



# REPORT

ON

# TRAINING OF MASTER TRAINERS'

**20-22 April  
2022**

**Rashtrasant Tukadoji Maharaj  
Nagpur University,  
Nagpur**

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

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## Background

In 2011, a national review was conducted by a Committee of Experts (set up by the then Planning Commission) to analyse the purposes, principles and forms of social responsibility and community engagement which are relevant to our context. Its recommendations to Ministry of Human Resource Development (MHRD) about “fostering social responsibility and community engagement of Higher Education Institutions (HEIs)” in India contain several important elements for the new policy<sup>1</sup>. The National Education Policy (NEP) announced by the Government of India in 2020 has presented a transformative framework for higher education in the country. It has reinforced many of the recommendations already included in the new policy, as exemplified through the below lines:

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

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

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

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<sup>1</sup>[https://www.ugc.ac.in/pdfnews/1906947\\_Revised-Draft-Framework-in-the-light-of-NEP-2020.pdf](https://www.ugc.ac.in/pdfnews/1906947_Revised-Draft-Framework-in-the-light-of-NEP-2020.pdf)

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

Given the situation of Covid-19 pandemic in the country, the first two modules – Understanding Community - University Engagement and Understanding Principles and Methodology of CBPR, was held online on January 27 and February 15, 2022 respectively. However, several aspects of learning CBPR methodology entails competencies and skills which are best learnt in face-to-face practice in the field itself. In lieu of this, a three- day face to face training workshop is going to be held in all the 7 Regional Centres.

### **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.

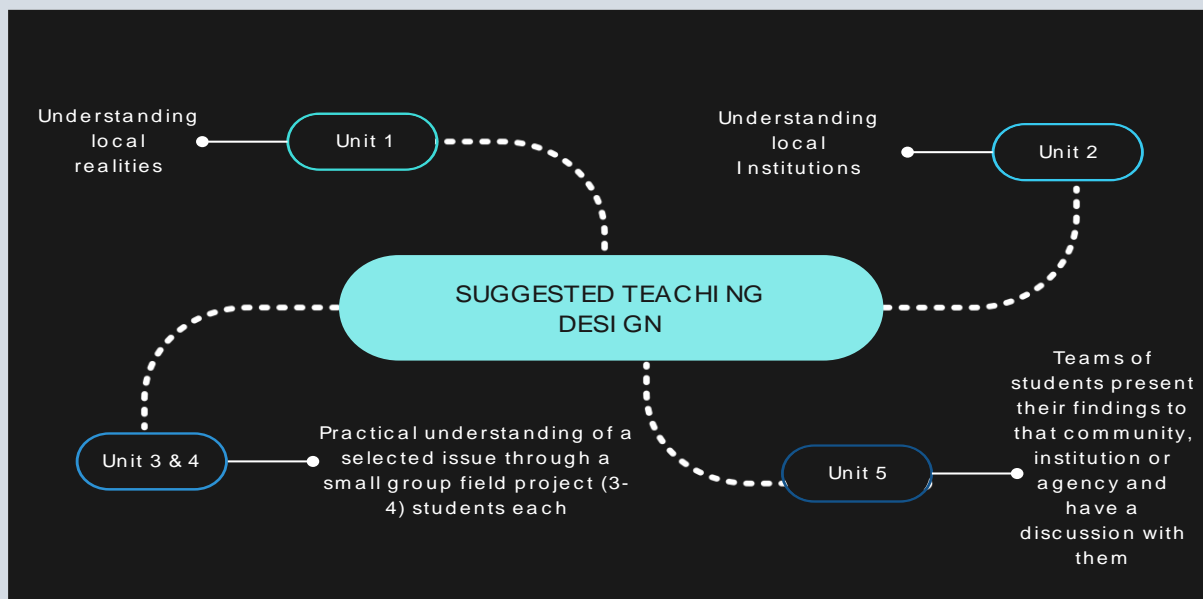
In addition to elaborating on the principles, he explained the proposed structure of the 2- credit course. The 2-credit course has two parts:

- 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 1<sup>st</sup> 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 1<sup>st</sup> field visit. These reflections were discussed during the debriefing session after the 2<sup>nd</sup> 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 1<sup>st</sup> 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 2<sup>nd</sup> 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.

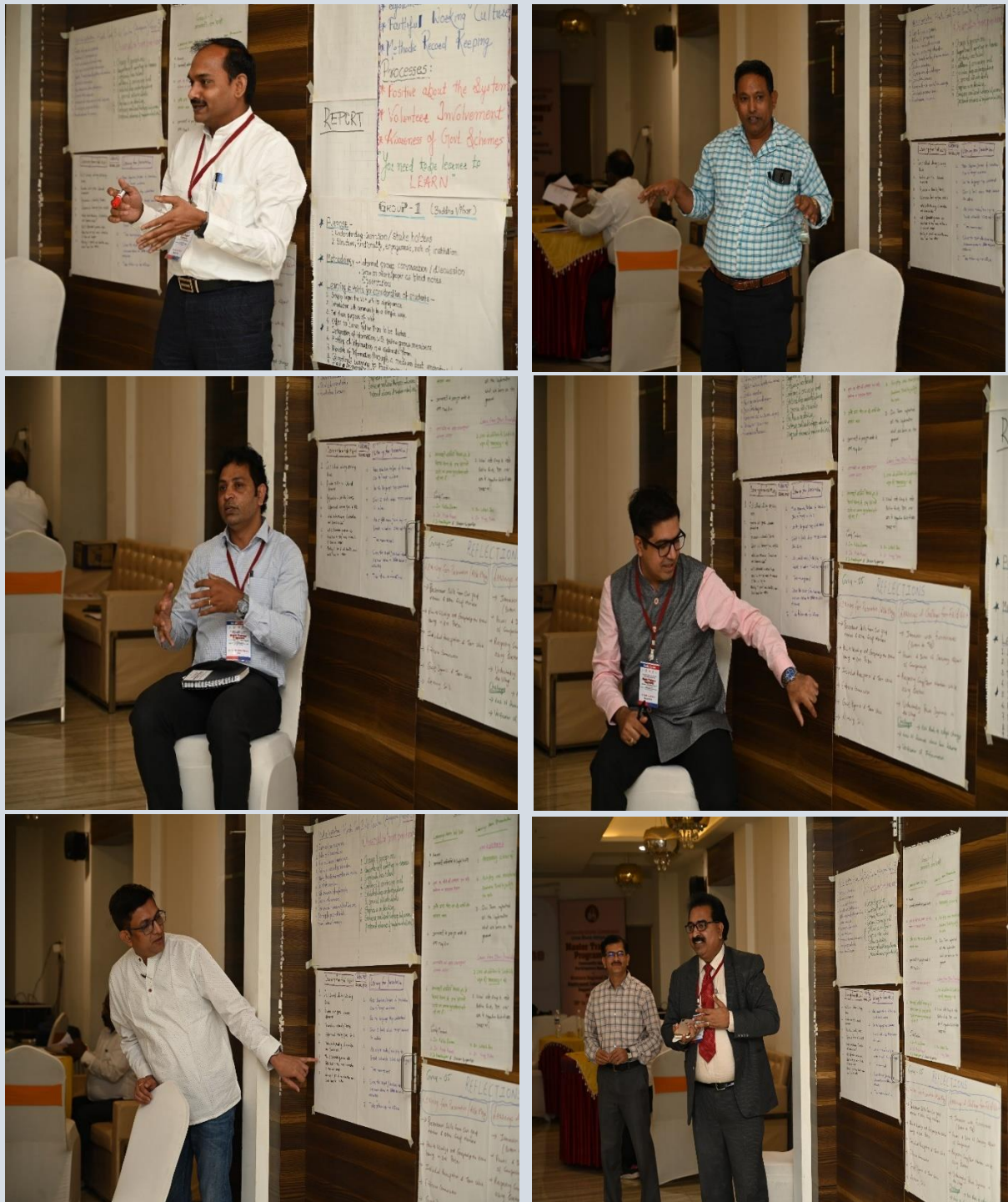
In the 2<sup>nd</sup> visit, the MT's were divided into 6 groups of 6 each (list at the end of the document). A good balance of the two genders were maintained. Each of the group consisted of MT's belonging to each of the 3 states and each group had few Marathi speaking MT's because Marathi was the local 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 2<sup>nd</sup> 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 1<sup>st</sup> 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 2<sup>nd</sup> 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.

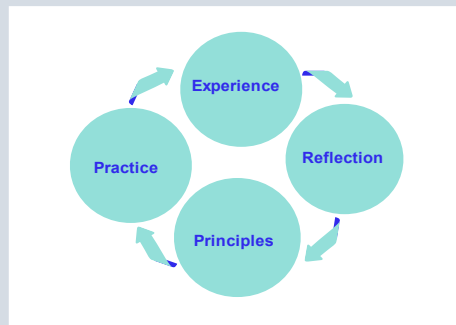
Note: Ultimately, in the 5<sup>th</sup> visit to the field, the students will have to present their findings to the villagers and the respective institutions that they do an in-depth study of. The idea behind sharing the information with the villagers is to get them to validate the same and suggest changes (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 accessibility<sup>2</sup>/ effectiveness.

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<sup>2</sup> 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.

Note: Once the cards are placed, the facilitators must leave the cards as is and give time to group members to reflect. 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.



When the teachers take the students to the field, they must encourage the students 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.

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 on the field visit. 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.

#### **Session IV: 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. 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, especially if they are expected to start teaching the course from the month of July, 2022. 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 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 1<sup>st</sup> and 2<sup>nd</sup> field visits are individual activity in nature, therefore, they could be assessed individually for those. The 3<sup>rd</sup> and 4<sup>th</sup> visit is a group project – they could be assessed on the group report/ presentation. The 5<sup>th</sup> 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.

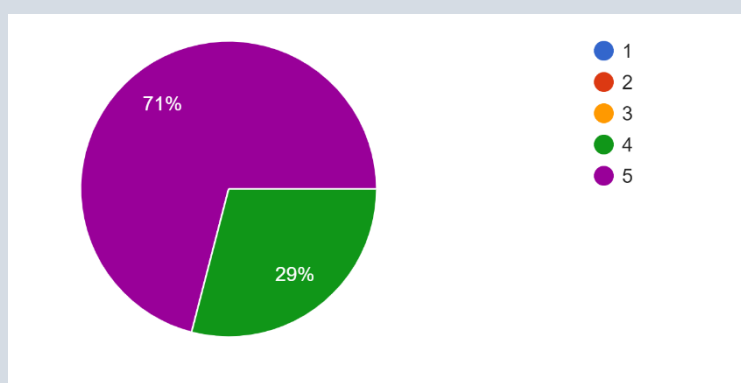
Dr. Ujwala Chakradeo (Vice Chancellor, SNTD Women's University) presided over the session and in her address, she said, 'The biggest source of experiential learning is our five senses'. Change in perspectives is an outcome of experiential learning. Further, the process of teaching must be a two- way 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 1<sup>st</sup> 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.

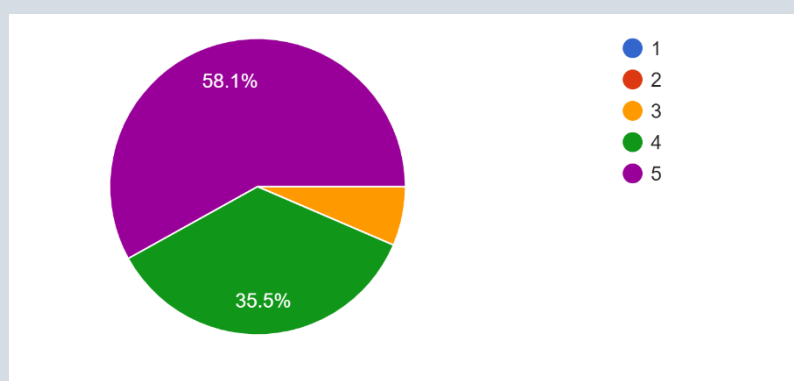
Towards the closing of the session, Dr. Rekha Sharma circulated a link to the Review Form for the participants to share their feedback about the three- day workshop to make it better for future. Immediately after the submission of the Review Form, certificate distribution ceremony began. The session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

### Review Form Data

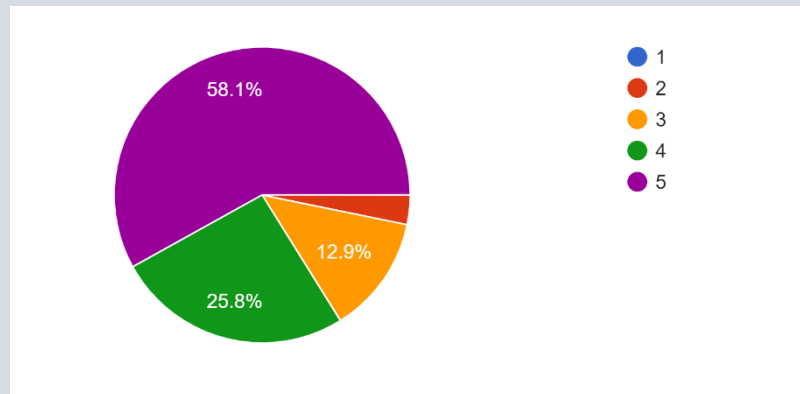
1. To what extent did the workshop achieve the learning objectives? (1: Lowest Value; 5: Highest Value)



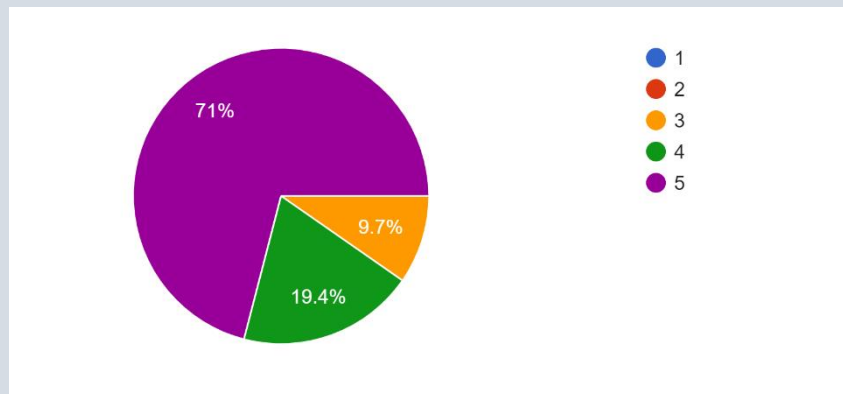
2. To what extent were you able to learn about the use of CBPR methodology?



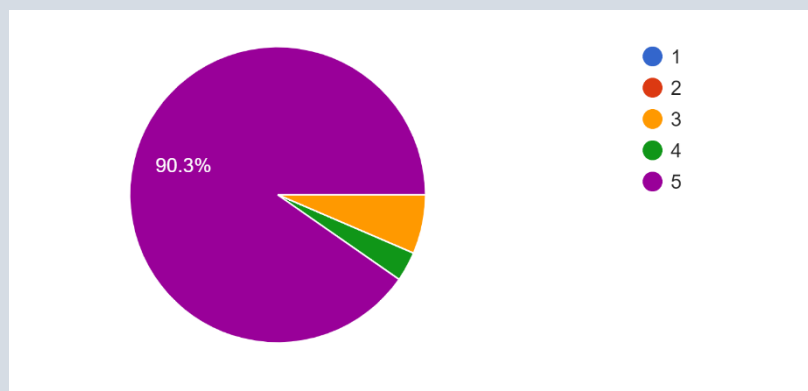
3. How confident do you feel in teaching the two- credit course in your institution?



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

### Day 2:

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

### Day 3:

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



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

### List of Participants

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