

## Report of the 5-Day Faculty Development Program

Sido Kanhu Murmu University, Dumka, Jharkhand

13-17 March 2023

Under the aegis of [UGC Guidelines 2.0](#), at the initiative of Dr Sonajharia Minz - Vice Chancellor, Sido Kanhu Murmu University (S.K.M.U.) and under the leadership of Prof. Sanjeev Sinha (Head of Department, Political Science, S.K.M.U.), who was also trained as a Master Trainer (7-9 June 2022) at the Central University, Odisha, a five-day Faculty Development Program (FDP) was held from 13 - 17 March 2023 at S.K.M.U. 42 teachers from 21 constituent and affiliated colleges of S.K.M.U. participated. Dr Rajesh Tandon (Founder-President, PRIA, New Delhi), Dr Anshuman Karol (Lead - Governance and Climate Action) and Ms. Neha S Chaudhry (India Coordinator for UNESCO Chair, PRIA) were the resource persons for the training program.

The purpose of the training was: (i) To understand the framework of “Fostering Social Responsibility & Community Engagement in Higher Educational Institutions (HEIs)”; (ii) To understand the principles & methodology of CBPR; (iii) To strengthen competencies in use of various methods of CBPR through field practice.



The training gave theoretical as well as practical insight into community engagement through Community Based Participatory Research (CBPR) methodology, an effective tool for community engagement. The participants not only learnt various CBPR methods like Transect Walk<sup>1</sup> and Social Mapping<sup>2</sup> but they also got to practice those methods during the training

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<sup>1</sup> *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.

<sup>2</sup> *Social mapping* of the village is a way of combining geographical map with social elements such as houses, shops, water taps, fields, visible buildings, roads and so on.

through field visits. There were 2 field visits that was organised to give them a first- hand experience of community engagement.

For the first field visit, the participants were divided in 4 groups of 10 to 11 members each. The groups were a good mix of men and women. The participants were divided in a way that each group had a mix of disciplines and importantly each group had couple of Santali speaking participants because Santali was the local language in the identified villages.

<b>Groups</b>	<b>Villages</b>	<b>Facilitators</b>
Group 1	Dighi	Sanjeev Sinha
Group 2	Chandpani	Rajesh Tandon
Group 3	Het Murgathali	Neha S Chaudhry
Group 4	Het Murgathali	Anshuman Karol

For the second field visit, the participants were again divided into 5 groups of 9 to 10 members (groups were a good mix of disciplines, gender and Santali speaking participants). The participants visited Jhilua, a small village in Masaliya block in Dumka district of Jharkhand. The participants were assigned different hamlets (tola) within Jhilua village. In this visit the participants had to interact with the communities on various themes.

<b>Groups</b>	<b>Hamlets (tola)</b>	<b>Themes</b>	<b>Facilitators</b>
Group 1	Tiril tola	Health	Neha S Chaudhry
Group 2	Ull tola	Agriculture	Anshuman Karol
Group 3	Baandh tola	Water	Pijush Malpaharia
Group 4	Upar tola	Livelihood	Sujit Soren
Group 5	Kole tola	Animal husbandry	Sanjeev Sinha

The participants (in their respective groups) spent around 1.5 – 2 hours (first visit) 3 – 4 hours (second visit) in the identified villages. 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. The field visits gave the participants first- hand experience of community engagement so that when they 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). 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. The fundamental principle of CBPR is ‘knowledge sharing’. So, the teachers must ensure that when they take the students, they also collate and present the data they gather, through this exercise, to the community. The students must present their findings to the community. They must be mindful of the language and the vocabulary they use.



One of the significant methodological shifts that one must acknowledge is that usually we approach the field with whatever knowledge we gain in colleges and universities. It is time that we reverse this methodology: we bring the knowledge from the villages to our colleges and universities.

Addressing the participants during the valedictory session, Dr Minz said that this training is just the beginning of new dimensions. This training has given us the framework of 'community based participatory research (CBPR) methodology as a tool to connect with the community. We must remember that 'literacy happens in classrooms, but education happens outside'. Endorsing this comment, Dr Dhuni Soren (Chief Advisor, Santal International Association, Texas, USA) said that the learning happens in our everyday practices and therefore, we must keep our senses open to all the forms of learning. He concluded by saying, 'we must proudly own our Adivasi identity'. The session ended by certificate distribution followed by vote of thanks delivered by Dr Sharmila Sore (Convenor, Research and Development Cell, S.K.M.U.).

### Training Design

Time	Schedule
<b>Day One - 13<sup>th</sup> March</b>	
9:00 -10:00 AM	Registration
10.00 -10:30 AM	Inauguration session
10.30 – 11.00 AM	Signing of MoU [between SKMU and PRIA]
11.00- 11.30 AM	Tea break
11.30-12.15 PM	Session 1- Overview of fostering social responsibility & community engagement in HEIs
12.15- 01.30 PM	Session 2- Group discussion on identifying enablers and barriers for community engagement
01.30 – 02.30 PM	Lunch
02:30 – 04.00 PM	Group presentations

**Day Two - 14<sup>th</sup> March**

09:00- 09.30 AM      Session 1- Learning CBPR method [Transect walk, social and resource mapping]

09.30- 10.00 AM      Groups formation and necessary instructions

10.00- 01.30 PM      Field visit [Transect walk, social and resource mapping in the villages around SKMU]

01.30 – 02.30 PM      Lunch

02.30- 03:30 PM      Preparations for group presentations

03.30- 04:30 PM      Group presentations and debriefing

**Day Three - 15<sup>th</sup> March**

09.00 - 10.30 AM      Session 1- Experiential Learning  
Groups formation and necessary instructions

10.30- 05.30 PM      Field visits to Jhilua [groups to interact with community and capture stories using PR methods around selected themes [Health, Water, Livelihood, Agriculture & Animal husbandry]

**Day Four - 16<sup>th</sup> March**

10.00- 11.30 AM      Preparing group presentations and debriefing

11.30- 12.00 PM      Tea Break

12.00- 01.30 PM      Group presentations

01.00- 02.00 PM      Lunch

02.00- 03.30 PM      Preparing training plans

03.30- 04.00 PM      Tea break

04.00- 06.30 PM      Presentation of training plans

**Day Five - 17<sup>th</sup> March**

10.30 AM- 11.00 AM      Feedback

11.00- 12.30 Noon      Valedictory session

12.30 PM onwards      Lunch and departures

**List of Participants**

Sl. No.	Name	College/ University	Discipline
1.	Abarna roy	Mayurakshi Gramin College, Ranishwar	Zoology
2.	Amar Das	K.K.M. College, Pakur	Botany
3.	Amber Xavier Kerketta	A.S. College, Deoghar	Geology
4.	Amit Kr. Hansdak	St. Xavier College, Maharo	Geography

5.	Anthony Hansdak	Mayurakshi Gramin College, Ranishwar	Santali
6.	Ashok Kumar	Jamtara Mahila Sandhya College, Jamtara	Geography
7.	Ashraf Karim	Millat College, Parsa	English
8.	Baskey Neeraj	S.K.M.U., Dumka	Botany
9.	Bharat Prasad	Madhupur College, Madhupur	Philosophy
10.	Bijendra Suri	Madhupur College, Madhupur	Political Science
11.	Chandana Sarkar	Jamtara Mahila Sandhya College, Jamtara	Botany
12.	Chandra Shekhar Rajak	S.P. College, Dumka	Economics
13.	Deepak Kothriyal	St. Xavier College, Maharo	Political Science
14.	Dharmendra Soren	K.K.M. College, Pakur	Political Science
15.	Holika Kr. Marandi	S.P. College, Dumka	Santali
16.	Kiran Pathak	A.S. College, Deoghar	Psychology
17.	Kornelius Hembrom	B.S.K. College, Barharwa	Santali
18.	Madan Mohan Layek	Degree College, Nala	Physics
19.	Mahashveta	S.P.M. College, Dumka	Sanskrit
20.	Maish Marandi	Shibu Soren Janjatiya Degree College, Borio	Santali
21.	Manoj Kr. Bhagat	S.B.S.S.P.S.J. College, Godda	Psychology
22.	Marian Hembrom	Sahibganj College, Sahibganj	English
23.	Mary Margaret Tudu	Model College, Dumka	Political Science
24.	Masood Ahmed	Millat College, Parsa	Persian
25.	Md. Noor Nabi Anshari	Godda College, Godda	Urdu
26.	Namrata Gaurav	S.P.M. College, Dumka	Sociology
27.	Neeraj Kumar	S.R.T. College, Dhamri	Philosophy
28.	Nimisha Richard Horo	R.D.B.M. College, Deoghar	English
29.	Pijush Malpaharia	Jamtara College, Jamtara	Chemistry
30.	Pooja Sony	Deoghar College, Deoghar	Zoology
31.	Pradinath Hansda	Godda College, Godda	Santali
32.	Rajesh Kr. Kisku	S.B.S.S.P.S.J. College, Godda	Santali
33.	Rajesh Kumar	Model College, Dumka	Physics
34.	Rajesh Prasad	S.K.M.U., Dumka	Hindi
35.	Rana Pratap Singh	S.R.T. College, Dhamri	Sanskrit
36.	Ranjit Kr. Singh	Model College, Rajmahal	Geology
37.	Reshma Toppo	Jamtara College, Jamtara	Political Science
38.	Sanjay Kumar	Deoghar College, Deoghar	Economics

39.	Shankar Prasad Ramani	Shibu Soren Janjatiya Degree College, Borio	Hindi
40.	Shobha Murmu	Sahibganj College, Sahibganj	Philosophy
41.	Sujit Soren	S.K.M.U., Dumka	Sociology
42.	Sushil Tudu	S.K.M.U., Dumka	Santali