REPORT ON TRAINING OF MASTER TRAINERS' IN CBPR

27- 29 April 2022

Gandhigram Rural Institute (Deemed to be University)
Dindigul District, Tamil Nadu

Southern Regional Center
[Kerala, Karnataka, Andhra Pradesh,
Tamil Nadu,
Telangana & Puducherry]

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Background

In 2011, a national review was conducted by a Committee of Experts (set up by the then Planning Commission) to analyse the purposes, principles and forms of social responsibility and community engagement which are relevant to our context. Its recommendations to Ministry of Human Resource Development (MHRD) about "fostering social responsibility and community engagement of Higher Education Institutions (HEIs)" in India contain several important elements for the new policy[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 undergraduate and postgraduate to instil the concept of Rural Community Engagement and Social Responsibility. The purpose is to ensure that community engagement is not seen as a standalone activity and is integrated in the regular curriculum of the university to ensure the development of the society around the university.

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

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

As per the underlined 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 CBPR. The objective for training the MTs is threefold: (a) to understand the framework of UGC/UBA course "Fostering Social Responsibility & Community Engagement"; (b) understand the Principles & Methodology of CBPR underlying field- based Learning; (c) to strengthen competencies in use of various methods of CBPR through field practice.

Given the situation of Covid-19 pandemic in the country, the first two modules – Understanding Community - University Engagement and Understanding Principles and Methodology of CBPR, was held online on January 27 and February 15, 2022 respectively. However, several aspects of learning CBPR methodology entails competencies and skills which are best learnt in face-to-face practice in the field itself. In lieu of this, a three- day face to face training workshop is going to be held in all the 7 Regional Centres. The first was held, 20th – 22nd April 2022, in the Western Regional Centre – Rashtrasant Tukdoji Maharaj Nagpur University, Nagpur. This report documents the second training workshop that was held 27th – 29th April 2022, in the Southern Regional Centre – The Gandhigram Rural Institute (Deemed to be University).

<u>Master Trainers' Training Program (3- Day Training Workshop)</u>

A three-day workshop was held in Gandhigram Rural Institute (GRI) (Deemed to be University), Gandhigram, Tamil Nadu to train the MT's in the CBPR methodology. The workshop was held from 27- 29 April 2022. 38 MT's from across 6 states of Southern India – Andhra Pradesh, Karnataka, Kerala, Puducherry, Tamil Nadu and Telengana had participated. Dr. Rajesh Tandon (UNESCO Chair on Community Based Research and Social Responsibility in Higher Education; Founder- President, PRIA) was the resource person and facilitator for the training workshop. During the course of the training, he trained the MT's in various CBPR methodology both in theory and practice – through field visits. This report has been prepared by Dr. Tandon (UNESCO Chair and Expert Group Member, UGC) and his team.

<u>Day 1</u>

Session I: Inaugural Session

The welcome address was delivered by Prof. K. Ravichandran (Regional Coordinator, UBA). In his address he said, 'HEIs are large repositories of knowledge, human resources, and physical resources. The input for these repositories is drawn from the community. Hence, HEIs cannot function and exist in isolation from the communities where they are located. They should cater to the overall and diverse needs of the neighbouring communities. The NEP 2020 stresses the importance of alignment of Education with the Sustainable Development Goals

(SDGs). It is learned from the field that the community outreach programmes of the HEIs have directly contributed to the achievement of SDGs at the grass-root level.

In his Inaugural Address Dr. Sethuraman (Registrar in charge, GRI) welcomed other dignitaries and the participants to GRI and said, 'A visit to GRI is always a pilgrimage and one can feel the pulse of India here in Gandhigram'. Teaching, Research and Extension are the three dimensions of education. Much before UGC came up with the concept of 'extension', Gandhigram was the first in the country to engage with the community as far as extension is concerned. Unfortunately, HEIs today have reduced their roles to mere teaching now and the focus is mostly on knowledge dissemination. More than dissemination of knowledge and generation of new knowledge, reaching out to the society in an effective manner must be the most important component of higher education. Extension is very much integrated in the curriculum at Gandhigram Rural Institute, where majority of their curriculum has a rural bias.

Moving forward, Dr. Rajesh Tandon addressed the MT's. Remembering Mahatma Gandhi's views on higher education, he shared that Gandhi once said, 'India needs such scientists and engineers who do not claim the ownership of the knowledge that they produce – it is societal knowledge and therefore it should serve the society'. He further said that in another situation, when Gandhi was asked for his views on the importance of higher education institutions towards building an independent India, he said, 'Better than the boundary walls and shining buildings, if universities can generate public support from society, they will serve their role towards nation-building'.

Reflecting on the word 'extension', he said, that this word has a meaning of a one- way communication. Therefore, he urged that we use the word 'service' when it comes to community engagement. Therefore, integrating teaching, research and service to the society are the 3 pillars of HEIs. In this context, he said that NEP 2020 has endorsed the suggestions given by the Expert Group, they are:

- Engaged Teaching – all the courses must have a component of community engagement, and not just stay limited to labs and classrooms.
- Engaged Research – research must be undertaken to addresses societal challenges.
- Engaged Service – to link research towards attainment of SDGs, locally.

Next, Prof. Palanidurai (Retd. Professor, GRI) was requested to deliver the Special Address in which he referred to his book called *New Rural Higher Education* and said that our education system is urban oriented, industry oriented, service oriented etc., but not transformation oriented. Nowhere in the world community engagement happened without research. It was only in Gandhigram rural Institute that it was set up for community engagement based on the Gandhian ideals where community engagement was their first role, even before education. He urged everyone to not use the term 'adopt' in the context of community engagement because villages are not orphans. We need to make them our partners in practice and in the process learn from them.

The session ended with a vote of thanks delivered by Dr. Kavitha Maithily (UBA Coordinator, GRI).

Figure 1: [Lto R] Dr. Sethuraman, Dr. Rajesh Tandon, Dr. G. Palanidurai and Dr. K. Ravichandran

Session II: Introductory Session with Master Trainers

Dr. Tandon started the session with a round of introduction of the MT's. Following the introductory round, Dr. Tandon talked about the concept of Community University Engagement 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.

The structure of the 2-credit course has two parts:
- One credit for online learning through Massive Open Online Courses (MOOC);
- One credit for field-based learning.

The suggested teaching design:

- Unit One: Understanding Local Realities;
- Unit Two: Understanding Local Institutions;
- Unit Three & Four: Practical understanding of a selected issue through a small group field project (3-4 students each);
- Unit Five: Teams of students present their findings to that community, institution or agency and have a discussion with them.

The course material would be available online for students to build their understanding. This material needs to be supplemented with locally relevant and contextually important additional materials, including schemes of state governments as well. The course is compulsory for all students across all disciplines. It will be taught over 6 weeks where the contents will be divided into five units/modules. Each week, students must spend 3 hours on online platform and 3 hours in the field, with guidance from the teachers. Hence, teachers from all disciplines must become MT's. Once the teachers become MT's, they must perform two responsibilities – teach this course to a batch of students themselves in their own institutions and co-train future cohorts of identified teachers in teaching the course to students. This training would help the teachers to learn how they can maximise student's learnings through the CBPR methodology.
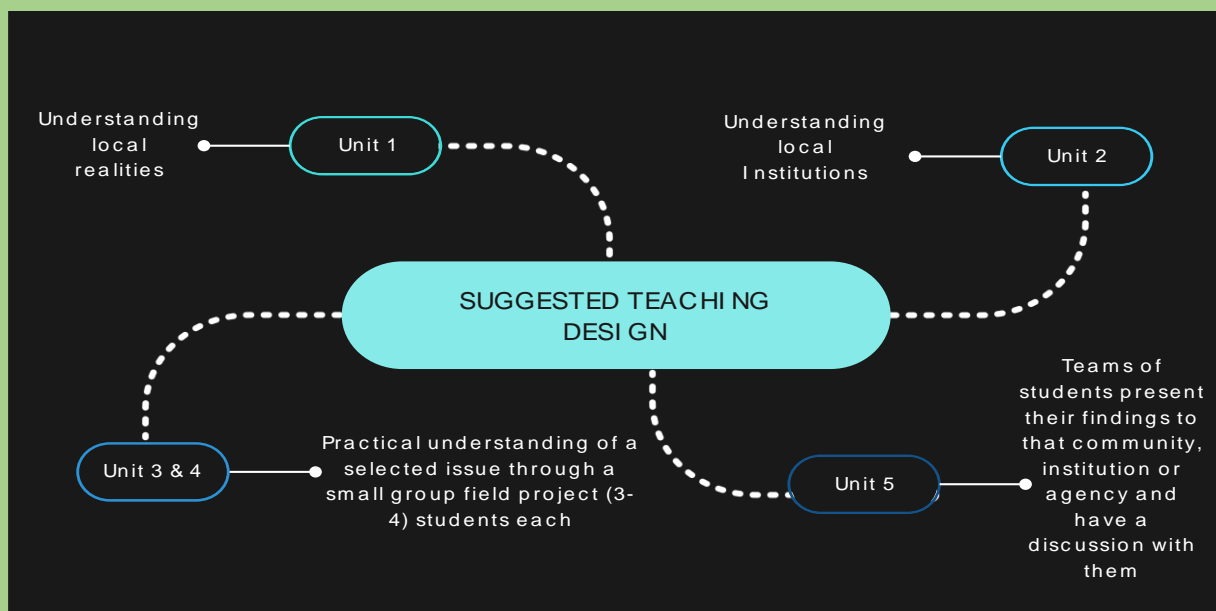
Session III: Understanding Local Realities – First Field Visit

In this session, Dr. Tandon introduced the method of *Transect Walk*. Transect walk is a familiarising method in CBPR which is usually used at the start to acquire a first-hand understanding of the local reality of the community. The purpose of the transect walk is to

develop a clear understanding of the informal settlements by identifying its location, geographical spread, housing, livelihood, composition, water bodies and availability of services. The idea is to familiarize yourself with all kinds of people – young, old, male, female; streets, lanes and common facilities where people gather, playing spaces, schools, religious places etc. in order to develop a mental map of the village. In order to do so, one needs to engage in informal conversations with the local people. It helps in building rapport with community. Next, Dr. Tandon discussed the second method that was to be used during the 1st field visit –*Social Mapping* of the village. Social Mapping is a way of combining geographical map with social elements such as social houses, shops, water taps, fields, visible buildings, roads and so on.

For the purpose of this activity, 38 MT's were divided in 6 groups (4 groups comprising of 7 members and 2 groups of 5 members each). The group was divided in a way that it maintained gender balance across all groups. Each group was accompanied by a member of the UBA Executive Committee, GRI. Each group was a mix of MT's belonging to 6 different states, with a minimum of 2 Tamil speaking MT's.

Briefing for field visit:

- It is crucial that this mapping is done by the local people facilitated by 1 or 2 MT's;
- One could either use a chart paper to draw the map or use local resources available and draw the map on the ground with chalk and local ingredients such as tamarind seed, green leaves, pulses etc.;
- The idea is to generate conversation over this mapping. It is a useful way of engaging with and involving local people.

First Field Visit:

The MT's (in their respective groups) spent 1.5 hours in the identified villages where they transect walk followed by social mapping. After the MT's returned from the field, they were asked to reflect on their visit. To make note of it, they were given a white card and a pink card. On the white card they had to write what they learnt about the village and on the pink card they had to write what they learnt about their engagement process? The cards were handed to them the same day during dinner. The reflections were to be discussed next day during the debriefing session. Watch a short clip on <u>Transect Walk</u> and <u>Social Mapping</u> facilitated by the Master Trainers.

<u>Day 2</u>

The second day of the workshop began with the Vice Chancellor's – Dr. T. T. Ranganathan, address to the MT's. In his address he reiterated one of the basic the principle CBPR i.e. mutual respect and learning. He said when we engage with the community we must respect their culture, context, and knowledge. In this context, he mentioned that it is important that we sit with them on the floor and do not speak, just listen.

Session I: Debriefing of the First Field Visit

Dr. Tandon began the session by asking the MT's to sit in their respective groups and share their reflections (as written on the pink and white card) with their group members. They were given 10 mins to do so. It was followed by a round of sharing in which one member of each group shared their collated reflections.

Reflections from the First field visit: The reflections shared by the participants were a mix of how one should behave in the field in terms of conducting oneself and how one should facilitate the discussion. Some points to remember are:

How does one conduct oneself?
- Sit on the floor with the community;
- Divide roles;
- Do not talk amongst each other/ on mobile;
- Empathise not sympathise;
- Don't preach/ don't advice/ don't offer solutions;
- Avoid gifts giving in first visit[1];
- Don't take photos without permission.

How does one facilitate discussion?
- Keep all your senses open;
- Keenly observe and involve a local person from the community for the transect walk;
- Mobilise in team, not individually;
- Use an inclusive approach - invite them to participate;
- Familiarise with people - have a conversation and let it flow;
- It is crucial that the local community members hold the pen while drawing social map;
- Where to begin- which section to approach first. All villages have caste and class hierarchies. We must ensure that we start the conversation with people at the periphery/ margins, to make ourselves more approachable.

Similarly, before the teachers take the students to the field, they need to brief them for about 20 mins about what they need to do in the field. The groups must be divided in a way that it ensures gender balance. The students must spend 1.5 hours in the field. Immediately after returning from the field the teachers must give students sometime to reflect on their visit – their learning about the field and the process. They must reflect individually. Then during the debriefing session, they must share their reflections with everyone for the purpose of shared learning.

A quick ice-breaker activity was facilitated by one of the participants. The purpose of an ice-breaker is to change the structure of the discussion – people move around and meet new people gather information such as interests and hobbies of people and so on. It is important to do such small activities as a refresher/ energisers in between longer sessions to break the monotony of the discussions.

In the next activity, a 'marketplace' space was created where the MTs were asked to display their Social Maps on the wall and take a walk around the room observing each other's charts. This method was effective in terms of time management. After 10 mins of observation, the groups returned to their respective tables. They were asked to reflect upon the similarities and differences between the social maps.

Principles Derived from the Debriefing:

- Observe with an open mind and make notes, don't be judgemental;
- Collect as much information as possible through transect walk but do not be in a rush to use popular PRA tools – it is a premature stage to be engaging in analysing the data through these tools;
- Focus on developing rapport with the community through conversation – do not overwhelm them with list of questions but engage in a spontaneous conversation and then take it from there; show interest in their lives as opposed to your questions;
- Complete information may or may not be fully represented on the charts, but through discussions in the debriefing session one can present those details;
- The method used in presenting this data – marketplace, is an effective method to have discussion in a shorter period. Similar creative methods can be used to make the process interesting given the time availability.

Session II: Understanding Local Institutions using Venn Diagram/ Chapati Diagram Method

There are three category – Statutory Organisation, Community Based Organisations and Program related Organisations. One of the frequently used methods to understand the functioning, accessibility, and effectiveness of these local institutions is the Venn Diagram/ Chapati Diagram. This method was demonstrated by Dr. K. Manikandan (Professor, GRI) with a group of MTs where he was the facilitator and MTs represented the community members. The same exercise was repeated with another of MT's where one of them was the facilitator and the rest posed as community members.

Process:

▪ Introduce yourself to the community and also request them to do so;

- The task is to only facilitate the discussion through the Venn diagram exercise. One of the facilitators must take notes of any differences of opinion, if any, throughout the discussion;
- Call for some volunteers and form groups. The first step is to ask them to make an inventory list of the institutions in the community such as SHGs, Gram Panchayat, Anganwadi, Primary Health Centres, Schools, Water Committees and so on;
- Once the list is prepared, the next step is to ask them to categorise the identified institutions in terms of their importance to the community and accessibility[2] and effectiveness. It is important to note that this categorisation needs to be done through conversation to develop a common agreement;
- After the categorisation is complete, give them the Venn diagram charts of different sizes. Explain the importance of the sizes of the chart – the biggest circle denotes the most important institutions while the smallest denotes the least important ones;
- According to the identified categorisation, the community members must label the circles with the names of the institutions. After labelling the circles, the community members, with common consensus, must place the circles on the floor keeping the accessibility of those institutions in mind. It is important to note that, while the size denotes importance, the distance (placement of the circles) denotes accessibility/ effectiveness;
- Once the cards are placed, the facilitators must leave the cards as is and give time to group members to reflect and then they can start the discussion on why they feel that a particular institution is not accessible/ effective or more accessible/ effective? The conversation can then flow as per the context.

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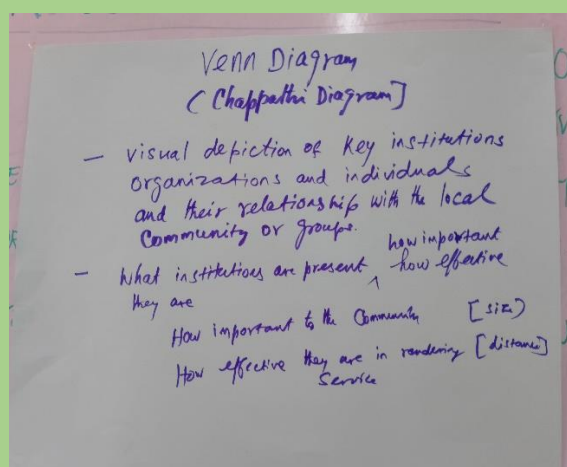
[2] Note: accessibility not in terms of physical distance. It is about mental accessibility and about being able to get services with dignity.

Students must be encouraged to do a similar exercise with the different members of the community. While this exercise can be done with the users/ beneficiaries of the services, it can also be done separately with the service providers.

The data collected through this process reflects the experiences of the community vis-à-vis the institutions and its services. This knowledge may lead to appropriate action that maybe needed to address the concerns that may arise out of the discussion. This exercise must be used as an entry point to get to know the community and not derive conclusive evidence.

Session III: Learning about Gandhigram Institutions

In this session, the MT's visited various Gandhigram Institutions to familiarise themselves with the Model of Community Engagement and Institutionalised Intervention Strategies for Rural Development. During their visit, Dr. Shiv Kumar (Managing Trustee of Gandhigram Trust) about the history of Gandhigram Trust.

The institutions visited are as follows:

- Gandhi Museum
- Centre for Rural Energy
- Museum of Constructive Program
- Sowbhagya Illam – children's home
- Khadi and Village Industries – production units
- Sevikashram – special school for destitute and women
- Lakshmi Seva Sangam – siddha unit

Day 3

Session I: Understanding the Local Institutions: Briefing for the Field Visit

In this visit to the field, the MT's had to do an in- depth study of any one of the local institutions in the respective villages. In this session, Dr. Tandon discussed that when one engages in an in- depth study, they must try to understand the history of the institutions, its structure, functions, external linkages and so on.

The fundamental principle of CBPR is 'knowledge sharing'. So all the data that one gathers from the community through this exercise, must be presented back to them. While one presents the data back to the respective groups of the community, one needs to be mindful of the language and vocabulary that is being used. It must be presented in their local language so that it can be easily understood by them.
The following methods were discussed to present the data to the community:

- Role play;
- Arts based methods like music/ poetry;
- Drawing/ collage making;
- Graphs/ power point presentations;
- Through photos and short video clips.

It is important to note that we must give time to the community to reflect and give their inputs to validate the data. It is their knowledge; therefore, they need to have the ownership. This process catalyses thinking and action.

After the session, the MT's went for the field visit in their respective groups. Each group was assigned a particular institution. The list is as follows:

Group 1 – Reddiarchatram Sustainable Agriculture Producer Company
Group 2 – Dharmathupatti Kulumai Women Self-help Group Federation
Group 3 – Kannimanuthu Village Panchayat
Group 4 – Kondamanaikenpatti Creche (Under Rajiv Gandhi National Creche Scheme)
Group 5 – Thadikommu Primary Agricultural Cooperative Credit Society
Group 6 – Kalikkampatti Agripreneurs and Organic Farm

Session II: Second Field Visit

The groups visited the respective institutions; the visit was for around 1.5- 2 hours. Immediately after the groups returned from village, they were asked to sit in their respective groups to collate all the information and prepare their presentations for the debriefing session.

## Session III: Debriefing of the Second Field Visit

In this session, the task was to present the collated data in a creative way as discussed during the briefing session. While some groups used role play method, others used panel discussion method, some presented in the form of a musical program, some made short video, and some used a collage of photos from the field. It is important to make the presentations creative to make it interesting and interactive. The session was followed by a small session on *experiential learning*.

When the teacher's take the students for this visit as part of module 2 (Understanding Local Institutions), they must brief the students before the visit and give them time to reflect. Debriefing the field visit, using one of the methods as discussed earlier, is the most important component of the entire exercise as it enables a better understanding and shared learning among the participants.

Experiential Learning: In experiential learning, we start with an *experience*. It is imperative that we reflect on that experience, as the second step. If we don't reflect, the exercise of field visit will become tourism and learning may or may not happen. We must reflect individually and then with the group as a way of shared learning. These *reflections* produces *principles* – in everyday life these are our do's and don'ts. Once we get the principles, we use those principle in our *practice*. Reflections help us refine our principles. Experiential learning is a fundamental principle of CBPR.
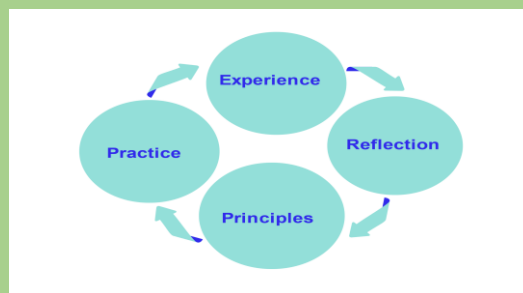
Session IV: Recommendations on Assessment and Next Steps

In this session, the MT's were asked to give their inputs and share some recommendations on the assessments aspect of the two credit course. One of the concerns that was shared was the need for an urgent letter with relevant guidelines, to all Principals and Vice Chancellors, so that they can get all the internal approvals by BOS urgently. The letter must specify that the teachers will have the necessary back up from their institutions for them to do these trainings.

The program support must be decentralised district wise. It should make it clear that the students will be assessed only when the students complete their field visits.

The suggestions for assessment were as follows:

- The students need to maintain a field diary;
- In addition to submitting field diary, students must be assessed based on submission done to the community and local authorities. The community must be involved in the assessment process as they are the primary stakeholders in this process;
- Community input in the assessment process should be made valuable and this will also motivate them to participate;
- The teachers must not assess the students on the basis of the depth of analysis but how they behaved in the process, their understanding of the context, appreciation of the realities, and the constraint in which they worked;
- Assessment should be based on the field diary + their reflection + group project
- Assessment should be based on a short report of the field visit, and community-based engagement and outcome of the project.

Session V: Valedictory Session

In his welcome address at the Valedictory, Dr. K. Ravichandran (Regional Coordinator, UBA) said, 'The world is facing unprecedented challenges, and this requires universities to be bold and to think critically and innovatively'. Dr. Nirmala Alex (Assistant Professor, Stella Maris College, Tamil Nadu) and Dr. Nitin S. N. (Assistant Professor, K.L.E.S Jagadguru Gangadhar College of Commerce, Karnataka) shared that the biggest learning for them was that we must respect the community knowledge and culture. For this it is important to shed the hitherto vocabulary of 'adopting the villages' rather look at them as 'partners' in the process where the learning is mutual. Dr. Nitin also mentioned that he was awestruck with the simplicity that he experienced. He said, 'I cannot digest the simplicity that I have experienced here because it is very difficult to have a simple in lifestyle these days'.

Taking the valedictory session forward, Prof. G. Palanidurai (Retd. Professor, GRI) was invited to deliver the Presidential Address. In his address he said, 'Participatory Research is not just a methodological nuance but a principle in itself'. It revolves around truth, simplicity, and humility. It requires a sense of equality, and it leads to self- transformation. It teaches us to listen, with respect, to the neglected voices. Participatory practices have the power to transform individuals. Addressing the MTs, he said, once they learn CBPR they will be equipped to not only transform the lives of their students but million others. It will enable a 'new consciousness' to emerge which in turn creates a lot of changes in the world.

Dr. N. Markandan (former Vice Chancellor, GRI) urged the participants to think about various ways to make our HEIs meaningful. If our HEIs fail to work towards developing their surroundings, the HEIs will fail to serve its purpose. In this context, he quoted Gandhi: '*In this structure composed of innumerable villages there will be ever widening, never ascending circles. Life will not be a pyramid with the apex sustained by the bottom. But it will be an oceanic circle whose centre will be the individual always ready to perish for the village, till at last the whole becomes one life composed of individuals, never aggressive in their arrogance, but ever humble, sharing the majesty of the oceanic circle of which they are integral units*'. Dr. Markandan concluded by saying that without making higher education meaningful, development is not possible.

In his closing remarks, Dr. Tandon (UNESCO Chair on CBR - SR in HE; Founder- President, PRIA) said that the inspiration of Gandhigram and the motivation of all the participants has given him a hope that sooner than later socially responsible students and faculty will change the face of this country.

The session concluded with a vote of thanks delivered by Dr. Kavitha Maithily.

Prof. K. Ravichandran circulated a link to the Review Form for the participants to share their feedback about the three- day workshop to make it better for future. Immediately after the submission of the Review Form, certificate distribution ceremony began.
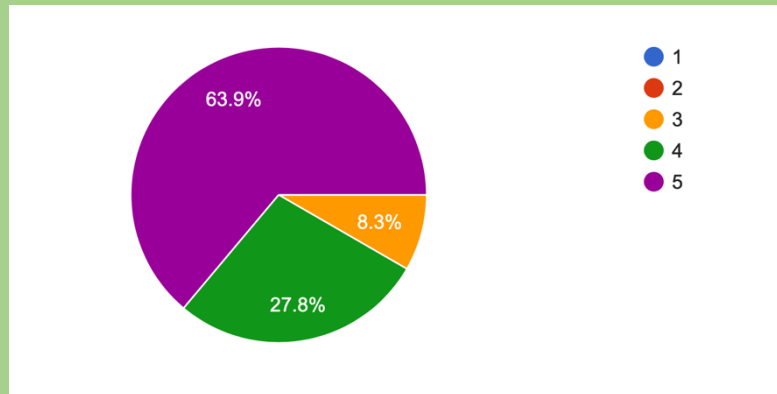
Review Form Data

1. To what extent did the workshop achieve the learning objectives? (1: Lowest Value; 5: Highest Value)
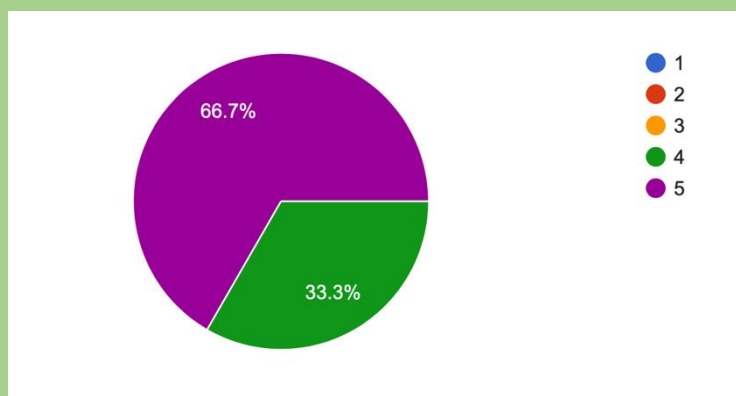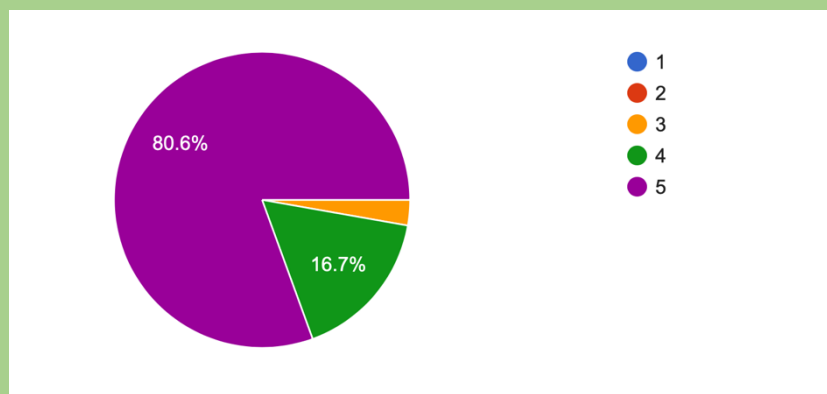
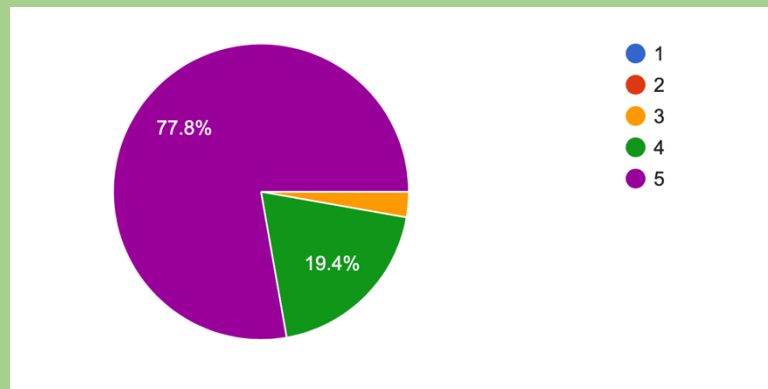2. To what extent were you able to learn about the use of CBPR methodology?
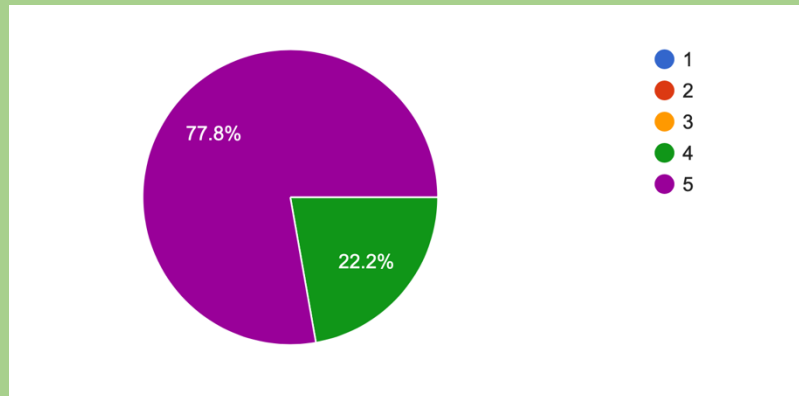
3. How confident do you feel in teaching the two- credit course in your institution?

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

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

6. Did you find the learning environment of the workshop productive for learning? Give reasons for the same.
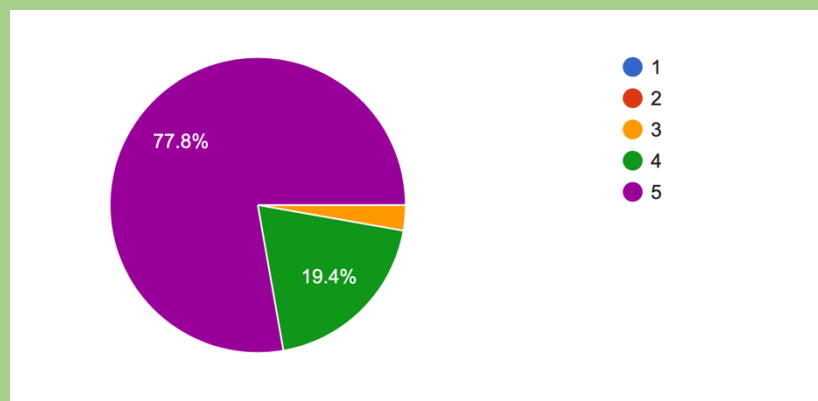
7. Feedback about the Resource Persons.

- Dr. Tandon is an ocean of knowledge. He made the learning process very interactive, interesting and easy for us;
- He was very down to earth and active in his role.
- His approach towards content delivery was very effective and satisfactory.

8. Your suggestions for improving the workshop.

- The duration of the workshop should be between 5 to 7 days to ensure effective learning. Three days is a bit rushed – ned more days in the field;
- Need to add sessions on the theory of CBPR methodology, more methods need to be taught;
- Must add 2 more resource persons;
- The role of the institutions in implementing CBPR must be explained;

- Need to execute the current format meticulously in future - the current schedule is tough. The hours of the training should be reduced;
- Field work should be scheduled for evenings given the hot weather;
- Need periodical trainings and follow up.
- The complete program can be organised in the village;
- The fields need to be closer to the training venue;
- Need to assign district co-ordinators to appraise the flow of the programmes.

9. Any additional comments/ suggestions:

- We must focus on solving the problems of the communities;
- Suggest some books, articles, tools and websites for reference;
- Link all aspects of the training content to the SDGs;
- UGC must provide certificate for 5 days including the 2 online module and 3- day face to face training workshop;
- UGC must maintain a database on their website about list of certified MT's so that other institutions who are planning to conduct CBPR training workshops can approach these MT's;
- Teachers need support from UGC in terms of guidelines to mandate students to enrol for this 2- credit course. It must be made clear that if students do not do field work, they will fail the course. Field engagement is a must. A mandatory guideline from UGC will help in this regard.

List of Resource Persons

Sl. No.	Name	Designation
1.	Dr. Rajesh Tandon	UNESCO Chair on CBR- SR in HE Founder- President, PRIA Expert Group Member, UGC\
2.	Prof. G. Palanidurai	Expert in Panchayati Raj Former Professor at GRI
3.	Ms. Neha S Chaudhry	India Co-ordinator, UNESCO Chair on CBR- SR in HE

Training Design

Day 1 – 27 April 2022 (Wednesday)

Time	Programme
07.00 -07.30 am	Tea
08.00 -09.30 am	Breakfast and Registration
09.30 -10.30 am	Inauguration
10.30 -10.45 am	Tea Break
10.45 -11.45 am	Self-Introduction by Participants
11.45 -12.45 pm	CBPR - Role of Master Trainers Facilitators: Prof. Rajesh Tandon Prof.G.Palanidurai Prof.K.Ravichandran Ms. Neha S Chaudhry
12.45 -02.00 pm	Lunch Break
02.00 -04.00 pm	Visit to Gandhi Museum, Energy Centre and other units at GRI
04.00 -04.15 pm	Tea Break
04.15 -08.00 pm	Field visit-1 (GRI adopted villages) Group 1 Chettiyapatti Group 2 Valayapatti Group 3 Jathigowdanpatti Group 4 Ernakampatti Group 5 Kottaipatti Group 6 Kalikkampatt
08.00 -09.00 pm	Dinner

Day 2 – 28 April 2022 (Thursday)

Time	Programme
07.00-07.30 am	Tea
08.00-09.00 am	Breakfast
09.00-11.30 am	Debrief of field visits (Group wise) Facilitators: Prof. Rajesh Tandon Prof. G. Palanidurai Prof. K. Ravichandran Ms. Neha S Chaudhry
11.30-11.45 am	Tea Break
11.45-12.45 pm	Understanding Community-based Participatory Research: Principles & Practices / Selection & Use of CBPR Methods in Field Visits

	Facilitator: Dr.Rajesh Tandon
12.45-02.00 pm	Lunch Break
02.00-06.00 pm	Visiting Gandhigram Institutions: (To familiarize with the Gandhigram Model of Community Engagement and Institutionalized intervention strategies for Rural Development) - All Groups
08.00-09.00 pm	Dinner

Day 3 – 29 April 2022 (Friday)

Time	Programme
07.00-07.30 am	Tea
08.00-09.00 am	Breakfast
09.00-11.30 am	Field visits -3 Individuals, Groups and Institutions who serve as Development agents / administration of the village economy: Group 1 Reddiarchatram Sustainable Agriculture Producer Company Group 2 Dharmathupatti Kulumai Women Self-help Group Federation Group 3 Kannimanuthu Village Panchayat Group 4 Kondamanaikenpatti Creche (It is functioning under Rajiv Gandhi National Creche Scheme) Group 5 Thadikommu Primary Agricultural Cooperative Credit Society Group 6 Kalikkampatti Agripreneurs and Organic Farms
11.30-11.45 am	Tea Break
11.45-12.45 pm	Debrief of field visits (Group wise) Facilitators: Prof. Rajesh Tandon Prof. G. Palanidurai Prof. K. Ravichandran Ms. Neha S Chaudhry
12.45-02.00 pm	Lunch Break
02.00-03.00 pm	Plan of Action for Master Trainers Facilitators: Prof. Rajesh Tandon Prof. G. Palanidurai Prof. K. Ravichandran Ms. Neha S Chaudhry
03.00-03.30 pm	Feedback and Reporting
03.30-03.45 pm	Tea Break
03.45-05.00 pm	Valedictory Session

List of Participants

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