited to a few social science disciplines alone. It should be practiced across all disciplines and faculties of HEIs. Faculties of natural sciences and engineering can also promote community engagement in teaching and research. This will help educate local communities about new technological innovations as well as inform students and faculty about ways to harness local technology and knowledge.
- c) ***Credit-based for students:*** Participation of students in teaching activities of community engagement and research projects and learning should earn them credits. Community engagement should thus be included to meet their graduation requirements and it should be integrated into their assessments.
- d) ***Providing credit to Teachers for Engagement activities:*** Performance assessments of teachers, researchers and administrators in HEIs should include review of their involvement and contributions to community engagement in teaching and research. Criteria of and weightage to community engagement by teachers and researchers should be explicitly included in assessments for recruitment, regularisation and promotion (by modifying existing API and other faculty evaluation mechanisms).
- e) ***Linkages with local institutions:*** In order to sustain regular community engagement programmes, 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.

1.4 Forms of Community Engagement

When the above principles are applied in practice by HEIs, they can choose any combination of the following forms:

a) **Linking learning with community service**

In this approach, students and teachers apply their knowledge and skills in a chosen community to improve the lives of people in that community. This can be achieved through the model of 'service-learning' (a globally accepted best practice), providing engagement opportunities to students from various disciplines and courses to apply their knowledge to address the challenges of a specific community. For example, students of chemistry can conduct water and soil testing in local areas and share its results with local community.

b) **Linking research with community knowledge**

In this approach, various faculties and programmes of HEIs devise joint research projects in partnership with the communities and local agencies. The community's own knowledge is integrated into the design and conduct of the research. New research by students helps them to complete their academic requirements, and at the same time the community's knowledge is systematized. Community-based Participatory Research (CBPR) approaches are gaining increasing recognition in this regard.⁶

⁶ http://unescochair-cbrsr.org/pdf/resource/Knowledge%20&c%20Engagement_26-09-16_pdf%20ver-mail.pdf

Students of engineering, for example, can undertake research in partnership with community on solid and liquid waste disposal.

c) Knowledge sharing and knowledge mobilization

The knowledge available with students and teachers in various disciplines is made available to the local community to realize its developmental aspirations, secure its entitlements and access its benefits from various agencies and schemes. These can take the forms of enumerations, surveys, awareness camps and campaigns, trainings, learning manuals/films, maps, study reports, public hearings, policy briefs, cleanliness & hygiene teachings, legal aid clinics, etc. For example, students can undertake 'swachhta survekshana' and/or nutrition survey for mothers and children, and educate them about hygiene and nutrition.

d) Devising new curriculum and courses

Many institutions of higher education develop new curricula in existing courses as well as design new courses to engage with community. This enriches the curriculum of existing courses through locally-appropriate subject-matter. It also creates new, locally appropriate educational programmes that interest new generation of students. For example, new courses on financial inclusion, entrepreneurship development and nutritional value of local produce can improve knowledge and business opportunities for students.

e) Including practitioners as teachers

Local community elders, women leaders, tribals, entrepreneurs and civil society practitioners have enormous practical knowledge of a wide variety of issues—from agriculture and forestry to child-rearing, micro-planning, water-harvesting and project management. This expertise can be tapped by inviting such practitioners to co-teach courses both in the classrooms and in the field. Such instructors should be duly recognized, compensated and respected for their practical experience and knowledge.

f) Social innovations by students

The students can be encouraged to initiate learning projects with a social impact and supported by HEIs. Incubation of such social innovation projects by students can also have meaningful links to existing curriculum and courses. Some competitions for social innovation are being organized by some HEIs; they should be integrated into the curriculum.

2. Operational Guidelines

This section provides operational guidelines for implementation of this national curriculum framework for fostering community engagement and social responsibility in HEIs.

It contains four sub-sections:

1.1 Recommended Curriculum for a new compulsory course in community engagement for all UG and PG students in HEIs

- 1.2 Suggestions for modifying existing courses and curriculum to align with national framework outlined above
- 1.3 Offering new audit courses for promoting community engagement and social responsibility
- 1.4 Undertaking research in partnership with local community

2.1 Compulsory Community Engagement Course

It is recommended that each HEI conducts a compulsory course to provide community engagement to all Undergraduate & Post Graduate students so that their appreciation of rural field realities is holistic, respectful and inspiring.

Model community engagement course is described below.

a) Introduction

New generation of students are increasingly unaware of local rural realities surrounding their HEIs, as rapid urbanisation has been occurring in India. A large percentage of Indian population continues to live and work in rural and peri-urban areas of the country. While various schemes and programmes of community service have been undertaken by HEIs, there is no singular provision of a well-designed compulsory community engagement course that provides opportunities for immersion in rural realities. Such a course will enable students to learn about rural challenges and develop understanding of rural wisdom and life-style in a respectful manner.

a) Objectives:

- To develop an appreciation of rural culture, life-style and wisdom amongst students
- To learn about the status of various agricultural and rural development programmes
- To understand causes for rural distress and poverty and explore solutions for the same
- To apply classroom knowledge of courses to field realities and thereby improve quality of learning

b) Learning Outcomes:

After completing this course, student will be able to

- Gain an understanding of rural life, culture and social realities
- Develop a sense of empathy and bonds of mutuality with local community
- Appreciate significant contributions of local communities to Indian society and economy
- Learn to value the local knowledge and wisdom of the community
- Identify opportunities for contributing to community's socio-economic improvements

c) Credit

2 credit, 30 hours, at least 50% in field, compulsory for all students

d) Contents

Divided into four Modules, field immersion is part of each Unit

Course Structure: 2 Credits Course (1 Credit for Classroom and Tutorials and 1 Credit for Field Engagement)

S. No.	Module Title	Module Content	Assignment	Teaching/ Learning Methodology	No. of Classes
1	Appreciation of Rural Society	Rural lifestyle, rural society, caste and gender relations, rural values with respect to community, nature and resources, elaboration of "soul of India lies in villages" (Gandhi), rural infrastructure	Prepare a map (physical, visual or digital) of the village you visited and write an essay about inter-family relations in that village.	- Classroom discussions - Field visit** - Assignment Map	2 4 2
2	Understanding rural economy & livelihood	Agriculture, farming, landownership, water management, animal husbandry, non-farm livelihoods and artisans, rural entrepreneurs, rural markets	Describe your analysis of rural household economy, its challenges and possible pathways to address them	- Field visit** - Group discussions in class - Assignment	3 4 1
3	Rural Institutions	Traditional rural organisations, Self-help Groups, Panchayati raj institutions (Gram Sabha, Gram Panchayat, Standing Committees), local civil society, local administration	How effectively are Panchayati raj institutions functioning in the village? What would you suggest to improve their effectiveness? Present a case study (written or audio-visual)	- Classroom - Field visit** - Group presentation of assignment	2 4 2

S. No.	Module Title	Module Content	Assignment	Teaching/ Learning Methodology	No. of Classes
4	<i>Rural Development Programmes</i>	History of rural development in India, current national programmes: Sarva Shiksha Abhiyan, Beti Bachao, Beti Padhao, Ayushman Bharat, Swachh Bharat, PM Awaas Yojana, Skill India, Gram Panchayat Decentralised Planning, NRLM, MNREGA, etc.	Describe the benefits received and challenges faced in the delivery of one of these programmes in the rural community; give suggestions about improving implementation of the programme for the rural poor.	- Classroom - Each student selects one program for field visit** - Written assignment	2 4 2

**** Recommended** field-based practical activities:

- Interaction with SHG women members, and study of their functions and challenges; planning for their skill building and livelihood activities
- Visit MGNREGS project sites, interact with beneficiaries and interview functionaries at the work site
- Field visit to Swachh Bharat project sites, conduct analysis and initiate problem solving measures
- Conduct Mission Antyodaya surveys to support under Gram Panchayat Development Plan (GPDP)
- Interactive community exercise with local leaders, panchayat functionaries, grass-root officials and local institutions regarding village development plan preparation and resource mobilization
- Visit Rural Schools / mid-day meal centres, study Academic and infrastructural resources and gaps
- Participate in Gram Sabha meetings, and study community participation
- Associate with Social audit exercises at the Gram Panchayat level, and interact with programme beneficiaries
- Attend Parent Teacher Association meetings, and interview school drop outs

- Visit local Anganwadi Centre and observe the services being provided
- Visit local NGOs, civil society organisations and interact with their staff and beneficiaries,
- Organize awareness programmes, health camps, Disability camps and cleanliness camps
- Conduct soil health test, drinking water analysis, energy use and fuel efficiency surveys
- Raise understanding of people's impacts of climate change, building up community's disaster preparedness
- Organise orientation programmes for farmers regarding organic cultivation, rational use of irrigation and fertilizers and promotion of traditional species of crops and plants
- Formation of committees for common property resource management, village pond maintenance and fishing

e) **Teaching & Learning Methods**

A large variety of methods of teaching must be deployed:

UGC will prepare an ICT based MOOC for self-paced learning by students for the 1 credit to be conducted in the classroom

Reading & classroom discussions, Participatory Research Methods & Tools, Community dialogues, Oral history, social and institutional mapping, interactions with elected panchayat leaders and government functionaries, Observation of Gram Sabha, Field visits to various village institutions.

Recommended Readings

Books:

1. Singh, Katar, Rural Development : Principles, Policies and Management, Sage Publications, New Delhi, 2015.
2. A Hand book on Village Panchayat Administration, Rajiv Gandhi Chair for Panchayati Raj Studies, 2002.
3. United Nations, Sustainable Development Goals, 2015 un.org/sdgs/
4. M.P.Boraian, Best Practices in Rural Development, Shanlax Publishers, 2016.

Journals:

1. Journals of Rural development, (published by NIRD & PR Hyderabad)
2. Indian Journal of Social Work, (by TISS, Bombay)
3. Indian Journal of Extension Education (by Indian Society of Extension Education)
4. Journal of Extension Education (by Extension Education Society)

5. Kurukshetra (Ministry of Rural Development, GoI)
6. Yojana (Ministry of Information and Broadcasting, GoI)

2.2 Adapting Existing Courses for Community Engagement

The purpose of teaching is to enable learning of students. However, the reality of the present system of teaching in most HEIs is that students feel dis-empowered when taught only in the classroom style delivery of content. Despite advances in teaching aids, infrastructure, updated curricula and pedagogies, students are unable to relate what they study in the classroom to the field realities in which they live and where they would work in future. Therefore, it is important that the classroom theory is linked to the realities of the local field areas. Thus, existing courses can be adapted, both in content and pedagogy, for community engagement to facilitate learning from the field. For instance, management curriculum may include aspects of micro-financing in rural context; chemistry syllabus can have a component of conducting water and soil analysis in surrounding field areas; political science syllabus could include mapping of local rural governance institutions and their functioning.

One of the essential pre-requisites for HEIs to fulfil the **twin** mandates of improved quality of learning of students and their practical contributions to socio-economic development of the nation is to introduce such dynamic curricular reforms which facilitate the connection between classroom theory and field realities. Within existing courses being taught at HEIs, community engagement may provide better quality learning opportunities for students, while also contributing to service to local community.

Dayalbagh Educational Institute (www.dei.ac.in) has a farm on campus, and it is compulsory for all students and faculty to spend time on the field in supporting agricultural operations. Likewise, its students of nursing make weekly visit to local communities to provide immunisation and other primary care services, which are then discussed in the classroom.

Keeping local realities in view, HEIs can develop new contents in existing courses which make them more relevant to students from the local areas and also be useful to local community. This will not only enrich the curriculum of existing courses through locally-appropriate subject matter, but will also create new, locally appropriate course content that is useful to local community.

Gandhigram Rural Institute (www.ruraluniv.ac.in) has added some new contents to their existing courses, keeping in view the needs of the local community. For example, Gandhian Approach to Development, Humanistic Values & Sustainable Development, Bio-products of Rural Development, Food Security, etc.

Even within the existing curriculum and syllabus, community engaged learning can be facilitated through use of new and innovative teaching-learning methods. The pedagogies of engaged & experiential learning can be designed in each course and discipline. These include field labs, internships, participatory action research, service-learning, community projects, etc. Engaged teaching entails interaction of students with the curriculum and the world around the university. An engaged, outward, trans-disciplinary stance will enable enriching the curriculum and promoting learning in multi-modal pedagogies in addition to

the classroom and laboratories. Therefore, new approaches to learning based on dialogical, co-learning, participatory and problem-oriented methods are required for teaching existing curriculum. If a part of the theory is complemented with field-based application, the value and usability of the theory increases manifold. This will improve quality of learning through application of classroom theory in the field realities. It will also contribute to deeper sensitisation of students and faculty to the socio-economic realities of our nation. The wisdom, knowledge and expertise of local communities and practitioners will also thus become accessible to students and their teachers alike.

BPS University (www.bpswomenuniversity.ac.in) in Haryana adapted their teaching methods to promote community engagement of students. From such an engagement, students developed field projects on rural energy, self-employment, and women's livelihood. Teaching methods included practice of knowledge gained in classroom with local women's groups and panchayats.

Amrita University has introduced rural field-based learning in several courses where science and engineering students make field projects on rural tourism, energy, housing and sanitation (www.amrita.edu.in).



Students in the Village Placement program at GRI, Dindigul.
<http://www.ruraluniv.ac.in/BestPractices?content=VPP>



An example of community mapping exercise



Students from Delhi School of Social Work undertaking a field study in Sualkauchi Village -Silk Industry (<https://www.facebook.com/UniversityofDelhi/photos/a.878264495531132/881874968503418/?type=3&theater>)



Legal Services Clinic by NLSIU Bangalore
(https://www.nls.ac.in/index.php?option=com_content&view=article&id=571%20&Itemid=85)



Students at Gandhigram Rural Institute practising 'Shramdaan' <http://www.ruraluniv.ac.in/BestPractices?content=Shramdhan>



Awareness through Nukkad Natak by NSS volunteers in village Khara Madana <http://www.thenewsnow.co.in/newsdet.aspx?q=56096>



Students from Azim Premji University interacting with Panchayat members <https://azimpremjiuniversity.edu.in/SitePages/students-life-students-reflections-4.aspx>

2.3 Offering new courses

Effective engagement between local communities and HEIs calls for dynamic revision of curriculum and introduction of new courses. Therefore, HEIs need to design and introduce new courses at undergraduate and post-graduate levels which foster social responsibility and enable community engagement. For instance, new courses for engineering students may be designed focusing exclusively on water harvesting, storage, security and distribution; management programmes may design a new course on logistic & business planning for sustainable 24x7 water supplies to rural habitations, etc. Courses on solid and liquid waste management, design of new toilets, and low-cost housing materials are all examples of such new courses which enable community engagement by students. To tap local knowledge, new courses can enable systematisation of local community knowledge (like folk medicine for treatment of household animals).

Such courses can be audited by students, or taken as a part of 25% provision for external (to faculty) courses now allowed by UGC guidelines. These can be short-term certificate courses, or integrated into the existing syllabus. By their very nature, such courses are trans-disciplinary and require community engagement activities by students. Additionally,

new courses which teach about Sustainable Development Goals (SDGs) will provide local understanding about some of these goals to students, in addition to learning about Agenda 2030.⁷

An indicative list of such new courses, compiled from various HEIs, is presented below:

- a) Understanding panchayats and constitutional mandate of local governance
- b) Panchayat administration, Gram Sabha, Mahila Sabha, GPDP, local planning of basic services
- c) Micro-finance, SHGs, system of savings and credit for local business, linkages to banks, financial inclusion
- d) Rural – entrepreneurship, opportunities for small business in local communities, access to financial and technical inputs to new entrepreneurs
- e) Renewable energy, access to household and community level solar and bio-mass systems for sustainable energy use
- f) Participatory Monitoring & evaluation of socio-economic development programmes, cost-benefit analysis of project proposals
- g) Participatory decentralised planning, GPDP, micro-level data analysis for new investments
- h) Hygiene and sanitation, improving health and personal behaviours, locally manageable decentralised systems
- i) Water conservation, traditional practices of storage and harvesting, new systems of distribution and maintenance
- j) Women’s empowerment, gender inequality at home, community and public spaces, safety of girls and women, access to skills, credit and work opportunities
- k) Child security, safety and good parenting, nutrition and health, learning and training for child care
- l) Rural Marketing, market research, designing opportunities for rural artisans and crafts, new products based on demand assessment
- m) Community Based Research in Rural Settings, undertaking research that values local knowledge, systematises local practices and tools for replication & scale-up
- n) Peri-urban development of informal settlements, mapping and enumeration, design of local solutions

2.4 Undertaking research in partnership with local community

If a mutually beneficial partnership with local communities and institutions—business, government, civil society--- is built, community university research partnerships may become supportive of new knowledge and its use.⁸ Many students and faculty undertake

⁷ http://unescochair-cbrsr.org/pdf/resource/BHALL_Community_Based_Research_ENG_Dec13.pdf

⁸ https://www.pria.org/uploaded_files/article_category/1446926999_CURP%20Book.pdf

research in the field. However, such research is currently carried out only to advance the research interests of the students and faculty. Research questions can be framed in partnership with local community so that new knowledge thus produced can provide solutions to local challenges.

In addition, most researchers—students and faculty—generally assume that community does not have much knowledge on the subject of their research interests. Such an orientation is largely based on ignorance of local expertise and knowledge available with the community and other practitioners. Undertaking research in partnership with local communities can access local knowledge and further contribute to new knowledge solutions. Local community can be involved as co-researchers in data-collection and sharing of results.

In several countries, governments incentivise community engagement through additional funding for HEIs. Indonesia and South Africa have developed extensive programme in this regard. Canada's Social Science & Humanities Research Council (SSHRC) began a separate research funding stream focusing on Community –University Research Council (CURA). "Recognising the significance of the theme of social responsibility in higher education, UNESCO has instituted a Chair on Community based Research and Social Responsibility in Higher Education (www.unescochaircbr-sr.org)

There is a large body of knowledge on community-based participatory research (CBPR) already in practice in India, and internationally. Use of CBPR methodology generates locally appropriate knowledge solutions, as well as disseminates new knowledge for generating awareness and taking actions to improve the situation in light of that new knowledge⁹

Pt Ravi Shankar Shukla University Raipur is undertaking such CBPR on issues of women's empowerment jointly agreed with local tribal community and State Planning Commission. It is a part of a global consortium on Knowledge4Change (K4C). K4CConsortium)

In addition, undertaking research in partnership with local community helps in documenting and systematising local knowledge generated through years of practice and experience. **Centre for indigenous knowledge in agriculture -(CIKA)** at Gandhigram Rural University is set up to document, analyze, validate, standardize and further propagate the Indigenous Knowledge/ Practices in Agricultural and allied fields under various farming systems of Tamil Nadu. Likewise, Centre for Society-University Interface (CSUIR) at BPS University undertook documentation of local Ayurvedic practices for treatment of animals and propagated the same.

In order to promote the practice of sustainability in the infrastructure and functioning of HEIs, it can undertake research in partnership with local communities to reduce energy and carbon consumption. Such partnership research can also help recycle water and waste in ways that are locally useful by communities around them.

When HEIs undertake research in partnership with local communities and other institutions, they can improve the relevance and quality of their research. Local governments, district administration, local business and NGOs can all benefit from

⁹ http://unescochair-cbrsr.org/pdf/resource/BHALL_Community_Based_Research_ENG_Dec13.pdf

research undertaken by students and faculty of HEIs, if it is undertaken in partnership with them. Students thus gain a sense of satisfaction about their research making a useful contribution to society through community engagement.

3. Implementation Strategy

Certain key steps are required for effective implementation of this national framework on 'fostering social responsibility and community engagement' in HEIs in the country. In this section, both short-term and long-term steps have been described:

1. UGC should organise consultations with universities in different regions to deliberate upon the ways in which these recommendations can be implemented by each of them. These consultations can be hosted by regional offices of UGC.
2. Building competencies in community engagement amongst selected university staff is critical for its success. Such capacity building can have several components. First, short orientation programmes for senior leadership of HEIs should be hosted in such universities that already have good practices of community engagement (as GRI, DEI, BPS, Amrita, etc.). Second, participating universities should be supported to develop operational plans to design the launch of new compulsory course.
3. UGC should get an online self-paced MOOC course (in several languages) prepared soon so that classroom based teaching material for compulsory community engagement course is ready before next academic year begins.
4. A professional development course for preparing faculty of participating HEIs can be organised and supported by UGC to build professional competencies amongst facilitators of community engagement in participating universities. Such Master Trainers can then support further professional capacity development in community engagement through teaching and research. Existing Faculty Development Programmes can be utilised for building such competencies in rural engagement. MGNCRE (under MHRD), in partnership with PIA, is already conducting such a professional development course on facilitating community engagement in HEIs (www.ncri.org; ww.pria.org)
5. In order to enable students and faculty to undertake research in partnership with local communities, it is important that training programmes in CBPR are organised as an integral part of support to participating HEIs. Such training in CBPR requires learning of competencies in partnership research, and should be supported by UGC for effective implementation of fostering social responsibility.
6. Universal experience suggests that participating HEIs must create a mechanism for interface with communities.¹⁰ Several examples in this document show how such a Centre can bring university-wide involvement of students and faculty in community engagement. Such a Centre also becomes the window for community and local institutions to approach for support from the university. UGC should create a scheme for support to such Centres in participating HEIs.

¹⁰ http://unescochaircbrsr.org/pdf/resource/Hall_Budd_StrengtheningCommUniversityPartnerships_2017rev.pdf

7. National accreditation agencies (NAAC, NBA,) and National Ranking Framework should include explicit indicators and weightage of community engagement in teaching and research, as proposed in this document. This will encourage HEIs to undertake community engagement seriously.
8. MHRD should ask all 15 Statutory Professional Councils to take urgent note of the recommendations of this national framework on fostering social responsibility in HEIs and align curriculum and pedagogy of those professional courses to these recommendations soon.
9. Faculty assigned to operationalise & implement these recommendations should be provided additional API scores to sustain their motivation and professional progression. Community engagement activities in teaching and research, as recommended in this national framework, should be given sufficient weightage in professional evaluation of teachers, researchers and administrators.
10. MHRD may request Ministry of Corporate Affairs to include activities undertaken for fostering social responsibility and community engagement by HEIs under the list of eligible areas for receiving funds for CSR.
11. UGC may forward this National Framework to Ministry of Rural Development, Govt. of India with a request that HEIs are involved in research, monitoring and training functions for various development and welfare schemes of the national and state governments.
12. Likewise, UGC may approach Ministry of Parliamentary Affairs to request that MPLAD/MLALAD funds are made available to HEIs in their constituencies to implement various proposals included in this document.
13. UGC may support a national centre to facilitate knowledge sharing, professional learning and continuous monitoring of this national framework and its recommendations. Such a centre can undertake systematic documentation of good practices and undertake new publications and convene national and international conferences to further support this initiative for 'fostering social responsibility and community engagement by HEIs in the country.

Annexure – 1: Composition of the UGC SEG

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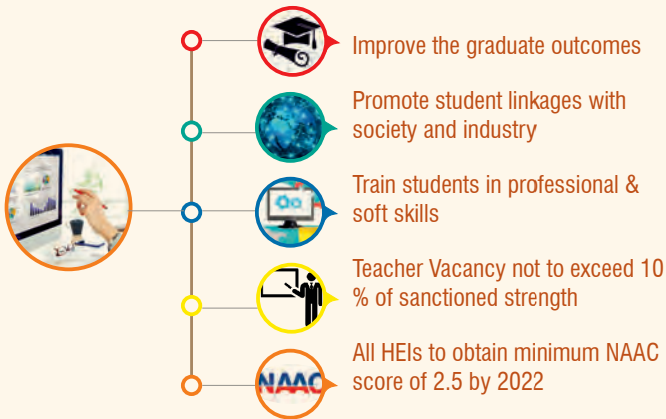


UNIVERSITY GRANTS COMMISSION

QUALITY MANDATE



Objectives



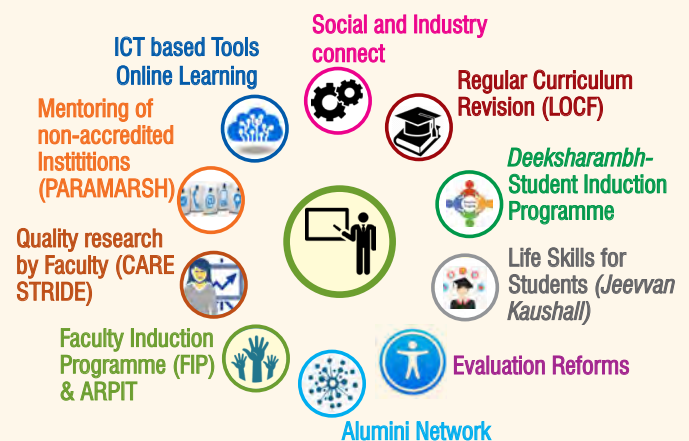
Initiatives to be undertaken by HEIs

1. Student Centric Initiations including Induction Programme for students - *Deeksharambh*.
2. Learning Outcome based Curriculum Framework (LOCF)- revision of curriculum at regular intervals.
3. Use of ICT based learning tools for effective teaching-learning process including MOOCs and online degrees.
4. Imparting Life Skills (*Jeevan Kaushal*) to students.
5. Social and Industry connect for every institution: Every institution shall adopt at least 5 villages for exchange of knowledge and for the overall social/economic betterment of the village communities. University-Industry linkages to be promoted to improve employability.
6. Evaluation Reforms-test the concept, and application
7. Student Career Progression and Alumni Network.
8. Faculty Induction Programme (FIP), Annual Refresher Programme in Teaching (ARPIT) and Leadership Training for Educational Administrators (LEAP).
9. Scheme for Trans-disciplinary Research for India's Developing Economy (STRIDE) and Consortium for Academic & Research Ethics (CARE).
10. Mentoring of non-accredited institutions (PARAMARSH).

All Higher Education Institutions shall strive by 2022 to:

- 1. improve the graduate outcomes for the students to ensure that they get access to employment/self-employment or engage themselves in pursuit of higher education.
- 2. promote linkage of students with the society and industry to ensure that at least 2/3rd of the students engage in socially productive activities and get industry exposure during their period of study in the institutions.
- 3. train the students in essential professional and life skills such as team work, communication skills, leadership skills, time management skills etc; inculcate human value sand professional ethics, and the spirit of innovation/ entrepreneurship and critical thinking among the students and promote avenues for display of these talents.
- 4. ensure that vacancies of teaching posts at any point of time do not exceed 10% of the sanctioned strength; and 100% of the teachers are oriented about the latest and emerging trends including ICT in their respective domains of knowledge, and the pedagogies that disseminate their knowledge to the students.
- 5. every institution shall get NAAC accreditation with a minimum score of 2.5 by 2022.

Initiatives to be taken by HEIs





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