



SOCIAL RESPONSIBILITY AND COMMUNITY ENGAGEMENT IN HIGHER EDUCATION

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Abstract: Whereas universities have traditionally undertaken activities that contribute to and assist communities in which they're located, corporatization of university from the past due Nineteen Eighties has brought about discourses that draw parallels among modern-day university and business corporations. This article reviews on a case have a look at of university–community engagement with colleges and college communities via youngsters engagement programmes to permit us to critically examine the emerging idea of socially responsible university. In lots broader contexts, the idea of university social responsibility includes how universities deal with society's socio-economic, political and environmental issues. It additionally encompasses introspection at the university's internal procedures and environment – how the university community of college students, body of workers and governance and administrative systems manipulate the environmental impacts produced via way of means of the University. While those are important, we did now no longer deal with those factors in this have a look at because of limitations of resources, time and contractual obligations an cognizance of education's crucial position in college students' destiny success' via way of means of providing scholar participants with foundational skills to achieve success in life and to 'arrive at maturity organized to contribute productively as citizens and employees' (AUT, 2008: 5) and now no longer only a recruitment approach for the university

University corporatization has established parallels among cutting-edge universities and business firms, and has prolonged company social responsibility analyses to universities. This paper offers a case have a look at of university community engagement with colleges and college communities via youngsters engagement programmes, with the aim of improving democratic principles in scholar leadership and raising aspirations for university education amongst college students from disadvantaged backgrounds.

Keywords: university community engagement, authorities and administrative systems

I. Introduction:

Whereas universities have traditionally undertaken activities that contribute to and assist communities in which they're located, corporatisation of university from the past due Nineteen Eighties has brought about discourses that draw parallels among modern-day university and business corporations. This article reviews on a case have a look at of university–community engagement with colleges and college communities via youngsters engagement programmes to permit us to critically examine the emerging idea of socially responsible university. In lots broader contexts, the idea of university social responsibility includes how universities deal with society's socio-economic, political and environmental issues. It additionally encompasses introspection at the university's internal procedures and environment (Nejati et al., 2011) – how the university community of college students, body of workers and governance and administrative systems

manipulate the environmental impacts produced via way of means of the University (Jarvis, 2000). While those are important, we did not no longer deal with those factors in this have a look at because of limitations of resources, time and contractual obligations. We limited our investigation to seize the essence of the important thing statements in the Auckland University of Technology (AUT) application to Tertiary Education Commission (TEC) for the Engaging and Stimulating Innovation (ESI) funding, particularly that ‘the programme is designed to – [build] an cognizance of education’s crucial position in college students’ destiny success’ (AUT, 2010: 2) via way of means of providing scholar participants with foundational skills to achieve success in life and to ‘arrive at maturity organized to contribute productively as citizens and employees’ (AUT, 2008: 5) and now no longer only a recruitment approach for the university.

The Agents of Change programme is an AUT youngsters outreach programme that engages secondary college college students, their colleges, families and communities to raise college students’ aspirations for university education via way of means of creating cognizance of the variety of pathways and opportunities. It goals specific agencies of college students to achieve identified youngsters improvement outcomes, particularly, leadership, destiny profession planning, positive engagement with college and raising aspirations for university education. The programme operated seven work-streams focusing on specific themes, particularly, SHINE aimed at high-performing scholar athletes competing at provincial or national stage in their sport, to motivate and mentor them to achieve at national and international stage. A special sub-movement SHINE Disability Global Messenger works with athletes with intellectual disability in partnership with Special Olympics New Zealand (SONZ) to create a community of empowered athletes with intellectual disability to take leadership positions within their golf equipment and communities nationally and internationally. Males in Education Now (MEN) specializes in Year 10 (14-yr-antique male college students) who're at risk of disengaging from college to assist them expand leadership skills and extra actively and positively interact with and achieve at college. Prefects Training Programme (PTP) provides leadership training for prefects and different scholar leaders to assist them form their roles and expand democratic principles and practices within their college. This subject matter had a special movement working with scholar leaders in Māori Boarding Schools, Prefects Training Programme Māori (PTPM). Justice works with college students from disadvantaged backgrounds interested in pursuing careers in regions associated with justice which include law, the defence forces and police. Plantation Business Challenge (PBC) is an entrepreneurial programme targeting college students from Pacific Island historical past to put together them for university studies in business and entrepreneurship and additionally link them with industry as a way to provide equity of get admission to to business education. The programme turned into established in 2009 via way of means of the AUT University Relations Student Recruitment Department and delivered to fifty seven secondary colleges in the North Island of New Zealand. This have a look at included a 3-yr period 2009–2011 (see Table 1). This article examines how via way of means of seeking to create community extrade this programme can be an instance of university social responsibility.

II. Review of Literature

2.1 Community Engagement in India

In 2011, a national review became carried out through a Committee of Experts (installation through the then Planning Commission) to examine the purposes, principles and varieties of social responsibility and community engagement which are applicable to our context. Its recommendations to MHRD about “fostering social responsibility and community engagement of HEIs” in India contain numerous important factors for the brand new policy.

The desires of ‘fostering social responsibility and community engagement in HEIs’ can comprise of Improving the quality of teaching/learning in HEIs, through bridging the distance among principle and practice via community engagement;

- Promoting deeper interactions among higher educational institutions and neighborhood communities for identification and solution of real-life troubles confronted through the communities in a spirit of mutual benefit;
- Facilitating partnerships among neighborhood communities and institutions of higher education so that scholars and instructors can study from neighborhood expertise and wisdom;

- Engaging higher institutions with neighborhood communities in order to make curriculum, publications and pedagogies greater appropriate to achieving the desires of national development;
- Catalysing acquisition of values of public service and active citizenship among college students and teenagers alike, which could additionally encourage, nurture and harness the herbal idealism of teenagers;
- Undertaking studies initiatives in partnership with neighborhood community via community-primarily based totally studies methods.

2.2 Key Principles for Community Engagement

In light of the worldwide and national strategies presently prevalent, the following key principles shall guide community engagement of HEIs:

- a) Mutual learning and respect: Mutually agreed interests and wishes of each rural communities and HEIs ought to be articulated and respected. Without ensuring mutual benefit, community engagement does now no longer serve the cause of social responsibility of HEIs. While community learns from college students and college engaging with them, college students and instructors ought to additionally study from community information and experiences
- b) University-wide, in every college and discipline: Community engagement ought to now no longer be limited to three social science disciplines alone. It ought to be practiced throughout all disciplines and faculties of HEIs. Faculties of herbal sciences and engineering also can sell community engagement in teaching and studies. This will assist train nearby communities approximately new technological innovations in addition to inform college students and college approximately methods to harness nearby era and information.
- c) Credit-primarily based totally for college students: Participation of college students in teaching activities of community engagement and studies tasks and learning ought to earn them credits. Community engagement ought to therefore be included to satisfy their graduation requirements and it ought to be integrated into their tests.
- d) Providing credit to Teachers for Engagement activities: Performance tests of instructors, researchers and administrators in HEIs ought to include review of their involvement and contributions to community engagement in teaching and studies. Criteria of and weightage to community engagement with the aid of using instructors and researchers ought to be explicitly included in tests for recruitment, regularisation and promotion (with the aid of using modifying existing API and different college evaluation mechanisms).
- e) Linkages with nearby institutions: In order to sustain ordinary community engagement programmes, HEIs ought to expand organic and long-time period linkages with nearby institutions round them. These include nearby governments, district administration, nearby entrepreneurs, business and nearby NGOs.

2.3 Forms of Community Engagement

When the above principles are applied in practice through HEIs, they could select any combination of the following forms:

2.3.1 Linking learning with community service

In this approach, college students and instructors observe their expertise and skills in a designated community to improve the lives of human beings in that community. This may be achieved thru the version of 'service-learning' (a globally universal first-class practice), providing engagement opportunities to college students from various disciplines and publications to use their expertise to deal with the demanding situations of a specific community. For example, college students of chemistry can behavior water and soil testing in nearby regions and percentage its outcomes with nearby community.

2.3.2 Linking studies with community expertise

In this approach, various faculties and programmes of HEIs devise joint studies initiatives in partnership with the communities and nearby agencies. The community's personal expertise is integrated into the design and behavior of the studies. New studies through college students allows them to finish their academic requirements, and on the identical time the community's expertise is systematized. Community-

primarily based totally Participatory Research (CBPR) techniques are gaining increasing recognition in this regard.

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

2.3.3 Knowledge sharing and expertise mobilization

The expertise available with college students and instructors in various disciplines is made available to the nearby community to realize its developmental aspirations, stable its entitlements and get admission to its benefits from various agencies and schemes. These can take the varieties of enumerations, surveys, consciousness camps and campaigns, trainings, learning manuals/films, maps, examine reports, public hearings, policy briefs, cleanliness & hygiene teachings, criminal aid clinics, etc. For example, college students can adopt 'swachhta survekshana' and/or nutrition survey for moms and children, and train them approximately hygiene and nutrition.

2.3.4 Devising new curriculum and publications

Many institutions of higher education increase new curricula in existing publications in addition to design new publications to interact with community. This enriches the curriculum of existing publications thru regionally-appropriate subject-matter. It additionally creates new, regionally appropriate educational programmes that interest new generation of college students. For example, new publications on financial inclusion, entrepreneurship improvement and nutritional price of nearby produce can improve expertise and business opportunities for college students.

2.3.5 Including practitioners as instructors

Local community elders, girls leaders, tribals, marketers and civil society practitioners have sizeable practical expertise of a wide variety of issues—from agriculture and forestry to child-rearing, micro-planning, water-harvesting and undertaking management. This expertise may be tapped through inviting such practitioners to co-educate publications each in the school rooms and in the field. Such instructors have to be duly recognized, compensated and revered for their practical experience and expertise.

2.3.6 Social innovations through college students

The college students may be advocated to initiate learning initiatives with a social impact and supported through HEIs. Incubation of such social innovation initiatives through college students also can have meaningful links to existing curriculum and publications. Some competitions for social innovation are being organized through a few HEIs; they have to be integrated into the curriculum.

2.4 Operational Guidelines

This section provides operational guidelines for implementation of this national curriculum framework for fostering community engagement and social responsibility in HEIs. It contains 4 sub-sections:

Recommended Curriculum for a brand new obligatory direction in community engagement for all UG and PG college students in HEIs

Suggestions for modifying existing publications and curriculum to align with national framework outlined above

Offering new audit publications for promoting community engagement and social responsibility

Undertaking studies in partnership with nearby community

Compulsory Community Engagement Course

It is encouraged that every HEI conducts a obligatory direction to provide community engagement to all Undergraduate & Post Graduate college students in order that their appreciation of rural field realities is holistic, respectful and inspiring.

Model community engagement direction is described below.

New generation of college students are increasingly ignorant of nearby rural realities surrounding their HEIs, as rapid urbanisation has been occurring in India. A massive percent of Indian population continues to live and paintings in rural and peri-city regions of the country. While various schemes and programmes of community service had been undertaken through HEIs, there is no singular provision of a well-designed obligatory community engagement direction that provides opportunities for immersion in rural realities. Such a direction will permit college students to study rural demanding situations and increase understanding of rural wisdom and life-fashion in a deferential manner.

III. Statement of the Problem :

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3.1 Objectives of the Study :

- To expand an appreciation of rural culture, life-fashion and wisdom among students
- To find out about the repute of various agricultural and rural improvement programmes
- To recognize reasons for rural distress and poverty and discover solutions for the same
- To follow study room understanding of guides to field realities and thereby improve quality of learning.

3.2 Hypothesis of the Study :

- There is no significant difference among appreciation of rural culture, life-fashion and wisdom among students.
- There is no significant difference among the fame of various agricultural and rural improvement programmes.
- There is no significant difference among reasons for rural distress and poverty and discover solutions for the same.
- There is no significant difference among study room information of publications to field realities and thereby improve quality of learning.

IV. Research Methodology

4.1 Sample

A pattern is a small proportion of a population decided on for observation and analysis. By observing the characteristics of the pattern, you will make certain inferences approximately the characteristics of the population from which it is drawn, opposite to a few famous opinion, samples aren't decided on haphazardly, and they're randomly selected in order that hazard or the operation of probability may be utilized.

4.1.1 Sampling

The primary motive of studies is to discover principles which have universal application, however to examine the entire population in order to arrive at generalization could be impracticable, if now no longer possible. Some population are so big that their characteristics couldn't be measured earlier than the size have been finished the population could have changed.

4.2 Selection of sample

The problem of sampling is of primary concern in all carefully conducted investigations. The sampling in the present study was done in two phases:

4.2.1 Selection of Institutions

In the first phase of selection of sample the institutions were selected. Although it would have been better to select the required no. of institutes randomly from the complete list of schools, but the investigator had to select only those institutes that agreed to co-operate with her and extended the facility of data collection, so the incidental sampling was done. Thus in all, 5 institutions could be included in present study.

4.2.2 Selection of Students

In the second phase of sampling were Students from each institution were selected. In this process the permission of principals related his institution was taken and the class attendance registers were taken to select the Students.

4.3 Statistical techniques used for the analysis of the data

After organization, the data was analyzed using the following statistical procedures.

- Mean
- Standard Deviation
- t-value

4.4 Delimitation of the study

The delimitation of the study is as follows:

1. The study is delimited to only the institute students of Lucknow district of Uttar Pradesh.
2. Male and Female Senior secondary college students have been included in this study.
3. The senior secondary selected are government, aided and private school affiliated to the U.P. Board.
4. The sample consists of only Secondary level School.
5. There are various factors which facts but the investigator choose the teacher freezing factor in institute.

4.5 DATA ANALYSIS

Table4.1.16: test of independence between satisfaction and demographic profile

Variables	Age	Gender	Qual	Desig	Discip	Exp(yrs)	Involvement
	X ² Val	X ² Val	X ² Val	X ² Val	X ² Val	X ² Val	X ² Val
Satisfaction	0.430	0.111	0.110	1.792	3.407	0.260	3.230

*Significant at 0.05

Faculty views that contribution of their institution towards local community development is independent of age, gender, qualification, designation, discipline, years of experience and level of involvement in community engagement of faculty. All the variables have $p > 0.05$. Hence alternate hypothesis is rejected.

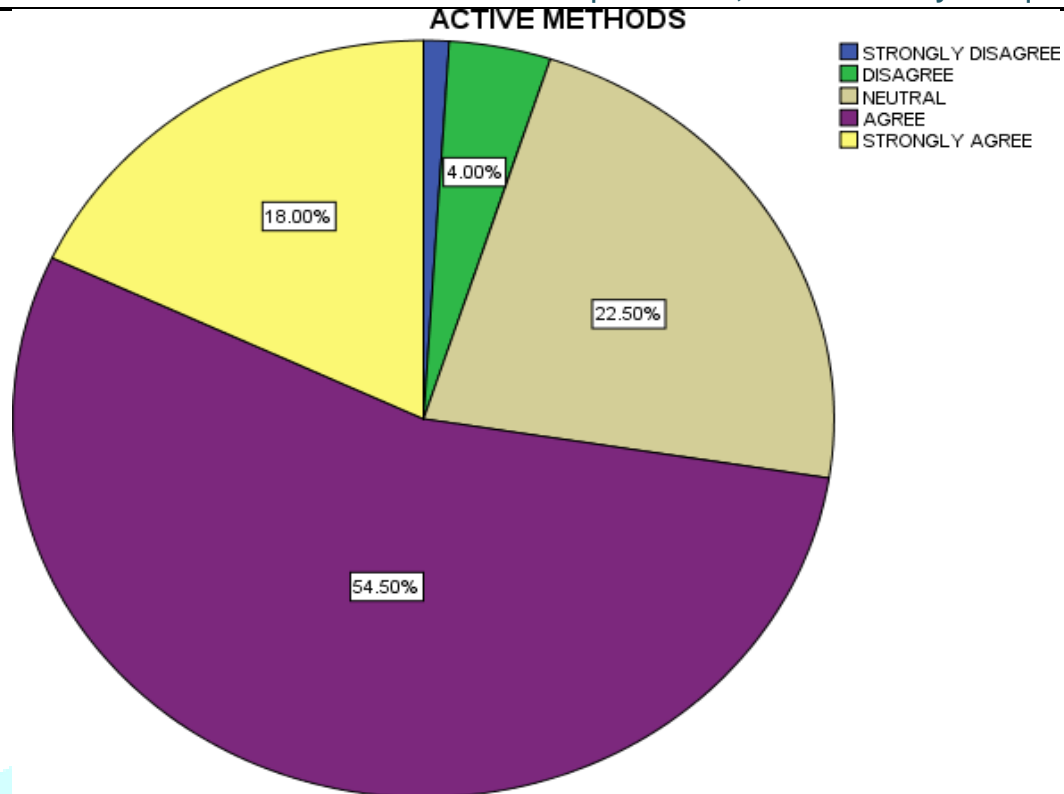
TableNo4.1.19: HEIs and frequencies of their collaborations

Sl.N	Collaborations/Partnerships	Frequencies
o		
a.	Non-Governmental Organizations (NGOs)	81
b.	Government Department/Ministry/Local Authorities	51
c.	Corporates/Businesses	29
d.	Research Organizations	32
e.	Universities/Educational Institutions	43
	Total	236

Above table indicates that HEIs had more collaborations with NGOs compared to others, for community development work in the locality.

TableNo4.1.26: application of active methods of teaching

	Frequency	Percent
STRONGLY DISAGREE	2	1.0
DISAGREE	8	4.0
NEUTRAL	45	22.5
AGREE	109	54.5
STRONGLY AGREE	36	18.0
Total	200	100.0



ChartNo 4.1.13:active methods

5% of the Faculty disagreed that active teaching methods are applied by faculty members in their institution. 73% of the respondents said active teaching methods like experiential learning, service learning etc are applied in their institution for teaching.

Table No 4.1.28: test of independence between views on involvement in active teaching methods among demographic profile

Variable	Age	Gender	Qual	Desig	Discip	Exp(yrs)
	X ² Value	X ² Value	X ² Value	X ² Value	X ² Value	X ² Value
Involvement in Active teaching methods	5.801	3.882	1.802	0.898	7.142	2.846

*Significant at 0.05

From the above table it can be seen that being involved in teaching existing subject with active teaching methods being one of the present community engagement practice is independent of age, gender, qualification, designation, discipline and years of experience of the faculty.

Table No 4.1.34: frequency table and mean scores related with forms of communityengagement

	NI	SI	I	VI	EI	Total	MeanScore	Rank
LINKINGLEARNINGWITHSERVICE	4	5	63	71	57	200	3.86	3
RESEARCH	4	7	53	87	49	200	3.85	4
KNOWLEDGESHARING	0	11	47	69	73	200	4.02	1
NEWCURRICULUM	6	9	50	82	53	200	3.84	5
PRACTITIONERS	2	20	59	72	47	200	3.71	6
STUDENTSOCIALINNOVATIONS	2	13	55	68	62	200	3.88	2

(NI –Not Important, SI – Somewhat Important, I – Important, A – Very Important, EI – Extremely Important)

In the above forms of community engagement suggested by Report of the Subcommittee on Community Engagement, Planning Commission, Government of India, 2011, Knowledge Sharing and Knowledge Mobilisation ranks the topmost form of community engagement in terms of importance with a mean score of 4.02 followed by Social Innovations by Students,

Linking Learning with Community Service, Linking Research with Community Knowledge, Designing New Curriculum and Courses and Including Practitioners as Teachers respectively. The top three forms of community engagement for which the importance is placed by the faculty are Knowledge Sharing and Knowledge mobilisation, Social Innovations by Students and Linking Learning with Community Service.

V. Findings:

Majority of the faculty fall within the category of less than 35 yrs of age, it amounts to almost 57% of the respondents. 53% are Female and 47% Male respondents. 51% of the respondents have higher qualifications above PG like NET/SLET Qualified, M.Phil, Ph.D completed or pursuing. Faculty data was collected across streams, 32.5% are Arts/Humanities/Languages, 26% from Science/Engineering/Medicine and 41.5% are from Commerce and Management Disciplines. Around 20% of the respondents hold designation of Associate Professor and above. 55% of the responses came from deemed universities, 26% from state university affiliated/govt colleges, 10% from private universities and the rest from autonomous colleges. Almost 66% of the respondents have less than 10 yrs of experience and 34% of the respondents have more than 10 yrs of experience. 5.1.1b: Involvement in Social Responsibility and Community Engagement Activities in HEIs: 97% of the respondents acknowledged that there is a presence of community engagement activities in their institution. Top three community engagement are Student initiatives/innovations, not for credit activities (through student volunteerism and student forums) and teaching existing subjects through active teaching methods like experiential learning, field work, service learning etc. Credit based community engagement activities have scored the least mean score among all with

3.02, indicating that in many of the institutions still community engagement activities are not part of assessment and evaluation. Also community based internships with the mean score of 3.05 is not highly practiced community engagement activity among other activities listed. Only 66% of the respondents agreed to there being sufficient avenues to express social responsibility through community engagement activities. And interestingly, only around 56% of the faculty respondents agreed that their institution's contribution local community development is satisfactory. Majority of the faculty respondents (51%) were very often/highly involved in community engagement activities. Their level of involvement is dependent on age, designation and discipline. On an average faculty members spent a little more than 4 hours on community engagement activities. 5.1.1c: Noteworthy things about engagement of institution for the empowerment of the local community (best practices): Word clouds faculty responses indicate the notably good things about the engagement of institution for the empowerment of the local community are mostly related with NSS, NCC, Rotaract, Red Corss, workshops, awareness camps, field trips, skill development activities in rural areas, social service activities by students, Interestingly faculty members also indicate research projects/programs as important activities among community engagement activities. 5.1.1d: Constraints/Limitations in the way of engagement of the HEIs for empowerment of the local community: Faculty recognize hectic academic schedule as the topmost challenge followed by lack of funding and lack of management support in the way of community engagement for local community development. Lack of right attitude, lack of 164 collaborations and lack of relevant curriculum and lack of encouragement for cocurricular and extra-curricular activities are some other limitations listed by faculty.

VI. Conclusion

If right ways and means are created it will not only give an access to channelize institutions, faculty and students in the right direction, it will greatly benefit the society as well. Community engagement will sensitize everyone towards societal causes, concerns and contribution at an experiential level. HEIs will then be able to imbibe social value along with economic value among students.

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