FACULTY DEVELOPMENT PROGRAM: TRAINING OF MASTER TRAINERS' IN COMMUNITY-BASED PARTICIPATORY RESEARCH

Berhampur university, Odisha

9-14 October 2023

Contents

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 1 . 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

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

adaptation of appropriate technology to the challenges faced bythem. The students as primary stakeholders in higher education must have many opportunitiesfor 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.

Malaviya Mission - Teacher Training Programme

The National Education Policy (NEP) 2020 places a strong emphasis on nurturing motivated, energized, and highly capable faculty members. Enhancing the professional skills of educators at all levels stands as a key priority within the realm of higher education. Established mechanisms for faculty development, such as the UGC-Human Resource Development Centres (HRDCs) and the Pandit Madan Mohan Malaviya National Mission on Teachers and Teaching Centers (PMMMNMTT), have made significant contributions to the training of faculty in Higher Education Institutions, enabling them to deliver more effective instruction.

However, due to the ever-evolving nature of pedagogy, there remains a need for the continuous professional growth of faculty members across various academic disciplines. Therefore, the Malaviya Mission is being proposed, involving the restructuring and reconfiguration of the existing capacity-building and teacher training mechanisms within the Department of Higher Education. The mission's goal is to provide capacity-building training to faculty and staff across higher educational institutions, aligning with the principles outlined in NEP 2020, within a span of three years through multiple training centers.

To fulfill the objectives of NEP 2020 and optimize the utilization of infrastructure, human resources, and financial investments, the Ministry of Education (MoE) has sought to enhance synergy and integration between HRDCs and PMMMNMTT centers. This effort includes the renaming and promotion of the entire capacity-building initiative as the Malaviya Mission (MM). As part of the Malaviya Mission, 111 institutions have been identified and designated as Malaviya Mission Teacher Training Centres (MMTTC).

NEP 2020 program would be delivered through these 111 Malviya Mission institutions under the identified the following eight themes (and sub-themes; link: https://mmc.ugc.ac.in/S/PMMM%20Information%20Brouchure%2003-09-2023-2.pdf) for capacity building of faculty members in HEIs:

- Holistic and Multidisciplinary Education
- Indian Knowledge Systems
- Academic Leadership, Governance, and Management
- Higher Education and Society
- Research and Development
- Skill Development
- Student Diversity and Inclusive Education
- Information and Communication Technology

Under 'Higher Education and Society', a major focus area is community engagement and social responsibility of HEIs.

Master Trainers' Training Program (6- Day Residential Training Workshop)

Berhampur University recognised as one of the MMTTC institutions, organized a six-day residential training Faculty Development Program to train the MTs in the CBPR methodology. This was the first FDP in CBPR under MMTTC program. The workshop was held from 9th – 14th October 2023 where 23 MTs had participated. Mr. Binoy Acharya (Founder- Director, UNNATI, Ahmedabad), Mr. Jagadananda (Mentor & Co-Founder, Centre for Youth and Social Development), and Dr Anshuman Karol (Lead – Governance and Climate Action, PRIA, New Delhi) were the facilitators for the training workshop. Dr. Rajesh Tandon (UNESCO Chair on Community Based Research and Social Responsibility in Higher Education; Founder- President, PRIA, New Delhi), joined the training workshop online. During the course of the training, they trained the MTs in various CBPR methodology both in theory and practice – through field visits. This report has been prepared by Dr. Pragya Chaube (India Coordinator, UNESCO Chair on Community Based Research and Social Responsibility in Higher Education).

Day 1

Inaugural Session

The inaugural session initiated with the anthem of Berhampur University. This was followed by a welcome note by Dr Anjan Prusty (Head of Department, Department of Environmental Studies, and FDP coordinator at Berhampur University). Dr Prusty, on behalf of the Berhampur University, Odisha, welcomed all the participants and the resource persons to the Training of Master Trainers' program. He further thanked Dr Rajesh Tandon and Dr Diksha Rajput for playing a pivotal role in recognising Berhampur University as a Malviya Mission Teacher Training Centre. He stressed on the objective of conducting this one-week residential Faculty Development Program (FDP) to prepare a cadre of MTs in CBPR.

Mr. Jagadananda (Mentor & Co-Founder, Centre for Youth and Social Development), in his address, stressed that the crux of this program is the university-society connect. He stated that this connect requires a different mindset and lens to be able to learn from the communities. The function of this program is to train MTs help cultivate this spirit among the students. He highlighted that at the end of the workshop, MTs would be university ambassadors with the responsibility to connect university to community, colleges to villages, and students to social realities. Through this program, he wished, Berhampur University would serve as a model to other universities in Odisha.

Mr. Binoy Acharya (Founder- Director, UNNATI, and PRIA) in his address stated that participatory research brings two new perspectives in addition to the methods: relationships and equality. The relationship between the researcher and the community is based on equality and both are equally involved and engaged in the enquiry process, and this makes the research question more relevant for the community. He stressed this is the social responsibility of higher education. He further stressed that an attitude behavioural change (ABC) is required to be able to learn from the communities. There is a need for a paradigm shift to enable our students to learn from the field and not by preaching to the community. He further emphasized on the power of participatory research is to empower communities and bring about social change.

Prof S.K. Baral (Chairman, Postgraduate council, Berhampur University) in his address stated that research should be action-based, focused on communities and meant for societal change and development, and not only to get degrees, certificates and promotions. It should be to promote the well-being of the society.

Dr Diksha Rajput (Deputy Secretary, UGC, New Delhi) congratulated Berhampur University on becoming a member of Malviya Mission Teachers' Training centre at the onset. She informed that Higher Education and Society among one of the eight themes in the national Education Policy 2020, under which CBPR methodology is mandatory. She continued that a 10-weeks 2-credits

online MOOC course is available for students on the UGC's Swayam platform, in which, a total of 7,000 students registered in the first cohort. She further specified the structure of the 2-credits program; 1-credit is for online coursework and 1-credit is for fieldwork. She reiterated the need for inculcation of CBPR approach among students. To that end, she further suggested, Berhampur University should undertake the initiative to train the teachers in the university and the affiliated 188 colleges.

Lastly, Prof Geetanjali Dash (Vice-Chancellor, Berhampur University) addressed the participants. She underscored that Berhampur University has conducted several FDP before, but this program is different for this would be interactive and a dialogue. This program would train MTs to learn the ground realities of the communities, and in turn, teach it to students. She emphasized the importance of such approach in policymaking by giving example of Planning commission which adopted a top-down approach. The current system encourages a bottom-up approach, to understand communities, their problems and needs and then work accordingly towards a development process or solution that benefits them. She stressed that the development process should focus on equality and equity, which would not be possible without understanding communities. She continued that western research approaches should not be followed blindly, our problems are different and therefore, solutions should also be local and contextual. She reiterated Mr Binoy's point on needing an attitude change among researchers; researchers need more empathetic approach to work with communities. She further asserted that she encourages such programs and research at the university and would continue to support and encourage the interested faculties and students.

The session was also attended by Dr Rajesh Tandon (UNESCO Chair on Community Based Research and Social Responsibility in Higher Education; Founder- President, PRIA, New Delhi online. The session ended with Prof. Kabita Baral's (Assistant Professor, Department of Environmental Studies) vote of thanks.

Fig. 1: Inauguration session

[Lto R - top] Prof S.K. Baral, Mr. Binoy Acharya, Prof. Geetanjali Dash, Mr Jagdananda, Prof A.K. Prusty

[Below] Dr Rajesh Tandon, Dr Diksha Rajput (joined online)

Session II: Understanding the Principles of CBPR and the framework for FDP CBPR

Dr Rajesh Tandon joined the session online to discuss with the participants about the FDP CBPR workshop.

He quoted from NEP 2020, "*aims at producing engaged, productive, and contributing citizens for building an equitable, inclusive, and plural society as envisaged by our Constitution*", and emphasized that students are not only becoming doctors, teachers and engineers, but they are expected to be good citizens too. He further continued, "*Towards the attainment of such a holistic and multidisciplinary education, the flexible and innovative curricula of all HEIs shall include credit-based courses and projects in the areas of community engagement and service, environmental education, and value-based education*", about the far-reaching impact and aspiration of NEP 2020. The NEP 2020 document delves into what is community engagement and the social responsibility of higher education institutions, he mentioned as he urged the participants to read the document (link- https://www.ugc.gov.in/pdfnews/4187860_Revised-Final-Guidelines.pdf)

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:

- 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.

He stated the operational guidelines for HEIs as envisioned in the policy to promote community engagement:

- New MOOC course (2-credit) on community engagement. The online course provides 1-credit for online coursework and 1-credit for field-based learning. The MTs can facilitate the field-based learning for students after the FDP.
- Adapting existing course for community engagement.
- Offering new courses which are relevant to the community engaged learning.
- Undertaking research in partnership with local community

He further elaborated on the last point: the HEIs are expected to provide solutions relevant to the challenges of our current times. The crux is to provide actionable solutions that are local and contextual, which could be generated via knowledge co-production with communities experiencing the challenges.

Through the video example ('Community knowledge on water conservation'; link - https://youtu.be/V5xxPaM8vuw), Dr Tandon emphasized the importance to value community knowledge and expertise, and to explain that there are multiple sites of knowledge production that are not limited to classrooms, laboratories and universities. Knowledge is also produced in fields, homes and land. There are multiple knowledge epistemes and the approach to appreciate and inculcate all knowledge, form the basis of CBPR. Therefore, the foundational principles of CBPR are:

- Build trusting partnerships
- Recognise & value experiential knowledge
- Jointly frame research questions
- Involve the community in data collection & analysis
- Using multiple methods of dissemination of findings
- Support awareness raising
- Share evidence for policy influencing

CBPR should be looked as an approach to learn from the community, co-producing knowledge with the community, providing actionable solutions, and creating capacity within the community so they do not need to look outside for solutions. He further explained that dissemination of knowledge in CBPR is not limited to publication of articles and books. He described the multiple ways of theorising and sharing knowledge through CBPR:

COGNITIVE....documents, charts, tables, posters

AFFECTIVE....stories, poetry, music, dance, theatre, drawings...arts forms; as art forms are used by local communities to preserve their local knowledge.

ACTION...demonstration, pilot projects, modelling; these are examples of action to understand a phenomenon.

The FDP program, he said, would build capacity among MTs to utilise the above methods to build trust with communities, to ask questions, to research, to analyse and to generate solutions.

In addition, he further expanded upon the 2- credit course and emphasized on its learning objectives:

1. To develop an appreciation of rural culture, lifestyle and wisdom amongst students.
2. To learn about the status of various agricultural and development programmes.
3. To understand the causes of distress and poverty faced by vulnerable households and explore solutions for the same.
4. To apply classroom knowledge of courses to field realities and thereby improve the quality of learning.

MTs would learn how to conduct the fieldwork for students undertaking this course; as 1-credit is for online coursework and 1-credit is for fieldwork. The online course can be accessed on UGC's Swayam platform: https://onlinecourses.swayam2.ac.in/ugc23_ge08/preview

Suggested Course Design for student fieldwork:

The students may visit field near their academic institutions; rural, tribal, or urban depends on the location of the institution. Students would typically spend 3-4 hours per unit.

- **Unit One:** Understanding Local Realities; the theories and concepts are provided in part I of the MOOC.
- **Unit Two:** Understanding Local Institutions.
- **Unit Three & Four:** Practical understanding of a selected issue through a small group field project (3-4 students each) working with an institution of their choice they learned about in the previous unit, using CBPR methodologies.
- **Unit Five:** Teams of students present their findings to that community, institution, or agency, in a manner that is understandable to them and have a discussion with them.
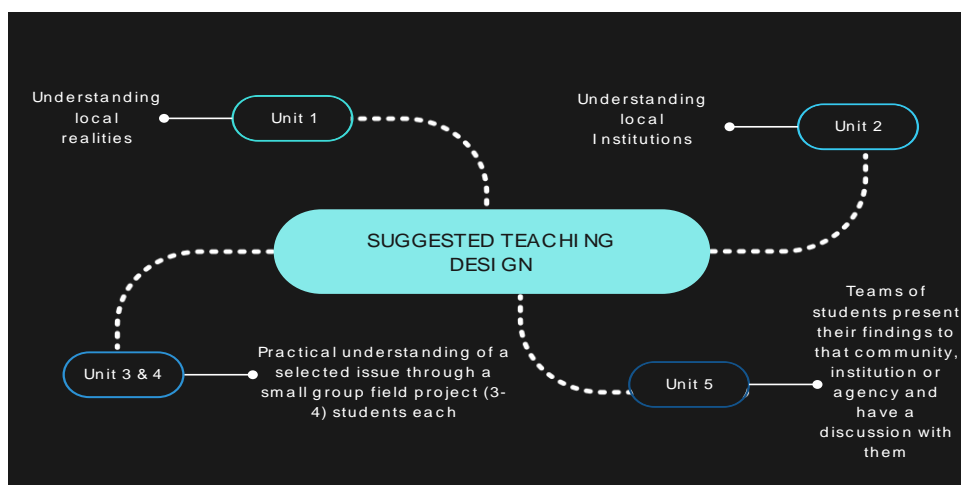

Fig. 2: The suggested course design for student fieldwork

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. Once the teachers become MTs, 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 III: Objectives of the CBPR workshop

This session was facilitated by Mr. Acharya. The session was utilised to discuss agenda and workshop norms with the participants.

Mr. Acharya also explained the paradigm shift required in attitude and behaviour for CBPR (Fig 3 – Ref. Robert Chambers – Whose Reality Counts); for example, the process takes precedence in CBPR methodology, with goals often evolving, and utilizing methods that are local and diverse. In contrast, traditional research usually follows set blueprint, with standardised methods and already defined objectives and goals. Traditional research methods usually follow top-down approach; whereas CBPR follows a bottom-up democratic approach. Therefore, unlike traditional research methods, the focus of CBPR are people.

Mr. Acharya emphasized on the need for this attitude change and treating the community with respect in order to build trust and form lasting relationships.

He further distinguished CBPR by providing a hypothetical comparison with National Service Scheme (NSS). NSS would clean the villages and sewers. CBPR would attempt to understand why villagers would not clean the villages, what are their barriers and challenges.
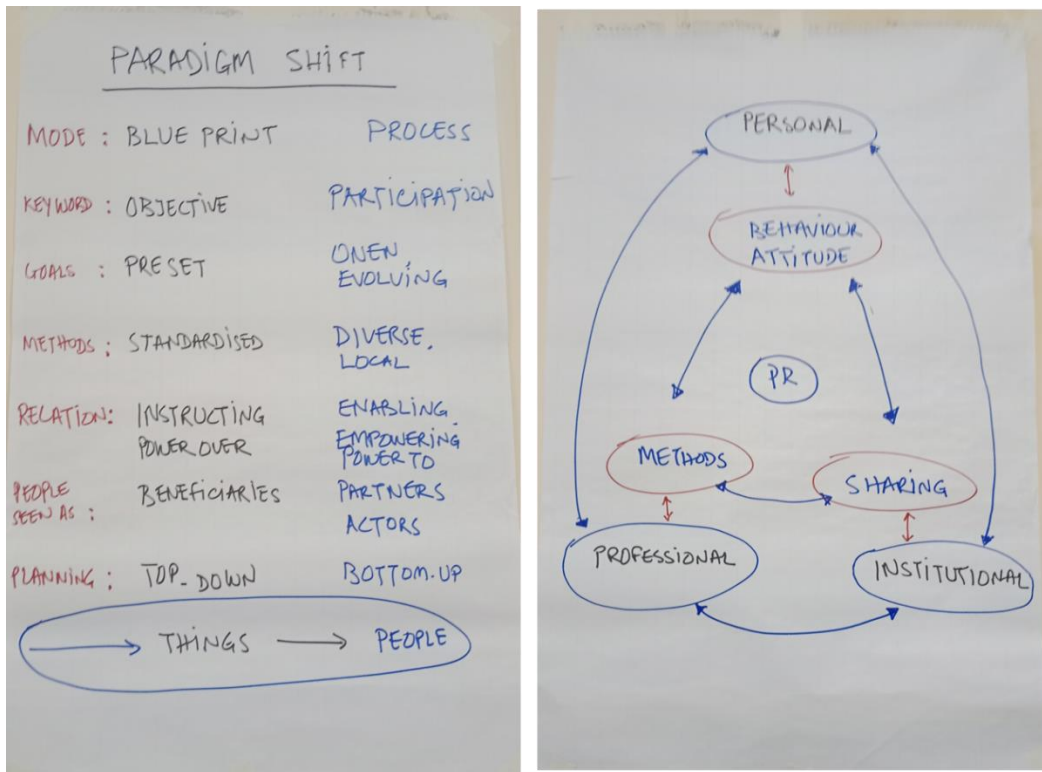
Fig. 3: The paradigm shift required for CBPR approach; as explained by Mr. Binoy Acharya

Mr. Acharya also talked about the levels of participation (Fig 4); he stated that CBPR methodology can enable the highest level of participation among communities and empower them.
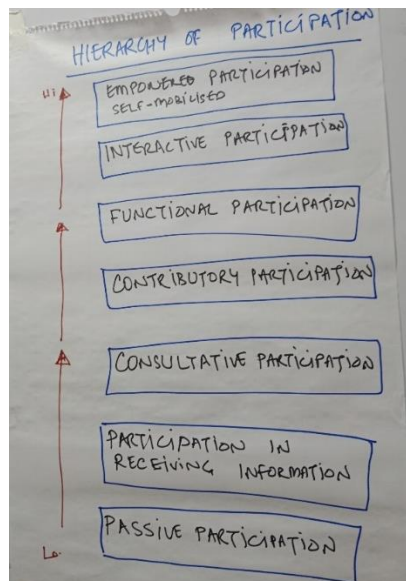
Fig. 4: Hierarchy of participation

Mr. Acharya also spoke about the various participatory research methods, few of which participants would learn over the course of the FDP.

He listed the following methods:

- Space related methods
  - Social mapping
  - Resource mapping
  - Mobility mapping
  - Services and opportunity mapping
  - Transect walk
- Time related methods
  - Timeline
  - Seasonal diagram
  - Historical transect
  - Daily activity schedule
  - Trend analysis
  - Dream map
- Relation related methods
  - Cause effect analysis
  - Venn diagram
  - Listing and ranking
  - Matrix ranking
  - Pairwise ranking
  - Spider diagram
  - Survival analysis
- Other methods
  - Focused group discussion
  - Listening to stories, songs
  - Discussion on art forms and culture

Day 1 ended with Mr Acharya's session.

Day 2

Session I: Recap of the previous day

The day started with reflection and recap of the previous day by the participants. Following which, Dr. Anshuman Karol briefly outlined CBPR approach and its strength over traditional research methods. He stated that CBPR is among the best methods to capture indigenous knowledge systems.

Session II: Learning CBPR Methods

1.   Transect Walk

This session was co- facilitated by Mr. Acharya and Dr Anshuman Karol. 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. Transect walk allows the opportunity to get access to the community and build rapport with them. It is an essential method that works as an icebreaker. Therefore, it is essential to identify citizen leaders to initiate a transect walk and be cautious with whom, what and how to say.

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 be familiarised 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 centres), activities (playing, farming, etc.). Participants were encouraged to use their five senses to observe people, events, and practices. They need to learn to describe a situation using their own senses of what they see, how they feel, what they listen to, what they smell, taste and touch.

2.   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. This method uses different symbols to illustrate individual household level characteristics – relative wealth, levels of resource use, number of school-age children in or out of school, membership/involvement in a community group or project activity, etc. Mobility mapping analyses the mobility pattern of the local people. Services and opportunities maps help in the presentation of various services and opportunities in the locality. This is an essential method in participatory research and provides a rapid visualization of how community members perceive their community and its resources. This exercise should always be done in consultation with group of community members and engage a community member in developing a pictorial representation of the community.

<u>*Briefing for field visit:*</u>

3.   Transect walk should be done along with the community members. Joint walks with different community members would give different perspectives.
4.   Mapping is an interactive way of engaging community people and understanding the issue from their lens.
5.   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.

6. Be mindful of your body language. The idea is to enable conversation with them, therefore, look approachable and be respectful.
7. Sit on the floor with all the community members.

Fig. 5: Briefing session on Transect walk and forming rapport with a community

Session III: Field Visit

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

Fig. 6: First field visit by MTs: transect walk and social mapping exercises were undertaken

Day 3

Session I: Presentations after First Field Visit

The second day started with presentations made by the groups and representation of social mapping on chart papers.

Fig. 7: The resource maps reproduced on charts by MTs for the presentations as learned by community members on the previous day

After the presentations, MTs were asked to reflect on their field visit and elaborate on barriers/enablers in communicating with the community.

Process:

MTs generally reported that community members were curious but hesitant initially. The community members reported 'they are tired of surveys' and were observed to be reluctant to share information. To build rapport, finding something common with the community members was an intial step. The conversations were smoother when MTs approached community members amicably with folded hands and respect.

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 principles derived after MTs' presentations and reflections on engaging with the community and reporting thereafter:

1. Tolerate the strange observations you make and record them;
2. Use methods that involve the community in an engaging manner. E.g., art, music, or theatre;
3. Value the experiences of the community;
4. Encourage students to enter the community without anything in mind, and experience everything which is happening around them;
5. The discussions should be conversational and should be in a group rather than on one-to-one basis;
6. Don't go with the orientation of adopting the village and solving their problem;
7. The purpose is that students develop respectful understanding before they go and try to solve;
8. Always reflect on the question - Do we have the agency to make assumptions and conclusions about other people's lives?
9. Avoid making generalizations by using pronouns such as "they".
10. Do not use percentage or absolute numbers to list a certain object(s) (for example, 40% villagers own a vehicle), unless absolutely certain of the number.
11. Respect community members, be polite and behave as one is expected to normally; for example, ask for permission before taking pictures.

12.   Mobilizing people is a continuous effort at different stages.

Session II: Learning CBPR methods

3. *Oral history and storytelling*

Individual and community histories are often recorded in writing in old reports, registers, personal diaries, and books. Community members, especially elders, can guide a researcher to such secondary sources. Oral histories can be collected and analysed through songs, folklore, and stories. These materials can be jointly analysed to build common understanding of a situation.

Storytelling builds on the stories people narrate and how researchers can make sense of their experiences while listening to them. Their stories also help understand the associated social, cultural, ideological, and historical constructs.

MTs were asked to map the historical review of the community on a question of their choice (for example, how land system or occupations in a community evolved) and to find out what the major events were and how they have impacted the community. The expected output of the exercise was to prepare a chart with the approximate year on the left and the chronological sequence of the event on the right side, as in the example figure given below:
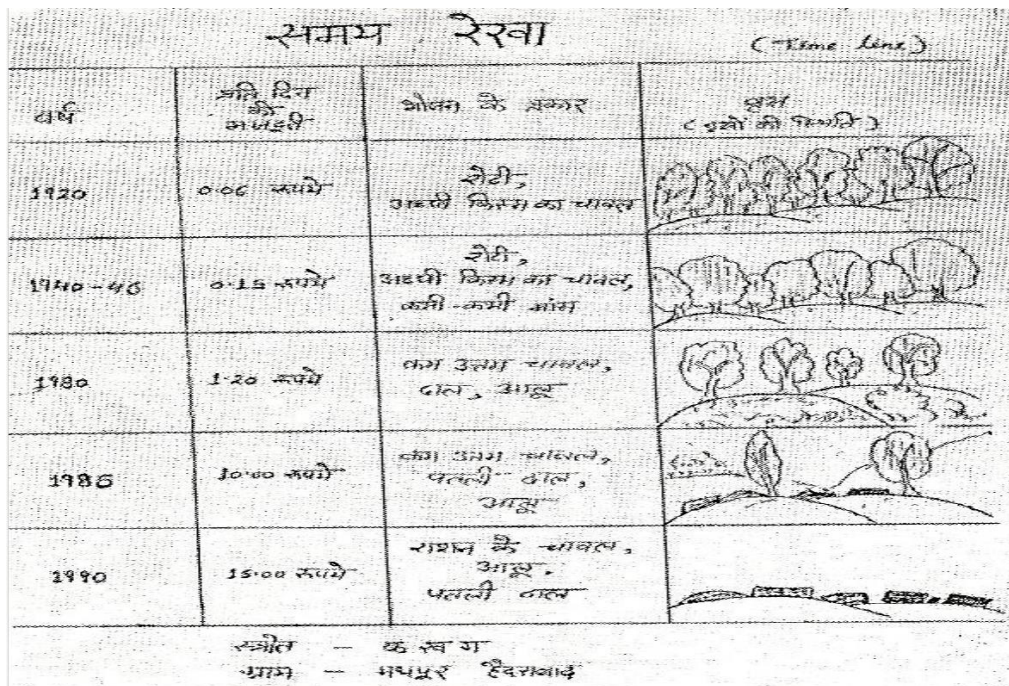
Fig. 8: An example of historical timeline created through CBPR methodology with community members; the example shows year against daily wages, staple food, and forest cover

Session III: Field visit

MTs went back in their respective groups to the same communities that they had visited on the previous day and spent around 2 hours on the field. MTs discussed with the community members about their history, individual stories and requested them to give an insight into their folk culture, songs and stories.

Fig. 9: Second field visit: MTs interacting with community members to learn about their history and folklores.

Day 4

Session I: Presentations and Debriefing of Second Field Visit

MTs made presentations on their previous day visits using roleplays and other methods which best presented the rich cultural heritage knowledge they had gained from the community members. The MTs were again asked to reflect on their previous day visit and think about enablers/barriers in the community engagement process.

Fig. 10: MTs presented the oral history and culture through roleplays and theatrics

Principles derived from the MT's reflection:

1. Going back to the same community, to same familiar and friendly people, helped the community members to be warmer and more open with MTs. Community engagement is a long-term process and should not be rushed.
2. 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.
3. 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.
4. The purpose of the conversation should be 'sharing' and not 'extracting'. Therefore, research should be conducted in a partnership with the community.
5. Students should learn ways of building rapport and conditions for learning. What is our starting behavior will tell how will community members respond'?
6. Community engagement requires teamwork.

Session II: Learning CBPR Method

4. Venn Diagram/ Chapati Diagram and Experiential Learning

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 MTs 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 labelling the circles, the MTs 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.

Fig. 11: The Venn Diagram/Chahapti method: to learn about a local institution's importance and accessibility within a community

Session III: Field visit

MTs went back in their respective groups to the same communities that they had visited on the previous two days and spent around 2 hours on the field. The MTs were required to conduct this exercise with a group of at least 20 adults from the community and it should be a joint exercise. All opinions of the community members must be heard and recorded. In addition to the above, the MTs were further asked to interrogate the community about local institutions, and identify purpose(s), structure, functions, benefits, and the challenges faced by the local institution they choose to study. There are three kinds of institutions that typically operate in any community:

community (youth, mahila, cultural, religious); development (Aanganwadi, Health Centres, schools, self-help groups, vocational training centres); and, statutory (Graam Panchayat or municipality). The groups could study any of these local institutions of their choice.

Fig. 12: On third field visit: Venn diagram exercise was undertaken

Day 5

Session I: Presentations on the third Field Visit

MTs presented their learning from the Venn diagram exercise and what they learned about the local institutions from the community members a day before.

Fig. 13: MTs presented their field learning through Venn Diagram in a classroom session

Following the presentations, Dr Anshuman Karol spoke about the various arts-based methods in CBPR and their importance to learn about communities' knowledge and also for visual representation of the knowledge. These art-based methods included (but not limited to):

- Visual presentation (collage, art, drawing)
- Story telling
- Enactment (roleplay, theatre, music, dance)
- photovoice

These methods are powerful as they provide access when a particular group is uncomfortable with written words, are easily reproducible and interpretable. He stressed that not only these methods are effective to encourage the community members to share knowledge, but also important for the researchers to share their analysis with community members for joint analysis. He ended the session with ethics and research for these methods, which include that community members should be regarded as co-researchers and credited during the dissemination of research.

Session II: The Teaching Plan

In this session, Dr Anshuman Karol took deep dive into potential teaching and assessment methods for the 2-credits course for the students with MTs. In addition, he demonstrated Swayam platform and how it can be navigated.

He further discussed the details of the 2-credits CBPR course (following the introduction video, available at: https://www.youtube.com/watch?v=cgLBYVMdcvY) and delved into the different modules and methods taught in the course. The link to the course: https://onlinecourses.swayam2.ac.in/ugc23_ge08/preview

Following this, the MTs were divided into 7 teams consisting of 3 members, to create teaching plans in detail and also discuss among themselves how they are planning to conduct CBPR workshop for their peers in their respective universities and colleges.

Session III: Q&A Session with Dr Rajesh Tandon

Dr Rajesh Tandon joined online from PRIA, New Delhi office to interact with MTs.

Fig. 14: Q&A session with Dr. Rajesh Tandon

MTs shared their transformative journey through their fieldwork and called CBPR a progressive methodology, described as "of the people, for the people, by the people, and with the people." MTs were asked to share their questions and thoughts on a chart paper, which were then presented to Dr. Tandon for further discussion.

Dr. Tandon suggested that MTs should first teach CBPR to their peers, then to their students, and finally, consider how they can incorporate CBPR into their own research.

Dr. Tandon said that teaching this course to students would instill humility, promote the understanding of indigenous knowledge, and shed light on the problems and challenges faced by local institutions, current schemes, and development programs. He encouraged MTs to work on research documents focusing on local knowledge with their students, as these documents are of utmost importance to policymakers seeking to incorporate local knowledge into evidence synthesis.

He further advised that to teach their peers, they should generate interest through outreach programs. He also suggested imparting the new guidelines established by the UGC. To obtain formal UGC certification, the workshop should adhere to UGC guidelines, and the hosting institution of the workshop should be within the catchment area of Berhampur University. He

recommended conducting the certification program in groups, and assistance could be sought from BU MMTTC.

Dr. Tandon also recommended that workshops for faculty and students be organized in communities near and around the university or institution. To address financial constraints, fieldwork and CBPR internships should be planned in a manner that minimizes the financial burden on students/participants.
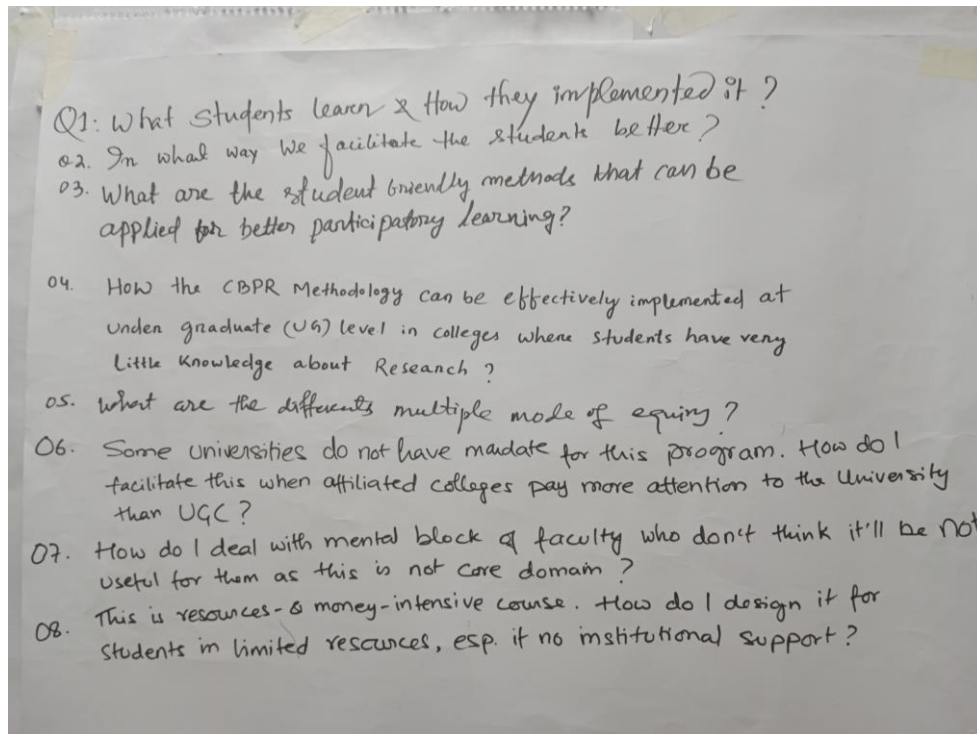
Fig. 15: The questions that were put to Dr. Tandon by MTs for discussion

Day 6

Session I: Reflection on CBPR methods and Discussion on teaching plans

The day started with MTs sharing their experiences and how CBPR method changed their perspective on how they should approach research and their everyday day-today-life. Furthermore, MTs discussed about the potential resistance or challenges they may face in organizing similar workshop in their host institution.

Following the above conversation, MTs were asked to teach their potential teaching approach to students:

- A student from a local community could be taken help of to allow MT to take students to field to observe. Students would be introduced to the basics of CBPR beforehand.
- Students must be encouraged for bidirectional knowledge exchange.
- Students must be able to record observations through field diaries.
- Students must be able to retell their observations, review their challenges, barriers and enablers and reflect on how work with communities.

Valedictory Session

The session started with the anthem of the Behrampur University. The session was attended by Prof Geetanjali Dash (Vice-Chancellor, Berhampur University), Dr Anjan Prusty (FDP-CBPR Coordinator and Head of Department, Department of Environmental Studies, Berhampur University), Mr. Binoy Acharya (Founder- Director, UNNATI, Ahmedabad), Mr. Jagadananda (Mentor & Co-Founder, Centre for Youth and Social Development), Prof B.C. Chaudhary (Professor at Wildlife Institute of India, Senior Government Advisor and alumnus of Berhampur University); and Dr. Rajesh Tandon (UNESCO Chair on Community Based Research and Social Responsibility in Higher Education; Founder- President, PRIA, New Delhi) and Dr Anshuman Karol (Lead – Governance and Climate Action, PRIA, New Delhi) joined online.

Dr. Prusty provided a briefing on the workshop and the fieldwork, highlighting that MTs spent 27 hours during the fieldwork days on the workshop and covered approximately 18 kilometers in their respective communities. He emphasized how learning about CBPR would add new dimensions to their studies. Additionally, he informed the attendees about the seven teams aiming to conduct CBPR workshops at their respective universities and colleges.

Dr. Tandon recognized the batch champions of social responsibility in Higher Education Institutions (HEIs), who now bear the responsibility of returning to their colleges to teach CBPR methodology to their peers and students.

Mr. Acharya reflected on the last six days of the workshop and complimented the MTs on their high level of enthusiasm and participation. He commended the MTs for their ability to deeply engage with the cultural aspects of the communities they studied within such a short period. He

hoped that by employing this methodology, students across disciplines could enrich their research using community knowledge and contribute to heritage preservation.

Prof. B.C. Chaudhary shared anecdotes on how local community knowledge enhanced his ecological research both in India and globally. Through his experiences, he stressed the importance of incorporating local knowledge into natural sciences and emphasized the need to give due credit to local communities for their valuable knowledge.

Following this, Dr. Pragya Chaube was invited to present the results of the workshop feedback, which had been collected earlier in the morning. The results from the review forms are detailed in the next section.

Mr. Jagdananda then elaborated on the social responsibility of HEIs and how education and workshops should extend beyond certificates and promotions. He commented on the role of universities in establishing connections with local communities and how the MTs, after completing this workshop, are at the forefront of carrying forward this mission. He commended the MTs for their hard work and encouraged them to spread CBPR methodology across different institutions in Odisha.

The session was concluded with the distribution of certificates.

Lastly, Prof. Geetanjali Dash congratulated the MTs on successfully completing the workshop. She emphasized that this workshop represents a social commitment for the MTs, not just a certificate. She stressed the importance of community engagement in knowledge co-creation and expressed gratitude to the resource persons. She encouraged the MTs to pass on the torch of social responsibility to their students and respective colleges.

The session concluded with a vote of thanks to the guests of the valedictorian session, resource persons, participants, and community members.
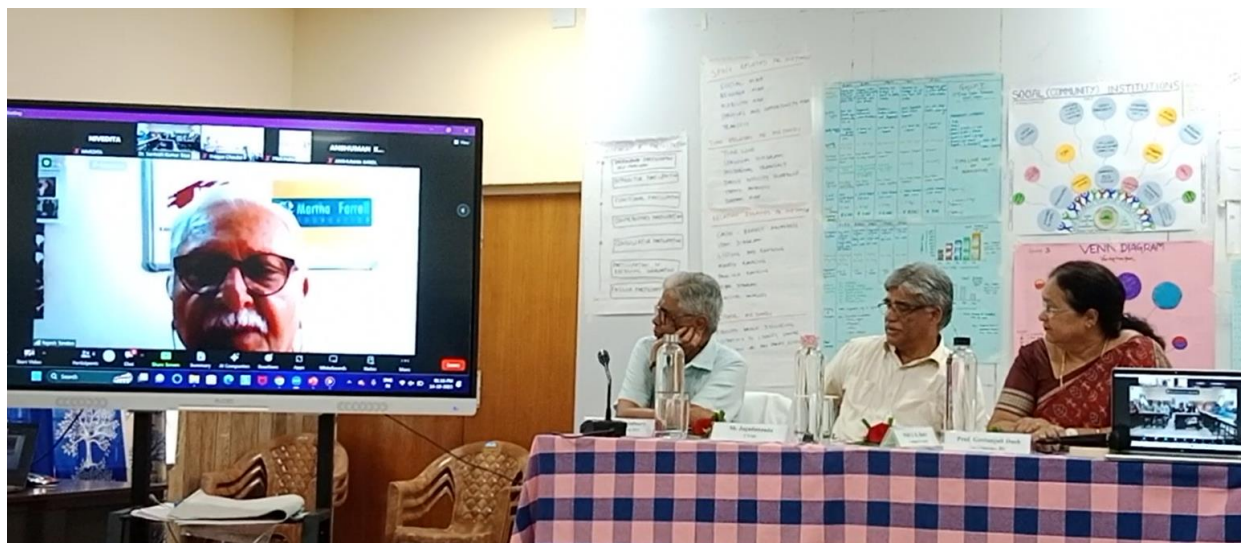
Fig. 16: Valedictorian session

[Lto R - top] Prof B.C. Chaudhary, Mr Jagdananda, Prof. Geetanjali Dash, Mr. Binoy Acharya, Prof A.K. Prusty

*[Below] Dr Rajesh Tandon (joined online)*

Review Form Data

Summary of Feedback

All 23 participants provided feedback. The majority of participants felt that workshop helped them achieve learning objectives and they felt more confident about applying CBPR principles and teaching it to their students and peers. Most participants found the workshop logistics and environment to be appropriate, with one participant feeling the requirement for air-conditioning in the classroom. Participants generally provided positive to excellent review of the resource persons. For the improvement of the future sessions, a few participants suggested inclusion of more study material and references, a couple recommended for more duration of the workshop, and a couple suggested that it should be imparted to smaller groups and hence inclusion of more resource persons may be useful.

Details of the feedback form are below:

(1: Lowest Value; 5: Highest Value)

1.   To what extent did the workshop achieve the learning objectives?
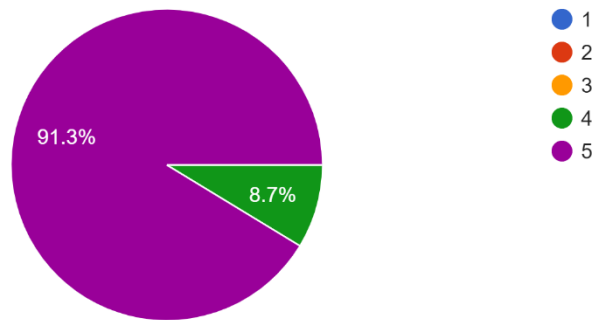
2.   To what extent were you able to learn about the use of CBPR methodology?
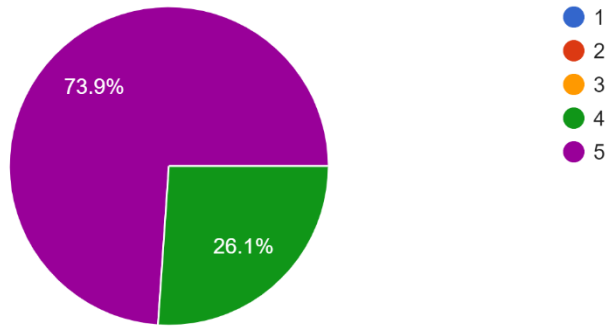
3.   How confident you feel in teaching the 2- credit course in your institution?

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

5.   How appropriate were the logistical arrangements for such a workshop?

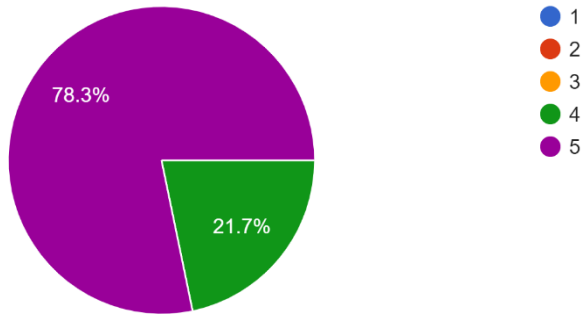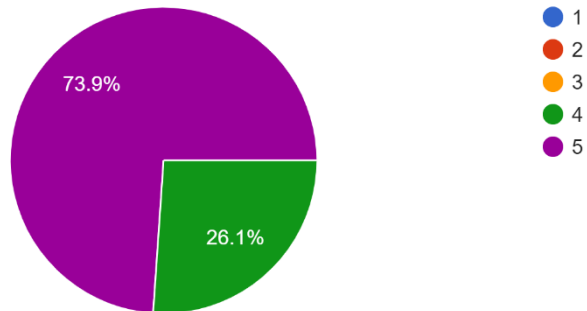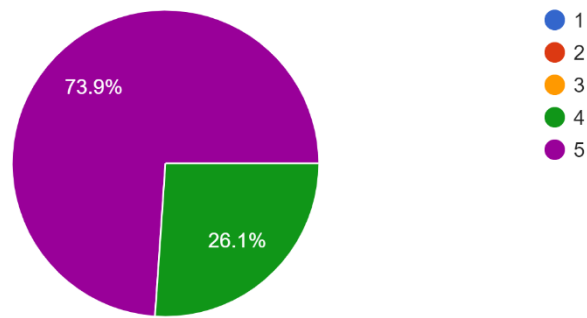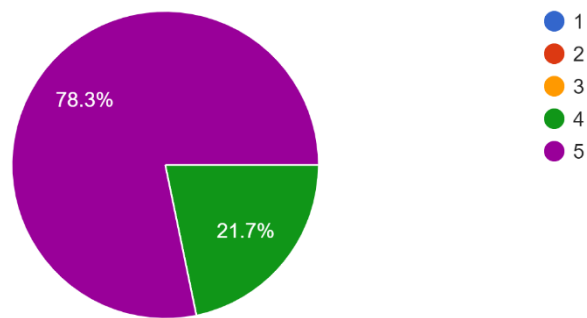6.   Did you find the learning environment of the workshop productive for learning? Give reasons for the same.

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

The overall feedback on resource persons was excellent. Participants found the resource persons to be knowledgeable, experienced and good teachers.

8.   Suggestions for improving the future workshops? (Q8 and Q9 of the survey collated
and   summarized for key themes)

The suggestions ranged from HEIs to make this workshop compulsory across all disciplines to increasing the duration to course to facilitate better learning. A couple suggestions have been to improve the classroom facilities, including management of AV machines and to having an air conditioner in the classroom. A frequent suggestion has been to provide study material or to provide participants with reading materials for further reference. Another suggestion has been to make the material more student-centric, whereas another suggestion was to improve the learning outcomes by making the study groups smaller by including more resource persons.

List of Resource Persons

UGC Subject Expert Group

1. Mr. Binoy Acharya, Founder Director, UNNATI and PRIA

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

3. Dr. Rajesh Tandon, UNESCO Co-Chair in Community Based Research and Social Responsibility in Higher Education; Founder President, PRIA, New Delhi

4. Dr Anshuman Karol, Lead – Governance and Climate Action, PRIA, New Delhi

Regional Coordinator

1. Dr. Anjan Kumar Prusty, MMTC FDP Coordinator & Head of the Department, Department of Environmental Studies, Berhampur University, Odisha

From UNESCO Chair in Community Based Research and Social Responsibility in Higher Education (for preparation of Report and Other support)

2. Dr. Pragya Chaube, India Coordinator, UNESCO Chair in Community Based Research and Social Responsibility in Higher Education

Training Design

Training Design Time	Schedule
Day One- 09 October 2023	
10:00 - 10:30 AM	Registration
10.30 - 11:30 AM	Inauguration
11.30 - 12.45 PM	Session 1- Overview of the Training Program (Overview of Fostering Social Responsibility & Community Engagement in HEIs)
12.45 - 01.30 PM	Group discussion [Enablers and Barriers for Community Engagement]
01.30 – 02.30 PM	Lunch
02:30 – 05.30 PM	Session 2- Learning CBPR Methods [Trust building with community- Role Play/ Games]
8:00 PM onwards	Dinner
Day Two- 10th October 2023	
09:30 - 10.00 AM	Recap of day 1
10.00 - 12.00 noon	Session 3- Learning CBPR Methods [Transect walk, social and resource mapping- Ways of doing and ethics]
12.00 - 12.30 PM	Groups formation and necessary instructions
12.30 – 01.30 PM	Lunch

01.30 - 05:30 PM	Field visit [Transect walk, social and resource mapping - locations around Berhampur- Rural and Urban]
05.30 - 07.00 PM	Arrival and preparations for Group presentations
8:00 PM onwards	Dinner
Day Three – 11th October 2023	
09:30 - 10.00 AM	Recap of day 2
10.00 - 11.00 AM	Group presentations and debriefing
11.00 - 11.30 AM	Tea Break
11.30 - 01.30 PM	Session 4- Learning CBPR Methods [Story telling/ Oral history and documentation, Demonstration by Community Expert]
01.30 - 02.30 PM	Lunch
02.30 - 05.30 PM	Field Visits [groups to interact with community and capture stories/ oral history around selected themes
05.30 - 07.00 PM	Arrival and preparations for Group presentations
8:00 PM onwards	Dinner
Day Four- 12th October 2023	
09.30 AM - 10.00 AM	Recap of Day 3
10.00 - 11.00 AM	Group presentations and debriefing
11.00 - 11.30 AM	Tea Break
11.30 - 01.30 PM	Session 5- Learning CBPR Methods [FGDs, Venn Diagram, Art Based Methods]
01.30 - 02.30 PM	Lunch
02.30 - 05.30 PM	Field visit [groups to interact with community and undertake FGDs, Venn Diagram, Art Based Methods]
05.30 - 07.00 PM	Arrival and preparations for Group presentations
8:00 PM onwards	Dinner
Day Five- 13th October 2023	
09.30 - 10.00 AM	Recap of day 4
10.00 - 11.30 AM	Planning for how to teach students
11.30 - 12.00 Noon	Tea Break
12.00 - 01.30 PM	Presentation of Teaching plans
01.30 - 02.30 PM	Lunch
02.30 - 04.00 PM	Planning for training by Master Trainer participants
04.00 - 04.30 PM	Tea
04.30 - 05.30 PM	Presentation of Training plans
8:00 PM onwards	Dinner
Day Six- 14th October 2023	
09.30 - 10.00 AM	Recap of day 5
10.00 - 11.00 AM	Assessment and Feedback
11.00 - 11.30 AM	Tea Break
11.30 - 12.30 PM	Valedictory session and Certificates distribution
12.30 PM onwards	Lunch and departures

List of Participants

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