



सत्यमेव जयते
Ministry of Education



ज्ञान-विज्ञान विमुक्तये

Compiled Report
on
Training of Master Trainers' in CBPR
at
Various Locations across India
April, 2022 to July, 2022



University Grants Commission
Bahadur Shah Zafar Marg
New Delhi - 110002

INDEX

S.No.	Topic
1.	Training Report of Western Regional Centre – Rashtrasant Tukdoji Maharaj Nagpur University, Nagpur
2.	Training Report of Southern Regional Centre – The Gandhigram Rural Institute, Dindigul
3.	Training Report of Eastern Regional Centre, Central University of Odisha
4.	Training Report of Central Regional Centre, National Law Institute University Bhopal
5.	Training Report of Northern Region-I Centre – Dayalbagh Education Institute (Deemed to be University), Agra
6.	Training Report of Northern Region-II – Kurukshetra University, Kurukshetra
7.	Northern Region-II – Tezpur University, Tezpur, Assam



REPORT

ON

TRAINING OF MASTER TRAINERS'

**20-22 April
2022**

**Rashtrasant Tukadoji Maharaj
Nagpur University,
Nagpur**

**Western Regional Centre
[Maharashtra, Gujarat & Goa]**

Table of Contents

1. Background -----	3
2. Master Trainers' Training Program (3- Day Training Workshop)	
Day 1:	
Session I: Inaugural Session -----	4
Session II: Introductory Session with Master Trainers' and Mapping their Experience on CBPR -----	6
Session III: Understanding the Principles of CBPR and UGC's Two- Credit Course Content & Structure -----	6
Session IV: Understanding Local Realities	
- Transect Walk -----	7
- Social Mapping -----	8
Session V: First Field Visit -----	9
Day 2:	
Session I: Understanding Local Institutions -----	10
Session II: Second Field Visit -----	10
Session III: Institutional Mapping and Presentations -----	11
Session IV: Tour of Rashtrasant Tukadoji Maharaj Nagpur University -----	13
Day 3:	
Session I: Debriefing of First Field Visit -----	13
Session II: Debriefing of Second Field Visit -----	15
Session III: Learning CBPR Method - Venn Diagram/ Chapati Diagram -----	17
Session IV: Recommendations on Assessment and Next Steps -----	18
Session V: Valedictory Session -----	19
3. Review Form Data -----	21
4. List of Resource Persons -----	24
5. Training Design -----	24
6. List of the Participants -----	25

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 policy¹. 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.

¹https://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.

Master Trainers' Training Program (3- Day Training Workshop)

A three-day workshop was held in Rashtrasant Tukadoji Maharaj Nagpur University (RTMNU), Nagpur to train the MT's in the CBPR methodology. The workshop was held from 20- 22 April 2022. 32 MT's from across 3 states of Western India – Maharashtra, Gujarat and Goa had participated. Dr. Rajesh Tandon (UNESCO Chair on Community Based Research and Social Responsibility in Higher Education; Founder- President, PRIA, New Delhi) and Mr. Binoy Acharya (Founder- Director, UNNATI, Ahmedabad) 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. Aparna Samudra (Assistant Professor, Post Graduate Teaching Department of Economics, RTMNU). She invited Dr. Rekha Sharma (Regional Coordinator, UBA) to deliver the welcome address. In her address Dr. Sharma welcomed all the MT's from across 3 states namely – Maharashtra, Goa, and Gujarat, the Chief Guest of the session – Dr. Rajesh Tandon; Guest of Honour – Mr. Binoy Acharya and the President for the session – Dr. Rajesh Singh (Director, Innovation, Incubation and Linkages, RTMNU). Further she invited Mr. Binoy Acharya to address the gathering. Mr. Acharya said that the pedagogy of practice in classroom and field is completely different. The whole pedagogy of practice will

shift when we promote the practice of collective learning as opposed to individual learning. In academic teaching, the teacher is at the centre whereas in the pedagogy of practice, the community is at the centre and there is a strong element of mutual learning. *Participatory Research* is liberating and empowering in nature. It is infinite because everyday we discover new knowledge, and this knowledge doesn't belong to any individual but to the community.

Moving forward, Dr. Tandon in his address said, 'Historically the HEIs have had three missions – Teaching, Research and Service. Sometimes these missions are served in a fragmented way i.e., some teach, some institutions do research and while some engage with community'. Mostly, 'service to society' is limited to the Department of Social Work and Extension. Most HEIs today focus on individual career development. Remembering Gandhiji and his ideals, he said, that the knowledge that we generate from our engagement with the community must not be for self- patenting. It should be shared with the community and used for their betterment. He applauded UGC for mandating the two- credit course on CBPR for all undergraduate/ postgraduate students. In this endeavour, the NEP 2020 has been timely and a huge policy support. He concluded, 'This course is the largest and the boldest initiative in the world'.

Dr. Rajesh Singh, in his Presidential Address, said that the current pedagogy of teaching is one-way i.e., to say that the teacher teaches the students and they do not really focus on how much the students are able to absorb. Fortunately, this practice is changing and teachers these days use a participatory mode of teaching. The concept of 'Community Participation' requires the researcher to engage with the community. This in turn enables them to acquire a first- hand insight into lived realities of the people.

The session ended with a vote of thanks delivered by Dr. Vijay Manoharrao Tangde (Assistant Professor, Post Graduate Teaching Department of Chemistry, RTMNU).



Figure 1: [L to R] Dr. Aparna Samudra, Dr. Rekha Sharma, Dr. Rajesh Tandon, Dr. Rajesh Singh and Mr. Binoy Acharya

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

This session began with a round of introduction of the MT's. In this session, the MT's were asked to share their knowledge and experience of using CBPR methodology so far. Some of the MT's said that they had heard of the terminology 'CBPR' while others said that they had not heard of the terminology, but they used a similar methodology in the name of social work/extension. Some had heard of this method in the early 1990s while some had heard of it during the late 1990s onwards. Most of them had only read the theory and tried to practice the method by themselves without any formal training, while some were certified trainers of conducting research using similar method. One of the MT's from Pune also recalled that in 2006, his university had done an online workshop on Participatory Research with PRIA.

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

Following the introductions and the experience of MT's with CBPR, Dr. Tandon emphasised on the basic principles of Participatory Research. He said that we must understand that knowledge resides in people's experiences. Therefore, 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:

- (i) 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;
- (ii) Community engagement should be **university and discipline wide**, not limited to a few social science disciplines alone;
- (iii) **Participation of students should earn them credits**. Therefore, it should be integrated into their assessments;
- (iv) 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**;
- (v) 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.

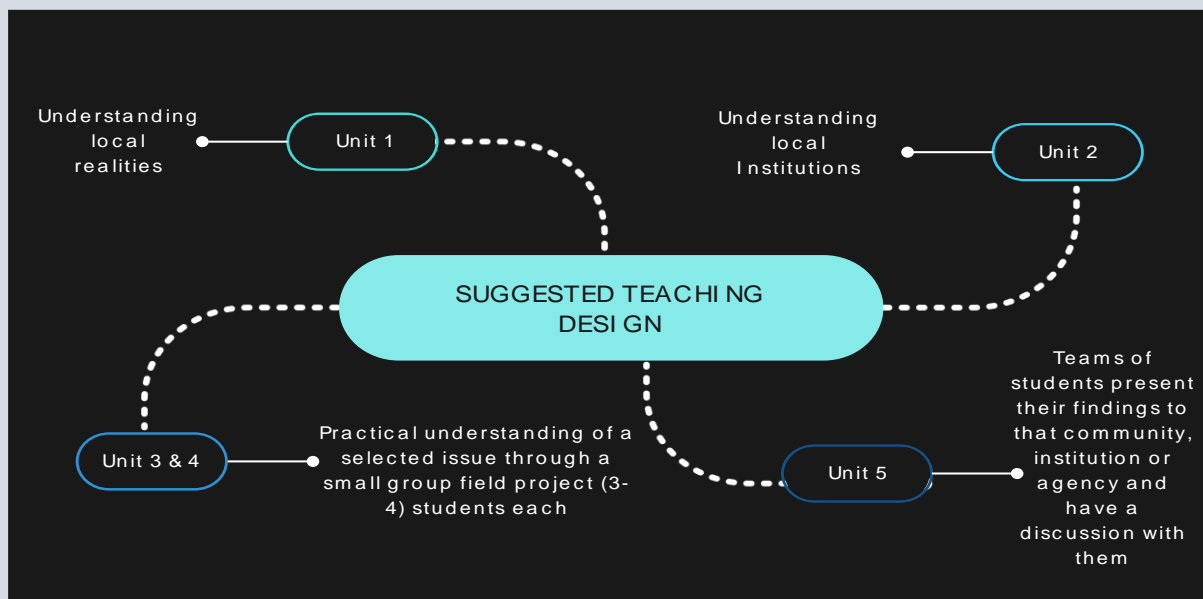
In addition to elaborating on the principles, he explained the proposed structure of the 2- credit course. The 2-credit course has two parts:

- 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, 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 online platform and 3 hours in the field, with guidance from the teachers. Hence, teachers from all disciplines must become MT's. Once the teachers become MT's, they must perform two responsibilities – teach this course to a batch of students themselves in their own institutions and co-train future cohorts of identified teachers in teaching the course to students. This training would help the teachers to learn how they can maximise student's learnings through the CBPR methodology.



Session IV: Understanding Local Realities

- *Learning CBPR Method – Transect Walk*

This session was co-facilitated by Dr. Tandon and Mr. Acharya. They introduced the method of *Transect Walk*. Transect walk is a familiarising method in CBPR which 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, water bodies and availability of services. The idea is to familiarise yourself with all kinds of people – young, old, male, female; streets, lanes and common facilities where people gather, playing spaces, schools, religious places etc. in order to develop a mental map of the village. To do so, one needs to engage in informal conversations with the local people.

Click [here](#) for the short video clip of the Master Trainers 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;
- Introduce yourself while you also ask for their introductions;
- Be mindful of your body language. The idea is to enable conversation with them, therefore, look approachable;
- The purpose is to learn from the community and not teach them;
- The idea is to share knowledge not skill knowledge;
- Talk to the villagers not to each other, avoid using mobile phones;
- While maintaining eye contact is important, too much eye contact can be overpowering. So, try to strike a balance;
- Always ask open- ended questions to keep the discussion open- ended;
- Be mindful of who you approach first (in terms of caste and class hierarchy);
- Gather in a common place, avoid markets, and avoid religious places for discussions because of the caste dynamics, if any.

- *Learning CBPR Method - Social Mapping*

Next, Mr. Acharya discussed the method of *Social Mapping* of the village. He explained that Social Mapping is a way of combining geographical map with social elements such as houses, shops, water taps, fields, visible buildings, roads and so on. For any participatory exercise, social mapping is essential.

Click [here](#) for the short video clip of the Master Trainers facilitating Social Mapping.

Briefing for Social Mapping:

- The process must be facilitated by 1-2 persons, others must listen and take note of the agreements and disagreements;
- Support each other in the process – it is about collective learning;
- Keep all your sense open;
- Let the local people be at the centre of this exercise, as a facilitator one must be at the fence;
- Ask questions without interrupting them;
- Let them revise the maps, if they do, because the idea is to generate conversation amongst them not maintaining perfection of lines;
- At the end of the exercise, must seek permission to take the map because it is a pictorial representation of their knowledge.

For the purpose of 1st field visit, the MT's were divided in 2 groups of 16 each. The groups were a good mix of men and women. The MT's were divided in a way that each group had participants from each of the 3 states and importantly each group had couple of Marathi speaking MT's because Marathi was the local language in the identified villages.

Session V: First Field Visit

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, when the teachers take the students to the field, they must brief the students about their conduct in the field for about 30-40 mins. The students must spend for about 2 hours in the field where they would use the methods discussed above. Immediately after the students return from the field, the teachers must debrief them for about 30- 40 mins.





Day 2

Before the session began, the MT's were given a pink card to reflect on what they learnt during their 1st field visit. These reflections were discussed during the debriefing session after the 2nd field visit. In the meantime, just after the MT's had finished writing their reflections on the pink card, one MT from each group was asked to briefly present their findings from the 1st field visit.

Session I: Understanding Local Institutions

Process: For the purpose of understanding how one can gather information about the local institutions, the facilitators asked the MT's to first list all the institutions that they observed in the village during the Transect Walk last evening. While the MT's shared the names of the institutions, Dr. Tandon listed them in a chart. From this list, six institutions were identified. For the 2nd field visit the MT's had to conduct an in- depth study of the listed institutions. The institutions were:

- Boudhha Vihar
- Primary School
- Health Centre
- Aanganwadi Centre
- Panchayat
- Self Help Group

Session II: Second Field Visit

They were asked to gather as much information as possible in 2 hours. The information pertaining to the year of its establishment, structure, sub- committees, functions and so on. The

MT's were briefed that during the visit they must manage their time in such a way that they talk not just to the service providers but also the users. For instance, if they visit a school, they must try to speak to the principal, teachers, students and their parents.

In the 2nd visit, the MT's were divided into 6 groups of 6 each (list at the end of the document). A good balance of the two genders were maintained. Each of the group consisted of MT's belonging to each of the 3 states and each group had few Marathi speaking MT's because Marathi was the local language.



Session III: Institutional Mapping and Presentations

Process: In this session, the MT's had to map the institutions that they had visited. Each group drew the map of the institutions on chart papers. They were given 15 mins to do the mapping following which they were given another 15 mins to prepare a presentation of the collected information. Each group was given 8 minutes to present their findings using creative methods (or a combination of them) such as role play, graphic charts, media interviews, drawings, dance, music, theatre, power-point presentations etc. While one group presented their findings, the other groups posed as different stakeholders associated with the corresponding institution. For instance, if a group that had visited a school presented, the other groups posed as the students, teachers, members of school management, and parents.

Likewise, when the students return from their 2nd visit, the teachers must facilitate such a session where they present their findings.



After the presentations, the MT's were given two cards – a white card and a green card. On the white card, they had to write what they learnt from the institutions they had visited? On the green card, they had to write what they learnt from each other's presentations? These reflections were later discussed during the debriefing session. Teachers must facilitate a similar exercise with the students.

Session IV: Tour of Rashtrasant Tukadoji Maharaj Nagpur University, Nagpur

In the second half of the day, all the participants visited the RTMNU, Nagpur where they were addressed by Dr. Subhash Chaudhari (Vice Chancellor, RTMNU). In his address, he stressed that the purpose of teaching must be to redirect the students to their roots and enable them to work towards transformational change. Following the address by the Vice Chancellor, the MT's visited the INCUBEIN (Incubation Centre at RTMNU) where Dr. Abhay Deshmukh (Assistant Professor, Post Graduate Teaching Department of Physics, RTMNU) gave an overview of INCUBEIN. He said that INCUBEIN promotes individuals in their initial phase to create start-ups and provides initial support through mentoring, prototype grant and incubation support. INCUBEIN has been funded by RTMNU and Maharashtra State Innovation Society (MSINs). MT's also visited the INCUBEIN Foundation.



Day 3

Session I: Debriefing of First Field Visit

Process: The day began with a debriefing session of the 1st field visit – understanding local realities through transect walk and social mapping. In this session, the reflections that MT's had written on the pink cards (given on Day 2) were discussed. While the MT's shared their individual reflections, Mr. Acharya displayed all the cards on the board. He displayed them under two categories – process related and content related. After everyone finished sharing their individual reflections, facilitators facilitated a discussion around the 'process' related cards. This round of discussion enabled the facilitators to deduce principles for the field visit.

Principles derived from the discussion:

- We must learn to accept their refusal to talk to us;
- We must engage in conversations, do not approach them with questionnaires;
- They may be hesitant to talk to us, give them time to get comfortable;
- Watch your body language- do not get offensive;
- We must respect them and their knowledge;
- Sit with them on the floor;
- With right approach, ice- breaking can be faster and it will lead to effective communication;
- Observe their reaction and listen patiently — keep all your sense open;
- Be humble and keep the conversation open ended;
- We must learn to ask right questions;
- Focus on group learning, not self- learning;
- Do not judge, avoid jumping to conclusions;
- Do not interrupt them when they are talking – wait to ask your question or clear your doubt;
- Do not teach them; focus must be on learning from them;
- It is easy to communicate if we are willing to change our perceptions – need to unlearn our attitude and bahaviour.

Participatory research enables us to use our cognitive and emotive senses. Therefore, we should be open to learning from our emotions. We must learn from the fears and aspirations of the community. When the teachers would take their students to the field, they must brief the students about these principles for about 30 mins. The students must be divided into groups (maintaining gender balance withing the groups). The students (in their respective groups) must spend 1- 1.5 hours in the field. Immediately after they return from the field, the teachers must engage in debriefing the visit with the students. It is of utmost importance that they reflect on their learnings while it is still afresh in their minds. They must reflect individually. Then during the debriefing session, they must share their reflections with everyone for the purpose of shared learning.



Session II: Debrief of Second Field Visit

Process: This debriefing was a group activity – the MT’s were instructed to sit in their respective groups and discuss two things: the white card on which they had written their reflections from 2nd field visit (giving on Day 2) and the green card where they had reflected on what they had learnt from each other’s presentation (on Day 2). They were given 15 mins to first discuss their learnings within their respective groups. In the next 15 mins, they had to collate their learnings on a chart paper. Once their charts were ready, they were given 5 mins each to present the same, followed by a discussion to synthesise the process and the outcomes. The discussion led to deduction of essential guiding principles. One of the significant methodological shifts that came out of the discussion is that usually we approach the field with whatever knowledge we gain our colleges. It is time that we reverse this methodology: we bring the knowledge from the villages to our colleges.

Guiding Principles:

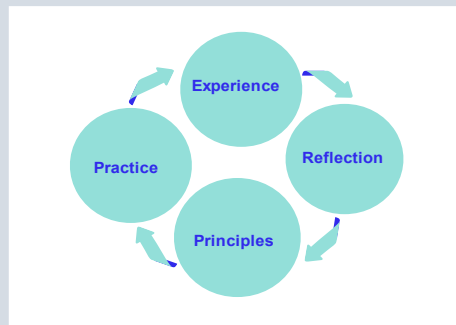
- Do not teach the institutions what to do and how to do it, only present your findings;
- Be open to their feedback or clarifications;
- We should be mindful of the time we take for presentations;
- Keep enough time for a Q & A session with the stakeholders in the audience;
- The purpose of presenting the data is to generate further conversations and these may or may not lead to future actions.

Note: Ultimately, in the 5th visit to the field, the students will have to present their findings to the villagers and the respective institutions that they do an in-depth study of. The idea behind sharing the information with the villagers is to get them to validate the same and suggest changes (if they find necessary).



Experiential Learning

Following the discussion, Dr. Tandon spoke about the process of experiential learning in the context of community engagement. He emphasised that the starting point for experiential learning is an *experience* followed by *reflection* on that experience. Especially in the context of field visit, if we don't reflect, the exercise of field visit will become tourism and learning may or may not happen. We must reflect individually and then with the group as a way of shared learning. These *reflections* produces *principles* – in everyday life these are our do's and don'ts. We use those principle in our *practice*. Reflections help us refine our principles. Experiential learning is a fundamental principle of CBPR.



A quick ice-breaker activity was facilitated by Mr. Acharya. The purpose of an ice- breaker is to change the structure of the discussion – people move around and meet new people gather information such as interests and hobbies of people and so on. It is important to do such small activities as a refresher/ energisers in between longer sessions to break the monotony of the discussions.

Session III: Learning CBPR Method: Venn Diagram/ Chapati Diagram

Process: This session was facilitated by Mr. Acharya where he demonstrated one of the frequently used methods to understand the functioning, accessibility, and effectiveness of local institutions – the Venn Diagram/ Chapati Diagram. Mr. Acharya had divided the MT's in two categories based on the prevalent castes in the villages they had visited in the past two days – the Dalits and the Patils. Again, a list of institutions was drawn, the names of each institution was written on the circular charts (of different sizes) based on their importance to the two sections of the community. Note that the biggest circle denotes the most important institutions while the smallest denotes the least important ones. After labelling the circles, the MT's representing the community members, with common agreement were asked to place the circles on the floor keeping the accessibility of those institutions in mind. It is important to note that, while the size denotes importance, the distance (placement of the circles) denotes accessibility²/ effectiveness.

² Accessibility not in terms of physical distance but mental distance. They had to identify whether they were able to avail the services without being discriminated or disrespected.

The suggestions for assessment were as follows:

- The students need to maintain a field diary with geo- tag photos for each visit;
- The students could be assessed on the basis of their presence in the field, field diary and the final report;
- The assessment could be based on ‘process’ and ‘outcome’ model – where they will submit a short report of the field visit, outcome of their engagement with the community;
- They could be assessed on the basis of geo-tag photo & video clips; final report followed by a viva;
- As per the proposed course structure, the 1st and 2nd field visits are individual activity in nature, therefore, they could be assessed individually for those. The 3rd and 4th visit is a group project – they could be assessed on the group report/ presentation. The 5th visit could also be assessed based on the group presentation to the community;
- Maximum weightage must be given to the field visit.

Session V: Valedictory Session

The session was moderated by Dr. Aparna Samudra. She invited Dr. Rekha Sharma to share the report of the last three days. Dr. Sharma shared a detailed report of the 3- Day workshop. This was followed by a round of feedback/ reflections from one participant from each state (Maharashtra, Gujarat and Goa). Dr. Bhanumati Pilli (Assistant Professor, Parvatibai Chowgule College of Arts and Science-Autonomous Gogol, Goa University) said that the end of this training marks the beginning of their (MT’s) journey towards practicing and teaching CBPR and therefore bring about transformation in the society. Dr. Lokesh Jain (Professor, Centre for Studies in Rural Management, Rural Campus, Gujarat Vidyapith, Randheja Gandhinagar Gujarat) said that the workshop helped him to learn about the lived realities of the local communities and respect/ value their knowledge. Dr. Sagar Sadanand Gokhale (Assistant Professor, Symbiosis Centre for Media & Communications, SIU) shared that this workshop has led him to rethink his teaching methodology. He learnt the importance of a participatory method of teaching where the students must be involved in the process for effective learning.



Next, Mr. Acharya was invited to address the participants. He reiterated that a participatory pedagogy is a continuous process. Every field exposure provides a lot of insights to us. The more we practice, the better we get in understanding the community. He concluded by applauding the participants to come up with the paradigm shift in the methodology i.e., to bring the knowledge of the village to the college and not vice versa. Dr. Tandon in his remarks urged the participants to not attempt to change the lived realities of people based on textbook theories. He emphasised that the MT's, when they go back and teach the principles of CBPR to the students, must stress on the principle of 'mutual learning and respect'. He concluded by saying that the MT's are the path- breakers and path- makers.

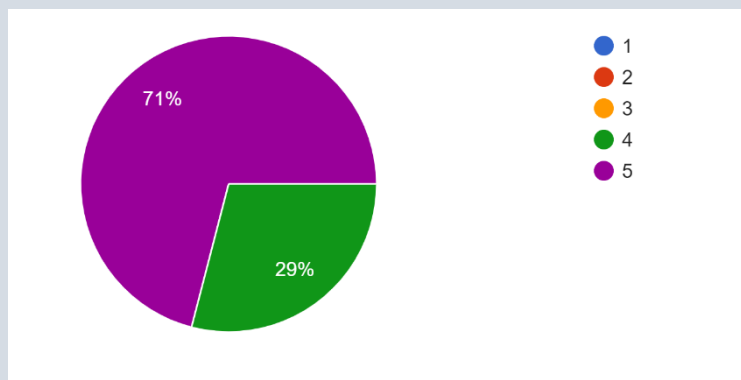
Dr. Ujwala Chakradeo (Vice Chancellor, SNTD Women's University) presided over the session and in her address, she said, 'The biggest source of experiential learning is our five senses'. Change in perspectives is an outcome of experiential learning. Further, the process of teaching must be a two- way street where the teachers also constantly learn from their students. Similarly, when we interact with the community, we need to have a mutual learning attitude. In her closing remarks, Dr. Smita Acharya (Director, Internal Quality and Assurance Cell, RTMN University) applauded RTMNU for organising India's 1st UGC Master Trainer's Programme. She said that such workshops are essential for enabling our teachers to learn CBPR

methodology. The teachers must teach our students the importance of participatory methodologies in the context of community engagement.

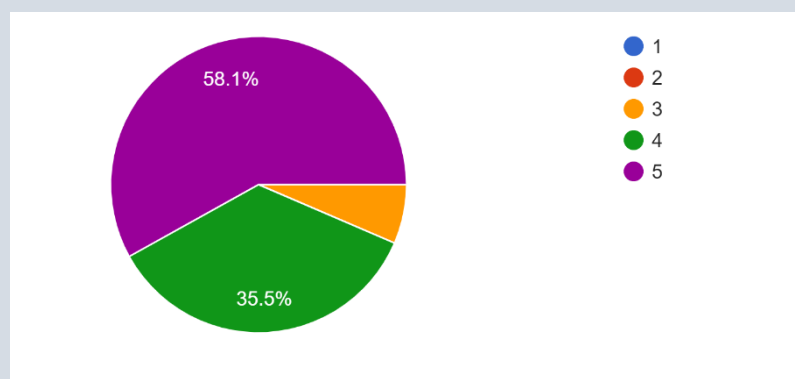
Towards the closing of the session, Dr. Rekha Sharma circulated a link to the Review Form for the participants to share their feedback about the three- day workshop to make it better for future. Immediately after the submission of the Review Form, certificate distribution ceremony began. The session concluded with a vote of thanks delivered by Dr. Vijay Manoharrao Tangde (Assistant Professor, Post Graduate Teaching Department of Chemistry, RTMNU).

Review Form Data

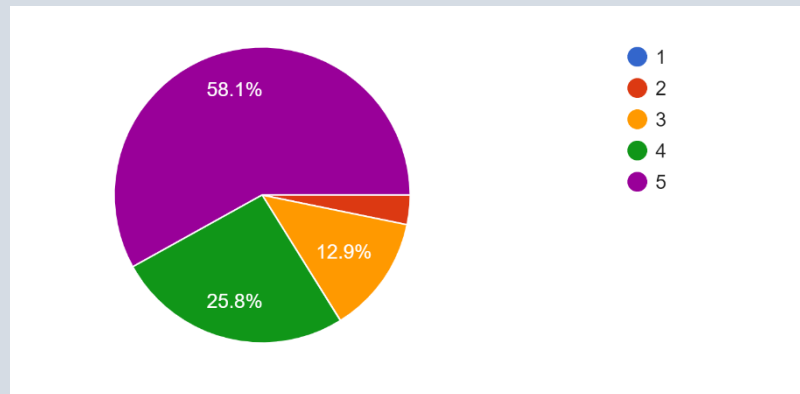
1. To what extent did the workshop achieve the learning objectives? (1: Lowest Value; 5: Highest Value)



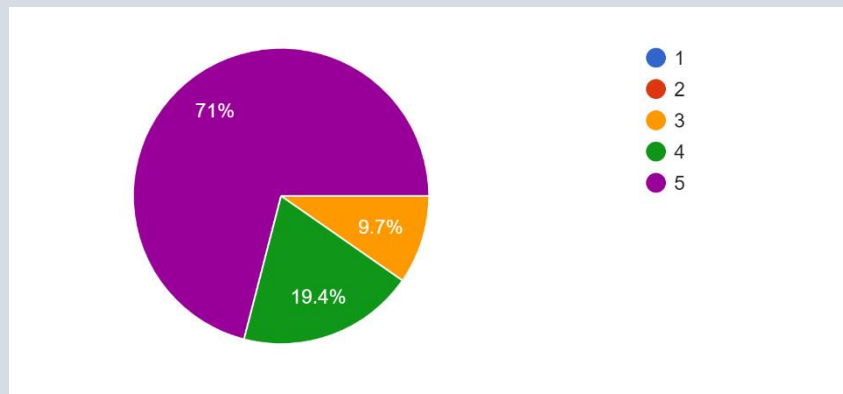
2. To what extent were you able to learn about the use of CBPR methodology?



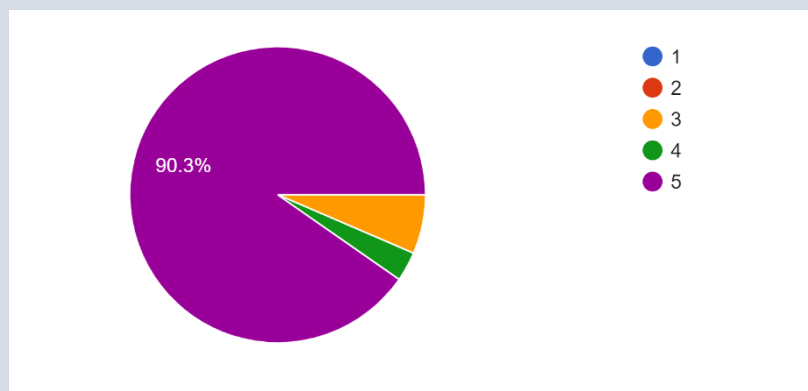
3. How confident do you feel in teaching the two- credit course in your institution?



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.

- The workshop was so well planned that it made the learning environment conducive;
- 'Learning by Doing' method used by the resource person was helpful;
- Field exposure and reflection method was very useful;
- Doing individual and group activities was a good way of learning.

7. Feedback about the Resource Persons.

- Dr. Tandon and Mr. Acharya were excellent, skilful and proactive as resource persons;
- Their pedagogy of facilitation and reflection sessions were very creative;
- Briefing and Debriefing sessions were well conducted;
- More briefing needs to be done;
- ais an ocean of knowledge. He made the learning process very interactive, interesting and easy for us;
- He was very down to earth and active in his role.
- His approach towards content delivery was very effective and satisfactory.

8. Your suggestions for improving the workshop.

- The workshop was well planned and excellently executed;
- Need more time in the field and more field visits;
- Need more follow up workshops;
- Need a 5- day for the workshop so that field engagement can be better and we can reflect better;
- More field visits during winter season;
- Fields need to be closer to the training venue to avoid rush;
- The time for inaugural and valedictory sessions must be reduced;
- Need field stay for maybe 1 or 2 days;
- Need to provide a curriculum for CBPR;
- Field visit should be conducted in the evening when the temperature is not too much;
- Please add 'semi- urban' and 'urban' areas in the course for field visit.

9. Any additional comments/ suggestions:

- Conduct review meetings after CBPR implementation to assess the performance;
- UGC must clarify the remuneration as per the teacher's engagement.

List of Resource Persons

1. Dr. Rajesh Tandon
UNESCO Chair on CBR- SR in HE
Founder- President, PRIA, New Delhi
Expert Group Member, UGC
2. Dr. Binoy Acharya
Founder- Director, UNNATI, Ahmedabad
3. Ms. Neha S Chaudhry
India Co-ordinator, UNESCO Chair on CBR- SR in HE

Training Design

Day 1:

Time	Activity
9 am -10 am	Session I: Inaugural Session
10:15 am-12:45 pm	Session II: Introductory Session with Master Trainers' and Mapping their Experience on CBPR Session III: Understanding the Principles of CBPR and UGC's Two- Credit Course Content & Structure
Lunch and Rest	
4 pm- 5pm	Session IV: Understanding Local Realities - Learning CBPR Method – Transect Walk - Learning CBPR Method – Social Mapping
5pm- 7:30 pm	Session V: First Field Visit

Day 2:

Time	Activity
8 am-10:30 am	Brief Discussion on First Field Visit Session I: Understanding Local Institutions Session II: Second Field Visit
11 am-2 pm	Session III: Institutional Mapping and Presentations
Lunch and Rest	
4 pm	Session IV: Tour of Rashtrasant Tukadoji Maharaj Nagpur University

Day 3:

Time	Activity
8 am-10:30 am	Session I: Debriefing of First Field Visit Session II: Debriefing of Second Field Visit Experiential learning
11 am-2 pm	Session III: Learning CBPR Method – Venn Diagram/ Chapati Diagram

Lunch and Rest	
3 pm-5pm:	Session IV: Recommendations on Assessment and Next Steps Session V: Valedictory Session

List of Participants

SN	Name of the Faculty and Designation	Name of the College/Department/ Affiliating University	Contact Details
1	Dr Sachin Savio Moraes, Assistant Professor	Parvatibai Chowgule College of Arts and Science-Autonomous Gogol, Goa University, Margao-403602, Goa	Subject: Sociology Email Address: ssm005@chowgules.ac.in
2	Dr Bhanumati Pilli, Assistant Professor	Parvatibai Chowgule College of Arts and Science-Autonomous Gogol, Margao-403602, Goa University	Subject: Geography Email Address: bhanumaticpilli1674@gmail.com
3	Dr Palvinder Singh Mann, Associate Professor	Graduate School of Engineering and Technology, Gujarat Technological University, Ahmedabad, Gujarat.	Subject: Computer Science- Cyber Security Email Address: asso_psmaan@gtu.edu.in
4	Dr Amol Dongre, Professor and Head	Department of Extension programmes, Community Medicine, Bhaikaka University, Karamsad	Subject: Community Medicine Email Address: amolrdongre@gmail.com
5	Mrs Nasreen N. Dayma, Assistant Professor	School of Public Health, Bhaikaka University, Gujarat	Subject: Public Health Email Address: nasreengb@charutarhealth.org
6	Dr Nilesh B. Seta, Assistant Professor	Maharaja Krishnakumarsinhji Bhavnagar University, Gujrat	Subject: Sociology Email Address: nilseta07@gmail.com
7	Dr Lokesh Jain, Professor	Centre for Studies in Rural Management, Rural Campus, Gujarat Vidyapith, Randheja Gandhinagar Gujarat	Subject: Rural Management Email Address: lokeshcsrmm@yahoo.co.in

8	Prof (Dr) Yadaokumar W. Mawale, Associate Professor & Head	P. G. T. Department of Geology, Sant Gadge Baba Amravati University, Amravati	Subject: Geology Email Address: m_yadaorao@yahoo.co.in
9	Dr Lelith Daniel, Assistant Professor	Symbiosis International (Deemed University)	Subject: Symbiosis Community Outreach Programme and Extension (SCOPE) Email Address: lelith.daniel@siu.edu.in
10	Dr Sagar Sadanand Gokhale, Assistant Professor	Symbiosis Centre for Media & Communications Symbiosis International (Deemed University)	Subject: Media and communication Email Address: sagar.gokhale@scmc.edu.in Mobile number: 7350009725
11	Dr Kishor Uttamrao Bidwe, Assistant Professor	Dr Panjabrao Deshmukh Krishi Vidyapeeth, Akola	Subject: Extension Education Email Address: propdkv@gmail.com
12	Dr Rajendra M. Rewatkar, Associate Professor	Faculty of Engineering and Technology, Datta Meghe Institute of Medical Sciences (Deemed to be University), Sawangi (Meghe), Wardha	Subject: Electronics Engineering Email Address: rajendrar.feat@dmimsu.edu.in
13	Prof Dr K.T.V. Reddy, Professor (Dean)	Datta Meghe Institute of Medical Sciences (Deemed to be University), Sawangi (Meghe), Wardha	Subject: Artificial Intelligence and Data Science Email Address: dean.feat@dmimsu.edu.in
14	Dr Aparna Samudra, Assistant Professor	Rashtrasant Tukdoji Maharaj Nagpur University, Nagpur	Subject: Economics Email Address: acsamudra@gmail.com
15	Dr Vijay Manoharrao Tangde, Assistant Professor	Post Graduate Teaching Department of Chemistry, Rashtrasant Tukadoji Maharaj Nagpur University, Nagpur - 440033	Subject: Chemistry Email Address: vijaytn6@gmail.com
16	Dr Narendra Chuadhari, Prof, Dean R&D	Tulsiramji Gaikwad-Patil College of Engineering&Technology, Nagpur	Subject: Computer Science &Engineering Email Address: narendra.chaudhari268@gmail.com
17	Dr Deepak Shamsundar Bansod,	Shri Govindrao Munghate Arts and Science College Kurkheda Dist –	Subject: Zoology Email Address: bansodsd@gmail.com

	Assistant Professor	Gadchiroli, Gondwana University, Gadchiroli	
18	Dr Rakhi Bhagwan Shambharkar, Assistant Professor	Shri Govindrao Munghate Arts and Science College Kurkheda Dist – Gadchiroli, Gondwana University, Gadchiroli	Subject: Botany Email Address: shambharkarrakhi@gmail.com
19	Prof Shriram Narayanrao Kargaonkar, Assistant Professor	MAEER's MIT Arts Commerce & Science College, Alandi, Savitribai Phule Pune University, Pune -412105	Subject: Statistics Email Address: nss@mitacsc.ac.in
20	Prof Sangeeta Mahesh Borde, Assistant Professor	MIT Art's, Commerce & Science College, Alandi(D), Pune, Savitribai Phule Pune University, Pune-412105	Subject: Computer Science Email Address: smborde@mitacsc.ac.in
21	Dr Chhaya K Kokate, Associate Professor	Smt. Vatsalabai Naik Mahila Mahavidyalaya, Pusad Dist. Yavatmal, SGBAU, Amravati	Subject: Human Development Email Address: ckokate4@gmail.com
22	Dr Aruna Tribhuvan Pawar, Assistant Professor	Smt. Vatsalabai Naik Mahila Mahavidyalaya, Pusad Dist. Yavatmal, SGBAU, Amravati	Subject: Biological Sciences Email Address: aruna.rathod1961@gmail.com
23	Dr Anuja Anirudh Jadhav, Assistant Professor	Rajarshi Shahu Mahavidyalaya (Autonomous), Latur	Subject: English Email Address: anu192227@gmail.com
24	Dr Kalyan Dhondiba Savant, Assistant Professor	Rajarshi Shahu Mahavidyalaya (Autonomous), Latur	Subject: Botany Email Address: savantkd@gmail.com
25	Dr Manojkumar Patle, Assistant Professor	Dhote Bandhu Science College, Gondia	Subject: Chemistry Email Address: manojpatle14@gmail.com
26	Dr Niraj Arun Mishra, Assistant Professor	Seva Sadan College of Arts Science and Commerce (Affiliated to University of Mumbai)	Subject: Banking and Insurance Email Address: nerajms@gmail.com

27	Dr Navin Mukesh Punjabi, Assistant Professor	HR College of Commerce and Economics, Churchgate, Mumbai	Subject: Commerce Email Address: navin.punjabi@gmail.com
28	Mr Sharad Kondiba Kamble, Assistant Professor	Nootan College of Pharmacy, Kavathe Mahankal, Sangli (Affiliated to Dr. Babasaheb Ambedkar Technological University, Lonere)	Subject: Pharmaceutics Email Address: sharadkamble5@gmail.com
29	Dr Prasad Waingankar. Professor	MGM Institute of Health Sciences, Navi Mumbai	Subject: Community Medicine Email Address: hodpsmmgmmcnm@gmail.com
30	Dr Rahul Ravindra Surve, Associate Professor	MGM Medical College and Hospital, Aurangabad MGM HIS, Navi Mumbai	Subject: Community Medicine Email Address: drrahulsurve@gmail.com
31	Dr Pralhad Dattarao Bhope, Associate Professor	MSP Mandal's Shri Shivaji College, Parbhani. Dist. Parbhani 431401 Swami Ramanand Teerth Affiliated to Marathwada University, Nanded	Subject: Marathi Email Address: pralhadbhope@gmail.com
32	Dr Prashant Kadu, Principal	Abha Gaikwad-Patil College of Engineering, Nagpur	Subject: Mechanical Engineering Email Address: pskadu@gmail.com





REPORT ON TRAINING OF MASTER TRAINERS' IN CBPR

27- 29 April 2022

***Gandhigram Rural Institute (Deemed to be University)
Dindigul District, Tamil Nadu***

Southern Regional Center

***[Kerala, Karnataka, Andhra Pradesh,
Tamil Nadu,
Telangana & Puducherry]***

Table of Contents

1. Background -----	2
2. Master Trainers' Training Program (3- Day Training Workshop)	
Day 1:	
Session I: Inaugural Session-----	3
Session II: Introductory Session with Master Trainers' -----	5
Session III: Understanding Local Realities using Transect Walk and Social Mapping Method -----	6
Session IV: 1 st Field Visit -----	
Day 2:	
Session I: Debriefing of the 1 st Field Visit -----	8
Session II: Understanding Local Institutions using Venn Diagram Method -----	10
Session III: Learning about Gandhigram Institutions -----	12
Day 3:	
Session I: Understanding Local Institutions: Briefing for the 2 nd Field Visit -----	13
Session II: 2 nd Field Visit -----	14
Session III: Debriefing of the 2 nd Field Visit -----	15
Session IV: Recommendations on Assessment and Next Steps -----	16
Session V: Valedictory Session -----	17
3. Review Form Data -----	18
4. List of Resource Persons -----	21
5. Training Design -----	22
6. List of Participants -----	24

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 policy¹. 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 undergraduate and postgraduate 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.

¹https://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 CBPR. The objective for training the MTs 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. The first was held, 20th – 22nd April 2022, in the Western Regional Centre – Rashtrasant Tukdoji Maharaj Nagpur University, Nagpur. This report documents the second training workshop that was held 27th – 29th April 2022, in the Southern Regional Centre – The Gandhigram Rural Institute (Deemed to be University).

Master Trainers' Training Program (3- Day Training Workshop)

A three-day workshop was held in Gandhigram Rural Institute (GRI) (Deemed to be University), Gandhigram, Tamil Nadu to train the MT's in the CBPR methodology. The workshop was held from 27- 29 April 2022. 38 MT's from across 6 states of Southern India – Andhra Pradesh, Karnataka, Kerala, Puducherry, Tamil Nadu and Telengana had participated. Dr. Rajesh Tandon (UNESCO Chair on Community Based Research and Social Responsibility in Higher Education; Founder- President, PRIA) was the resource person and facilitator for the training workshop. During the course of the training, he 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 welcome address was delivered by Prof. K. Ravichandran (Regional Coordinator, UBA). In his address he said, 'HEIs are large repositories of knowledge, human resources, and physical resources. The input for these repositories is drawn from the community. Hence, HEIs cannot function and exist in isolation from the communities where they are located. They should cater to the overall and diverse needs of the neighbouring communities. The NEP 2020 stresses the importance of alignment of Education with the Sustainable Development Goals

(SDGs). It is learned from the field that the community outreach programmes of the HEIs have directly contributed to the achievement of SDGs at the grass-root level.

In his Inaugural Address Dr. Sethuraman (Registrar in charge, GRI) welcomed other dignitaries and the participants to GRI and said, 'A visit to GRI is always a pilgrimage and one can feel the pulse of India here in Gandhigram'. Teaching, Research and Extension are the three dimensions of education. Much before UGC came up with the concept of 'extension', Gandhigram was the first in the country to engage with the community as far as extension is concerned. Unfortunately, HEIs today have reduced their roles to mere teaching now and the focus is mostly on knowledge dissemination. More than dissemination of knowledge and generation of new knowledge, reaching out to the society in an effective manner must be the most important component of higher education. Extension is very much integrated in the curriculum at Gandhigram Rural Institute, where majority of their curriculum has a rural bias.

Moving forward, Dr. Rajesh Tandon addressed the MT's. Remembering Mahatma Gandhi's views on higher education, he shared that Gandhi once said, 'India needs such scientists and engineers who do not claim the ownership of the knowledge that they produce – it is societal knowledge and therefore it should serve the society'. He further said that in another situation, when Gandhi was asked for his views on the importance of higher education institutions towards building an independent India, he said, 'Better than the boundary walls and shining buildings, if universities can generate public support from society, they will serve their role towards nation-building'.

Reflecting on the word 'extension', he said, that this word has a meaning of a one-way communication. Therefore, he urged that we use the word 'service' when it comes to community engagement. Therefore, integrating teaching, research and service to the society are the 3 pillars of HEIs. In this context, he said that NEP 2020 has endorsed the suggestions given by the Expert Group, they are:

- Engaged Teaching – all the courses must have a component of community engagement, and not just stay limited to labs and classrooms.
- Engaged Research – research must be undertaken to address societal challenges.
- Engaged Service – to link research towards attainment of SDGs, locally.

Next, Prof. Palanidurai (Retd. Professor, GRI) was requested to deliver the Special Address in which he referred to his book called *New Rural Higher Education* and said that our education system is urban oriented, industry oriented, service oriented etc., but not transformation oriented. Nowhere in the world community engagement happened without research. It was only in Gandhigram rural Institute that it was set up for community engagement based on the Gandhian ideals where community engagement was their first role, even before education. He urged everyone to not use the term 'adopt' in the context of community engagement because villages are not orphans. We need to make them our partners in practice and in the process learn from them.

The session ended with a vote of thanks delivered by Dr. Kavitha Maithily (UBA Coordinator, GRI).



Figure 1: [Lto R] Dr. Sethuraman, Dr. Rajesh Tandon, Dr. G. Palanidurai and Dr. K. Ravichandran

Session II: Introductory Session with Master Trainers

Dr. Tandon started the session with a round of introduction of the MT's. Following the introductory round, Dr. Tandon talked about the concept of Community University Engagement and its basic principles as described in the National Curriculum Framework & Guidelines issued by UGC:

- 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;
- Community engagement should be **university and discipline wide**, not limited to a few social science disciplines alone;
- **Participation of students should earn them credits**. Therefore, it should be integrated into their assessments;
- 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**;
- 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.

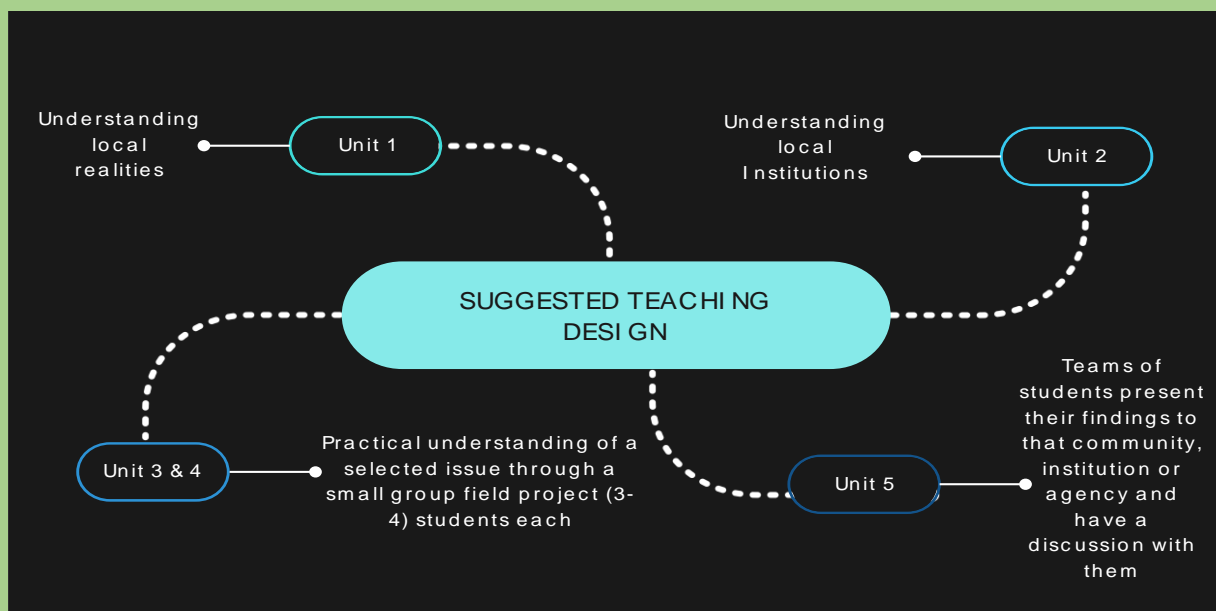
The structure of the 2-credit course has two parts:

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

The suggested teaching 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 additional materials, including schemes of state governments as well. 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 online platform and 3 hours in the field, with guidance from the teachers. Hence, teachers from all disciplines must become MT's. Once the teachers become MT's, they must perform two responsibilities – teach this course to a batch of students themselves in their own institutions and co-train future cohorts of identified teachers in teaching the course to students. This training would help the teachers to learn how they can maximise student's learnings through the CBPR methodology.



Session III: Understanding Local Realities – First Field Visit

In this session, Dr. Tandon introduced the method of *Transect Walk*. Transect walk is a familiarising method in CBPR which 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, water bodies and availability of services. The idea is to familiarize yourself with all kinds of people – young, old, male, female; streets, lanes and common facilities where people gather, playing spaces, schools, religious places etc. in order to develop a mental map of the village. In order to do so, one needs to engage in informal conversations with the local people. It helps in building rapport with community. Next, Dr. Tandon discussed the second method that was to be used during the 1st field visit – *Social Mapping* of the village. Social Mapping is a way of combining geographical map with social elements such as social houses, shops, water taps, fields, visible buildings, roads and so on.

For the purpose of this activity, 38 MT's were divided in 6 groups (4 groups comprising of 7 members and 2 groups of 5 members each). The group was divided in a way that it maintained gender balance across all groups. Each group was accompanied by a member of the UBA Executive Committee, GRI. Each group was a mix of MT's belonging to 6 different states, with a minimum of 2 Tamil speaking MT's.

Briefing for field visit:

- It is crucial that this mapping is done by the local people facilitated by 1 or 2 MT's;
- One could either use a chart paper to draw the map or use local resources available and draw the map on the ground with chalk and local ingredients such as tamarind seed, green leaves, pulses etc.;
- The idea is to generate conversation over this mapping. It is a useful way of engaging with and involving local people.

First Field Visit:

The MT's (in their respective groups) spent 1.5 hours in the identified villages where they transect walk followed by social mapping. After the MT's returned from the field, they were asked to reflect on their visit. To make note of it, they were given a white card and a pink card. On the white card they had to write what they learnt about the village and on the pink card they had to write what they learnt about their engagement process? The cards were handed to them the same day during dinner. The reflections were to be discussed next day during the debriefing session. Watch a short clip on [Transect Walk](#) and [Social Mapping](#) facilitated by the Master Trainers.

Day 2

The second day of the workshop began with the Vice Chancellor's – Dr. T. T. Ranganathan, address to the MT's. In his address he reiterated one of the basic the principle CBPR i.e. mutual respect and learning. He said when we engage with the community we must respect their culture, context, and knowledge. In this context, he mentioned that it is important that we sit with them on the floor and do not speak, just listen.

Session I: Debriefing of the First Field Visit

Dr. Tandon began the session by asking the MT's to sit in their respective groups and share their reflections (as written on the pink and white card) with their group members. They were given 10 mins to do so. It was followed by a round of sharing in which one member of each group shared their collated reflections.

Reflections from the First field visit: The reflections shared by the participants were a mix of how one should behave in the field in terms of conducting oneself and how one should facilitate the discussion. Some points to remember are:

How does one conduct oneself?

- Sit on the floor with the community;
- Divide roles;
- Do not talk amongst each other/ on mobile;
- Empathise not sympathise;
- Don't preach/ don't advice/ don't offer solutions;
- Avoid gifts giving in first visit¹;
- Don't take photos without permission.

How does one facilitate discussion?

- Keep all your senses open;
- Keenly observe and involve a local person from the community for the transect walk;
- Mobilise in team, not individually;
- Use an inclusive approach - invite them to participate;
- Familiarise with people - have a conversation and let it flow;
- It is crucial that the local community members hold the pen while drawing social map;
- Where to begin- which section to approach first. All villages have caste and class hierarchies. We must ensure that we start the conversation with people at the periphery/ margins, to make ourselves more approachable.

Similarly, before the teachers take the students to the field, they need to brief them for about 20 mins about what they need to do in the field. The groups must be divided in a way that it ensures gender balance. The students must spend 1.5 hours in the field. Immediately after returning from the field the teachers must give students sometime to reflect on their visit – their learning about the field and the process. They must reflect individually. Then during the debriefing session, they must share their reflections with everyone for the purpose of shared learning.

A quick ice-breaker activity was facilitated by one of the participants. The purpose of an ice-breaker is to change the structure of the discussion – people move around and meet new people gather information such as interests and hobbies of people and so on. It is important to do such small activities as a refresher/ energisers in between longer sessions to break the monotony of the discussions.

In the next activity, a ‘marketplace’ space was created where the MTs were asked to display their Social Maps on the wall and take a walk around the room observing each other’s charts. This method was effective in terms of time management. After 10 mins of observation, the groups returned to their respective tables. They were asked to reflect upon the similarities and differences between the social maps.

Principles Derived from the Debriefing:

- Observe with an open mind and make notes, don’t be judgemental;
- Collect as much information as possible through transect walk but do not be in a rush to use popular PRA tools – it is a premature stage to be engaging in analysing the data through these tools;
- Focus on developing rapport with the community through conversation – do not overwhelm them with list of questions but engage in a spontaneous conversation and then take it from there; show interest in their lives as opposed to your questions;
- Complete information may or may not be fully represented on the charts, but through discussions in the debriefing session one can present those details;
- The method used in presenting this data – marketplace, is an effective method to have discussion in a shorter period. Similar creative methods can be used to make the process interesting given the time availability.





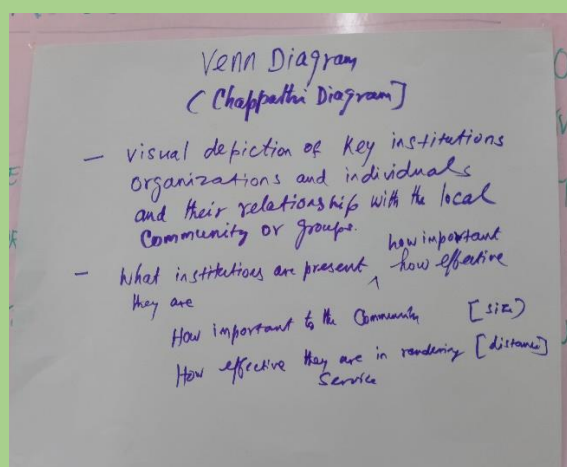
Session II: Understanding Local Institutions using Venn Diagram/ Chapati Diagram Method

There are three category – Statutory Organisation, Community Based Organisations and Program related Organisations. One of the frequently used methods to understand the functioning, accessibility, and effectiveness of these local institutions is the Venn Diagram/ Chapati Diagram. This method was demonstrated by Dr. K. Manikandan (Professor, GRI) with a group of MTs where he was the facilitator and MTs represented the community members. The same exercise was repeated with another of MT's where one of them was the facilitator and the rest posed as community members.

Process:

- Introduce yourself to the community and also request them to do so;

- The task is to only facilitate the discussion through the Venn diagram exercise. One of the facilitators must take notes of any differences of opinion, if any, throughout the discussion;
- Call for some volunteers and form groups. The first step is to ask them to make an inventory list of the institutions in the community such as SHGs, Gram Panchayat, Anganwadi, Primary Health Centres, Schools, Water Committees and so on;
- Once the list is prepared, the next step is to ask them to categorise the identified institutions in terms of their importance to the community and accessibility² and effectiveness. It is important to note that this categorisation needs to be done through conversation to develop a common agreement;
- After the categorisation is complete, give them the Venn diagram charts of different sizes. Explain the importance of the sizes of the chart – the biggest circle denotes the most important institutions while the smallest denotes the least important ones;
- According to the identified categorisation, the community members must label the circles with the names of the institutions. After labelling the circles, the community members, with common consensus, must place the circles on the floor keeping the accessibility of those institutions in mind. It is important to note that, while the size denotes importance, the distance (placement of the circles) denotes accessibility/ effectiveness;
- Once the cards are placed, the facilitators must leave the cards as is and give time to group members to reflect and then they can start the discussion on why they feel that a particular institution is not accessible/ effective or more accessible/ effective? The conversation can then flow as per the context.



² Note: accessibility not in terms of physical distance. It is about mental accessibility and about being able to get services with dignity.



Students must be encouraged to do a similar exercise with the different members of the community. While this exercise can be done with the users/ beneficiaries of the services, it can also be done separately with the service providers.

The data collected through this process reflects the experiences of the community vis-à-vis the institutions and its services. This knowledge may lead to appropriate action that maybe needed to address the concerns that may arise out of the discussion. This exercise must be used as an entry point to get to know the community and not derive conclusive evidence.

Session III: Learning about Gandhigram Institutions

In this session, the MT's visited various Gandhigram Institutions to familiarise themselves with the Model of Community Engagement and Institutionalised Intervention Strategies for Rural Development. During their visit, Dr. Shiv Kumar (Managing Trustee of Gandhigram Trust) about the history of Gandhigram Trust.

The institutions visited are as follows:

- Gandhi Museum
- Centre for Rural Energy
- Museum of Constructive Program
- Sowbhagya Illam – children's home
- Khadi and Village Industries – production units
- Sevikashram – special school for destitute and women
- Lakshmi Seva Sangam – siddha unit



Day 3

Session I: Understanding the Local Institutions: Briefing for the Field Visit

In this visit to the field, the MT's had to do an in- depth study of any one of the local institutions in the respective villages. In this session, Dr. Tandon discussed that when one engages in an in- depth study, they must try to understand the history of the institutions, its structure, functions, external linkages and so on.

The fundamental principle of CBPR is 'knowledge sharing'. So all the data that one gathers from the community through this exercise, must be presented back to them. While one presents the data back to the respective groups of the community, one needs to be mindful of the language and vocabulary that is being used. It must be presented in their local language so that it can be easily understood by them.

The following methods were discussed to present the data to the community:

- Role play;
- Arts based methods like music/ poetry;
- Drawing/ collage making;
- Graphs/ power point presentations;
- Through photos and short video clips.

It is important to note that we must give time to the community to reflect and give their inputs to validate the data. It is their knowledge; therefore, they need to have the ownership. This process catalyses thinking and action.

After the session, the MT's went for the field visit in their respective groups. Each group was assigned a particular institution. The list is as follows:

- Group 1 – Reddiarchatram Sustainable Agriculture Producer Company
- Group 2 – Dharmathupatti Kulumai Women Self-help Group Federation
- Group 3 – Kannimanuthu Village Panchayat
- Group 4 – Kondamanaikenpatti Creche (Under Rajiv Gandhi National Creche Scheme)
- Group 5 – Thadikommu Primary Agricultural Cooperative Credit Society
- Group 6 – Kalikkampatti Agripreneurs and Organic Farm

Session II: Second Field Visit

The groups visited the respective institutions; the visit was for around 1.5- 2 hours. Immediately after the groups returned from village, they were asked to sit in their respective groups to collate all the information and prepare their presentations for the debriefing session.





Session III: Debriefing of the Second Field Visit

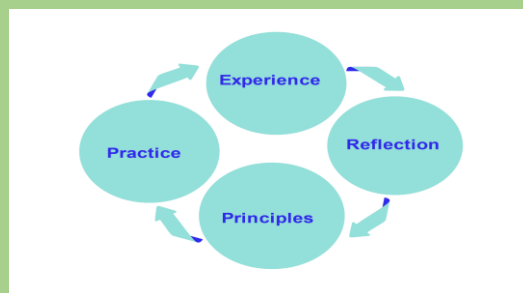
In this session, the task was to present the collated data in a creative way as discussed during the briefing session. While some groups used role play method, others used panel discussion method, some presented in the form of a musical program, some made short video, and some used a collage of photos from the field. It is important to make the presentations creative to make it interesting and interactive. The session was followed by a small session on *experiential learning*.





When the teacher's take the students for this visit as part of module 2 (Understanding Local Institutions), they must brief the students before the visit and give them time to reflect. Debriefing the field visit, using one of the methods as discussed earlier, is the most important component of the entire exercise as it enables a better understanding and shared learning among the participants.

Experiential Learning: In experiential learning, we start with an *experience*. It is imperative that we reflect on that experience, as the second step. If we don't reflect, the exercise of field visit will become tourism and learning may or may not happen. We must reflect individually and then with the group as a way of shared learning. These *reflections* produces *principles* – in everyday life these are our do's and don'ts. Once we get the principles, we use those principle in our *practice*. Reflections help us refine our principles. Experiential learning is a fundamental principle of CBPR.



Session IV: Recommendations on Assessment and Next Steps

In this session, the MT's were asked to give their inputs and share some recommendations on the assessments aspect of the two credit course. One of the concerns that was shared was the need for an urgent letter with relevant guidelines, to all Principals and Vice Chancellors, so that they can get all the internal approvals by BOS urgently. The letter must specify that the teachers will have the necessary back up from their institutions for them to do these trainings.

The program support must be decentralised district wise. It should make it clear that the students will be assessed only when the students complete their field visits.

The suggestions for assessment were as follows:

- The students need to maintain a field diary;
- In addition to submitting field diary, students must be assessed based on submission done to the community and local authorities. The community must be involved in the assessment process as they are the primary stakeholders in this process;
- Community input in the assessment process should be made valuable and this will also motivate them to participate;
- The teachers must not assess the students on the basis of the depth of analysis but how they behaved in the process, their understanding of the context, appreciation of the realities, and the constraint in which they worked;
- Assessment should be based on the field diary + their reflection + group project
- Assessment should be based on a short report of the field visit, and community-based engagement and outcome of the project.

Session V: Valedictory Session

In his welcome address at the Valedictory, Dr. K. Ravichandran (Regional Coordinator, UBA) said, ‘The world is facing unprecedented challenges, and this requires universities to be bold and to think critically and innovatively’. Dr. Nirmala Alex (Assistant Professor, Stella Maris College, Tamil Nadu) and Dr. Nitin S. N. (Assistant Professor, K.L.E.S Jagadguru Gangadhar College of Commerce, Karnataka) shared that the biggest learning for them was that we must respect the community knowledge and culture. For this it is important to shed the hitherto vocabulary of ‘adopting the villages’ rather look at them as ‘partners’ in the process where the learning is mutual. Dr. Nitin also mentioned that he was awestruck with the simplicity that he experienced. He said, ‘I cannot digest the simplicity that I have experienced here because it is very difficult to have a simple in lifestyle these days’.

Taking the valedictory session forward, Prof. G. Palanidurai (Retd. Professor, GRI) was invited to deliver the Presidential Address. In his address he said, ‘Participatory Research is not just a methodological nuance but a principle in itself’. It revolves around truth, simplicity, and humility. It requires a sense of equality, and it leads to self- transformation. It teaches us to listen, with respect, to the neglected voices. Participatory practices have the power to transform individuals. Addressing the MTs, he said, once they learn CBPR they will be equipped to not only transform the lives of their students but million others. It will enable a ‘new consciousness’ to emerge which in turn creates a lot of changes in the world.

Dr. N. Markandan (former Vice Chancellor, GRI) urged the participants to think about various ways to make our HEIs meaningful. If our HEIs fail to work towards developing their surroundings, the HEIs will fail to serve its purpose. In this context, he quoted Gandhi: *‘In this structure composed of innumerable villages there will be ever widening, never ascending circles. Life will not be a pyramid with the apex sustained by the bottom. But it will be an oceanic circle whose centre will be the individual always ready to perish for the village, till at last the whole becomes one life composed of individuals, never aggressive in their arrogance, but ever humble, sharing the majesty of the oceanic circle of which they are integral units’*. Dr. Markandan concluded by saying that without making higher education meaningful, development is not possible.

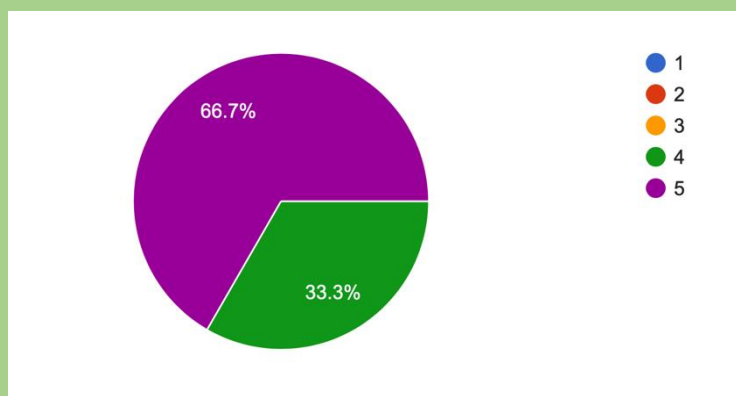
In his closing remarks, Dr. Tandon (UNESCO Chair on CBR - SR in HE; Founder- President, PRIA) said that the inspiration of Gandhigram and the motivation of all the participants has given him a hope that sooner than later socially responsible students and faculty will change the face of this country.

The session concluded with a vote of thanks delivered by Dr. Kavitha Maithily.

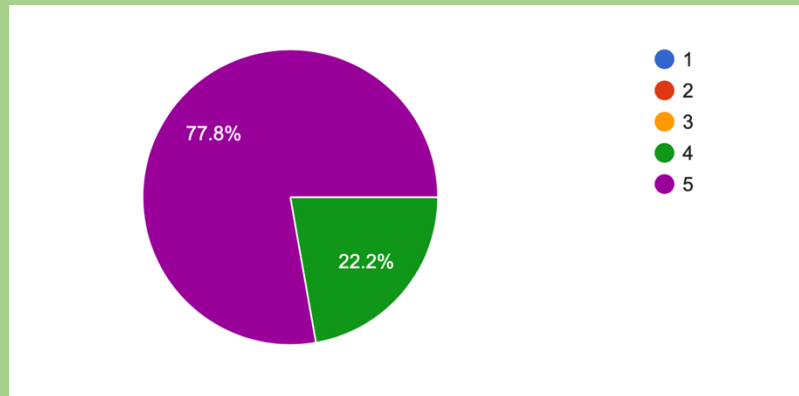
Prof. K. Ravichandran circulated a link to the Review Form for the participants to share their feedback about the three- day workshop to make it better for future. Immediately after the submission of the Review Form, certificate distribution ceremony began.

Review Form Data

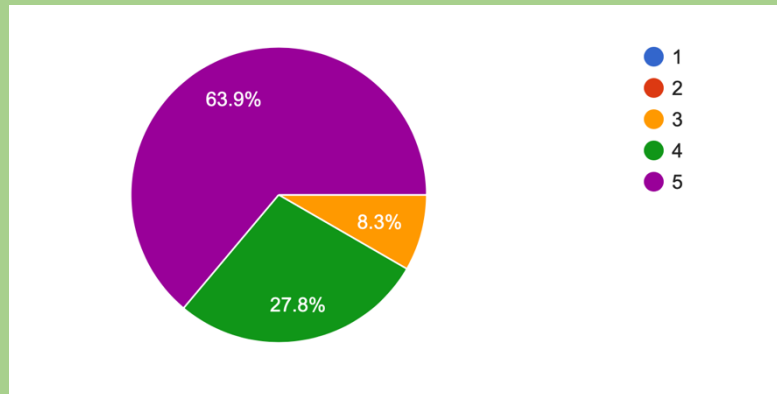
1. To what extent did the workshop achieve the learning objectives? (1: Lowest Value; 5: Highest Value)



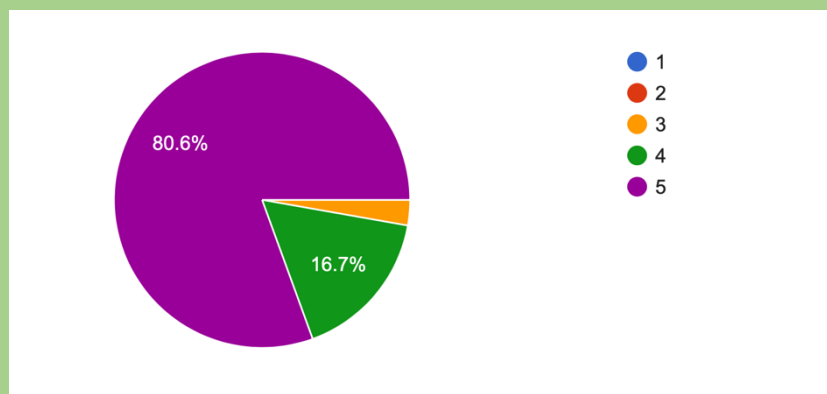
2. To what extent were you able to learn about the use of CBPR methodology?



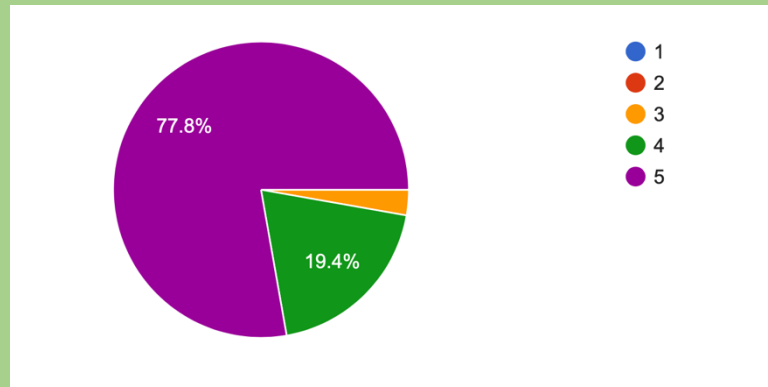
3. How confident do you feel in teaching the two- credit course in your institution?



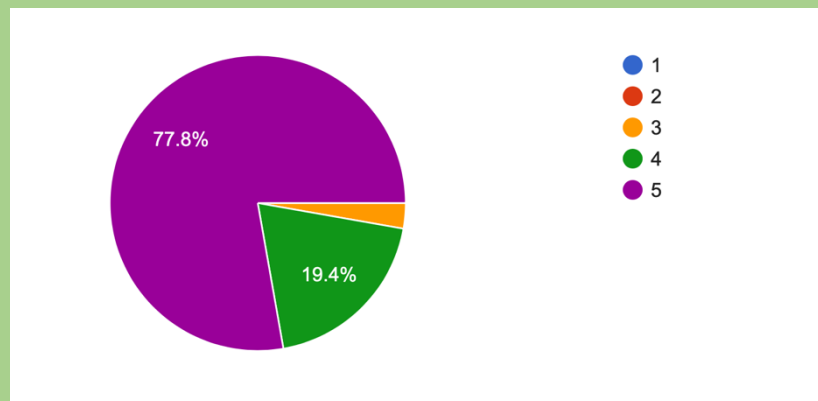
4. How effective was the field- based learning design used in this workshop?



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 about the Resource Persons.

- Dr. Tandon is an ocean of knowledge. He made the learning process very interactive, interesting and easy for us;
- He was very down to earth and active in his role.
- His approach towards content delivery was very effective and satisfactory.

8. Your suggestions for improving the workshop.

- The duration of the workshop should be between 5 to 7 days to ensure effective learning. Three days is a bit rushed – need more days in the field;
- Need to add sessions on the theory of CBPR methodology, more methods need to be taught;
- Must add 2 more resource persons;
- The role of the institutions in implementing CBPR must be explained;

- Need to execute the current format meticulously in future - the current schedule is tough. The hours of the training should be reduced;
- Field work should be scheduled for evenings given the hot weather;
- Need periodical trainings and follow up.
- The complete program can be organised in the village;
- The fields need to be closer to the training venue;
- Need to assign district co-ordinators to appraise the flow of the programmes.

9. Any additional comments/ suggestions:

- We must focus on solving the problems of the communities;
- Suggest some books, articles, tools and websites for reference;
- Link all aspects of the training content to the SDGs;
- UGC must provide certificate for 5 days including the 2 online module and 3- day face to face training workshop;
- UGC must maintain a database on their website about list of certified MT's so that other institutions who are planning to conduct CBPR training workshops can approach these MT's;
- Teachers need support from UGC in terms of guidelines to mandate students to enrol for this 2- credit course. It must be made clear that if students do not do field work, they will fail the course. Field engagement is a must. A mandatory guideline from UGC will help in this regard.

List of Resource Persons

Sl. No.	Name	Designation
1.	Dr. Rajesh Tandon	UNESCO Chair on CBR- SR in HE Founder- President, PRIA Expert Group Member, UGC\
2.	Prof. G. Palanidurai	Expert in Panchayati Raj Former Professor at GRI
3.	Ms. Neha S Chaudhry	India Co-ordinator, UNESCO Chair on CBR- SR in HE

Training Design

Day 1 – 27 April 2022 (Wednesday)

Time	Programme
07.00 -07.30 am	Tea
08.00 -09.30 am	Breakfast and Registration
09.30 -10.30 am	Inauguration
10.30 -10.45 am	Tea Break
10.45 -11.45 am	Self-Introduction by Participants
11.45 -12.45 pm	CBPR - Role of Master Trainers Facilitators: Prof. Rajesh Tandon Prof.G.Palanidurai Prof.K.Ravichandran Ms. Neha S Chaudhry
12.45 -02.00 pm	Lunch Break
02.00 -04.00 pm	Visit to Gandhi Museum, Energy Centre and other units at GRI
04.00 -04.15 pm	Tea Break
04.15 -08.00 pm	Field visit-1 (GRI adopted villages) Group 1 Chettiyapatti Group 2 Valayapatti Group 3 Jathigowdanpatti Group 4 Ernakampatti Group 5 Kottaipatti Group 6 Kalikkampatt
08.00 -09.00 pm	Dinner

Day 2 – 28 April 2022 (Thursday)

Time	Programme
07.00-07.30 am	Tea
08.00-09.00 am	Breakfast
09.00-11.30 am	Debrief of field visits (Group wise) Facilitators: Prof. Rajesh Tandon Prof. G. Palanidurai Prof. K. Ravichandran Ms. Neha S Chaudhry
11.30-11.45 am	Tea Break
11.45-12.45 pm	Understanding Community-based Participatory Research: Principles & Practices / Selection & Use of CBPR Methods in Field Visits

	Facilitator: Dr.Rajesh Tandon
12.45-02.00 pm	Lunch Break
02.00-06.00 pm	Visiting Gandhigram Institutions: (To familiarize with the Gandhigram Model of Community Engagement and Institutionalized intervention strategies for Rural Development) - All Groups
08.00-09.00 pm	Dinner

Day 3 – 29 April 2022 (Friday)

Time	Programme
07.00-07.30 am	Tea
08.00-09.00 am	Breakfast
09.00-11.30 am	Field visits -3 Individuals, Groups and Institutions who serve as Development agents / administration of the village economy: Group 1 Reddiarchatram Sustainable Agriculture Producer Company Group 2 Dharmathupatti Kulumai Women Self-help Group Federation Group 3 Kannimanuthu Village Panchayat Group 4 Kondamanaikenpatti Creche (It is functioning under Rajiv Gandhi National Creche Scheme) Group 5 Thadikommu Primary Agricultural Cooperative Credit Society Group 6 Kalikkampatti Agripreneurs and Organic Farms
11.30-11.45 am	Tea Break
11.45-12.45 pm	Debrief of field visits (Group wise) Facilitators: Prof. Rajesh Tandon Prof. G. Palanidurai Prof. K. Ravichandran Ms. Neha S Chaudhry
12.45-02.00 pm	Lunch Break
02.00-03.00 pm	Plan of Action for Master Trainers Facilitators: Prof. Rajesh Tandon Prof. G. Palanidurai Prof. K. Ravichandran Ms. Neha S Chaudhry
03.00-03.30 pm	Feedback and Reporting
03.30-03.45 pm	Tea Break
03.45-05.00 pm	Valedictory Session

List of Participants

Sl. No	Name	Name of the College/ University	Subject/ Email Id	State
1.	Mr. B. Srinivasa Rao, Lecturer	CSTS Government, Kalasala Adikavi Nannayya University	Economics Email: greencnu@gmail.com	Andhra Pradesh
2.	Mr. M. Janakiram, Assistant Professor	PACE Institute of Technology and Sciences	MBA, Email: mjrdesignthinker@gmail.com	Andhra Pradesh
3.	Dr. S. Venkateswarlu, Coordinator	KL University	Rural Development Activities, Email: drkcsvenkat@kluniversity.in	Andhra Pradesh
4.	Dr. V. Sreemannarayana Murthy, Assistant Professor	Andhra University	Sociology, Email: sreemanv@gmail.com	Andhra Pradesh
5.	Mr. Nitin S. N, Assistant Professor	K.L.E.S Jagadguru Gangadhar College of Commerce	Commerce Email: nitin.ane.13@gmail.com	Karnataka
6.	Dr. Sreedhara Payappa Dharanappanavar, Professor	Kristu Jayanti College	Hindi Email: sreedharpd@kristujayanti.com	Karnataka
7.	Dr. Laxmi Tellur, Assistant Professor	BLDE (DU)'s Shri B.M. Patil Medical College	Community Medicine Email: laxmi.tellur@bldedu.ac.in	Karnataka
8.	Dr. Kishore Selva Babu, Assistant Professor	CHRIST (Deemed to be University)	English Email: Kishore.babu@christuniversity.in	Karnataka
9.	Dr. Eshwari K, Assistant Professor	Manipal Academy of Higher Education	Community Medicine Email: eshwari.k@manipal.edu	Karnataka
10	Dr. Jobi Babu, Assistant Professor	Marian College	Social Work Email: jobi.babu@mariancollege.org	Kerala

11	Dr. Salini. K, Assistant Professor	Vimala College, Thrissur	Commerce/Finance Email: drsalini@vimalacollege.edu.in	Kerala
12	Dr. E. Julie, Assistant Professor	Providence Women's College	Zoology Email: julie.ajai@gmail.com	Kerala
13	Dr. Binu T. V., Assistant Professor	St. Joseph's College, Thrissur	Botany Email: binuabin2011@gmail.com	Kerala
14	Gigy J. Alex, Assistant Professor	Indian Institute of Space Science and Technology	Department of Space Email: gigy@iist.ac.in	Kerala
15	Mr. Hareendran P, Assistant Professor	Kannur University	Tribal and Rural Studies Email: hareendranp@kannuruni.ac.in	Kerala
16	Dr. Rameshkumar.C, HOD	Acharya Arts and Science College	Commerce Email: prof.rameshkl@gmail.com	Puduchery
17	Dr. S. Mayilvaganan, Assistant Professor	A.V.C. College	Commerce Email: yesyemvee@gmail.com	Tamil Nadu
18	Dr. S. Balamurugan, Assistant Professor	Poompuhar College	Commerce Email: drsamybala@gmail.com	Tamil Nadu
19	Dr. V. Renugadevi, Assistant Professor	Vellalar College for Women	Commerce Email: vrenuvcw@gmail.com	Tamil Nadu
20	Dr. R. Uma Maheswari, Assistant Professor	Arulmigu Palaniandavar Arts College for Women	Zoology Email: drsumamaheswari@gmail.com	Tamil Nadu
21	Dr. N. Uma Sangari, Assistant Professor	SFR College	Physical Chemistry Email: umasangariselvakumar@gmail.com	Tamil Nadu
22	Dr. A. Jayaraman, Assistant Professor	Sri Ramakrishna Mission Vidyalaya College of Arts and Science	Social Work Email: ajraman2010@gmail.com	Tamil Nadu

23	Dr. P. Pitchaimuthu, Assistant Professor	Government Arts College(A), Salem	Cooperation Email: pitchaimuthu.coop1976@gmail.com	Tamil Nadu
24	Dr. Savitha A. R, Assistant Professor	Sree Ayyappa College for Women	English Email: savithaar@sreeayyappacollege.com	Tamil Nadu
25	Dr. B. Kaleeswaran, Assistant Professor	A.V.V.M Sri Pushpam College	Zoology Email: zookaleesh@gmail.com	Tamil Nadu
26	Dr. Nirmala Alex, Assistant Professor	Stella Maris College	Social Work Email: nirmalaalex@stellamariscollege.edu.in	Tamil Nadu
27	Dr. G. Gopalarama Subramaniayn, Professor	Saveetha Engineering College	Mechanical Engineering Email: gopal@saveetha.ac.in	Tamil Nadu
28	Mr. R. Balamurugan, Assistant Professor	Anna University Regional Campus- Coimbatore	Renewable Energy Systems and Power Electronics Email: prof.rbalamurugan@gmail.com	Tamil Nadu
29	Dr. Sakthi. G, Associate Professor	Hindusthan College of Engineering and Technology	Computer Science and Engineering Email: sakthi.cse@hicet.ac.in	Tamil Nadu
30	Dr. R. Praveena, Assistant Professor	Bannari Amman Institute of Technology	Chemistry Email: praveenar@bitsathy.ac.in	Tamil Nadu
31	Dr. T. S. Asta Eshwaran, Assistant Professor	Sarada Krishna Homeopathic Medical College	Materia Medica Email: dr.astaeshwar@gmail.com	Tamil Nadu
32	Dr. S. Kavitha Maithily, Associate Professor	The Gandhigram Rural Institute- Deemed to be University	Home Science Extension Email: skavithamaithily@gmail.com	Tamil Nadu
33	Dr. K. Manikandan, Assistant Professor	The Gandhigram Rural Institute- Deemed to be University	Participatory Research and Development	Tamil Nadu

			Email: krish_drmani@rediffmail.com	
34	Dr. S. K. Balashanmugam, Assistant Professor	Central University of Tamil Nadu	Law Email: balashanmugam@cutn.ac.in	Tamil Nadu
35	Dr. K. Rajamannar, Assistant Professor	Manonmaniam Sundaranar University	Commerce Email: mannar1977@gmail.com	Tamil Nadu
36	Dr. Ashok Bhogi, Assistant Professor	VNR Vignana Jyothi Institute of Engineering and Technology	Physics Email: ashok_b@vnrvjiet.in	Telangana
37	Dr. P. Ramachandra Gopal, Assistant Professor	NIT Warangal	Operations Management Email: prcgopal@nitw.ac.in	Telangana
38	Dr. J. Ravi Kumar, Associate Professor	Osmania University	Commerce Email: rkjastiou@gmail.com	Telangana





REPORT ON TRAINING OF MASTER TRAINERS' IN CBPR

Eastern Regional Centre

(Odisha, Sikkim, Bihar, Jharkhand, West Bengal)

CENTRAL UNIVERSITY OF ODISHA, KORAPUT

07-09 JUNE 2022



Table of Contents

1. Background	3
2. Master Trainers' Training Program (3- Day Training Workshop)	
Day 1:	
Session I: Inaugural Session	4
Session II: Introductory Session with Master Trainers'	7
Session III: Understanding the Principles of CBPR and UGC's Two- Credit Course Content & Structure	9
Session IV: Understanding Local Realities using Transect Walk and Social Mapping ---	10
Session V: First Field Visit	11
Day 2:	
Session I: Presentations and Debriefing of First Field Visit	12
Session II: Second Field Visit - Institutional Mapping	13
Session III: Debriefing of Community Engagement	14
Session IV: Cultural Tribal Dance Performance	15
Day 3:	
Session I: Understanding Language and Culture as form of Knowledge: Talk by Prof. Panchanan Mohanty	16
Session II: Presentations and Debriefing of Second Field Visit	17
Session III: Learning CBPR Method - Venn Diagram/ Chapati Diagram and Experiential Learning	18
Session IV: Recommendations on Assessment and Next Steps	19
Session V: Valedictory Session	20
3. Review Form Data	23
4. List of Resource Person	26
5. Training Design	27
6. List of Participants	28

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 policy¹. 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-19 pandemic and responses by students, faculty, and staff of HEIs during the same have been incorporated in this revision. The NEP 2020 endorses the 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

¹ https://www.ugc.ac.in/pdfnews/1906947_Revised-Draft-Framework-in-the-light-of-NEP-2020.pdf

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.

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 three such trainings have been conducted – the Western Regional Centre (20th – 22nd April 2022) at the Rashtrasant Tukdoji Maharaj Nagpur University, Nagpur; and the Southern Regional (27th – 29th April 2022) at The Gandhigram Rural Institute (Deemed to be University). This report documents the third training workshop that was held from 7th – 9th June 2022, in the Eastern Region at the Central University of Odisha.

Master Trainers' Training Program (3- Day Training Workshop)

A three-day workshop was held in the Central University of Odisha (CUO), Koraput to train the MT's in the CBPR methodology. The workshop was held from 7th – 9th June 2022 where 32 MT's from across 5 states of Eastern India – Odisha, Sikkim, Bihar, Jharkhand, and West Bengal had participated. Dr. Rajesh Tandon (UNESCO Chair on Community Based Research and Social Responsibility in Higher Education; Founder-President, PRIA, New Delhi), Mr. Binoy Acharya (Founder-Director, UNNATI, Ahmedabad), and Mr. Jagadananda (Mentor & Co-Founder, Centre for Youth and Social Development) were the 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 Ms. Nikita Rakhyani (Youth Engagement Lead, PRIA)

Day 1

Session I: Inaugural Session

The session was moderated by Dr. Minati Sahoo (Assistant Professor and HoD, Department of Economics), who on behalf of the Central University of Odisha, welcomed all the participants and the resource persons to the Training of Master Trainers' program. In her address she quoted Joseph Stiglitz – *Development is about transforming the lives of people, not just transforming economies*. Community development is a process where community members come together to take collective action and generate solutions to common problems. Anything dealing with people working together to make the community better can be called Community Development, including the social or economic needs. Community Based Participatory Research (CBPR) is a partnership approach to research that equitably involves community members, organizational representatives, researchers, and several other stakeholders, in all aspects of the research process, where all partners contribute their respective expertise in the decision-making and ownership. CBPR aims to increase knowledge and understanding of a given phenomenon and to integrate the knowledge gained with interventions for the policy or social change benefiting the community members.

Further, she invited Dr. Ramendra Kumar Parhi (Regional Coordinator for Eastern Region) to deliver the welcome address. Dr. Parhi welcomed the various dignitaries and participants who had joined. He said, 'The National Education Policy (NEP) 2020 emphasizes on community engagement as part of regular learning'. However, we do not have any specific curriculum for teaching students the same. This is the reason why the UGC Subject Expert Group has recommended the teaching of a two-credit course on Community Engagement. This training program intends to capacitate the teachers with the knowledge and skills required for teaching this course to students at Undergraduate and Masters levels.

Dr. Parhi invited Prof. S.K. Palita (Vice-Chancellor, CUO) to facilitate the discussion further. He said, the MT's are going to be future trainers, and thus, it is important for them to use these three days wisely. He invited Prof. Rajnish Jain (Secretary, UGC) for delivering the Inaugural Address. In his address, he said, face-to-face training is very important and different from digital interactive. The young boys and girls who are going to be the future of tomorrow, need to be guided, mentored, and sensitized in the right direction. Until and unless they connect with the community at the grassroots level, they won't understand their lived realities. The youth are going to turn into future policymakers, social entrepreneurs, social workers, etc., and having this understanding is very useful and impactful. The role of MT's is very important, and their efforts are very valuable. He further mentioned, 'The efforts of MT's will be duly recognized as per the UGC recommendations and will be considered as a career advancement opportunity. In addition, this will be given due weightage for promotion. However, the most important part is that all of us are getting an opportunity to develop our competencies to do something for the society.'

Next, Prof. Palita, in his inaugural address expressed his gratitude for organizing this program in Koraput at the CUO. This is the Santhal University of Odisha, and more than 50% of tribals stay here. He said, 'The experts who have joined us today have backgrounds and experiences of engaging with communities.' India is now being recognized global, knowledge, and economic power. In addition, despite various schemes and initiatives like NSS, students are not able to connect with the community as they should. NEP 2020 emphasizes linking development with community engagement. Things are changing (climate change, patterns of livelihood), and these need to be adapted through education.

Moving forward, Dr. Rajesh Tandon addressed the MT's. Reflecting on the journey from the airport, he said, 'Those people who have protected and preserved their region, water bodies, forests, and greenery, must have been very knowledgeable. If they were not, all this would have disappeared.' The purpose of UGC's initiative on Fostering Social Responsibility is for young students of all disciplines to be able to find a way to learn and respect people. The first batch of MT's will not only enable these students to learn but also train other teachers.

Dr. Ujwala Chakradeo, in her address, said this journey has the potential to change the entire life of students once they learn about the values of engaging with society. As we are sharing the methods of experiential learning with students, with every experience, we are changing. This experiential learning involves using all the senses. One of the important aspects of education is to make changes in yourself and gradually in society. This is the moment where educational institutions and students become part of society, learn from them, and be able to link their education with the same. It is also the responsibility of MT's to play their role as co-learner in this entire process to understand how the transformations happen.

Next, Dr. Kamal Bijlani said, 'We need to transform accumulation and greed to what we need.' Programs like these where we work with communities around social areas impact our hearts and soul, and we learn many things intellectually.

Mr. Binoy Acharya in his address stated, 'After long years of wait, UGC is recognizing Participatory Research in the mainstream curriculum.' Participatory Research, over the years, has developed globally, however, in India, it has somehow remained with the Civil Society Organizations. The 1980s – 1990s were the glorifying years of Participatory Research in India and was also identified by the Government. Later, it started losing its interest, and now it's a pleasure to see the interest it has started gaining again. Classroom teaching should follow the principle of participatory research and training. He further said, 'I am delighted that we are breaking the barriers and exploring new ways of knowing.' The academic institutions these days are not creating research that is transformative in nature - which leads to societal change.

Mr. Jagadananda, in his address, shared that learning is never one-sided. It is always co-creation, and over the next four days, all of us will be co-creating something. Through this training program, we are trying to achieve various goals. Firstly, young learners need to start thinking about being involved in societal learning. Secondly, through this exercise we need to build a

world of empathy, to learn to sensitize ourselves to the hope and dreams of the community. Thirdly, this is a program that is going to transform the students into active citizens by connecting students with the community. Lastly, this is going to be a cathartic journey of knowing each other and the community.

The session ended with Prof. S.K. Palita concluding remarks and a vote of thanks delivered by Dr. Debabrata Panda (Assistant Professor, Biodiversity and Conservation of natural resources)



[Lto R] Mr. Jagadananda, Mr. Binoy Acharya, Prof. S.K. Palita, Dr. Rajesh Tandon, and Dr. Ramendra Kumar Parhi

Session II: Introductory Session with Master Trainers'

This session began with a round of introductions of the MT's. In this session, the MT's were asked to share the educational discipline and also the reason for joining this training. MT's represented diverse educational backgrounds such as Anthropology, Engineering, Computer Science, Life Sciences, Education, and Agriculture, among others.



Reasons shared by the MT's for participating in the Training Programme:

- To learn more about the MT's training process (roles and responsibilities)
- To learn ideas for planning a newer project for communities
- To learn more about the communities and community engagement
- To learn ways to teach students about community engagement
- To understand if research is contributing to the lives of people
- To develop capacities for appreciating communities' wisdom and practices to further link it to the real issues
- To support students in learning about lived realities

The discussion was concluded by Mr. Acharya, who emphasized the idea of being relevant to the community. He said that it is important for us to reflect on why we are in such a hurry to change the community. Before we do that, we need to be sure if the community has accepted us? As participatory research practitioners, we need to understand ways by which our research can help communities to take the '*stick in their hands*'. The CBPR methodology promotes transformative change so that knowledge is spontaneously created. Participatory Research allows people to ask questions and bring transformative change.

This was followed by a short presentation by the representatives of Dhan Foundation, Pragati, and Foundation for Ecological Security. They gave a brief overview of their work and communities which the MT's would be visiting for their field work, during the three-day workshop.

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

Following the introductions and the experience of MT's with CBPR, Dr. Tandon emphasized on the basic principles of Participatory Research. He said that we must understand that knowledge resides in people's experiences. Therefore, 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:

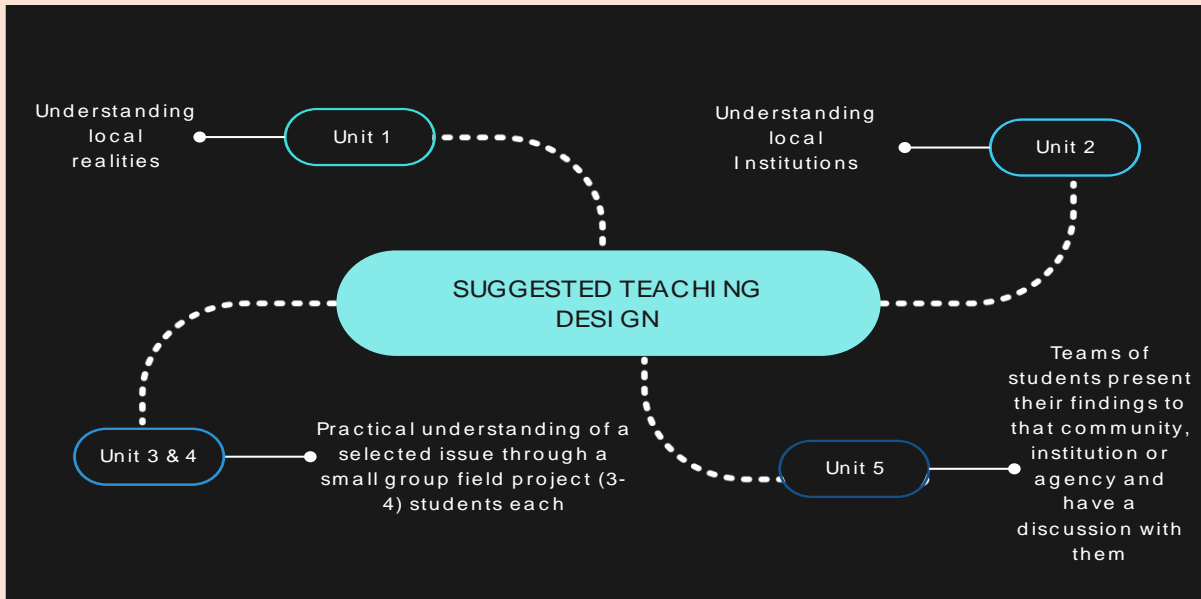
- (i) Community engagement is all about **mutual learning and respect**. While community learns from students and faculty engaging with them, students and teachers should also learn from community knowledge and experiences;
- (ii) Community engagement should be **university and discipline wide**, not limited to a few social science disciplines alone;
- (iii) **Participation of students should earn them credits**. Therefore, it should be integrated into their assessments;
- (iv) 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**;
- (v) 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.

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, 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 online platform and 3 hours in the field, with guidance from the teachers. Hence, teachers from all disciplines must become MT's. Once the teachers become MT's, they must perform two responsibilities – teach this course to a batch of students themselves in their own institutions and co-train future cohorts of identified teachers in teaching the course to students. This training would help the teachers to learn how they can maximize student's learnings through the CBPR methodology.

Session IV: Understanding Local Realities

- Learning CBPR Method – Transect Walk

This session was co-facilitated by Dr. Tandon and Mr. Acharya. They introduced the method of Transect Walk. Transect walk is a familiarizing method in CBPR which 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, water bodies and availability of services.

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

- *Learning CBPR Method - Social Mapping*

Next, the method of Social Mapping of the community was discussed. Social Mapping is a way of combining geographical map with social elements such as houses, shops, water taps, fields, visible buildings, roads and so on. For any participatory exercise, social mapping is essential.

Click [here](#) for the short video clip of the Master Trainers facilitating Social Mapping.

Briefing for field visit:

- Transect walk should be done along with the community members;
- Mapping is an interactive way of engaging community people and understanding the issue from their lens.
- Though charts have been provided for mapping, try to use locally available resources (chalk, seeds, leaves, sticks, leaves, etc.) and draw the map on the ground. The map can be redrawn on chart paper for documentation and learning purposes;

Session V: First Field Visit

The MT's were divided into groups in a way that maintained gender, geographical, and disciple balance. In their respective groups, they spent around 1.5 - 2 hours in the two identified villages. They did the transect walk, followed by social mapping. After the field visit, MT's were asked to collate all the information and prepare their presentations for the debriefing session.



Day 2

Session I: Presentations and Debriefing of First Field Visit

The second day started with presentations made by the groups. After, the presentations, MT's were given a piece of paper and were asked to reflect on their field visit and answer – *How did you understand that village? What method and explanation helped you in understanding about that village?* This was followed by a debrief by the Resource Persons.



Process:

- Using the method of '*Observation*' when engaging with the community is very important to get a holistic understanding of the reality. It is important to make use of all our five senses;
- Researchers, process and make assumptions from the information collected based on their values and prejudices, theoretical and conceptual frameworks, and orientations to information (what we prefer to hear). It is important to be acutely and sharply observant before making any conclusions;
- Understanding reality requires observing the community from their point of view. E.g.: Ask them what culture means to them?

Key points to keep in mind when engaging with the community:

- Tolerate the strange observations you make and record them;
- Use methods that involve the community in an engaging manner. E.g., art, music, or theatre;
- Value the experiences of the community;
- Encourage students to enter the community without anything in mind, and experience

everything which is happening around them;

- The discussions should be conversational;
- Don't go with the orientation of adopting the village and solving their problem;
- The purpose is that students develop respectful understanding before they go and try to solve;
- Always reflect on the question - *Do we have the agency to make assumptions and conclusions about other people's lives?*

Mapping the Transect Walk:

- Transect Walk is a powerful method and acts as an icebreaker. As Participatory Research focuses on joint learning, this tool allows you to work with the community.
- The purpose of the transect walk is to develop a clear understanding of the informal settlements by identifying their location, geographical spread, housing, livelihood, composition, water bodies, and availability of services;
- The idea is to familiarise yourself with all kinds of people, activities, and community infrastructures such as land-use patterns (E.g. Reserved and self-maintained forest) and major landmarks (church, cricket ground, community centers), activities (playing, farming, etc.);
- Community can be entered from any lane when doing the Transect Walk.

Session II: Second Field Visit - Institutional Mapping

The MT's in their respective groups visited the various local institutions and spent around 1.5- 2 hours.

Briefing for the Institutional Mapping activity:

- There are three kinds of institutions that commonly operate in any community:
 - (i) Community (Youth, Mahila, Cultural, Religious)
 - (ii) Development (Aanganwadi, Health Centre, Schools, Self Help Groups, Vocational Training Centres)
 - (iii) Statutory (Graam Panchayat)
- Every group needs to identify the following aspects of these local institutions: purpose(s), structure, functions, benefits, and the issues.
- Be mindful of your body language. The idea is to enable conversation with them, therefore, look approachable.
- Sit on the floor with all the community members.



Session III: Debriefing of Community Engagement

Upon arrival, MT's were asked to make notes of their reflections on the second visit. MT's were asked to reflect on the following question - *What did you learn about engaging with the community? How could it have been better both in terms of behavior and attitude (individual and group members)?* This sharing was followed by debriefing.



Principles derived from the MT's reflection:

1. Respect the community and their knowledge and reflect on this through your actions. Take interest in aspects that are unique to the community without being very intrusive;
2. Leveling Process: Sitting with the community on the floor helps in building rapport and makes them feel that you are involved. Sitting at a higher level reinforces distance;
3. The purpose of the conversation should be '*sharing*' and not '*extracting*'. Therefore, research should be conducted in a partnership with the community;
4. Students should learn ways of building rapport and conditions for learning. What is our starting behavior will tell how will community members respond'? ;
5. Community engagement requires teamwork.

Similarly, when the teacher's take the students for the second visit as part of module 2 (Understanding Local Institutions), they must brief the students before the visit and give them time to reflect.

Session IV: Cultural Tribal Dance Performance

The second day ended with a traditional folk dance- Dhemsra, performed by the tribal community. MT's not only joined the group for dance but also learned how folk dance and culture can be a rich source of community knowledge.



Day 3

Session I: Understanding Language and Culture as form of Knowledge: Talk by Prof. Panchanan Mohanty

The third day of the training program started with sharing of the day's agenda by Dr. Tandon. After this, Dr. Tandon and Prof. Palita introduced Prof. Panchanan Mohanty, who is an expert in the field of tribal language and culture and a recognized linguist. He believes in diversity and language, and culture is very important for promoting diversity.

In his talk, he said, language and culture are highly misunderstood in our country. If we are thinking of developing a new and vibrant India, it is important to change our orientation. English is a language we had to learn for the sake of knowledge because most of the recent information is available in English. But, what about the knowledge that has been there for 2000 years? What about local languages? It's time that we start synchronizing our modern knowledge with whatever was available years back.

He further shared, 'If the country does not have a culture of its own or if we do not respect our culture/languages, the country has no future.' In India, for millions of years, we have maintained and conserved our languages, which is not the case in a lot of other countries. NEP 2020, in its report, mentions mother tongue, and the mother tongue cannot be a single language. There are 1369 mother tongue languages in India. It is important to train teachers to develop learning material in their mother tongue languages. The tribal language, which started 1000 years ago and was spoken by everyone, is now spoken by just tribal people. He concluded his talk by encouraging the participants to start exploring and respecting tribal languages and their culture.



Session II: Presentations and Debriefing of Second Field Visit

In CBPR, once the researcher has developed an understanding of any issue or institution, they are required to share this with the community. Thus, the groups were given 45 mins to collate and present all the information they had gathered during the second field visit. They were instructed to present using methods, which can help the community effectively understand their learnings.



Some groups used the role-play method, others used their resource maps to present, and some presented in the form of an interactive dialogue with the community. The presentations, were followed by a quick energizer and a reflection exercise in which the participants had to write:

1. How do you feel?
2. How was the experience?
3. What did you learn?

Principles derived from the second field visit:

- CBPR methodology allows researchers to use informal methods of communication for data collection. These methods help develop an understanding of the community, which cannot be understood by just reading books;
- Informal methods of communication are engaging and help the researcher develop horizontal relations;
- Through presentations and debriefing researcher gets an opportunity to reflect on their learnings and community knowledge;
- In the CBPR, community co-produces the knowledge with the researcher. This process allows them to own this knowledge and come up with locally relevant solutions;
- Participatory methods emphasis using locally available material, as community members

can relate to them;

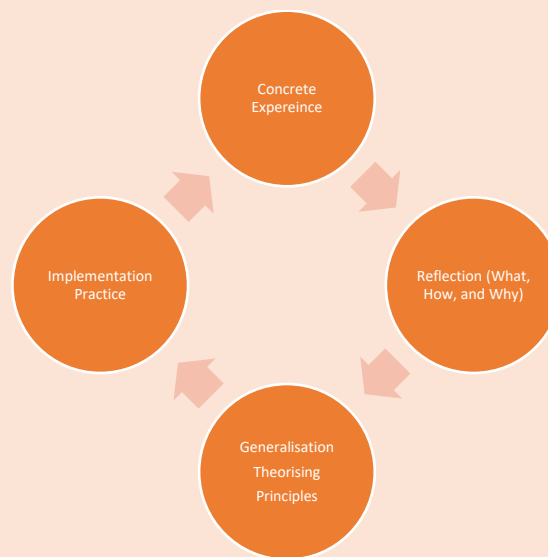
- As researchers, it is important to transcribe all the notes, take permission from the community members to use their maps, and give credit to all the community members who have contributed.

Session III: Learning CBPR Method - Venn Diagram/ Chapati Diagram and Experiential Learning

CBPR Method - Venn Diagram/ Chapati Diagram (Process): This session was facilitated by Mr. Acharya, who demonstrated the Venn Diagram method to understand the functioning, accessibility, and effectiveness of local institutions – the Venn Diagram/ Chapati Diagram. Mr. Acharya asked the MT's to list down the institutions which they came across during their field visits. After the MT's shared the list, the next step was to collectively rank them according to their importance. The ranking was done through the method of voting. The names of each institution were written on the circular charts (of different sizes) based on their importance in the community. The biggest circle denoted the most important institutions, while the smallest denoted the least important ones. After labeling the circles, the MT's were asked to place the circles on the floor, keeping the accessibility of those institutions in mind. The institutions which were most accessible were placed closer to the community while the institutions which were least accessible were placed away from the community.



Experiential Learning: This session was followed by a discussion on Experiential Learning facilitated by Dr. Tandon. He emphasised that in the process of experiential learning, we start with an *experience*. Experience can be of wide range – our experience and the experience of others. We must *reflect* on that experience, as the second step. As part of the training, MT’s were asked to reflect upon their field experiences. If we don’t reflect, the exercise of field visits will become mere tourism, and learning may or may not happen. These reflections produce principles (also called *generalization*) – for e.g., through field visits, we identified do’s and don’t’s. Once we get the principles, we use those principles in our *practice*. Reflections help us refine our principles. Experiential learning is lifelong learning. MT’s were encouraged to support students in this process.



Session IV: Recommendations on Assessment and Next Steps

In this session, the MT’s were asked to give their inputs and recommendations on how they suggested this two credit course will be assessed.

The suggestions for assessment were as follows:

- The students can maintain a field diary.
- Along with the field diary, students can also be asked to make reports. The reports should include their finding, learnings, experiences, and challenges.
- Assessment should be based on the field diary (activity), reports (highlighting issues/thematic), and presentations.
- Evaluation should be based on attendance and involvement of the students.
- In addition, with the teachers and mentors, community feedback should also be a part of the assessment.



Session V: Valedictory Session

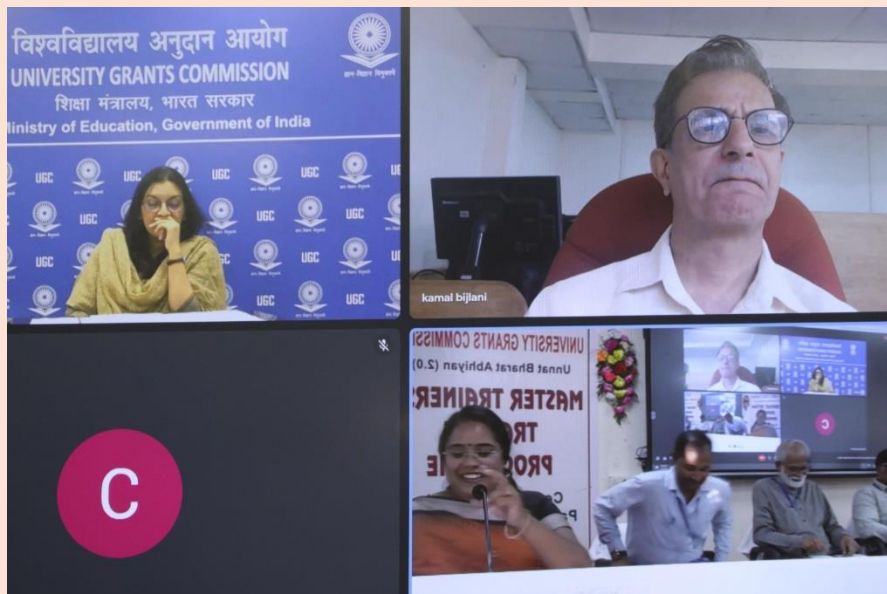
The session was moderated by Dr. Minati Sahoo. She invited Dr. Ramendra Kumar Parhi to share the report of the last three days. Dr. Parhi shared a detailed report of the 3- Day workshop. He said, ‘Through this training workshop, we have come closer to the community. We have learned about communities’ wisdom and the importance of their knowledge. UGC emphasizes that this course and engagement should be part of this learning.’ Training like this should take place so that professors get the motivation and encouragement to teach these students.

This was followed by a round of feedback/ reflections from a few participants from each state (Sikkim, Odisha, Bihar, Jharkhand, and West Bengal). Prof. (Dr.) G. C. Nanda (Netaji Subhas University, Jamshedpur) said that the training modules and detailed learning outcomes should be provided prior to the training. Prof. Kshirabdhii Tanaya Nayak (Balikuda College, Utkal University, Odisha) said that the workshop helped him to learn about the lived realities of the local communities and respect/ value their knowledge. Prof. Manish Kumar (Sikkim Manipal University, Sikkim) said that the training was a new, different, and great experience for him, and he would try his best to take this initiative forward. Dr. Samapika Mohapatra (Central University of South Bihar, Bihar) said that it was worthwhile for her to engage with the community and experience the concept of experiential learning. Dr. Megha Sinha (Sarala Barla University, Jharkhand) said that the training program has transformed her, and she has learned to newer ways to implement theory with practical. Dr. Abhisek Saha (Chatra Ramai Pandit Mahavidyalaya, West Bengal) said that it’s a very relevant and interesting program organized by UGC. The coordinators, organizers, resource persons, and NGO partners were very helpful. Dr. Kapileswar Mishra (DRIEMS, Odisha) said CBPR is a very interesting way to find what communities want, and it allows the researchers to reflect and retrospect on their roles. It is important to systemize this learning so that it can be taken forward.



Next, Mr. Acharya was invited to address the participants. He reiterated that participatory pedagogy is a very powerful methodology. Participatory research involves an involvement of the Self. These three days have been an incredible journey, and all of us have become co-partners, and colleagues who want to be part of this change. He concluded by saying, ‘I have deep faith that this program will not only transform teachers, students but also our country.’

Dr. Kamal Bijlani presided over the session, and in his address, he said, ‘We are now going to turn into a society in which students and faculty will have to engage with the community immensely.’ Through this program, students will not only become aware and cognizant of the issues prevalent in society but also get motivated to support each other in this process of community engagement.



Dr. Tandon in his remarks said that the participation and motivation of all the participants has reaffirmed his commitment to CBPR and more importantly to the knowledge, experience, and wisdom of people who have not been to colleges and universities and his commitment to the power of unlearning.

Taking the valedictory session forward, Dr. Diksha Rajput was invited to deliver the address. She said, ‘We will take all the feedback positively and work towards it. This is a learning experience for all of us. Through this program, we have learned to value knowledge and wisdom, which is available to rural and tribal communities.’

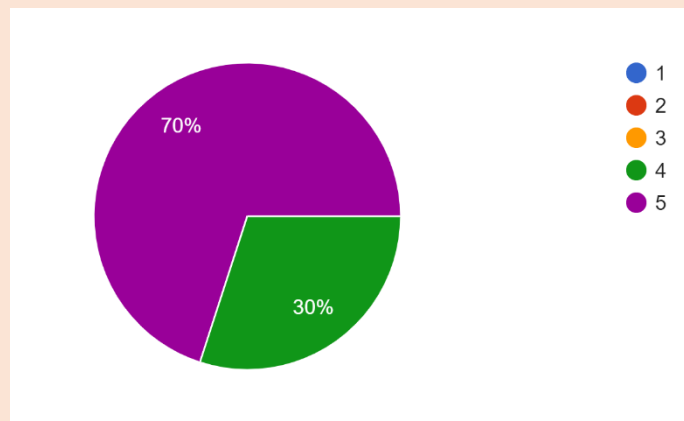
Prof. S.K. Palita in his address, thanked and applauded the participants for their efforts. He said that he is very optimistic about the program, and it is sure that will be taken forward effectively. Through this training, program participants have learned innovative ways of engaging with the community and finding locally relevant solutions. He concluded by encouraging the MT’s to share this program and their learning with their colleagues.

This was followed by the certificate distribution and vote of thanks to the resource persons, participants, and organizing/coordination team. Dr. Parhi circulated a link to the Review Form for the participants to share their feedback about the three-day workshop to make it better for the future. Immediately after the submission of the Review Form, the certificate distribution ceremony began.

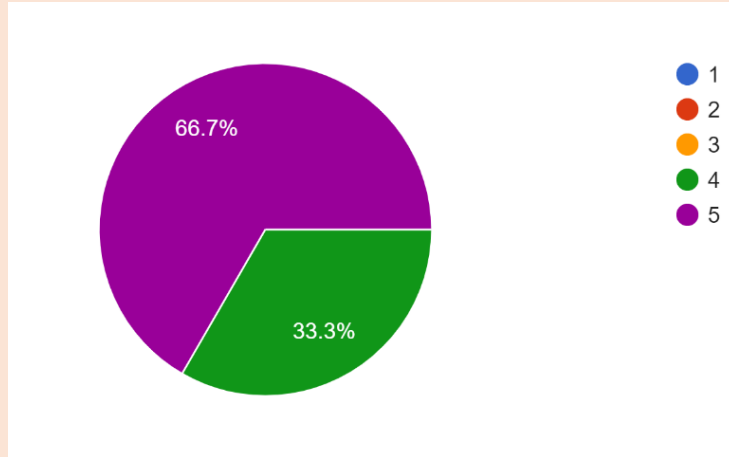
Review Form Data

(1: Lowest Value; 5: Highest Value)

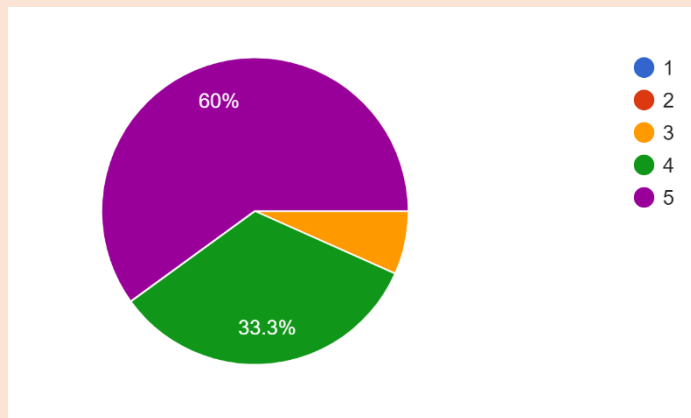
1. To what extent did the workshop achieve the learning objectives?



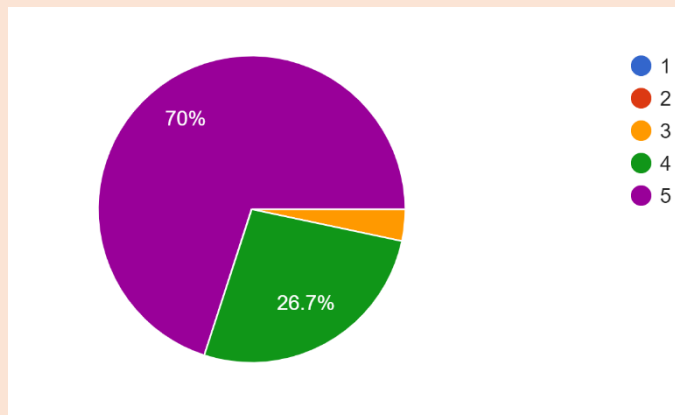
2. To what extent were you able to learn about the use of CBPR methodology?



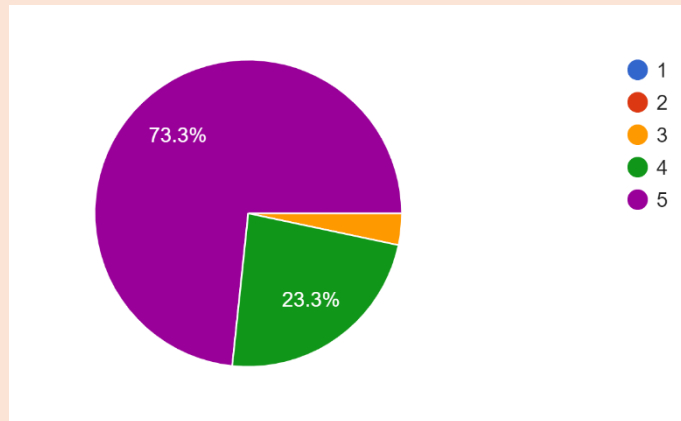
3. How confident you feel in teaching the 2- credit course in your institution?



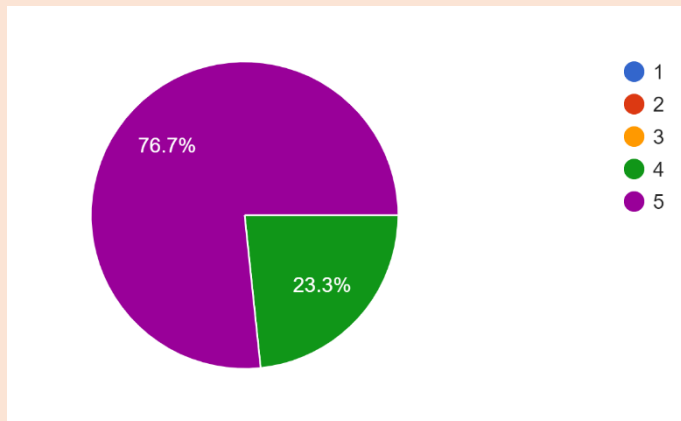
4. How effective was the field-based learning design used in this workshop?



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. Please share your feedback about the resource persons so that they can improve in future.

- The facilitators were very skilled, knowledgeable, cooperative and allowed us to explore and understand concepts in a better manner;
- The program design and learning process were planned in a manner that gave us the confidence to implement it in our institutions;
- The use of local language during field visit was a limitation;
- Community workers like Mukhiya (Sarpanch) or Asha workers can also be invited during the training as resource persons;
- All the Resource Persons - Dr. Rajesh Tandon, Dr. Binoy Acharya, and Dr. Jagdanand Singh quite brilliantly explained and elaborated the different dimensions of CBPR leading to the betterment of the understanding of the concept by the Master Trainers;
- The Master's training program was highly informative as well as it would be useful for the

upliftment of the community in the future.

8. Your suggestions for improving the conduct of future workshops?
 - Need a week for the workshop for much more effective learning outcomes;
 - A session with resource persons from the community can be included;
 - The number of institutions should be increased;
 - More such programs can be conducted, for strengthening the trainer's and students' spirit of community action;
 - Such workshops can be conducted on a geographically decentralized basis, as this will save the traveling time of the participants and lessen the financial burden on UGC;
 - The program needs to be planned systematically, as at every stage the MT's might have to deal with new situations and problems. Thus, it is necessary to conduct at least some regular webinars;
 - The program needs to be reviewed and assessed for better implementation.

9. Any additional comments/ suggestions:
 - The entire training program and application strategies were so holistic;
 - Good initiative to involve the students in community and learning from experience can be extended;
 - The scope of such training programs may be widened. Such programs can be conducted with greater frequency as faculty development program;
 - Route map for the further training programme should be shared with the MTs for efficient implementation.

List of Resource Persons

UGC Subject Expert Group

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
3. Dr. Ujwala Chakradeo, Vice-Chancellor, SNDT Women's University, Mumbai
4. Dr. Kamal Bijlani, Director, E-Learning Research Lab, Amrita Vishwa Vidyapeetham, Coimbatore

Local Resource Persons

1. Mr. Binoy Acharya, Founder Director, UNNATI

2. Mr. Jagadananda, Mentor & Co-Founder, Centre for Youth and Social Development (CYSD)

Regional Coordinator for Eastern Region

1. Dr. Ramendra Kumar Parhi, Asst. Professor & Head of the Department (Department of Education)

From PRIA (for preparation of Report)

2. Ms. Nikita Rakhyani, Youth Engagement Lead, PRIA

Training Design

Day 1:

Time	Activity
9:00 am -10:00 am	Registration
10:00 am -11:30 am	Session I: Inaugural Session
12:00 am-01:30 pm	Session II: Introductory Session with Master Trainers’ Session III: Understanding the Principles of CBPR and UGC’s Two-Credit Course Content & Structure
Lunch and Rest	
3:00 pm - 4:00 pm	Session IV: Understanding Local Realities Learning CBPR Method – Transect Walk Learning CBPR Method – Social Mapping
4:00 pm- 7:30 pm	Session V: First Field Visit

Day 2:

Time	Activity
9:00 am-11:30 am	Session I: Presentations and Debriefing of First Field Visit and Community Engagement
11:30 am-2:00 pm	Session II: Second Field Visit - Institutional Mapping
Lunch and Rest	
4:00 pm – 6:00 pm	Session III: Debriefing of Community Engagement

6:30 pm onwards	Session IV: Cultural Tribal Dance Performance
------------------------	--

Day 3:

Time	Activity
9:00 am - 10:00 am	Session I: Understanding Language and Culture as form of Knowledge: Talk by Prof. Panchanan Mohanty
10:00 am - 12:30 pm	Session II: Presentations and Debriefing of Second Field Visit
12:30 pm - 2:00 pm	Session III: Learning CBPR Method – Venn Diagram/ Chapati Diagram and Experiential Learning
Lunch and Rest	
3:00 pm - 5:30pm	Session III: Learning CBPR Method – Venn Diagram/ Chapati Diagram and Experiential Learning (cont.) Session IV: Recommendations on Assessment and Next Steps Session V: Valedictory Session

List of Participants

S. No.	Name of the Faculty	Name of the College/Department/ Affiliating University	Subject and Contact Details
1.	Dr. Kamal Lochan Mohanta	Siksha 'O' Anusandhan University, Bhubaneswar, Odisha	Subject: Physics Email Address: kamalmohanta@soa.ac.in
2.	Rajeeb Kumar Behera	Siksha 'O' Anusandhan University, Bhubaneswar, Odisha	Subject: Agricultural Extension & Communication Email Address: rajeebbkbehera@soa.ac.in
3.	Dr. Jayanta Kumar Nayak	Central University of Odisha	Subject: Anthropology Email Address: drnayak@cuo.ac.in
4.	Dr. Minati Sahoo	Central University of Odisha	Subject: Economics Email Address: msahoo@cuo.ac.in

5.	Prof. (Dr.) Kapileswar Mishra	DRIEMS, Cuttack, Odisha	Subject: Civil Engineering Email Address: director.ar@driems.ac.in
6.	Prof. Sushanta Kumar Sethy	DRIEMS, Cuttack, Odisha	Subject: Electrical Engineering Email Address: sushantasethy@driems.ac.in
7.	Dr. Samapika Mohapatra	Central University of South Bihar, Bihar	Subject: Sociology Email Address: samapika@cusb.ac.in
8.	Dr. Gautam Kumar	Central University of South Bihar	Subject: Life Science (Agricultural Science) Email Address: gautam@cub.ac.in
9.	Dr. Sanjeev Kumar Sinha	Sido Kanhu Murmu University, Dumka, Jharkhand	Subject: Political Science Email Address: dr.sanjeevsinha1208@gmail
10.	Dr. Dillip Kumar Khuntia	Boudh Panchayat College, Boudh, Odisha	Subject: Education Email Address: dillipkhuntia77@gmail.com
11.	Dr. Neeraj Sinha	L P Shahi College, Patna, Bihar	Subject: Commerce and Management Email Address: sinhadrneeraj@gmail.com
12.	Dr. Shailesh Kumar Sinha	Laliteshwar Prasad Shahi College, Patna, Bihar	Subject: Zoology Email Address: shaileshsinha83@gmail.com
13.	Dr. Mustafa Kamal Ansari	Millat College, Darbhanga, Bihar	Subject: Botany Email Address: mustkamal0987@gmail.com
14.	Dr. Abhisek Saha	Chatra Ramai Pandit Mahavidyalaya, Bankura, West Bengal	Subject: Geography Email Address: abhiseksaha2014@gmail.com ; profdrasahageo20@yahoo.com
15.	Dr. Bhubaneswar Pradhan	Ramakrishna Mission Vivekananda Educational Research Institute, Kolkata, West Bengal	Subject: Life Sciences Email Address: bbs.blast@gmail.com

16.	Dr. Sanchayeeta Misra,	Ramakrishna Mission Vivekananda Educational Research Institute, Kolkata, West Bengal	Subject: Agriculture Extension Email Address: sanchayeeta1989@gmail.com
17.	Manish Kumar Roy	Sikkim Manipal University, Tadong, Gangtok, Sikkim	Subject: Mechanical Engineering Email Address: manish.r@smit.smu.edu.in
18.	Dr. G. C. Nanda	Netaji Subhas University, Jamshedpur	Subject: Education and Social Sciences Email Address: gcnanda2005@yahoo.co.in
19.	Dr. Priyanka Srivastava	Sarala Birla University, Ranchi Jharkhand	Subject: Computer Science and Engineering Email Address: priyanka.srivastava@jru.edu.in info@jru.edu.in
20.	Dr. Megha Sinha	Sarala Birla University, Ranchi, Jharkhand	Subject: Computer Science and Engineering Email Address: megha.sinha@sbu.ac.in
21.	Kobid Pradhan	Govt. College, Koraput, Odisha	Subject: Education Email Address: kobidpadhan@gmail.com
22.	Kshirabdhii Tanaya Nayak	Balikuda College, Balikuda, Jagatsingpur, Utkal University, Odisha	Subject: Economics Email Address: k.t.nayak94@gmail.com
23.	Mani Rana	Kesinga Mahavidyalaya, Kesinga, Kalahandi University, Odisha	Subject: Economics Email Address: manirana484@gmail.com
24.	Gunabanta Sahu	Khariar Autonomus College, Nuapada, Kalahandi University, Odisha	Subject: Economics Email Address: gunabantasahuss@gmail.com
25.	Sushruta Hota	Anchal College, Padampur, Sambalpur University, Odisha	Subject: Economics Email Address: ssushruta@gmail.com

26.	Dr. Pritish Behera	Semiliguda College, Semiliguda Odisha	Subject: Business Management Email Address: beherpritch4u@gmail.com
27.	Dr. Meera Swain	G M University, Sambalpur, Odisha	Subject: Anthropology and Gender Studies Email Address: meeranwain2k9@gmail.com
28.	Dr. Sarbeswar Nayak	Vikram Deb Autonomous College, Jeypore, Koraput, Odisha	Subject: Zoology Email Address: sarbeswarayak40@gmail.com
29.	Dr. Seshadev Barik	Gangeswari Mahavidyalaya, Pottangi, Koraput, Odisha	Subject: Education Email Address: seshadev30@gmail.com
30.	Dr. Suraj Kumar Behera	Berhampur City College, Berhampur, Odisha	Subject: Botany Email Address: beherasurajkumar15@gmail.com
31.	Neela Madhaba Sheekha	Kesinga Mahavidyalaya Kalahandi, Odisha	Subject: Economics Email Address: neela.madhaba21@gmail.com
32.	Hemanta Padhan	Larambha College, Larambha, Bargarh, Sambalpur University	Subject: Economics Email Address: hemantapadhan000@gmail.com





REPORT ON TRAINING OF MASTER TRAINERS' IN CBPR

Central Regional Centre

[Chattisgarh, Madhya Pradesh and Rajasthan]

16-18 JUNE 2022

**National Law Institute University
Bhopal**



Table of Contents

1. Background -----	2
2. Master Trainers' Training Program (3- Day Training Workshop)	
Day 1:	
Session I: Inaugural Session -----	3
Session II: Introductory Session with Master Trainers' -----	5
Session III: Understanding Local Realities -----	7
Session IV: First Field Visit -----	9
Day 2:	
Session I: Presentations and Debriefing of First Field Visit -----	10
Session II: Understanding Local Institutions -----	14
Session III: Second Field Visit -----	14
Session IV: Presentations and Debriefing of the 2 nd Field Visit -----	16
Day 3:	
Session I: Learning CBPR Methods: Venn/ Chapati Diagram -----	19
Session II: Recommendations on Assessment and Next Steps -----	22
Session III: Valedictory Session -----	23
3. Review Form Data -----	24
4. List of UGC Subject Expert Group and Resource Person -----	27
5. Training Design -----	27
6. List of Participants -----	28

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 policy¹. 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 undergraduate and postgraduate 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.

¹https://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 CBPR. The objective for training the MTs 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 three such trainings have been conducted – the Western Regional Centre (20th – 22nd April 2022) at the Rashtrasant Tukdoji Maharaj Nagpur University, Nagpur; the Southern Regional (27th – 29th April 2022) at The Gandhigram Rural Institute (Deemed to be University); the Eastern Regional Centre (7th – 9th June 2022) at The Central University of Odisha, Koraput. This report documents the fourth training workshop that was held from 16th – 18th June 2022, in the Central Region at National Law Institute University, Bhopal.

Master Trainers' Training Program (3- Day Training Workshop)

A three-day workshop was held at National Law Institute University, Bhopal to train the MT's in the CBPR methodology. The workshop was held from 16th – 18th June 2022 where 24 MT's from across 3 states of Central India – Rajasthan, Chhattisgarh and Madhya Pradesh had participated. Dr. Rajesh Tandon (UNESCO Chair in Community Based Research and Social Responsibility in Higher Education; Founder- President, PRIA and UGC Subject Expert Group member) and Dr. Yogesh Kumar (Founder member and Executive Director of Samarthan – Centre for Development Support) were the facilitators for the training workshop. During the training, they trained the MT's in various CBPR methodologies both in theory and practice – through field visits. This report has been prepared by Ms. Neha S Chaudhry (India Coordinator, UNESCO Chair in Community Based Research and Social Responsibility in Higher Education).

Day 1

Session I: Inaugural Session

The session began with the National Anthem and was facilitated by Dr. Pooja Kiyawat (Assistant Professor, NLIU, Bhopal). The Inaugural session was conducted in hybrid mode – while some dignitaries were present physically on the dais other dignitaries such as Prof.

Rajnish Jain (Secretary, UGC), Dr. Ujwala Chakradeo (Vice Chancellor, SNDT² Women's University, Mumbai) and Dr. S. Natrajan (Former Vice Chancellor, The Gandhigram Rural Institute, Dindigul), participated online through Zoom platform.

The welcome address was delivered by the Vice Chancellor, NLIU, Bhopal – Dr. Vijayakumar. In his address he applauded UGC and UNESCO for giving NLIU the opportunity to organise this workshop. He urged the MT's to make the best of the training workshop and maximise their learnings. Next, Dr. Ghayur Alam (Registrar, NLIU, Bhopal) in his address said, 'Training is not merely attending a lecture, but it is about developing a particular skills or behaviour'. One needs to keep an open mind to be able to learn new skills from a workshop of this kind. Prof. Rajnish Jain (Secretary, UGC), who participated virtually, said that one needs to sensitise the youth of our nation and make them aware of the important role they can play in bringing about societal change. They are crucial for the development of our nation.

Dr. Rajesh Tandon in his remarks spoke about the recent Third UNESCO World Higher Education 2022 (WHEC 2022) that was held in Barcelona, Spain in May. He shared the roadmap that emerged out of the discussions at WHEC2022, which was in line with the objectives of our National Education Policy (NEP) 2020. They are:

- (i) Community Engagement is must and inevitable;
- (ii) Indigenous knowledge/ community knowledge needs to be valued and respected if we want to address the Sustainable Development Goals (SDGs), academia alone is not enough;
- (iii) We must sensitise young people of our nation to value the experiential knowledge of the communities.

Dr. Chakradeo (Vice Chancellor, SNDT Women's University, Mumbai) stated that the real meaning of experiential learning comes from engaging with the community. 'Through community engagement the resources of the higher education institutions (HEIs) can be shared with the community', said Dr. Natrajan (Former Vice Chancellor, GRI). Community engagement can be done through socio- economic development: (i) by sensitising the people to value their knowledge and (ii) through skill and entrepreneurial development. Dr. Yogesh Kumar (Founding member and Executive Director, Samarthan) opined that the essence of participatory research is to bring people in the centre of the development framework. The idea is to enable and empower people so that they can partake in the decision affecting their lives. He concluded, 'community engagement is a long drawn and a continuous process'. The inaugural session concluded with a vote of thanks delivered by Dr. Ranjan Kumar Rai (Assistant Professor, NLIU).

² SNDT – Shreemati Nathibai Damodar Thackersey Women's University, Mumbai



[L to R] Dr. Ranjan Kumar Rai, Dr. Disksha Rajput, Dr. Ghayur Alam, Dr. Vijayakumar, Dr. Rajesh Tandon, Dr. Yogesh Kumar and Dr. Prashant Dwivedi

Session II: Introductory Session with Master Trainers (MT's)

Dr. Tandon started the session with a round of introduction of the MT's where everyone sat in a circular formation so that one could see everyone.



Following the introductory round, Dr. Tandon talked about the concept of Community University Engagement and its basic principles as described in the National Curriculum Framework & Guidelines issued by UGC:

- 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;
- Community engagement should be **university and discipline wide**, not limited to a few social science disciplines alone;
- **Participation of students should earn them credits**. Therefore, it should be integrated into their assessments;
- 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**;
- 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.



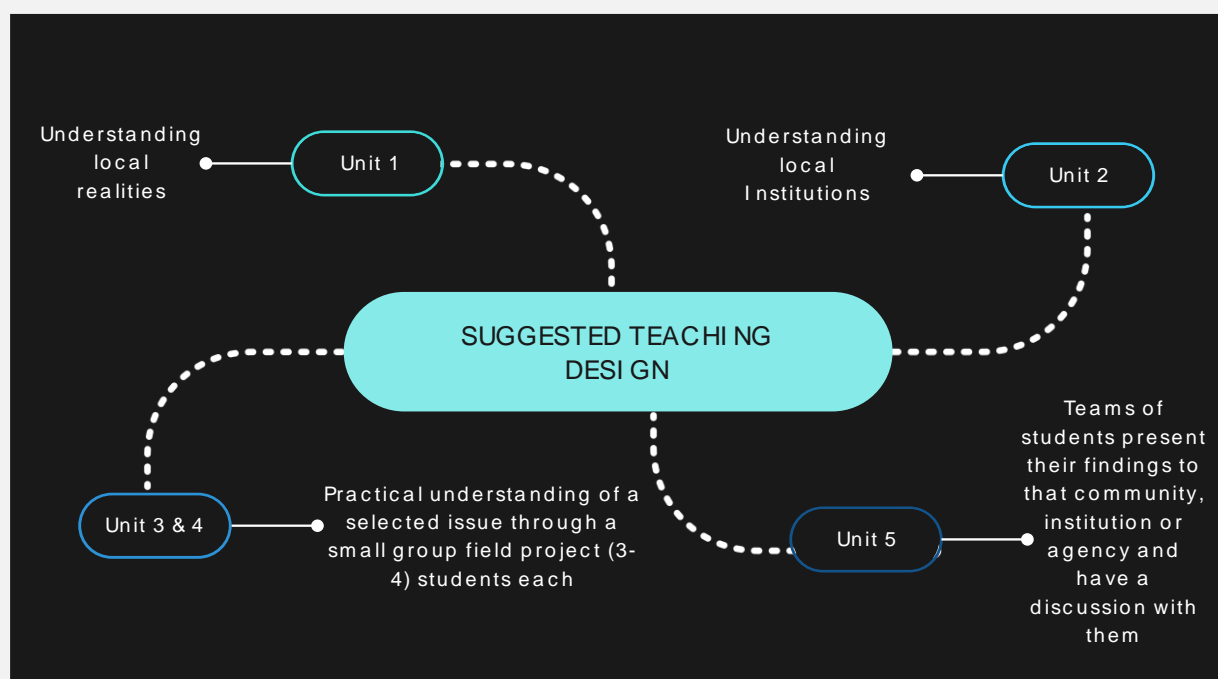
The structure of the 2-credit course has two parts:

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

The suggested teaching 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 additional materials, including schemes of state governments as well. 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 online platform and 3 hours in the field, with guidance from the teachers. Hence, teachers from all disciplines must become MT's. Once the teachers become MT's, they must perform two responsibilities – teach this course to a batch of students themselves in their own institutions and co-train future cohorts of identified teachers in teaching the course to students. This training would help the teachers to learn how they can maximise student's learnings through the CBPR methodology.



Session III: Understanding Local Realities

Dr. Yogesh Kumar facilitated this session where he introduced the method of *Transect Walk*. Transect walk is a familiarising method in CBPR which is usually used at the start to acquire a first-hand understanding of the local reality of the community. The purpose/ learning objective of transect walk is to develop an understanding about the social background, the

resources availability, community's skills, the geographical spread, housing, livelihood, composition, water bodies and availability of services.

The idea is to familiarize oneself with people – young, old, male, female; streets, lanes, and common facilities where people gather, playing spaces, schools, religious places etc., so that one can develop a mental map of the village. In order to do so, one needs to observe closely and engage in informal conversations with the community, being mindful of their caste/ class dynamics to avoid hurting their sentiments. It is important to note that one who observes, is also observed. Therefore, we must be careful of our behaviour when we are in their space. We need to understand the community and its resources through their lens; hence it is important to involve as much local people as possible and facilitate a discussion amongst them.

Next, Dr. Kumar discussed the second method that was to be used during the first field visit – *Social Mapping* of the village. Social Mapping is a way of combining geographical map with social elements such as houses, shops, water taps, fields, visible buildings, roads and so on.

For the purpose of these activities, 24 MT's were divided in 5 groups (4 groups comprising of 5 members and 1 group of 4 members). The group was divided in a way that it maintained gender balance across all groups. Each group was a mix of MT's belonging to 3 different states.

Briefing for field visit:

- During the transect walk, gently approach members of the community but if they refuse, accept that and move on, approach others;
- It is crucial that social mapping is done by the local people facilitated by one or two MT's not everyone;
- One could either use a chart paper to draw the map or use local resources available and draw the map on the ground with chalk and local ingredients such as tamarind seed, green leaves, pulses etc.;
- The idea is to generate conversation over this mapping and gauge their understanding of their space. It is a useful way of engaging with and involving local people.



Session IV: First Field Visit:

The MT's (in their respective groups) spent around 1.5- 2 hours in the identified villages (Mandora and Mandori) where they did transect walk followed by social mapping. After the MT's returned from the field, they were asked to reflect on their visit. They had to make a note of what they learnt about the village and what they learnt about community engagement process? These reflections were to be discussed next day during the debriefing session.

Watch a short clip on [Transect Walk](#) and [Social Mapping](#) facilitated by the Master Trainers.





Day 2

Session I: Presentations and Debriefing of First Field Visit

Dr. Tandon facilitated this session where the MT's had to share their reflections from the first field visit through presentations. Each group was given 10 minutes to present their reflections and learnings.

Similarly, before the teachers take the students to the field, they need to brief them for about 20 - 30 minutes about what they need to do in the field. The groups must be divided in a way that it ensures gender balance. The students must spend around 1.5- 2 hours in the field. Immediately after returning from the field, the teachers must give students sometime to reflect on their visit and make note of their learning about the field and the process. They must first

reflect individually and then in their respective groups. During the debrief session, each group must share their reflections with everyone for the purpose of shared learning.

Reflections from the first field visit: The reflections shared by the participants were a mix of how one should behave in the field and how one should facilitate the discussion. Some points to remember are:

How does one conduct oneself?

- Don't take photos/ videos without permission;
- Don't preach/ don't advice/ don't offer solutions;
- Do not impose your preconceived notions/ prejudices, but be open to learning;
- Don't draw conclusions about their living conditions and state of mind in first visit;
- Avoid gifts giving in first visit;
- Sit on the floor with the community;
- Divide roles and avoid interrupting the conversation;
- Do not talk amongst each other or on mobile;
- Empathise not sympathise.

How does one facilitate discussion?

- Keep all your five senses open – they are the greatest source of collecting information;
- Keenly observe and involve a local person from the community for the transect walk;
- Mobilise in team, not individually – it is a group activity;
- Use an inclusive approach – invite community members to participate;
- Familiarise with people – have a conversation and let it flow;
- It is crucial that the local community members hold the pen while drawing social map;
- Where to begin – which section of the community to approach first. All villages have caste and class hierarchies. We must ensure that we start the conversation with people at the periphery/ margins, to make ourselves more approachable.

Principles derived from the Debriefing:

- Observe with an open mind and make notes, don't be judgemental;
- Collect as much information as possible through transect walk but do not be in a rush to use popular PRA tools – it is a premature stage analyse the data through these tools;
- Focus on developing rapport with the community through conversation – do not overwhelm them with list of questions but engage in a spontaneous conversation and then take it from there; show interest in their lives as opposed to your questions;
- Complete information may or may not be fully represented on the charts, but through discussions in the debriefing session one can present those details;
- Use creative methods to make the process interesting for students.





Session II: Understanding the Local Institutions

Dr. Tandon facilitated this session in which explained that the purpose of the second field visit is to understand the structure and functioning of the local institutions. One must dwell into the details such as the history of the institutions, its structure, functions, challenges, external linkages and so on. He mentioned that there are three types of institutions: community institutions (led and managed by the community), development institutions (such as Self-Help Group, Anganwadi etc.) and statutory institutions (such as Panchayat).



Session III: Second Field Visit

The MT's in their respective groups visited the various local institutions and spent around 1.5-2 hours. Upon arrival, they were asked to make note of their reflections of the second visit. Similarly, when the teacher's take the students for the second visit as part of module 2 (Understanding Local Institutions), they must brief the students before the visit and give them time to reflect.



Session IV: Presentations and Debriefing of Second Field Visit

Immediately after the groups returned from village, they were asked to write their individual reflections from the second field visit. Next, they were given 45 minutes to collate all the information they had gathered. The fundamental principle of CBPR is ‘knowledge sharing’. So, the MT’s must ensure that when they take the students, they also collate and present the data they gather, through this exercise, to the community. When the students present their findings, they must be mindful of the language and the vocabulary they use. Debriefing the field visit is an important component of the entire exercise as it enables a better understanding and shared learning among the participants.

Through their presentation, the MT’s had to answer two questions:

- (i) What is working well in the local institutions?
- (ii) What were the challenges?

Principles derived from the Debriefing:

- Do not teach the institutions what to do and how to do it, only present your findings;
- Be open to their feedback or clarifications;
- We should be mindful of the time we take for presentations;
- Keep enough time for a Q & A session with the stakeholders present in the audience;
- The purpose of presenting the data is to generate further conversations and these may or may not lead to future actions.

Each group was given 10 minutes to make their presentations using creative methods such as role play, panel discussion, music, drama, poetry, photos etc. While the groups presented their findings of a particular institution, the remaining groups posed as the multiple stakeholders of that institutions. The purpose of this exercise is that the community gets to validate the findings and share their valuable feedbacks to improve our understanding of their institutions. It is their knowledge; therefore, they need to have the ownership. This process catalyses thinking and action.





Day 3

Session I: Learning CBPR Methods: Venn / Chapati Diagram

Dr. Kumar facilitated the session in which he introduced the *Venn/ Chapati Diagram* method. This method is used to understand the functioning, accessibility and effectiveness of the local institutions. For this, a small slip was distributed amongst the MT's on which they had to write down the name of one institution that they feel is the most important from community's point of view. Next, they were asked to display their slips on the floor. The slips with common names were piled together. Out of the several institutions that were listed and placed on the floor, the MT's were once again asked to think of the most important institution from the community's point of view and put a tick mark against that slip. It was important to note that they were asked to do this again and note if their selections were different from the one they had listed on their slip earlier. This exercise helped in ranking the institutions based on their importance. However, this ranking does not signify that one institution is important than the other, but it is to signify the importance community members associate to these institutions.

As the next step in the process, some volunteers from among the MT's were called to participate in the demonstration of venn diagram method. Dr. Kumar handed them a piece of paper which described a situation. The MT's had to role play those situations. In the process, they had to use the different sizes of the venn diagram and label them with institution's names to denote their importance. The biggest circle denotes the most important institutions while the smallest denotes the least important ones. After labelling the circles, the community members, with common consensus, had to place the circles on the floor keeping the accessibility of those institutions in mind. It is important to note that, while the size denoted importance, the distance (placement of the circles) denoted accessibility/ effectiveness. The accessibility is to be understood not in terms of physical distance, but the mental accessibility i.e., about being able to avail services with dignity.

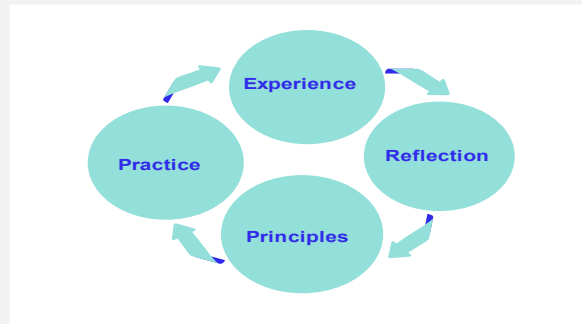
Once the cards are placed, the facilitators must ensure that the cards remain on the floor as is and then give time to the community members to reflect and then one can facilitate the discussion on why they feel that a particular institution is not accessible/ effective or more accessible/ effective? The conversation can then flow as per the context.

Students must be encouraged to do a similar exercise with the different members of the community. While this exercise can be done with the users/ beneficiaries of the services, it can also be done separately with the service providers. The data collected through this process reflects the experiences of the community vis-à-vis the institutions and its services. This knowledge may lead to appropriate action that maybe needed to address the concerns that may arise out of the discussion. This exercise must be used as an entry point to get to know the community and not derive conclusive evidence.





This session was followed by a discussion on *Experiential Learning* facilitated by Dr. Tandon. He emphasised that in the process of experiential learning, we start with an *experience*. It is imperative that we reflect on that experience, as the second step. If we don't reflect, the exercise of field visit will become mere tourism and learning may or may not happen. We must reflect individually and then with the group as a way of shared learning. These *reflections* produce *principles* – in everyday life these are our do's and don'ts. Once we get the principles, we use those principle in our *practice*. Reflections help us refine our principles. Experiential learning is a fundamental principle of CBPR.



He also added that learning happens through the experiences of others (through case studies) and through our own experiences. Every experience is connected to emotions. Therefore, we must not ignore our emotions but learn from them. Our experience is part cognitive and part emotion.

Session II: Recommendations on Assessment and Next Steps

In this session, the MT's were asked to give their inputs and recommendations on how they suggest this two credit course will be assessed. They were also informed of the current proposal of the weightage corresponding to three elements:

Individual Participation	30%
Group Report	40%
Presentation to the Community	30%

The suggestions for assessment were as follows:

- The students need to maintain a field diary containing photos, audios, and video clips from their field visit. Assessment should be based on the field diary + their reflection + group project;
- Some suggested that examination could be conducted with 70% weightage for theory and 30% weightage for viva while some suggest that we may lose the purpose of community engagement if the assessment is based on examinations;
- Community feedback should also be a part of assessment, as they are the primary stakeholders in this process. They can be invited in the university campus to also give them a sense of belongingness. This may motivate them to participate;
- It must be made clear to the students that if they do not do the field work, they won't get any certificate;
- MT's from other regional centres can be invited to assess the students.

Session III: Valedictory Session

This session was facilitated by Dr. Pooja Kiyawat (Assistant Professor, NLIU) and amongst the dignitaries were Dr. Rajesh Tandon, Dr. Yogesh Kumar, Dr. Vijayakumar, Dr. Diksha Rajput and Dr. Ranjan Kumar Rai. Dr. Tandon applauded the MT's for their active participation in the three- day workshop. He added that their enthusiasm and commitment has further motivated him in his endeavour of training of MT's in CBPR. He thanked them for inspiring him. 'The last three days have been a co- learning process where we learnt a great deal from the participants while they learnt from us', said Dr. Kumar. The process of shared learning has not only broadened our perspectives to look at things differently but also taught us to accept different perspectives. Dr. Rajput applauded the MT's, the resource persons and the organisers for their enthusiasm and urged them to keep that spirit alive in passing on the baton of CBPR to their students.

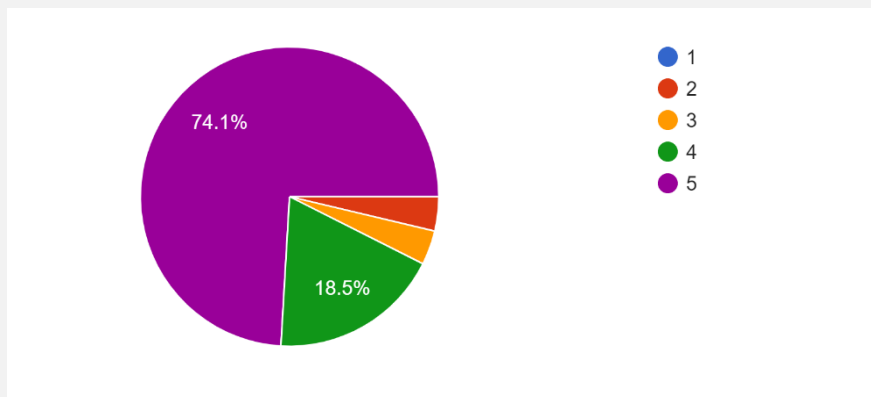
Next, few MT's were invited to share their experience of the workshop. Dr. Niraj Kumari (Assistant Professor, Guru Ghasidas University, Bilaspur) said that the workshop gave her a directional approach for community engagement as it was the right mix of theory and practical demonstration. Dr. Amit Singh Thakur (Assistant Professor, IPS Academy, Indore) shared that the biggest learning for him was to unlearn his prejudices and learn new ways of engaging with the community through CBPR. He was awestruck by the simplicity and constant presence of the resources persons all throughout the workshop including during the field visit. Endorsing Dr. Thakur's reflection on the involvement of the facilitators, Dr. Anjali Sharma (Assistant Professor, Central University, Rajasthan) added that the critical reflections and constructive feedbacks from the resource persons helped and inspired them to learn. Next, Dr. Ranjan Kumar (Assistant Professor, NLIU) read a brief report of the three- day workshop.

In his concluding remarks Dr. Vijayakumar (Vice Chancellor, NLIU) said that he was surprised to see the same energy and excitement in the participants as they had on day one. He said this contagious energy has given him hope that they will fulfil their responsibility of sensitising their students to value and respect community knowledge. The session concluded with a vote of thanks delivered by Dr. Seema Srivastava (Assistant Professor, NLIU).

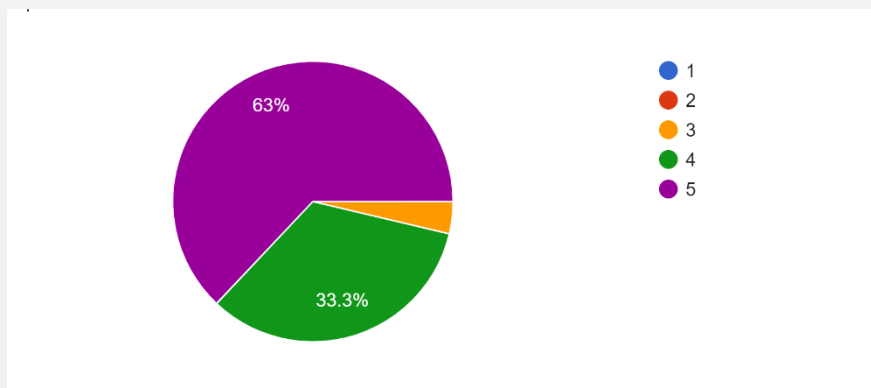


Review Form Data

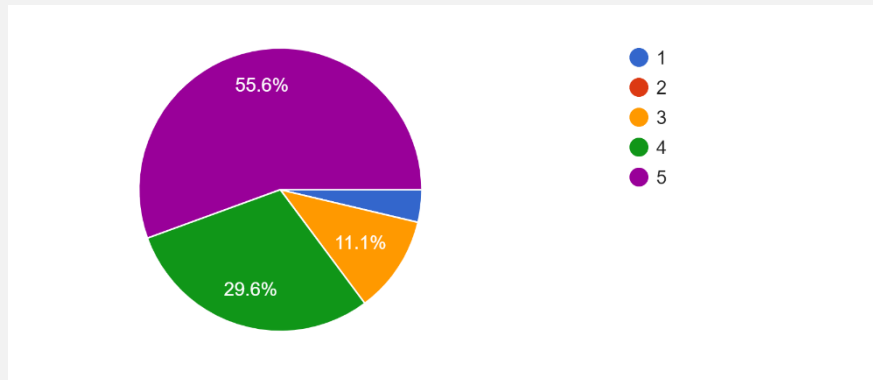
1. To what extent did the workshop achieve the learning objectives? (1: Lowest Value; 5: Highest Value)



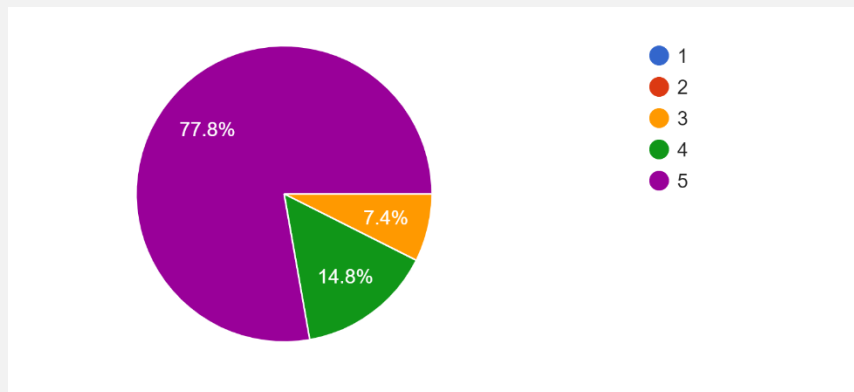
2. To what extent were you able to learn about the use of CBPR methodology?



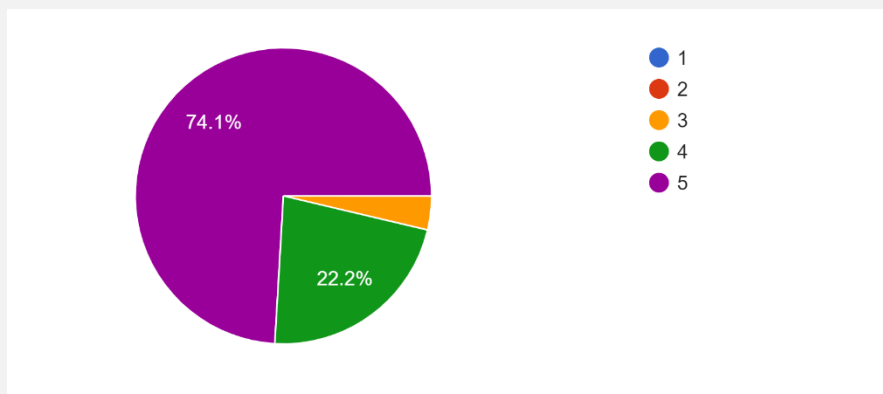
3. How confident do you feel in teaching the two- credit course in your institution?



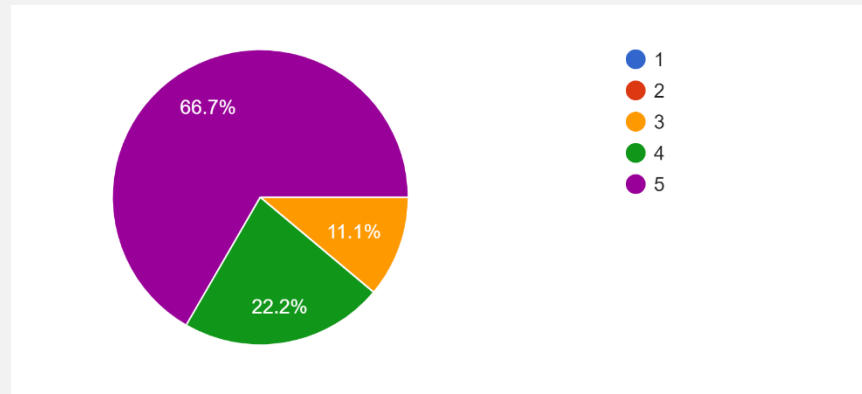
4. How effective was the field- based learning design used in this workshop?



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 about the Resource Persons.

- Dr. Rajesh Tandon and Dr. Yogesh Kumar effectively delivered the course content;
- The planning and methodology used by the resource persons were effective as they created an experiential learning environment;
- There is a need for more resource persons with experience in ICT and Start-up background who understand the rural resource crunch.

8. Your suggestions for improving the workshop

- The workshop must be for 5 to 7 days;
- One-month prior notice and information for the training program is needed;
- Need more field visits and field based practical training;
- Need more creative activities;
- This course should be made optional;
- Need more interactions with local NGOs, Panchayat officers and district officers;
- The participants should be encouraged to solve some ground problem;
- More workshop with more clarity;
- Need strong and regular follow up from the organisers;
- Need for regular workshop of this nature;
- Resource persons should give direction on post mapping so that it can be used for publications;
- Provide prior information, literature, and best practice model.

9. Any additional comments/ suggestions:

- This workshop will prove to be milestone in creating UBA;

- Resource/ funding is required for effective functioning of CBPR course;
- Need a mechanism through which the trained MT's can be contacted by the institutions who want to similar trainings.

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
3. Dr. Ujwala Chakradeo,
Vice-Chancellor
SNDT Women's University, Mumbai
4. Dr. Kamal Bijlani
Director, E-Learning Research Lab
Amrita Vishwa Vidyapeetham, Coimbatore

Local Resource Persons

1. Dr. Yogesh Kumar,
Founder member and Executive Director of Samarthan – Centre for Development Support, Bhopal

For Preparation of Report

1. Ms. Neha S Chaudhry, India coordinator, UNESCO Chair in Community Based Research and Social Responsibility in Higher Education, PRIA, New Delhi

Training Design

TIME	SCHEDULE
DAY ONE	
9:30AM – 10:30AM	INAUGURATION
10:30AM - 10:45AM	TEA BREAK
10:45AM – 1:15PM	INTRODUCTION AND ROLES OF MT'S
	LUNCH
3:00PM – 6:30PM	LEARNING CBPR METHODS FIELD VISIT 1 – UNDERSTANDING LOCAL REALITIES
8:00PM ONWARDS	DINNER
DAY TWO	
9:00AM – 11:00AM	DEBRIEF OF FIELD VISIT 1

11:00AM – 11:15AM	TEA BREAK
11:15AM – 1:30PM	LEARNING CBPR METHODS FIELD VISIT 2 - VISITING LOCAL INSTITUTIONS
	LUNCH
3:00PM – 6:30PM	DEBRIEFING FIELD VISIT 2
8:00PM ONWARDS	DINNER
DAY THREE	
9:00AM – 11:00AM	REFLECTIONS ON FIELD VISITS
11:00AM – 11:15AM	TEA BREAK
11:15AM – 1:30PM	LEARNING CBPR METHODS VENN DIAGRAM
	LUNCH
3:00PM – 4:00PM	ASSESSMENT AND FEEDBACK FOR NEXT STEPS
4:00PM – 5:00PM	VALEDICTORY SESSION

List of Participants

SR. NO.	NAME & DESIGNATION	COLLEGE/ UNIVERSITY	CONTACT DETAILS
1.	Amit Singh Thakur, Assistant Professor	IPS Academy, DAVV University, Indore, Madhya Pradesh	Subject: Chemistry Email ID: amitsinghthakur@ipsacademy.org
2.	Dr. Amita Joshi, Assistant Professor	IPS Academy, DAVV University, Indore, Madhya Pradesh	Subject: Maths Email ID: amitajoshi@ipsacademy.org
3.	Dr. Anupam K. Tiwari	Dr. C V Raman University, Kota, Chattisgarh	Subject: Rural Technology Email ID: anupam@cvru.ac.in
4.	Dr. Anu Shrivastava, Associate Professor	LNCT University, Bhopal, Madhya Pradesh	Subject: Journalism & Mass Communication Email ID: anushri2811@gmail.com
5.	Dr. Lila Simon	Barkatullah University, Bhopal, Madhya Pradesh	Subject: Management Email ID: lilasimon@bsssbhopal.edu.in
6.	Dr. Shasiranjan Akela	RGPV, Bhopal, Madhya Pradesh	Subject: Engineering

			Email ID: cocp126rgpv@gmail.com
7.	Dr. Savita Vyas	RGPV, Bhopal, Madhya Pradesh	Subject: Engineering Email ID: savitavyas@gmail.com
8	Dr. Sheena Thomas	Barkatullah University, Bhopal, Madhya Pradesh	Subject: Education Email ID: sheenathomas04@gmail.com
9.	Dr. Divya Jain, Assistant Professor	Jaypee University, Guna, Madhya Pradesh	Subject: Maths Email ID: divya.jain@juet.ac.in
10.	Dr. Rachna Chaturvedi Assistant Professor	Jaypee University, Guna, Madhya Pradesh	Subject: Humanities and Social Science Email ID: rachna.chaturvedi@juetguna.in
11.	Dr. J. P. Rai Professor	LNCT University, Bhopal, Madhya Pradesh	Subject: Pharmacy Email ID: jp_rai@rediffmail.com
12.	Dr. Madhukar Itewar	MP Bhoj	Subject: Economics Email ID: madhuitewar@gmail.com
13.	Dr. Rashmi Srivastava, Associate Professor	Maharaja Surajmal Teachers Training College, Bharatpur, Rajasthan	Subject: Chemistry Email ID: Srivastavarashmi919286@gmail.com
14.	Ms. Neelam Singh, Assistant Professor	Maharaja Surajmal Teachers Training College, Bharatpur, Rajasthan	Subject: Economics Teaching Email ID: singhneelam40473@gmail.com
15.	Mr. Shailendra Singh	MP Bhoj	Subject: Botany Email ID: nature8390@gmail.com
16.	Dr. Niket Shukla	C V Raman University, Kota, Chattisgarh	Subject: Commerce and Management Email ID: shukla.niket@gmail.com
17.	Dr. R. K. Singh	Agriculture University, Indore, Madhya Pradesh	Subject: Plant Path Email ID: rakesh0429@gmail.com

18.	Dr. Rachna Tailang	Government College, Rajasthan	Subject: Sociology Email ID: drachanatailang@gmail.com
19.	Sohanlal Gosai	Government College, Rajasthan	Subject: Economics Email ID: sonurajasthani@gmail.com
20.	Dr. Jyoti Upadhaya	Vikram University	Subject: Sociology Email ID: drjyotiupadhyay11@gmail.com
21.	Dr. Sachin Rai	Vikram University	Subject: Management Email ID: sachin.raai@gmail.com
22.	Dr. Anjali Sharma	Central University Rajasthan	Subject: Education Email ID: anjalisharma@curaj.ac.in
23.	Dr. Gobind Singh	Central University Rajasthan	Subject: Education Email ID: gobindpuchad@gmail.com
24.	Dr. Deepak Motwani	Amity University Gwalior	Subject: CSE Email ID: dmotwani@gwa.amity.edu
25.	Dr. V. S Kushwah	Amity University Gwalior	Subject: ESE Email ID: vskushwah@gwa.amity.edu
26.	Mr. Abrham Varghese	BSSS College, BU, Bhopal, Madhya Pradesh	Subject: Social Work Email ID: abrahamvarghese@bsssbhopal.edu.in
27.	Dr. Randhir Gautam	Raffles University Rajasthan	Subject: Sociology Email ID: radhir.gautam@rafflesuniversity.edu.in
28.	Dr. Mahfooz Alam	Raffles University Rajasthan	Subject: Political Science Email ID: mahfoozalam49@gmail.com
29.	Dr Niraj Kumari	G.G. University, Bilaspur, Chattisgarh	Subject: Chemistry Email ID: kkchandra31@rediffmail.com
30.	Mr. Dilip Jha	G.G. University, Bilaspur, Chattisgarh	Subject: Economics Email ID: jhadilip.ggv@gmail.com

31.	Kamal Kumar Pradhan	Rawatpura University, Raipur, Chattisgarh	Subject: Engineering Email ID: kamalpradhan09@gmail.com
32	Dr. Ranjan Upadhyaya	Sridhar University	Subject: Management Email ID: ranjan.upadhyaya@shridharuniversity.ac.in





REPORT ON TRAINING OF MASTER TRAINERS' IN CBPR

Northern Regional Center

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

15 – 17 JULY 2022



Table of Contents

1.	Background	3
2.	Master Trainers' Training Program (3- Day Training Workshop)	4
Day 1:		
	Session I: Inaugural Session	5
	Session II: Introductory Session with Master Trainers' and Mapping their Experience on CBPR	6
	Session III: Understanding the Principles of CBPR and UGC's Two-Credit Course Content & Structure	7
	Session IV: The Field Visit: Approach and Methodology	9
	• Transect Walk	
	• Social Mapping	
	Session V: First Field Visit	11
Day 2		
	Session I: Small group discussion and group presentation of the first field visit	13
	Session II: Understanding Local Institutions	16
	Session III: Second Field Visit	16
	Session IV: Understanding approaches to Participatory Methodologies	17
	Session V: Exhibition and cultural performance by the Dayalbagh Educational Institution students	19
Day 3		
	Session I: Intuitional activity of community engagement (Visit to DEI agricultural farm)	20
	Session II: Visit to DEI medical and social camps	21
	Session III: Presentation by Dr. S Natrajan about community engagement initiatives and approaches	22
	Session IV: Demonstration to Additional methods of CBPR	22
	Session V: Recommendations on Assessment and Next Steps	26
	Session VI: Valedictory Session	27
3.	Review Form Data	29
4.	List of Resource Persons	32
5.	Training Design	32
6.	List of the Participants	34

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 policy¹. 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

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 (20th – 22nd April 2022) at the Rashtrasant Tukdoji Maharaj Nagpur University, Nagpur; the Southern Regional (27th – 29th April 2022) at The Gandhigram Rural Institute (Deemed to be University); the Eastern Regional Centre (7th – 9th June 2022) at The Central University of Odisha, Koraput; the Central Region (16th – 18th June 2022) at The National Law Institute University, Bhopal. This report documents the fifth training workshop that was held from 15th -17th 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 15th – 17th 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, Uttrakhand 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.

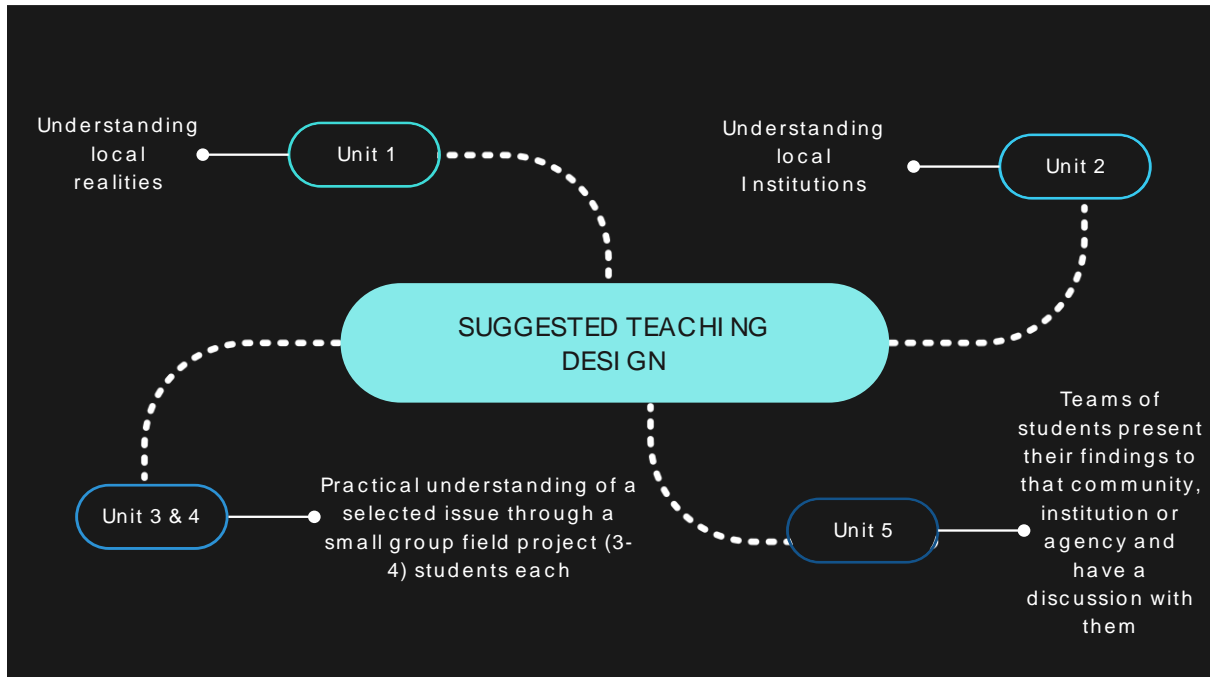


Suggested Course Design:

- 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 its 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.

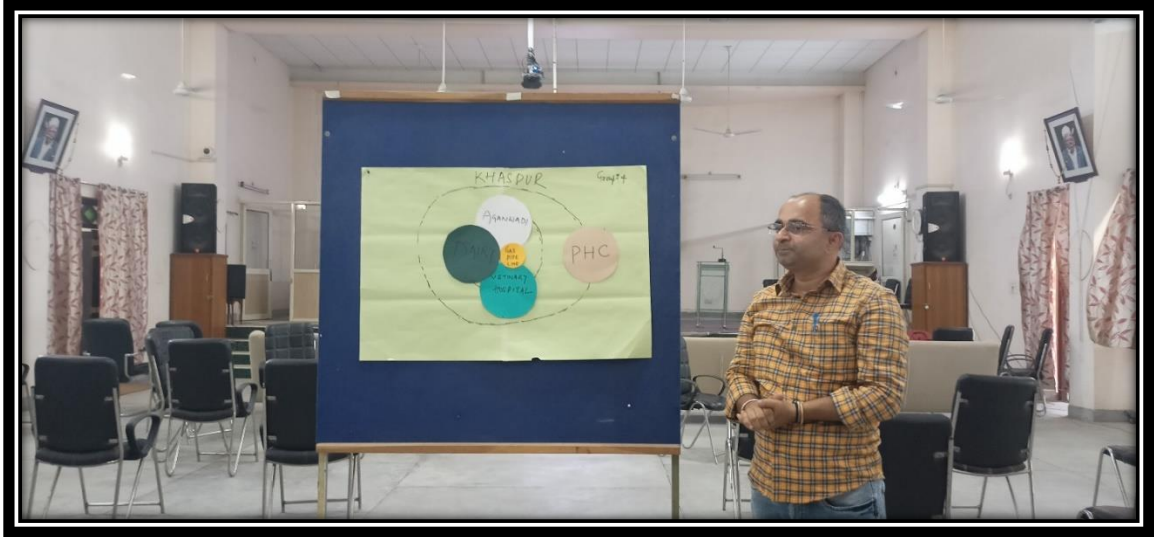
The MTs were instructed to present their conclusion/discussion through Venn diagram/chapati diagram. Mr. Ashok Singh briefed the MTs about the process of using Venn diagram to demonstrate accessibility, utility and functionality of any resources or services. The MTs sat in their respective groups. In 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.





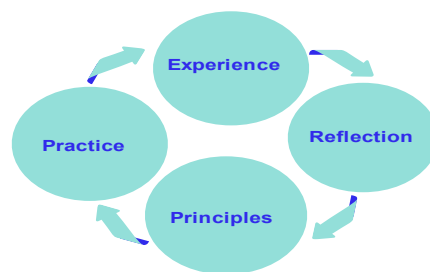


Debriefing for the Venn diagram CBPR approach

- 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.

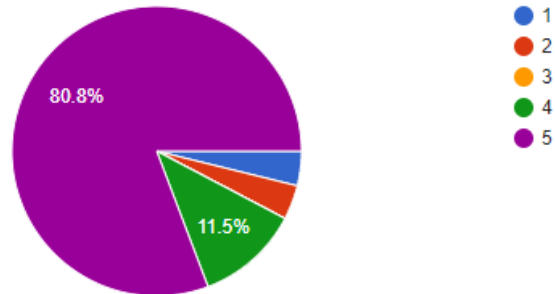
After this, all the MTs were welcomed and felicitated by the certificates of MT and facilitators and Chief guests were presented with mementos. The program ended with the university song and National Anthem.



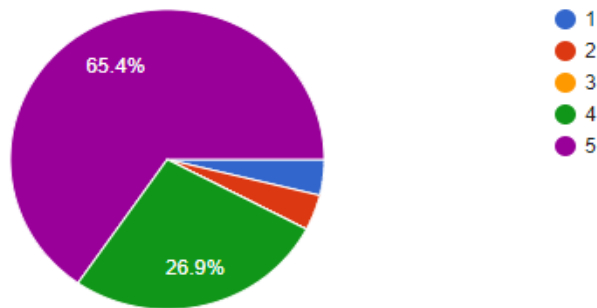
On day 3, before the valedictory session a feedback form was circulated to all the MTs for their feedback and comments. Below are the highlights from the review form:

Review Form Data

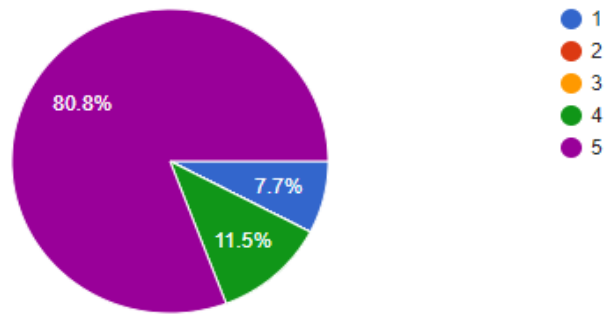
1. To what extent did the workshop achieve the learning objectives? (1: Lowest Value; 5: Highest Value)



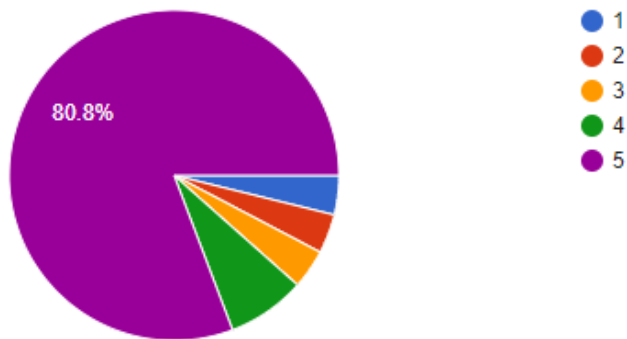
2. To what extent were you able to learn about the use of CBPR methodology?



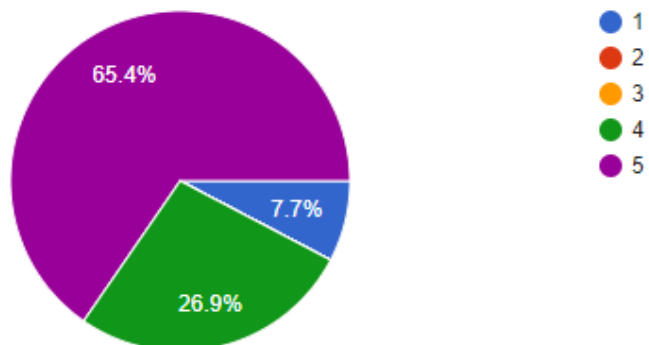
3. How confident you feel in teaching the 2-credit course in your institution?



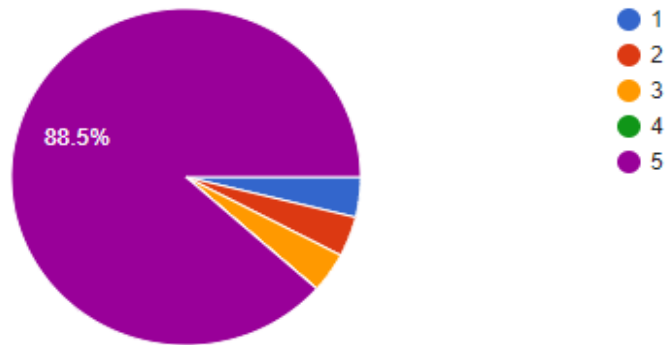
4. How effective was the field-based learning design used in this workshop?



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 CPBR, 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 gets 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
Pradesgh

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	dr.manojkumarpandey@yahoo.com , Department of applied psychology
2.	Prof. Bhawesh Chandra Dubey	Venkateshwara Group of Institutions, Jatoly, Meerut, Uttar Pradesh	bcdubey05@gmail.com , Education
3.	Ms. Geeta Rani Sharma, Associate Professor	Pt. Deen Dayal Upadhyay Government Girls Degree College, Sewa puri, Varanasi, Uttar Pradesh	iqac.sewapuri@gmail.com , library & information science
4.	Dr Ravi Prakash Gupta, Associate Professor	Pt. Deen Dayal Upadhyay Government Girls Degree College, Sewa puri, Varanasi, Uttar Pradesh	ravi06gupta@gmail.com , Political science
5.	Dr. Saurav, Assistant Professor	Jaypee University of Information Technology, Waknaghat, Solan, Himachal Pradesh	saurav@juit.ac.in , Department of civil engineering
6.	Dr. Neelu Lodhiyal, Associate Professor	Kumaun University, Nainital, Uttarakhand	neelulodhiyal@gmail.com , Department of botany
7.	Dr. Amarjeet Prajapati, Assistant Professor	Jaypee Institute of Information Technology, Noida, Uttar Pradesh	amarjeet.prajapat@juit.ac.in , 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	tiwari.janmejaya@gmail.com , Department of English
9.	Dr Alok Sagar Gautam, Assistant Professor	Hemvati Nandan Bahuguna Garhwal University, Uttarakhand	phyalok@gmail.com , Department of physics
10.	Dr. Gopal Singh Bisht, Associate Professor	Jaypee University of Information Technology, Waknaghat, Solan, Himachal Pradesh	gopal.singh@juit.ac.in , Department of biotechnology bioinformatics

11.	Dr. Suneel Prasad, Assistant Professor	Mahayogi Guru Gorakhnath Govt. Degree College, Bithyani, Yamkeshwar, Pauri Garhwal, Uttarakhand	sueelprasad28@gmail.com , Department of english
12.	Dr. Jagdish Chand, Assistant Professor	Govt. College, Sangrah, District Sirmour, Himachal Pradesh	jagdishgeo@gmail.com , Department of geography
13.	Dr. Vishal Sharma, Associate Professor	Maulana Azad Memorial College, Jammu	vishal.jmu@gmail.com , Department of higher education, psychology
14.	Dr. Ram Singh Samant, Assistant Professor	Mahayogi Guru Gorakhnath Govt. Degree College, Bithyani, Yamkeshwar, Pauri Garhwal, Uttarakhand	ramsamant007@gmail.com , Department of sociology
15.	Ms. Charvi Kumar, Assistant Professor	Symbiosis Law School, Noida, Uttar Pradesh	charvi@symlaw.edu.in , Symbiosis law school
16.	Dr. Trivikram Tiwari, Assistant Professor	U. P. Rajarshi Tandon Open University, Prayagraj, Uttar Pradesh	trivikramitiwari@gmail.com , School of social science
17.	Dr. Shruti , Associate Professor	U. P. Rajarshi Tandon Open University, Prayagraj, Uttar Pradesh	drshruti.uprtu@gmail.com , School of sciences
18.	Dr. Janhvi Srivastava, Assistant Professor	Veer Bahadur Singh Purvanchal University, Jaunpur, Uttar Pradesh	drjahnvisrivastava@gmail.com , Departm ent of applied psychology
19.	Dr Sushma Tamta, Associate Professor	Kumaun University, Nainital, Uttarakhand	sushmatamta@gmail.com , Department of botany
20.	Prof. Yogendra Prasad Tripathi	K. S. Saket PG College, Affiliated with Dr. Rammanohar Lohiya Awadh University, Ayodhya, Uttar Pradesh	yogendratripathi@gmail.com , Departme nt of sociology
21.	Dr. Gulshan Kumar, Assistant Professor	School of Basic and Applied Sciences, Career Point University,	sharmagulshan1980@gmail.com , Divisio n of botany

		Hamirpur, Himachal Pradesh	
22.	Dr. Shashi Sharma, Associate Professor	DAV College, Muzaffar Nagar, Uttar Pradesh	shashi.law@cpuh.edu.in , Division of humanities & social science
23.	Mr. Bhupal Ram, Assistant Professor	Devbhumi Institute of Professional Education, Lalpur, Rudrapur, Uttrakhand	Bhupalram079@gmail.com , Education
24.	Mr. Prakash Chandra Joshi, Assistant Professor	Devbhumi Institute of Professional Education, Nainital, Uttrakhand	prakash.joshi1990@gmail.com , Teaching of commerce
25.	Dr. Abhinav Kumar Mishra, Associate Professor	Banaras Hindu University, Varanasi, Uttar Pradesh	abhi@bhu.ac.in , Department of linguistics
26.	Dr. Kakoli Dey, Head-Humanities,	Galgotias College of Engineering and Technology, Greater Noida, Uttar Pradesh	kakolidey6@gmail.com , humanities





सत्यमेव जयते
Ministry of Education
Government of India



UGC
University Grants Commission



उन्नत भारत अभियान
UNNAT BHARAT ABHIYAN

Report On

Training of Master Trainers

on

Community Based Participatory Research (CBPR)

at



North Eastern Regional Centre
Tezpur University
Assam

26th - 28th July 2022

Table of Contents

1. Background -----	3
2. Master Trainers' Training Program (3- Day Training Workshop)	
Day 1:	
Inaugural Session -----	5
Session I: Introductory Session with Master Trainers' and Mapping their Experience on CBPR -----	9
Session II: Understanding the Principles of CBPR and UGC's Two- Credit Course Content & Structure -----	10
Session III: Understanding Local Realities through CBPR methods of Transect Walk and Social Mapping -----	12
Session IV: First Field Visit -----	12
Day 2:	
Debrief of first field visit -----	14
Session I: Understanding Local Institutions -----	15
Session II: Second Field Visit -----	16
Session III: Institutional Mapping -----	17
Session IV: Debriefing of Second Field Visit and Presentation -----	18
Day 3:	
Session I: Debriefing of First and Second Field Visit -----	19
Session II: Experiential Learning -----	20
Session III: Learning CBPR Method - Venn Diagram/ Chapati Diagram -----	21
Session IV: Recommendations on Assessment and Next Steps -----	21
Session V: Valedictory Session -----	22
4. List of Resource Persons -----	23
5. Technical Sessions -----	24
6. List of the Participants -----	25
7. Media Coverage -----	27

Background

Institutions of higher learning are often expected to play a leadership role in society. Whether through their innovative research work or by expanding the parameters of social responsibility on a local level, educational institutions are responsible for the societies to develop in terms of their social, economic, and environmental conditions. The contributions of higher learning institutions are also regarded as a key component in achieving a sustainable future. Additionally, putting what is learned into practice and producing a practical application of academic knowledge can also develop a distinctive offering for any higher education institution. Therefore, higher education institutions can and should continue the long-standing tradition of attempting to contribute toward socially beneficial goals through positive social actions.

Launched in 2014, Unnat Bharat Abhiyan (UBA) is a flagship program of the Ministry of Education.

- It intends to engage the faculty and students of higher education institutions (HEIs) in identifying development issues in rural areas and finding sustainable solutions for the same. Participating Institutions were invited to be a part of UBA under UBA 1.0. The idea behind UBA is to use the knowledge institutions to improve rural development processes and collectively contribute to the construction of an inclusive India.

The upgraded and currently ongoing version of UBA is UBA 2.0 which was launched in 2018 and focused on the implementation of the idea.

- It intends to connect higher education institutions (HEIs) with a group of at least five villages so that these institutions can use their knowledge base to assist in the social and economic advancement of these rural communities.

The objectives of UBA 2.0 clearly outline the role of HEIs in supporting rural development. One of the essential prerequisites for HEIs to fulfill this purpose is introducing dynamic curricular reforms, which facilitate the connection between classroom theory and field practice.

In regard to these objectives, the University Grant Commission (UGC) has recently approved a National Curricular Framework and Guidelines for “Fostering Social Responsibility & Community Engagement Course” in Higher Institutions in India developed by a Subject Expert Group (SEG) appointed by the UBA for providing operational expertise in view of the National Education Policy 2020 (NEP 2020).

- The goal is to incorporate community engagement and social responsibility into the academic curriculum of the universities starting from UG to PG level so that the advancement of the communities surrounding the institution is ensured.

The Indian Institute of Technology Delhi (IIT, Delhi) has been designated as the National Coordinating Institute (NCI) for the UBA scheme. Further, Regional Coordinating Institutes

(RCIs) are appointed for facilitating, guiding, and monitoring the UBA networks in their respective regions. The RCI will manage and motivate all the Participating Institutions (PIs) in their regions to perform UBA activities in their clusters. They will be responsible for grooming the other PIs and conducting Orientation Workshops and Capacity Building training for their PIs. The PI is the one who interacts with the villagers and works on the field. They are expected to do field studies, co-operate with the authorities and study the implementation of the Government schemes, and facilitate their better implementation so that they meet their development objectives at best. Tezpur University is one of the 750 participating higher education institutes across the country, selected through a challenge mode, to contribute to the economic and social betterment of rural areas.

An initial batch of 30 to 40 Master Trainers (MTs), who are interested faculty members from HEIs, will receive training in the Community Based Participatory Research (CBPR) technique in accordance with the guidelines and criteria of the UGC before they begin to teach this course. It was suggested that each batch of the chosen MTs would complete residential training at Regional Centres under the supervision of a group of UGC-appointed specialists in community-based participatory research. Seven Regional Centres were constituted throughout India for this purpose – Tezpur University being one among them. These regional centers will recruit master trainers, organize batches of trainers for training in CBPR, and train and support them through periodically updated locally relevant learning materials.

To serve this end, the UGC as part of the Government of India's 75-week long campaign of Azadi ka Amrit Mahotsav, launched the Training of Master's Trainers program in Community-based Participatory Research under Unnat Bharat Abhiyan 2.0. Tezpur University is serving as the Regional Centre for the North-Eastern Region which covers higher education institutions of Arunachal Pradesh, Assam, Manipur, Meghalaya, Mizoram, Nagaland, and Tripura.

With the country being severely affected by the COVID-19 pandemic, the first two modules of the training session were held online on January 27 and February 15, 2022. However, understanding CBPR techniques involves a number of skills that are best acquired by hands-on experience in the field. Therefore, a three-day in-person training event was also set to be carried out for the Master Trainers in each of the seven regional centers across the country.

Master Trainers' Training Program (3- Day Training Workshop)

A three-day UGC-sponsored program on Training of Master Trainers on Community Based Participatory Research (CBPR) was held under the aegis of Unnat Bharat Abhiyan 2.0 of the Union Ministry of Education at the North Eastern Regional Centre, Tezpur University, Assam. Thirty-six teaching and research professionals from various colleges and universities in the region participated in the program. The participants were drawn from the states of Assam, Manipur, Meghalaya, Mizoram, and Tripura. One of the seven regional centers across India, Tezpur University conducted the Programme as a host of the North-Eastern Zone.

Objective:

The objective of the program was

- To introduce academicians and research professionals to Community Based Participatory Research and to train them to understand the processes and challenges in development and community-based communication.
- Subsequently, the Master Trainers will convey the acquired knowledge and expertise to the students according to the UGC-proposed two-credit course on community engagement for UG and PG students to be introduced in accordance with the goals of the National Education Policy 2020.

Day 1

26th July 2022

Serial No.	Timing	Session Detail	Resource Person
1	10.00AM-11.00 AM	Inaugural Session	Prof . Joya Chakraborty(Coordinator)
2	11.15 AM-12.15PM	Technical Session 1	Dr. Rajesh Tandon
3	12.30 AM- 1.30 PM	Technical Session 2	Dr. Rajesh Tandon
4	2.30 PM- 3.30 PM	Technical Session 3	Mr. Pradyut Bhattacharjee
5	3.30 PM- 5.30 PM	Field Visit	Participants divided in 6 groups

The Inaugural Session:

The inaugural session of the program which took place in blended (online and offline) mode on 26th July, at the Screening Hall, Department of Mass Communication and Journalism, Tezpur University, was attended by Prof. Subramaniam Natarajan, Former Vice- Chancellor GRI- DU and Member, Subject Expert Group of UGC (SEG-UGC), Prof. Dhruba Kumar Bhattacharya, Pro Vice-Chancellor, TU, Prof. Joya Chakraborty, HoD, Deptt of MCJ, TU along with the resource persons Dr. Rajesh Tandon and Mr. Pradyut Bhattacharjee. Dr. Diksha Rajput, Deputy

Secretary, UGC, Prof. K. K. Agarwal, Dr. Ujjvala Chakaradeo, and Dr. Kamal Bijlani joined the session via online mode. Thirty-six participants from different colleges and universities across Northeast India also joined the program.

In her welcome address, Prof. Joya Chakraborty, Chief Coordinator, North East Regional Centre (CBPR) and Head, Department of Mass Communication and Journalism, Tezpur University, welcomed the resource persons and dignitaries and the participants and extended her gratitude to the UGC for choosing Tezpur University as the center for the program. She also spoke on the idea of connecting a participatory framework within research and how the teachers can be a catalyst in the process.

In the keynote address, Prof. Subramaniam Natarajan, Former Vice-Chancellor, The Gandhigram Rural Institute-Deemed to be University (GRI-DU) and Member, UGC-SEG, presented the idea behind the program and also related it to the execution of the program focusing on the importance of community engagement through the ideas of Mahatma Gandhi and A.P.J. Abdul Kalam and Sarvepalli Radhakrishnan.

- He remarked that “India lives in villages and the nation can develop only when the villages will develop”.
- He also focused on the role of institutional social responsibility and the Ministry of Education and UGC’s role in developing a curriculum and framework for participatory research education which can promote experiential learning on community engagement for development.
- He emphasized two major areas of intervention for rural development – Human Development such as education, health, etc, and Sustainable Economic Development which includes the management of water and natural resources along with the village development action plan.

Dr. Rajesh Tandon, Founder-President, Society for Participatory Research in Asia (PRIA), New Delhi, and Member, UGC Subject Expert Group (UGC-SEG) shared some perspectives on the New Education Policy (NEP) 2020 of India and Community Based Participatory Research (CPBR) and its role and contribution to the society. He thanked the volunteers who came forward to join as master trainers as pioneers of the North-Eastern region of India in this initiative of UGC.

- He focused on the role of social engagement and responsibility of higher education institutions and the multiplicity of methodologies for the acquisition of knowledge.
- He Said- “Knowledge also resides outside academia. They may not be used to publish books but put into practice”.

The inaugural address was delivered by Prof. Dhruba Kumar Bhattacharyya, Pro Vice-Chancellor, Tezpur University wherein he spoke about the importance of community engagement and how participatory research can help contribute to social change.

- He highlighted the importance of developing a dialogue with the communities for sustenance. “The practitioners, professionals, and all other beneficiaries must work together to achieve this goal”, he said, stressing the collective role of the researchers, academic community, and the communities.
- He also focused on the multidisciplinary nature of knowledge and the role of a bottom-up approach starting from the smallest unit of a community and the integration of modern scientific technology which can help blend theoretical research with practice in the field and also how the new experiences and knowledge gained can further help in the development of science and all the disciplines alike.

Addressing the participants, Prof. K. K. Agarwal, Chairman, National Board of Accreditation and UGC Subject Expert Group (UGC-SEG) focused on the Unnati Bharat Abhiyan’s vision and agenda of transformational change in rural development and the importance of NEP 2020 in promoting interdisciplinary knowledge to produce global citizens.

- He referred to the teachers as one of the most important pillars of education and thereby also highlighted the role of the master trainers who will play a key role in multiplying the humble beginnings of the workshop. “A course like this can only be successful if one is committed and believes in it”, he added highlighting the intangible aspects and requirements to make the program successful.

Dr. Ujjvala Chakaradeo, Vice-Chancellor, Shreemati Nathibai Damodar Thackersey Women's University, Mumbai, and Member of the UGC Subject Expert Group (UGC-SEG) focused on the attributes of the program that can transform the personality and role of the teacher in imparting knowledge. “Small attempts can bring about a huge difference in society and education is one strong tool to achieve such social change”, she said, highlighting the role and importance of the program.

Picture 1: (Left to Right) Mr. Pradyut Bhattacharjee, Prof. Debendra Chandra Baruah, Dr. Rajesh Tandon, Prof. Subramaniam Natarajan, Prof. Joya Chakraborty, and Professor Dhruva Kumar Bhattacharyya



Dr. Kamal Bijlani, Director, E-learning Research Lab, Amrita Vishwavidyapetham, and Member, UGC-SEG, shared their initiatives of Live-in-Labs and highlighted the importance of Compassion Driven Research in Community Engagement and its impact and shared how the students actually go to the rural communities and understand their issues and create and develop projects that benefit the community and promote a human-centered approach and sustainable development.

Dr. Anjuman Borah, Member, Coordinating Team, Tezpur University, and Assistant Professor, Department of Mass Communication and Journalism, Tezpur University, extended the vote of thanks and appreciated the dynamism of the leadership of the program and everyone involved in making the inaugural session of the program a success.



Picture 2: (Left to Right) Prof. Subramaniam Natarajan, Dr. Rajesh Tandon, Professor Dhruba Kumar Bhattacharyya, Prof. Joya Chakraborty, Mr. Pradyut Bhattacharjee

After the successful inauguration of the program, the resource persons - Dr. Rajesh Tandon and Mr. Pradyut Bhattacharjee took over the learning sessions of the program which included introductory sessions with the participants, learning sessions on community engagement, and sharing of the understandings of the principles of CBPR and UGC's two credit course.

Day 1: Technical Session

Session	Session Details	Resource Person	Venue
Technical session 1	Introductory session	Dr. Rajesh Tandon	TLC centre, Tezpur University
Technical Session 2	Understanding CBPR	Dr. Rajesh Tandon	TLC centre, Tezpur University
Technical Session 3	Understanding the local reality through Transect walk and social mapping	Mr. Pradyut Bhattacharjee	TLC centre, Tezpur University
Field Visit 1	36 Participants Divided into 6 Groups (Six Each)	Group 1,2&3 - Harigoun, Group 4&5- Jharoni Group 6- Napaam	Napaam, Harigoaun, Jharoni

Technical Session I: Introductory Session with Master Trainers and Mapping their Experience on CBPR

During the introduction session, the Master Trainers were asked to present their current understanding of the concepts of participatory research and community engagement as well as their expectations from their workshop. Some related to Unnat Bharat Abhiyan's objectives and goals as one of the most crucial measures for promoting community development, while others valued the idea of participatory development and hoped to learn more from the sessions.

A few trainers also discussed their experiences of serving on the UBA implementation committees in their respective institutions and how they adopted villages to aid in the socio-economic development of those communities. The trainers from the school of engineering and sciences too related to the humanitarian cause and bottom-up developmental agenda of the program.



Picture 3: Introduction sessions by Dr. Tandon and Mr. Bhattacharjyee

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

After introducing everyone and discussing the MTs' experiences with CBPR, Dr. Tandon emphasized the fundamentals of participatory research. He elaborated on the basic principles as described in the National Curriculum Framework & Guidelines issued by UGC.

The following key principles shall guide community engagement of HEIs:

1. Mutual learning and respect should flourish because knowledge resides in everyday life and experiences. It is important to express and respect the shared and mutually agreed interests and concerns of poor populations in rural and peri-urban areas as well as that of the HEIs.
2. Community engagement shouldn't be restricted to a small number of social science fields. It ought to be used in all academic departments and faculties at HEIs.
3. Students should receive credit for taking part in research projects, community service activities, and classroom learning.

4. Teachers, researchers, and administrators in HEIs should be evaluated for their contributions to community engagement in teaching and research as part of their performance evaluations.

5. HEIs should establish natural and lasting connections with the nearby institutions like village organizations, Panchayat, etc., in order to maintain ongoing community engagement programs.

He elaborated on the concepts and described the suggested format for the two-credit course. The 2-credit course consists of two sections:

- 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.

Students might access the course materials which are to be available online to further their understanding of Participatory Research. The schemes and plans of the State government in operation and other locally pertinent knowledge and contextually significant resources should be added to this material. All students, regardless of their discipline of study, must take the course. The material will be taught over the course of six weeks and be divided into five courses or modules. The students are therefore required to spend at least 3 hours per week on the online platform and 3 hours practically in the field, under the supervision of their teachers. As a result, educators from all fields of study must become MTs. As MTs, the teachers have two duties: one is to teach this course to a group of students in their respective institutions, and the other is to co-train future cohorts of identified teachers to teach the course to students.

Session III: Understanding Local Realities through CBPR methods of Transect Walk and Social Mapping

The session included understanding local realities by learning CBPR methods of Transect Walk and Social Mapping. Mr. Pradyut Bhattacharjee delivered a session to the participants on theoretical know-how and also shared some ethical concerns related to the methods and conduct of fieldwork. A methodical journey across a community or project area with the help of the local population to investigate the various resources and conditions of the local people and area by observing, inquiring, listening, examining, and making notes and maps, transect walk can serve as a valuable resource for mapping the area especially when it is done by the locals along with the participants.

On the other hand, social mapping is a visual means of displaying an area's social structure, groups, and organizations, as well as the relative locations of households and the distribution of population.

- It focuses on the social infrastructure that is available, such as roads, drainage systems, schools, drinking water facilities, etc., as well as where and how people live.
- Local residents create social maps that are not scaled and show what they perceive to be relevant and significant to them. Through social stratification, demography, settlement patterns, social infrastructure, etc., this strategy provides an accurate picture of the social reality that the residents experience.
- Additionally, specific concerns like the privacy and confidentiality of the subjects and the erasure of distinctions between researchers and those being studied, community rights, inter-communal conflicts, and democratic engagement including cultural sensitivity were covered.

Session IV: First Field Visit

To supplement the theoretical learning with a practical understanding of the field, the participants undertook field visits to the neighboring villages of Tezpur University, namely - Harigaon, Jharoni, and Napaam. The 36 participants were divided into six groups each with six participants who were accompanied by local guides. Due to the larger area stretched within 7kms and 3kms, the villages of Harigaon and Jharoni were divided into three and two parts respectively, whereas the assigned walk of village Napaam measured only 1km. The different groups then spent 2 to 3 hours in the identified villages conducting transect walks, taking notes, and followed by social mapping.



Picture 4: A few still photographs from the field visits by the groups

DAY 2-

27th July 2022

Serial No.	Time Duration	Session Details	Resource Person	Venue
1	9.00AM-10.00AM	Group Reports & Debriefing session	Mr. Pradyut Bhattacharjee	TLC, TU Centre
2	10.00AM-11.00 AM	Understanding the Local Institution	Dr. Rajesh Tandon	TLC, TU Centre
3	11.00AM- 1.00 PM	Field Visit	Group 1 Group 2 Group 3 Group 4 Group 5 Group 6	1.AWC Jharoni 2.Lower Primary School, Jharoni 3.Village Harigoun 4.PHC 5.Panchayat Jharoni 6.PHC, Napaam
4	2.00 PM- 3.00 PM	Debriefing Field Visit	Dr. Rajesh Tandon & Mr. Pradyut Bhattacharjee	TLC, TU centre

Technical Session 1

Debrief of first field visit:

As follow-ups of the last field visits, debriefing sessions were conducted the next day wherein the participants presented their important learning and the tasks assigned to them by the resource persons.

The important observations recorded and presented by the participants included many aspects such as that religion, social groups, connectivity, education, drinking water and sanitation, policy support, social evils, the status of women and girl child, livelihood, agriculture, cropping patterns, marriage, festivals, and many other intangible aspects relating to the development prospects and challenges of the villages they visited.



Picture 5: Debriefing and Report Presentations of first field visit

Session I: Understanding Local Institutions

The sessions on the second day focused on the role, structure, organization, and importance of local institutions in villages and the concept of Institutional Mapping and its relevance. A briefing on the various types of institutions in villages which included village communities, development institutions, statutory institutions, and the likes was given to the participants by the resource persons Dr. Rajesh Tandon and Mr. Pradyut Bhattacharjee.

The resource persons asked the MTs to first make a list of every institution they saw during the Transect Walk in their respective villages so that everyone could better understand how to learn about local institutions. Understanding opportunities and challenges to recognizing and facilitating change are greatly aided by institutional mapping.

- Dr. Tandon focused on the significance and relevance of institutional mapping and visual representation.
- With the aid of this tool, major institutions (both formal and informal), people (both inside and outside of a community), and their connections to and significance to various social groupings may be identified and shown visually.
- It also helps in comprehending how various community members view institutions both inside and outside of the community.

Dr. Tandon also listed a few institutions in the villages for the participants to carry out the second field visit which included Gaon panchayat, Local NGO, Lower Primary School, Public Health Centre, Anganwadi Centre, Accredited Social Health Activist (ASHA) workers, etc.



Picture 6: Understanding Local Institutions

Session II: Second Field Visit

It was followed by the second-day field visits where the participants practically carried out institutional mapping on their own behalf and led a focus group discussion among the functionaries and the end users of the institutions with the objective of documenting the functions, activities, and resources and the challenges faced by the organizations. Special focus was also given to the schedule of time as the MTs had to speak with both service providers and customers and bring the maximum information possible to the table without compromising on ethics. Similar to the first visit, the MTs were divided into 6 groups of 6 each for the second visit.



Picture 7: A few still photographs from the second day field visit to different institutions in the villages.

Session III: Institutional Mapping

The exercise of visiting the village institutions led to the understanding and discovery of many social gaps in terms of the development of the villages. It was followed by a small enactment of role plays in the activity session where the MTs acted and played out the roles of both the service providers and beneficiaries they had just visited. It helped the participants relate themselves to the real-world scenarios and develop skills for real-world situations like negotiation, debate, teamwork, cooperation, and persuasion. It also provided them the opportunity to shed some light on their critical observation of the people, the institution, and the village. For instance, if a group visited a school, the participants then presented the role play by themselves posing as parents, teachers, kids, and members of the school administration. Another group re-created how the

ASHA workers meet people and they carry out their duties, etc. It was also followed by a presentation of their findings.

Session IV: Debriefing of Second Field Visit and Presentations

In the debriefing session of the second field visit, all the groups shared the findings of their institutional visit with regard to the organizational structure, objectives of the institutions, functions they perform, activities carried out, resources, and challenges of the institutions. The presentations included both the input of the service providers and also the end users or beneficiaries of the institution. They also offered some suggestions on how to make it better.

After that, the discussions on sharing the findings and the feedback shared by the resource persons highlighted the importance of appropriate tools and research methods for community and participatory research.

- Dr. Rajesh Tandon advocated for mixed methods and visual and inclusive methodology for fostering a sensitive and responsible approach among the participants.

Mr. Pradyut Bhattacharjee highlighted the importance of seasonality mapping and tracing of the timeline of developments and the relevance of action-oriented methods.



Picture 8: Participants enacting a role play and presenting about the institutions

Day 3

28th July, 2022

Serial No.	Time Duration	Session Detail	Resource Person	Venue
1.	9.00AM-11.00 PM	Debriefing session	Dr. Rajesh Tandon and Dr. Pradyut Bhattacharjee	TLC, TU Centre
2.	11.00 AM- 12.00 PM	Technical Session 1- Experiential Learning	Dr. Rajesh Tandon and Dr. Pradyut Bhattacharjee	TLC, TU Centre
3.	12.00 PM-1.00 PM	Technical session 2- Learning CBPR Method – Venn Diagram/Chapati Diagram	Dr. Rajesh Tandon	TLC, TU Centre
4.	2.00 PM-3.00 PM	Technical session 3- Recommendation & Experience sharing	Dr. Rajesh Tandon and Dr. Pradyut Bhattacharjee	TLC, TU Centre
5.	3.00 PM- 4.00 PM	Valedictory Session	Prof. Joya Chakraborty (Coordinator)	TLC, TU Centre

Session I: Debriefing of Field Visit 1 and 2

In an important learning and knowledge-sharing exercise, the MTs shared their experiences of the field visits in regard to standards of ethics and specifically shed light on certain do's and don'ts. They identified - listening and paying attention to what the local people say, engaging them in conversations, making them feel comfortable, respecting and relating their needs, and observation – as some of the positive steps one can take while engaging with communities. They also identified a few don'ts which include – no photos without permission, non-judgmental and discriminatory attitude, etc.

Experiences and Do's and Don'ts shared by Participants:-

Serial No.	Do's	Don'ts
1	Listen carefully to locals	No Photo Without Permission
2	Pay attention and observe more	No pre-judgements
3	Talk to the beneficiary by engaging and comforting them	No criticism of local lifestyle
4	Show interest in their problems/issues	Do not Patronize them
5	Explore and relate issues	Do not indulge in argument or fight
6	Respect their realities	Do not disturb or argue while they share their issues

Session II: Experiential Learning

In the technical session the resource persons, Dr. Rajesh Tandon and Pradyut Bhattacharjee focused on the methods, principles, and participatory pedagogy of community-based research and communication. They also delivered a session on Experiential Learning. Dr. Tandon discussed experiential learning as it relates to community engagement. He emphasized that an 'experience' and 'reflection' on that event serve as the important foundation for experiential learning. 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. The process of learning through doing is known as experiential learning. Students are better able to relate concepts and information taught in the classroom to actual circumstances when they are involved in practical activities and personal reflection. Experiential Learning is a cornerstone of CBPR.



Picture 9: A few glimpses of the sessions conducted in Day 3

Session III: Learning CBPR Method – Venn Diagram/Chapati Diagram

During this interactive session, the participants understood the relative social relationship with the help of the usage of methods like –the Venn diagram and Chapati Diagram. All the participants enthusiastically contributed their part in the activity to understand the complexities of the social relationship between the community and the institutions like Panchayat, Health centers, Anganwadi centers, and others.

Session IV: Recommendations on Assessment and Next Steps

It was followed by a few recommendations on their assessments and the next steps to be followed in community engagement. An important understanding of the ethics and a list of do's and don'ts were also shared by the participants from their collective experiences of the field visits. In addition to these, a question and answer round took place wherein the participants put forward their doubts and the resource persons addressed their queries followed by an experience-sharing session.

Valedictory Session

Prof. Vinod Kumar Jain, Vice-Chancellor, Tezpur University attended the valedictory session of the program on 28th July along with the resource persons, Dr. Rajesh Tandon and Mr. Pradyut Bhattacharjee and Prof. Joya Chakraborty, Chief Coordinator, North East Regional Centre (CBPR) and Head, Department of Mass Communication and Journalism, Tezpur University.

Prof. Joya Chakraborty shared her experiences of hosting the event and interacting with the participants for three days giving a glimpse of all the activities and sessions that were completed throughout the program. She also highlighted the need and importance of extending the program in Northeast India because of the cultural and social diversity of the region and along with it also the importance of networking and communication with other institutions for facilitating a process of co-learning and building a repository of unique knowledge which can be beneficial for posterity.

Prof. Rajesh Tandon shared his experiences of the session and also thanked the department and the university for their warmth and flexibility and appreciated the young scholars' enthusiasm and interest in the subject matter and also their critical thinking abilities.

Mr. Pradyut Bhattacharjee focused on the practical applicability of the knowledge gained throughout the sessions. "Knowledge has a purpose and only when it is applied the purpose is fulfilled", he said stressing the future relevance of the program and the role of the participants in disseminating the knowledge further.

Prof. Vinod Kumar Jain in his concluding remarks appreciated the Department of Mass Communication and Journalism for the success and smooth conduct of the program. He also shared a brief note on the importance of community engagement and how it supports policy decision-making at the higher level. He also focused on the collective role of diverse communities and the role of higher institutions in contributing multi-disciplinary knowledge for building a prosperous society.

Representing the participants, Prof. Lalnilawma from Mizoram, Mr. Iarissa Anette R Dorphan from Meghalaya, Dr. M Damodar Singh from Manipur, Bharat Sarkar from Tripura, and Dr. BuliGogoi shared their feedback and experiences of the program. Later, the certificates of successful completion of the program were handed out to the participants.



Picture 10: A few photos of the valedictory session

Resource Persons

1. Dr. Rajesh Tandon, Founder- President, PRIA, New Delhi
 UNESCO Chair on CBR-SR in HE
 Member, Subject Expert Group
2. Mr Pradyut Bhattacharjee
 Co-Founder and Former Executive Director, SeSTA

Technical Sessions

Day 1:

Time	Activity
11 am- 1:30 pm	Session I: Introductory Session with Master Trainers and Mapping their Experience on CBPR Session II: Understanding the Principles of CBPR and UGC's Two-Credit Course Content & Structure
1:30pm-2:30pm Lunch Break	
2:30 pm- 3:30 pm	Session III: Understanding Local Realities <ul style="list-style-type: none"> • Learning CBPR Method- Transect Walk • Learning CBPR Method- Social Mapping
3:30 pm- 4 pm Tea Break	
4 pm – 6:30 pm	Session IV: First Field Visit

Day 2:

9 am- 10 am	Debrief of first Field-Visit
10 am- 11 am	Session I: Understanding Local Institutions
11 am- 11:30 am Tea Break	
11:30 am- 1:30 pm	Session II: Second Field Visit Session III: Institutional Mapping and Presentations
2 pm- 3 pm Lunch Break	
3 pm- 5 pm	Session IV: Debrief of Second Field Visit + Presentations

Day 3:

9 am- 10:30 am	Session I: Debriefing the Field Visits 1 & 2 Session II: Experiential learning
10:30 am- 11 am Tea Break	

11 am to 1:30 pm	Session III: Learning CBPR Method- Venn Diagram/Chapati Diagram
1:30 pm- 2:30 pm Lunch Break	
2:30 pm- 5 pm	Session IV: Recommendations on Assessment and Next Steps Session V: Valedictory Session

List of Participants

	Name of Faculty	Name of Institution	Dept./Subject	Phone No.	E-mail
1	Sri Gopal Tamuli	Simen Chapari College, Dhemaji, Assam	Education	7002531557, 9954813221	gopaltamuli21@gmail.com
2	Dr. Buli Gogoi	Simen Chapari College, Dhemaji, Assam	Education	9365636818, 8099707671	buligogoi682@gmail.com
3	Srijani Hazarika	Rupahi College, Nagaon, Assam	Economics	9435537490	srijanihaze02@gmail.com
4	Dr. M. Damudor Singh	Thoubal College, Manipur	Geography (NCC)	9862052120	damudor@gmail.com
5	Babyson Terang	Lakhimpur Girls' College, North Lakhimpur, Assam	Philosophy	8472085005	babysonterang@gmail.com
6	Nibedita Sarma	Lakhimpur Girls' College, North Lakhimpur, Assam	Education	9101455471	nibeditasarma359@gmail.com
7	Jyoti Gogoi	Margherita College, Tinsukia, Assam			
8	Ms. Rinkumoni Gogoi	Margherita College, Tinsukia, Assam	Education	9706320084	rinkumonigogoi25@gmail.com
9	Dr. Nikhil Hazarika	Madhabdev University, Narayanpur, Lakhimpur, Assam	Library & Information Science	985423684	nikhildhp@gmail.com
10	Dr. Dipak Das	Madhabdev University, Narayanpur, Lakhimpur, Assam	Assamese	70-02751641	dipak2007d@rediffmail.com
11	Mrinmoy Kakoti	LTK College, North Lakhimpur, Assam			
12	Dr. Bhaskarjit Borah	LTK College, North Lakhimpur, Assam	Assamese	7099543160, 9365177262	bjborah82@gmail.com

13	Dr. Kalpana Bora	Gauhati University, Guwahati, Assam	Physics	9435042436	kalpana@gauhati.ac.in
14	Dr. Jagadish Sarma	Gauhati University, Guwahati, Assam	Sanskrit	9435100534	jagadishsarma@gauhati.ac.in
15	Dr. Birender Pal	Kaliabor College, Nagaon, Assam	Library and Information Science	8135018316	birenderpal4@gmail.com
16	Pratyosh Gogoi	Kaliabor College, Nagaon, Assam	English	6000427663	gogoi.pratyosh@gmail.com
17	Bharat Sarkar	Tripura Institute of Technology, Agartala,	Civil Engineering	7005434259, 9862871696	bharattit5@gmail.com
18	Gautam Pal	Tripura Institute of Technology, Agartala, Tripura(W)	Computer Sc & Engineering	9436457131, 7005968865	gautamtit2008@gmail.com
19	Parag Barman	Bhattadev University, Bajali, Assam	Economics	7002110588	eco.parag@bhattadevuniversity.ac.in
20	Lonkham Boruah	Bhattadev University, Bajali, Assam	Geography	9706247687	lonkham.nhk@gmail.com
21	Mr. Bipul Saikia	North Lakhimpur College	Zoology	6001453806	bipul.saikia1@gmail.com
22	Dr. Bornali Borah handique	North Lakhimpur College	Philosophy	8638104894, 9435534885	bborah27@gmail.com
23	Ms. Iarisa Anette R Dorphang	St. Edmund's College, Shillong Meghalaya	Social Work	8131003936, 9402161907	iarisa1913@gmail.com
24	Mr. Martius R. Rynjah	St. Edmund's College, Shillong Meghalaya	Social Work	6909089231 8794024356	martiusryn16@gmail.com
25	Muktikam Hazarika	Cotton University, Assam	Journalism and Media Studies	8638160110, 9435126745	muktikam.hazarika@cottonuniversity. ac.in, muktikam89@gmail.com
26	Dr. Indrani Sarma	Cotton University, Assam	Sociology	8721873380	indrani.sarma@cottonuniversity.ac.in

27	Dr. Manjit Kumar Mazumdar	Pragjyotish College, Guwahati, Assam	Geology	9706433118 9365769331	manjitmazumdar552@gmail.com coordinatoriqac@pragjyotishcollege.ac.in
28	Dr. A. Awal Paramanik	Abhayapuri College, Affiliated to Gauhati University	Arabic	8751886123	aaparamanik1987@gmail.com
29	Dhoromsing Ingli Kathar	Abhayapuri College, Affiliated to Gauhati University, District: Bongaigaon, Assam	Geography	9678694298, 9435897109	dharamsingi@gmail.com
30	Prof. Lalnilawma	Mizoram University	Extension Education & Rural Development	9436143465	nilawm@yahoo.com
31	Dr Sandeep Gupta	University of Science and Technology Meghalaya	Sociology	9435260488	sandeepguptas@hotmail.com
32	Dr. Nitu Borgohain	University of Science and Technology Meghalaya	Physics	9365333726	nituborgohain.ism@gmail.com
33	Dr. Utpal Nath	Mayang Anchalik College	Economics	8876231939	utpalnth@gmail.com
34	Dr. Samhita Barooah	Tezpur University, Assam	Social Work	9435115310	
35	Dr. Sanghamitra Das	Tezpur University, Assam	Education	9654300450	
36	Dr. Ananya Bonjyotsna	Tezpur University, Assam	Electronics and Com	9706750332	

Media Coverage

Times of India: <https://timesofindia.indiatimes.com/home/education/news/north-east-first-master-trainer-programme-under-unnat-bharat-abhiyan-2-0-organized-at-tezpur-university/articleshow/93266734.cms>

The screenshot shows the Times of India website with the article titled "North-East's first Master Trainer Programme under Unnat Bharat Abhiyan 2.0 organized at Tezpur University". The article is dated August 1, 2022, at 11:43:15T. It features a main image of a man presenting at a podium in a conference room. The article text describes a three-day UGC-sponsored programme on Training of Master Trainers on Community Based Participatory Research (CBPR) held at the North Eastern Regional Centre, Tezpur University, Assam. It mentions that thirty-six regional teaching and research professionals from various colleges and universities participated in the programme. The participants were drawn from the states of Assam, Manipur, Meghalaya, Mizoram and Tripura. One of the seven regional centres across India, Tezpur University conducted the Programme as a host of the North-Eastern Zone.

NeNow: <https://nenow.in/north-east-news/assam/assam-northeast-master-trainer-programme-uba-2-0-tezpur-university.html>

The screenshot shows the NeNow website with the article titled "Assam: Northeast's first master trainer programme under UBA 2.0 held at Tezpur University". The article is dated July 30, 2022, at 6:11 pm. It features a large group photograph of participants and organizers at the entrance of the Tezpur University building. The article text describes a three-day UGC sponsored programme on Training of Master Trainers on Community Based Participatory Research (CBPR) held under the aegis of Unnat Bharat Abhiyan 2.0 of the Union Ministry of Education at the North Eastern Regional Centre, Tezpur University, Assam.

Sentinel: <https://www.sentinelassam.com/north-east-india-news/assam-news/northeast-s-first-master-trainer-programme-organized-at-tezpur-university-605151>

ফিল্ডিৰ বৰদা শব্দৰ ভাষা বা বঁটাৰে হিন্দী ভাষাৰে

The Sentinel
of this land, for its people

Friday, 26 Aug 2022


HOME LIVE BLOG BREAKING NEWS TOP HEADLINES CITIES NE NEWS SENTINEL MEDIA SPORTS EDUCATION JOBS MORE

Injured In Clash Over Land Dispute In Kamrup **For the First Time Supreme Court of India Goes LIVE, 20 Cases to be Heard** **Ghulam Nabi Azad Q**

Home / NE News / Assam News / Northeast's first...

Northeast's first master trainer programme organized at Tezpur University

A three-day UGC sponsored programme on training of master trainers on Community Based Participatory Research (CBPR) was held



By : Sentinel Digital Desk | 31 July 2022 10:34 AM

OUR CORRESPONDENT

TEZPUR: A three-day UGC sponsored programme on training of master trainers on Community Based Participatory Research (CBPR) was held under the aegis of Unnat Bharat Abhiyan 2.0 of the Union Ministry of Education at the North Eastern Regional Centre, Tezpur University. 35 teaching and research professionals from various colleges and universities from the region participated in the programme. The participants were drawn from the States of Assam, Manipur, Meghalaya, Mizoram and Tripura. One of the seven regional centres across India, **Tezpur University** conducted the programme as a host of the North-Eastern Zone. The objective of the

Janta Se Rishta: <https://jantaserishta.com/local/assam/assam-northeasts-first-master-trainer-program-under-uba-20-organized-at-tezpur-university-1429569>

जनता से रिश्ता
www.jantaserishta.com

दिल्ली-एनटीआर भारत रानन छडीरामद PHOTO STORIES निहू मनोरंजन वीडियो खेल धर्म-अप्यास शिक्षान CG-DPR EPAPER अ्यापार चर हटके

असम

असम: तेजपुर विश्वविद्यालय में आयोजित यूबीए 2.0 के तहत पूर्वोत्तर का पहला मास्टर ट्रेनर कार्यक्रम

₹31.03 A
Nidhi Singh 30 July 2022 6:48 PM

BAJMC (Hons.) Admission 2022

NE

तेजपुर: केंद्रीय शिक्षा मंत्रालय के उन्नत भारत अभियान 2.0 के तलावधान में उत्तर पूर्वी क्षेत्रीय केंद्र, तेजपुर विश्वविद्यालय, असम में समुदाय आधारित भागीदारी अनुसंधान (सीबीपीआर) पर मास्टर प्रशिक्षकों के प्रशिक्षण पर यूबीए 2.0 के तहत पहला मास्टर ट्रेनर कार्यक्रम आयोजित किया गया।

कार्यक्रम में क्षेत्र के विभिन्न कॉलेजों और विश्वविद्यालयों के छात्रों के शिक्षण और अनुसंधान पेशेवरों ने भाग लिया। प्रतिभागियों को असम, मणिपुर, मेघालय, मिजोरम और त्रिपुरा राज्यों से लिया गया था।

India

Broadcast:

NE India Broadcast
Leading The Way

Home Sports Art & Culture Railway News Job More EDITORIAL Durand Cup Football 2022

North-East's first Master Trainer Programme under Unnat Bharat Abhiyan 2.0 organized at Tezpur University

By NE India Broadcast
Jul 30, 2022 Tezpur University

DONATE NOW

Search

Home
States
Arunachal Pradesh
Assam
Manipur
Meghalaya
Sikkim
Nagaland
Mizoram
Tripura
About Us
Tourism

A three-day UGC sponsored programme on Training of Master Trainers on Community Based Participatory Research (CBPR) was held under the aegis of Unnat Bharat Abhiyan 2.0 of the Union Ministry of Education at the North Eastern Regional Centre, Tezpur University, Assam. Thirty-six teaching and research professionals from various colleges and universities from the region participated in the programme. The participants were drawn from the states of Assam, Manipur, Meghalaya, Mizoram and Tripura. One of the seven regional centres across India, Tezpur University conducted the Programme as a host of the North-

<https://neindiabroadcast.com/2022/07/30/north-east-s-first-master-trainer-programme-under-unnat-bharat-abhiyan-2-0-organized-at-tezpur-university/>

News18 Assam: <https://assam.news18.com/news/assam/north-east-first-master-trainer-programme-under-unnat-bharat-abhiyan-organized-at-tezpur-university-subham-g-240557.html>

CHANGE LANGUAGE ↕ অসমীয়া WATCH LIVE TV DOWNLOAD APP FOLLOW US ON >
NEWS18
অসম

অসম দেশ অপবাধনামা মনোৰঞ্জন ব্যৱসায় কেৰিয়াৰ Explained ক্ৰীড়া ফটো প্ৰযুক্তি স্বাস্থ্য জীৱনশৈলী বিশ্ব

ভিডিঅ' LIVE TV #CryptoKISamajh netraSURAKSHA

Home » News » assam » উন্নত ভাৰত অভিযান ২.০-ৰ অধীনত তেজপুৰ বিশ্ববিদ্যালয়ত অনুষ্ঠিত উত্তৰ-পূৰ্বাঞ্চলৰ প্ৰথম মাস্টাৰ ট্ৰেইনাৰ প্ৰশিক্ষণ কাৰ্যসূচী

উন্নত ভাৰত অভিযান ২.০-ৰ অধীনত তেজপুৰ বিশ্ববিদ্যালয়ত অনুষ্ঠিত উত্তৰ-পূৰ্বাঞ্চলৰ প্ৰথম মাস্টাৰ ট্ৰেইনাৰ প্ৰশিক্ষণ কাৰ্যসূচী



প্ৰশিক্ষণ কাৰ্যসূচীত উত্তৰ-পূৰ্বাঞ্চলৰ বিভিন্ন মহাবিদ্যালয় তথা বিশ্ববিদ্যালয়ৰ ৩৬ জন অধ্যাপক আৰু গৱেষকক অংশগ্ৰহণ কৰে। অংশগ্ৰহণকাৰীসকলে অসম, মণিপুৰ, মেঘালয়, মিজোৰাম আৰু ত্ৰিপুৰা ৰাজ্যৰ পৰা অংশগ্ৰহণ কৰিছিল।

কেন্দ্ৰীয় শিক্ষা মন্ত্ৰালয়ৰ উন্নত ভাৰত অভিযান ২.০ ৰ অধীনত তথা বিশ্ববিদ্যালয় অনুদান আয়োগৰ পৃষ্ঠপোষকতাত সম্প্ৰদায় আধাৰিত অংশগ্ৰহণমূলক গৱেষণা (Community Based Participatory Research) ৰ মাস্টাৰ ট্ৰেইনাৰ প্ৰশিক্ষণ যোৱা ২৬ জুলাইৰ পৰা ২৮ জুলাইলৈ তিনিদিনীয়া কাৰ্যসূচীৰে উত্তৰ-পূৰ্বাঞ্চলৰ আঞ্চলিক কেন্দ্ৰ, তেজপুৰ বিশ্ববিদ্যালয়ত অনুষ্ঠিত হয়। প্ৰশিক্ষণ কাৰ্যসূচীত উত্তৰ-পূৰ্বাঞ্চলৰ বিভিন্ন মহাবিদ্যালয় তথা বিশ্ববিদ্যালয়ৰ ৩৬ জন অধ্যাপক আৰু গৱেষকক অংশগ্ৰহণ কৰে। অংশগ্ৰহণকাৰীসকলে অসম, মণিপুৰ, মেঘালয়, মিজোৰাম আৰু ত্ৰিপুৰা ৰাজ্যৰ পৰা অংশগ্ৰহণ কৰিছিল। সমগ্ৰ ভাৰতবৰ্ষৰ সাতটা আঞ্চলিক কেন্দ্ৰৰ ভিতৰত এটা তেজপুৰ বিশ্ববিদ্যালয়ে উত্তৰ-পূৰ্বাঞ্চলী পৰিচালনা কৰিছিল।

প্ৰশিক্ষণ কাৰ্যসূচীত উত্তৰ-পূৰ্বাঞ্চলৰ বিভিন্ন মহাবিদ্যালয় তথা বিশ্ববিদ্যালয়ৰ ৩৬ জন অধ্যাপক আৰু গৱেষকক অংশগ্ৰহণ কৰে। অংশগ্ৰহণকাৰীসকলে অসম, মণিপুৰ, মেঘালয়, মিজোৰাম আৰু ত্ৰিপুৰা ৰাজ্যৰ পৰা অংশগ্ৰহণ কৰিছিল। সমগ্ৰ ভাৰতবৰ্ষৰ সাতটা আঞ্চলিক কেন্দ্ৰৰ ভিতৰত এটা তেজপুৰ বিশ্ববিদ্যালয়ে উত্তৰ-পূৰ্বাঞ্চলী পৰিচালনা কৰিছিল।

● NEWS18 ASSAM
● LAST UPDATED : JULY 31, 2022, 18:03 IST

SHARE THIS: [f](#) [t](#) [in](#) [p](#)

Subham Goswami

ফটো



গণেশ চতুৰ্থীত এনেদৰে ভবতে সজাওক পুজা হওগ...



ভাগ্যম গণেশে কি ফল ভাল পায় ? কি কি ফল আপুণ্ডালে তেওঁ সন্তুষ্ট



শাহুমাৰ সৈতে ভাল সম্পৰ্ক বজাই ৰখাটো অসম্ভৱ নহয়, মাত্ৰ

Northeast's first master trainer programme organized

OUR CORRESPONDENT

TEZPUR, July 30: A three-day UGC sponsored programme on training of master trainers on Community Based Participatory Research (CBPR) was held under the aegis of Unnat Bharat Abhiyan 2.0 of the Union Ministry of Education at the North Eastern Regional Centre, Tezpur University. 36 teaching and research professionals from various colleges and universities from the region participated in the programme. The participants were drawn from the States of Assam, Manipur, Meghalaya, Mizoram and Tripura.

One of the seven regional centres across India, Tezpur University conducted the programme as a host of the North-Eastern Zone. The objective of the programme was to introduce academicians and research professionals to Community Based Participatory Research and to train them to understand the processes and challenges in development and community-based communication. The master trainers will subsequently convey the acquired knowledge and expertise to the students according to the UGC-proposed two credit course on community engagement for UG

and PG students to be introduced in accordance with the goals of the National Education Policy 2020. During this programme, the master trainers visited the nearby villages of the university, namely, Harigaon, Jharoni and Napaam, for hands on training on community based participatory communication and research. Dr. Rajesh Tandon, Founder-President, Society for Participatory Research in Asia (PRIA) and Pradyut Bhattacharjee, Co-Founder and Former Executive Director, Seven Sisters Development Assistance (SeSTA) graced the programme as resource persons.

Review meet on various

Bili Mahatox celebrated

The Sentinel, July 31, 2022

NORTH-EAST'S FIRST MASTER TRAINER PROGRAMME UNDER UNNAT BHARAT ABHIYAN 2.0 ORGANIZED AT TEZPUR UNIVERSITY

A three-day UGC sponsored programme on Training of Master Trainers on Community Based Participatory Research (CBPR) was held under the aegis of Unnat Bharat Abhiyan 2.0 of the Union Ministry of Education at the North Eastern Regional Centre, Tezpur University, Assam. Thirty-six teaching and research professionals from various colleges and universities from the region participated in the programme. The participants were drawn from the states of Assam, Manipur, Meghalaya, Mizoram and Tripura. One of the seven regional centres across India, Tezpur University conducted the Programme as a host of the North-Eastern Zone. Prof. Vinod Kumar Jain, Vice-Chancellor, Tezpur University attended the valedictory session of the programme on 28th July. In his brief note, he shared on the importance of community engagement and how it supports policy decision making at the higher level.



Edu
A C
LAKE
Laksh
All Ind
Organi
Ishwar
pioneer
sance
niversi
casion
ized a!

Master trainer programme held at TU

CORRESPONDENT

TEZPUR, July 31: A three-day UGC-sponsored programme on Training of Master Trainers on Community Based Participatory Research (CBPR) was held under the aegis of Unnat Bharat Abhiyan 2.0 of the Union Ministry of Education, at the North Eastern Regional Centre, Tezpur University (TU), recently.

Thirty-six teaching and research professionals from various colleges and universities of the region participated in the programme. The participants hailed from the states of Assam, Manipur, Meghalaya, Mizoram and Tripura.

One of the seven regional centres across India, Tezpur University conducted the pro-

gramme as a host of the NE zone.

The objective of the programme was to introduce academicians and research professionals to community-based participatory research and to train them to understand the processes and challenges. The master trainers will subsequently convey the acquired knowledge and expertise to the students in accordance with the goals of the National Education Policy 2020.

During this programme, the master trainers visited the nearby villages of the university, namely, Harigaon, Jharoni and Napaam, for hands-on training on community-based participatory communication and research.

Dr Rajesh Tandon, founder-

president, Society for Participatory Research in Asia (PRIA) and Pradyut Bhattacharjee, co-founder and former Executive Director, Seven Sisters Development Assistance (SeSTA), graced the programme as resource persons.

The inaugural session of the programme, which took place on July 26, was attended by Prof Subramaniam Natarajan, former VC GRI-DU and member, Subject Expert Group of UGC; Prof Dhruba Kr Bhattacharya, Pro VC, Tezpur University; and Prof Joya Chakroborty, chief coordinator, North East Regional Centre (CBPR) and HoD Mass Communication and Journalism, TU.

Dr Diksha Rajput, Deputy Secretary, UGC; Prof KK

Agarwal, Chairman, National Board of Accreditation and UGC-SEG; Dr Ujjvala Chakaradeo, VC, Shreemati Nathibai Damodar Thackersey Women's University, Mumbai, and member of UGC-SEG; and Dr Kamal Bijlani, Director, E-learning Research Lab, Amrita Vishwavidyapetham, and member of UGC-SEG, joined the session via the online mode.

In his inaugural address, Prof Dhruba Kumar Bhattacharya, Pro VC, TU, spoke about the importance of community engagement and how participatory research can help contribute towards social change. Prof Subramaniam Natarajan, former VC, Gandhigram Rural Institute - Deemed to be University and member, UGC-SEG, in

his keynote address presented the idea behind the programme and explained the Education Ministry and the UGC's role in developing a curriculum framework for participatory research education.

Prof Vinod Kumar Jain, VC, TU, attended the valedictory session on July 28. In his brief note, he spoke about the importance of community engagement and how it supports policy decision-making at the higher level.

Prof Joya Chakroborty, in her concluding remarks, shared her experiences of hosting the event and also highlighted the importance of holding the programme in the Northeast because of the cultural and social diversity of the region.

The Assam Tribune, Aug 1, 2022

THE HILLS TIMES

NE's first master trainer programme under Unnat Bharat Abhiyan 2.0 organised at TU

The participants were drawn from the States of Assam, Manipur, Meghalaya, Mizoram and Tripura

HT Correspondent

TEZPUR, July 30: A three-day UGC sponsored programme on training of master trainers on Community Based Participatory Research (CBPR) was held under the aegis of Unnat Bharat Abhiyan 2.0 of the Union Ministry of Education at the North Eastern Regional Centre, Tezpur University. Thirty-six teaching and research professionals from various colleges and universities from the region participated in the programme. The participants were drawn from the States of Assam, Manipur, Meghalaya, Mizoram and Tripura. One of the seven regional centres across India, Tezpur University conducted the programme as a host of the North-Eastern Zone.

The objective of the programme was to introduce academicians and research professionals to Community Based Participatory Research and to train them to understand the processes and challenges in development and community-based communication. The master trainers will subsequently convey the acquired knowledge and



expertise to the students according to the UGC-proposed two credit courses on community engagement for UG and PG students to be introduced in accordance with the goals of the National Education Policy 2020. During this programme, the master trainers visited the nearby villages of the university, namely, Harigaon, Jharoni and Napaam, for hands on training on community based participatory communication and research.

Dr Rajesh Tandon, founder-president, Society for Participatory Research in Asia (PRIA) and Pradyut Bhattacharjee, co-founder and former executive director, Seven Sisters Development Assistance (SeSTA) graced the program as resource persons.

Dr. Diksha Rajput, deputy secretary, UGC, Prof. K. K. Agarwal, chairman, National Board of Accreditation and UGC-SEG, Dr. Ujjvala Chakaradeo, vice-chancellor, Shreemati Nathibai Damodar Thackersey Women's University, Mumbai and member UGC-SEG, Dr. Kamal Bijlani, director, E-learning Research Lab, Amrita Vishwavidyapetham and member, UGC-SEG, joined the session via the online mode.

In his inaugural address Prof. Dhruba Kumar Bhattacharyya, pro vice-chancellor, Tezpur University spoke about the importance of community engagement and how participatory research can help contribute towards social change. Prof. Subramaniam Natarajan, former vice-chancellor, The Gandhigram Rural Institute - Deemed to be University (GRI-DU) and member, UGC-SEG, in his keynote address presented the idea behind the programme and also related it to the execution of the programme focusing on the role of institutional social responsibility and the Ministry of Education and UGC's role in developing a curriculum framework for participatory research education which can promote experiential learning on community engagement for development.

Prof. Vinod Kumar Jain, vice-chancellor, Tezpur University attended the valedictory session of the programme and in his brief note, he shared on the importance of community engagement and how it supports policy decision making at the higher level. He also focused on the collective role of diverse communities and the role of higher institutions in contributing multi-disciplinary knowledge for building a prosperous society.

The Hills Times, July 31, 2022