TOWARDS ACHIEVING SDGs:

Role of Higher Education Institutions

SDG -8: Decent Work and Economic Growth

Presented By:

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Background

- **Indian population stands at 1.40 Billion** in 2021 (Ministry of statistics). A Recent World Bank report suggests that the majority of the population in India still stays rural/tribal (65.5%).

- In 2021, India’s total male population living in poverty was about 45 million. By contrast, **the number of females in poverty during the same time period was around 53 million**.

- **India is a patriarchal society.** The attitudes of men towards women are predominantly discriminatory (Shukla, 2015).

- As per the Global Gender Gap Report 2021 published by the World Economic Forum, **India is ranked 140 out of 156 countries with a score of 0.625 (out of 1)**.

- Despite these, the discrimination against women continues to affect their full participation in community life (Gailits, 2019).
Background

- The women’s status in Indian history fluctuated from a position of authority and freedom to that of subservience. The societal norms and beliefs, subjugated status, gendered power dynamics, and unequal hold on properties highlight that women experience poverty differently from men. (Bishnu Dash, et al, 2020)

- World Bank identifies gender inequality as a trap which has negative consequences for women at multiple levels at family, communities, and their economies.

- Economic independence is the prime basis for improving the status of women in India. It is highly emphasized that women’s work participation is crucial in enhancing social and economic status as well as improving their assertive roles in household decision making.

- To improve the economic status of the women and empower them, Centre for Social Action (CSA) CHRIST University, Bangalore-India, identified communities and implemented a livelihood projects.
Hoskote Model:

- The project site- 6 villages of Hosakote, Bangalore Rural District. Yelachamanahalli, Appasandra, Doddathaggalli, Govindapura, Gonakanahalli, and Thaggali Hosahalli.
- These areas are where women’s education is neglected and their participation in community life is minimal.
- Often, they are restricted to household chores and they assist male members of the family in the agricultural work.
- Very rarely women are sent for work outside.
- The women’s voice is not heard in terms of their career choices and even their marriage.
- Hence, in these villages, there was a need to improve women’s status.
- The Centre for Social Action (CSA) (CHRIST, 2020) is working with this community since 2003.
- This community was selected to see the changes in women’s status because of CSA’s community interventions especially related to SHGs.
Identified Community - Geographical location
CBPR Findings 2020

Before SHG membership

- Monotonous life
- Staying mute on decisions
- Lack of economic freedom
- Ignored lives

“I was feeling like dumb. There was not even one person asking for my opinion related to household finances, or children’s careers. But I was given full freedom to make decisions related to cooking. I was the person deciding what to cook. I was given the freedom to clean the house (laughs)”

After few years of SHG membership

- Found new hope
- Voices heard and valued
- Participation in local leadership roles

“When I joined SHG, I didn’t have any confidence, I didn’t know the banking system and its functioning. I didn’t know how panchayath works. Since we have generated a lot of money through SHGs and there was a need for banking to manage the money. Hence, with the support of CSA, we have started our own cooperative bank to give loans for farming, education of children, building the house and other agriculture-related work. I am also an ASHA worker I do visit every village in the panchayath and closely work with schools and Anganwadis”
Overview of the Project

Promotion of smokeless choolas
Gram sabha meeting
Inauguration of Co-operative bank by Chethana Federation
World Environment day
Compost Pit
Water recharge pit
Desilting of check dam
Faculty visit to UBA villages
Organic pest control
Government school painting
International Students visit to UBA villages
Livelihood intervention
**Women Empowerment**

- Irrespective of the socio-economic status, educational qualification, patriarchal societal norms, women can be empowered if they are given the adequate training and opportunities to express themselves.

- This has boosted their confidence and empowered them to improve their status in the community and ultimately this has led them to establish and successfully run the co-operative bank in the village.

- While working with the community building trust is very important. Though there were lot of COVID19 related restrictions, the community members were cooperative for the interactions.
Women Empowerment and Economic Growth

It has brought illustrious & immeasurable changes in the women community in Hoskote, Bengaluru Rural. Our sense of pride comes out of significant transformations and positive results among the children and women of the marginalized section in health, education, awareness, livelihood promotion, and promoting value-based living. Substantial contributions have been made to improve the quality of life and sense of belonging to the underprivileged section regardless of their caste, creed, colour, religion, and language.

By achieving SDG 8: Decent work and Economic growth, We could influence other SDGs, like achieving SDG 3, Good health and well being, SDG 4: Quality Education, SDG 5: Gender Equality, SDG 6: Clean Water and Sanitation, SDG 10: Reduced Inequality,
Impact trajectory of the livelihood project

- SDG 3: Good health and well being
- SDG 4: Quality Education
- SDG 5: Gender Equality
- SDG 6: Clean Water and Sanitation
- SDG 10: Reduced Inequality
- SDG 8: Decent work and Economic growth
ESSENTIALS FOR PRACTICING CBPR

1. Demonstrate Ethical and Professional conduct.

2. Engage Diversity and Difference in Practice.

3. Advance Human Rights and Social, Economic, and Environmental Justice

4. Engage In Local community needs

5. Adherence to Policy directives

6. Engage with Individuals, Families, Groups, Organizations, and Communities Locally

7. Evaluate the activities
Strategic Focus

- Linkages with Community, NGOs and Government agencies
- Community-Based Participatory Research & Social Responsibility through V-KASH
- Participation
- Empowerment
- Social Engagement
CBPR Approach at CHRIST University

- Collaborations/Networking
  - Conferences/Workshops
  - Membership in Professional bodies
- Networking
  - Outreach
- Connecting with Alumni members
- Affiliations
  - Designing and implementing Academic Courses/programmes
  - Internationalization
- Information dissemination
- Social Actions
- Community based participatory research and policy
- Focussed Research
- MOUs
- Advocacy
- M&E
- Impactful Projects/Courses programmes

CBPR Approach

Excellence and Service
Excellence and Service

**STRATEGIC PROCESS**

**DISCOVERY**
Most needy areas / What to be done

**BOX 1**

**BOX 2**

**BOX 3**

**CREATE / DELIVER**
What will be Sustaining

**Positive Core V-KASH**

**DREAM**
Imagine what COULD be Innovative

**DESIGN**
What SHOULD be Building the ideal
Conclusion

CBPR is an ideal and ethically appropriate approach to working with the community. Because community members are part of the creation and ownership of knowledge. They are the beneficiaries of their own knowledge. They should be given a prominent role while generating knowledge and disseminating their own knowledge. **K4C helped with adequate training and other resource support.**

Based on the experience and insights gained from this project co-creation of the transformative knowledge with CBPR benefits the community, and research partners as well. It encourages the collective negotiation of project goals and implementation, roles and responsibilities, and commitment to moving forward collaboratively.
The vision of India's National Education Policy 2020

National Education Policy 2020 envisions an India-centric education system that contributes directly to transforming our nation sustainably into an equitable and vibrant knowledge society by providing high-quality education to all.

References

Thank you