

# A Study On Strategies To Enhance Community Engagement And Social Responsibility – Faculty And Students’ Perspectives

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## **ABSTRACT**

Higher Educational Institutions (HEIs) have been trying exhibit their social responsibility through outreach and extension activities. Generally such activities did not fetch academic credits for students. Higher Educational Institutions’ involvement and contribution towards social responsibility neither contributed much to the new knowledge nor does it add to the existing knowledge. Largely, role played by faculty members has been minimalistic given the potential their active participation and guidance can contribute towards the social responsibility. Students have been experiencing community engagement activities as assorted, one time activity, many times unsatisfactory, few times all benefits tilted towards the communities and unbalanced towards students’ development with intentional outcomes. Such activities hardly add any direct links with teaching and learning process of existing subjects or with the research activities of the HEIs. Many times, faculty may share the experiences from such outreach activities by relating it to the existing subjects but beyond this it can be seen as much of a passive approach given what is seen as possible by HEIs.

**Keywords:** Community Engagement, Social Responsibility, Strategies, Faculty and Students.

## **I. INTRODUCTION**

There have been many experiments and deliberations around the world to make education more meaningful and relevant. In the efforts to make education more meaningful there have been many changes in the way the curriculums, courses and programs are getting redesigned to make them more socially relevant and this calls for a shift in the mechanism of course delivery as well. Learning the concepts through experience in reality with the help of field work, project work or simulations leaves behind long lasting learning for students.

Nevertheless there are many concerns in realising the efforts and dream of making education more meaningful and relevant for all stakeholders involved. There is also resource crunch at HEIs which is expected to improve with increase in collaborations with corporates and financial support by Govt. For sustainable growth an eco-system with the stakeholders needs to be built.

This study is about identifying the strategies that could help in integrating and incorporating the essentials of Social Responsibility across all streams in Higher Education. Whatever students are doing, any form of professional output post

their education has a direct bearing on the society. If students develop the perspective towards social responsibility right from their learning stage, they become more productive assets to the society eventually. Higher Education is facing a lot of challenges in terms of quality and relevance of curriculum, instructional pedagogy and research. Apart of this the interrelations between Research-Academics-Industry-Community is very poor. Exploratory Research is conducted to understand the strategies as suggested by the respondents to enhance the social responsibility through greater community engagement in higher educational institutions.

Institutional social responsibility is mostly random social activities which if streamlined can be more organized. A systematic approach to the same can help in tapping the potential of students, faculty and institution fully. Significant difference can be made in this area if structure, system and accountability can be brought in place. The survey was conducted to understand the strategies as suggested by students and faculty members. This study is expected to make a difference to the stakeholders and to the society at large. Present study is important as the outcomes of the study will

have implications on academics, research, liaisons with civic society organizations and higher educational institutions.

Academic output in terms of research publications by faculty or by faculty with students/communities could be improved if social responsibility and community engagement is integrated in the HEIs powerfully. Also there could be changes in approaches to teaching existing subjects with focus on social responsibility in HEIs. Teaching and learning process could be more experiential and last long. Social responsibility in HEIs will contribute to curriculum, research and is expected to have social, economic and environmental impact on the communities.

Institutional Social Responsibility creates wholeness and completeness for the institution and also leaves behind influence, rather an experience on the holistic development of the students. The pedagogical approach of experiential learning helps in making all the subjects they are studying more relevant. Apart from this it will bring about Social innovation and Social Leadership. The impact of including this as part of the curriculum will have positive manifold effect.

The relationships with the stakeholders are very poor. Teaching-learning process and the plight of research and innovation outputs by HEIs given its potential is not in a great shape. Given the amount of fees charged and relevance of HEIs with respect to employability of students, contribution towards research and to the region in its development is in a very nascent stage in India. Governing framework is said to be not strong enough in spite of overregulation. The study is expected to contribute to the compulsory study and practice of social responsibility in higher education and tap the potential of student and teaching community to the maximum. HEIs engaged in community engagement will inevitably start being more relevant in their research activities. The study also brings out the importance of building partnerships /collaborations and active pedagogical approaches like experiential learning in the existing subjects of learning process to be more impactful. This community engagement will not only contribute to the HEIs in their way of being, operating and contributing but will also contribute towards community and regional development.

The study attempts to understand if both students and faculty members want policy intervention when it comes to social responsibility and community engagement. The study also explores to understand the strategies from the perspective of students and faculty to enhance community

engagement and social responsibility in higher educational institutions.

In 2011, Planning Commission created Committee for national review to analyse the purposes, principles and forms of social responsibility and community engagement. Many of the elements that are seen in the NEP 2020 were recommended to MHRD about “fostering social responsibility and community engagement of HEIs” in India.

With the advent of NEP the focus has shifted to many important aspects which had been calling for attention since past few decades. The NEP 2020 emphasises the alignment of teaching and research with Sustainable Development Goals specifically global education development agenda reflected in the Goal 4 (SDG4) of the 2030 - Agenda for sustainable Development, adopted by India in 2015-seeks to ‘ensure inclusive and equitable quality education and promote lifelong learning opportunities for all’ by 2030. This goal requires immense amount of reconfiguration of the entire education system. NEP has strongly recommended to produce locally relevant knowledge. Internships with local agencies can be effective way of taking up the field research.

The scope of the study includes social responsibility and community engagement variables from the perspective of faculty and students. The survey tries to explore the best strategies for enhancing community engagement work from the perspective of faculty involved in community engagement and students. Survey has been conducted across different types of educational institutions and across different disciplines in the city of Bangalore.

## 2. REVIEW OF LITERATURE

Indian government in its’ 12th Five Year Plan (2012-17), recommended strengthening community engagement and fostering social responsibility in higher education through some forms of community engagement like linking learning with community service, researching with community, knowledge sharing with community, designing new courses and curriculums, including practitioners as teachers and social innovations by students [1]

University Grants Commission in 2014 floated a scheme to support setting up a Centre for Fostering Social Responsibility and Community Engagement (CFSRCE) in universities. UGC scheme came into existence to promote community engagement in HEIs. It intends to include promoting community-university partnerships. As it goes unsaid, such partnerships create new knowledge and helps in

creating participatory research mode for execution of many projects. This also requires partnerships with Civil Society Organisations. This scheme propagates integration pedagogical approach of service-learning into curricular/co-curricular programmes [2].

Employment, the linkage program with industry and career relevance are the aspects which need to be looked into when it comes to academia and industry collaborations. The authors recognize less research orientation and research output in terms of commercialization, publication or patents are the challenges in the way of harnessing the potential of university-industry linkages. The authors are of the opinion that academia-industry linkages can contribute immensely towards socio-economic development and can be thriving hubs for entrepreneurship. Also regular involvement of students is highly recommended by authors for making significant developmental impact [3].

Service learning is increasingly used by US Pharmacy colleges because of pressure from various accrediting agencies but with support from professional organizations like American Association of Colleges of Pharmacy (AACP) Professional Affairs Committee (PAC) since 2001. The paper observes that the breadth of activities and the academic content of the curriculum has increased and has been creating opportunities for reflection and discussion. However, still the nature of the activities used for service learning and assessment methods for service learning experiences and learning outcomes needs a lot of conscious efforts to make it more meaningful [4].

Service learning has its limitations, however service learning can lead to more civically-minded students. This further has increased post-graduation civic involvement. Service learning is said to lead to empowerment and thereby reflects in terms of enhancement of quality of life in communities [5].

A great number of children are suffering from emotional disturbance. Hence the schools must aim at developing good and happy people. This requires an altogether different cadre of teachers. Such identified teachers need to be further groomed with proper training to teach values and ways to happiness [6]. Researchers have emphasized on the Educational outreach efforts by HEIs. These efforts make a real and lasting difference for all involved [7].

The goals of the curriculum teaches students the skills to build a business. Apart from that worksheets, hands-on experience in creating a

business, creating simulated environments and sometimes having students work in the real marketplace can all create an immense impact. Experiential learning can make a lasting impact [8].

National Education Policy (2020) points out that the purpose of the education system is to develop good human being having imbibed important virtues and capabilities and to produce engaged, productive, and contributing citizens. This helps in creating and building an equitable, inclusive, and plural society. Further the policy intends to fulfil on Sustainable Development Goals and to fulfil the vision of the constitution [9].

## RESEARCH QUESTIONS

- What are the strategies as suggested by faculty for enhancing the community engagement and social responsibility in HEIs?
- What are the strategies as suggested by students for enhancing the community engagement and social responsibility in HEIs?
- How does are these strategies relevant in the context of NEP 2020?

## 3. METHODOLOGY

### 3.1. Design

The data was collected using a purposive & cross-sectional sampling method. A total number of 200 faculty and 711 student responses were deemed fit for further analysis. SPSS 20 was used. Descriptive statistics, percentage analysis and Word Clouds in R were used for analysis and interpretation.

### 3.2. Sample

A structured questionnaire was developed. The same was administered to faculty members and students to collect the data. For the purpose of collecting the data, HEIs in the city of Bangalore was classified into four different categories like State University Affiliated Colleges, Autonomous Colleges, Deemed to be University/Colleges, Private University. Two samples under each category was taken. This makes the study representative of different kinds of HEIs in Bengaluru. Data was collected across different disciplines. For the purpose of data collection and analysis different disciplines are categorized into Arts/ Humanities/ Languages, Commerce/Management, Science/Engineering/Medicine.

Only Faculty members and students involved in one or other way in socially responsible activities, being full time regular faculty members and regular full time students in higher educational institutions were approached for data collection. Further, inclusive criteria had data be collected only from

faculty members working at under graduate or post graduate levels and similarly students only from undergraduate and post graduate programs were considered.

**3.3. Definitions**

- **Community Arrangement** - explained through Carnegie Foundations, “is the mutually beneficial exchange of information and resources between institutions of higher education and their wider communities in a sense of cooperation and reciprocity.... enhance education, teaching, and learning; prepare trained, active citizens; reinforce democratic ideals and civic responsibility; resolve important social issues; and contribute to the public good [10].”

- **Social Responsibility** - Social Responsibility is defined as contributing back to the society for a greater good with or without personal benefit in the areas where society needs us to contribute to bridge the gaps between expected and the actual. It is pooling of ideas, resources, building of community strength and harnessing society's potential for the common good of all.
- **Higher Education** – includes all undergraduate and post-graduate studies.

**3.4. Data Collection and Analysis**

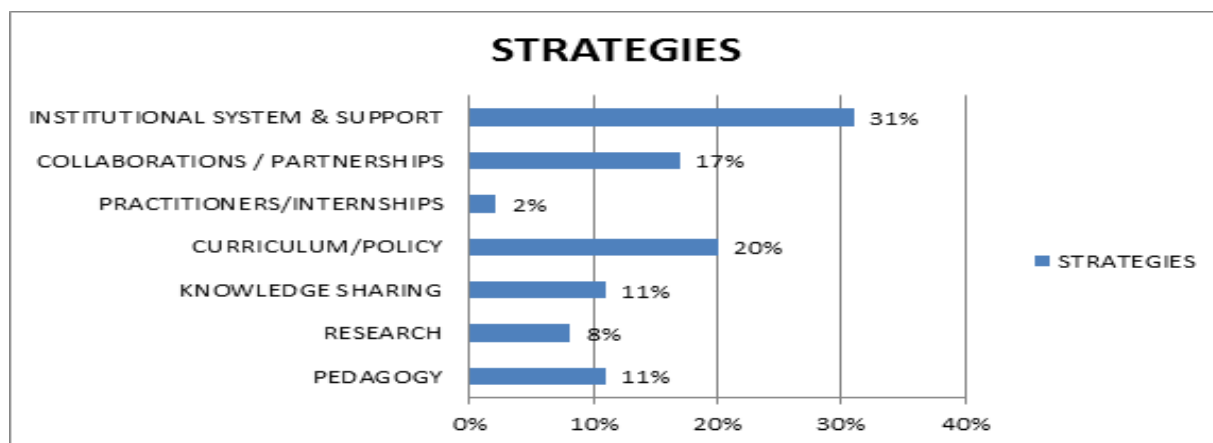
Data Collected has been Analyzed in Following two Parts:

1. **Part A:** Analysis of Faculty Responses
2. **Part B:** Analysis of Student Responses

**3.4.1. Part A: Analysis of Faculty Responses**

**Table 1:** Strategies suggested by Faculty

STRATEGIES	Responses		Rank
	N	Percent	
Pedagogy	43	11%	4
Research	30	8%	5
Knowledge Sharing	43	11%	4
Curriculum/Policy	75	20%	2
Practitioners/Internships	7	2%	6
Collaborations / Partnerships	63	17%	3
Institutional System & Support	117	31%	1
<b>Total</b>	378	100.0%	



**Graph No 1:** Strategies

As can be seen, when asked to suggest the strategies for integrating and enhancing community engagement at HEIs, responses were grouped as above. Institutional support scored the top rank followed by introducing the curriculum and making policy changes as second best strategy. Respondents have suggested more of collaborations/partnerships as one of the important

strategy, followed by pedagogy and knowledge sharing. Respondents also suggested enhancing and encouraging research activities and more of internships and inviting practitioners to co-teach the subjects as other important strategies.

**Word Cloud No 1: Strategies Suggested:**



sharing. Strategy of Knowledge sharing is dependent on gender. Various strategies suggested and qualification is independent of each other.

Gender and strategy of knowledge sharing ( $p = 0.032$ ) is dependent on each other. Designation and strategy suggested of Research ( $p = 0.032$ ), Collaborations/Partnerships ( $p = 0.015$ ) and that of Institutional Support ( $p = 0.001$ ) is dependent on

each other. Discipline and strategy suggested of that of Research ( $p = 0.046$ ) and Curriculum/Policy ( $p = 0.044$ ) are dependent on each other. Experience and Strategy of Collaborations/Partnerships ( $p = 0.008$ ) are dependent on each other. Level of Involvement in Community Engagement activities and Strategy of Research ( $p = 0.027$ ) and Institutional Support ( $0.035$ ) are dependent on each other.

**Table No 3:** Frequency Table and Mean Scores Related with Forms of Community Engagement

	NI	SI	I	VI	EI	Total	Mean Score	Rank
LINKING LEARNING WITH SERVICE	4	5	63	71	57	200	3.86	3
RESEARCH	4	7	53	87	49	200	3.85	4
KNOWLEDGE SHARING	0	11	47	69	73	200	4.02	1
NEW CURRICULUM	6	9	50	82	53	200	3.84	5
PRACTITIONER TEACHERS	2	20	59	72	47	200	3.71	6
STUDENT SOCIAL INNOVATIONS	2	13	55	68	62	200	3.88	2

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

In the above forms of community engagement as 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.

**Table No 4:** Policy Intervention for Community Engagement Activities by HEIs

		Frequency	Percent
Valid	YES	175	87.5
	NO	25	12.5
	Total	200	100.0

Almost 88% of the respondents said that there should be policy intervention for Community engagement activities by HEIs.

**Table No 5:** Preferences for Mandate

	Frequency	Percent
STATE GOVT	31	15.5
UGC	106	53.0
OTHERS	63	31.5
Total	200	100.0

53% of the respondents prefer policy intervention community engagement activities by UGC. Almost 16% prefer policy intervention by State Govt and about 31% of the respondents either preferred intervention by both UGC and State Govt or they mentioned that they would prefer that the concerned institution to make the institutional policy regarding community engagement activities.

### 3.4.2. Part B: Analysis of Student Responses

**Table No 6:** Strategies suggested by Students

Strategies	Responses		Rank
	N	Percent	
Pedagogy	97	8%	5
Research	57	5%	7
Knowledge Sharing	209	18%	2
Curriculum/Policy	195	16%	3
Practitioners/Internships	75	6%	6
Collaborations/Partnerships	157	13%	4
Institutional System & Support	413	34%	1
<b>Total</b>	<b>1203</b>	<b>100.0%</b>	



**H<sub>2</sub>:** Attributes of Community Engagement Strategies suggested and Demographic Profile of Students is dependent

**H<sub>0</sub>:** Attributes of Community Engagement Strategies suggested and Demographic Profile of Students is independent

**Table No 7: Test of Independence between Dependency of Strategies and Demographic profile**

STRATEGIES	Gender X <sup>2</sup> Value	Education X <sup>2</sup> Value	Discipline X <sup>2</sup> Value	Involvement X <sup>2</sup> Value
PEDAGOGY	8.049*	9.010*	33.829*	1.190
RESEARCH	0.061	10.339*	1.730	0.173
KNOWLEDGE SHARING	4.199*	2.010	3.598	0.032
CURRICULUM / POLICY	1.334	15.089*	2.016	0.788
PRACTITIONERS / INTERNSHIPS	2.346	0.245	15.667*	0.001
COLLABORATIONS / PARTNERSHIPS	2.754	12.247*	3.531	1.898
INSTITUTIONAL SYSTEM AND SUPPORT	0.131	5.830	3.625	0.113

\*Significant at 0.05

Various strategies suggested and level of involvement is independent of each other. However, strategies of pedagogy (p = 0.005) and knowledge sharing (p = 0.040) suggested by students and gender are dependent on each other. Very interestingly various strategies suggested by students, except that of strategy of knowledge sharing and strategy of involving practitioners and providing internship opportunities are dependent

on education, Pedagogy (p = 0.003), research (p = 0.001), curriculum/policy (p = 0.000), collaborations/partnerships (p = 0.000), institutional system and support (p = 0.016). Strategies of pedagogy (p = 0.000), and practitioners/internships (p = 0.000), are dependent on discipline. Among the strategies suggested, strategy of pedagogy and demographic factors of gender, education and discipline are dependent on each other.

**Table No 8: Frequency Table and Mean Scores Related with Forms of Community Engagement**

FORMS OF COMMUNITY ENGAGEMENT	NI	SI	I	VI	EI	Total	Mean Score	Rank
LINKING LEARNING WITH SERVICE	15	54	213	244	185	711	3.75	3
RESEARCH	17	60	227	263	144	711	3.64	5
KNOWLEDGE SHARING	12	40	169	274	216	711	3.90	1
NEW CURRICULUM	9	42	196	272	192	711	3.84	2
PRACTITIONER TEACHERS	13	75	211	233	179	711	3.69	4
STUDENT SOCIAL INNOVATIONS	11	55	168	237	240	711	3.90	1

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

In the above forms of community engagement as suggested by Report of the Subcommittee on Community Engagement, Planning Commission, Government of India, 2011, Knowledge Sharing and Knowledge Mobilisation along with Social Innovations by Students ranks the topmost form of community engagement in terms of importance with a mean score of 3.90. This is followed by Designing New Curriculum and Courses with a

mean score of 3.84. Linking Learning with Community Service with a mean score of 3.75, ranks third in terms of importance. Including Practitioners as Teachers and Linking Research with Community are the last forms of community engagement in terms of importance. We can clearly see that students have placed high importance to Knowledge, Innovations, Curriculum and Pedagogy.

**Table No 9: Policy Intervention**

	Frequency	Percent
YES	632	88.9



NO	79	11.1
Total	711	100.0

Almost 89% of the students said that there should be policy intervention for Community engagement activities by HEIs.

**Table No 10:** Preferences for Mandate

		Frequency	Percent
Valid	STATE GOVT	317	44.6
	UGC	340	47.8
	OTHERS	54	7.6
	Total	711	100.0

48% of the respondents prefer policy intervention community engagement activities by UGC. Almost 45% prefer policy intervention by State Govt and about 7% of the respondents either preferred intervention by both UGC and State Govt or they mentioned that they would prefer that the concerned institution to make the institutional policy regarding community engagement activities.

### 3.5. FINDINGS

For the purpose of clear understanding findings have been classified into:

3.5.1: **Part A:** Findings Pertaining to Faculty Responses

3.5.2: **Part B:** Findings Pertaining to Student Responses

3.5.1: **Part A: Findings Pertaining to Faculty Responses:**

- Institutional system and support is the topmost strategy indicated by the faculty. While analyzing the current levels of social activities and community engagement in HEIs, organizational factors emerged as important factors influencing current levels of community engagement in HEIs. Indicating this as the topmost strategy suggests, though it's one of the important aspects influencing current levels of community engagement, it is not sufficient, given what higher educational institutions are capable of doing for the local community development. Also faculty identify that a mandatory subject on social responsibility and community engagement should be there and either at the level of organization, state level or by UGC it should be mandated. Also many of the faculty suggested that the redesigning of the existing curriculum, courses and programs is required as this will contribute towards integrating and enhancing social responsibility in HEIs. Faculty identifying collaborations/partnerships for enhancing the

social responsibility and community engagement emphasizes the importance which the review of literature brings on the same. Pedagogical approaches to teaching the existing subjects bring about the importance to linking learning with service. This strategy suggested also can be read in conjunction with the strategy suggested of that of bringing practitioners from the field to co-teach the subjects and providing students with more of internship opportunities. Apart from this faculty also identify conducting conferences, awareness camps etc and carrying on research projects or research activities in or with community as important.

- The word cloud of strategies suggested by faculty and the same above strategies and indicates strategies to be 'student centric'.
- 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, among the community engagement forms as suggested by Report of the Subcommittee on Community Engagement, Planning Commission, Government of India, 2011 as indicated in Table No 3.
- 89% of the both faculty and student respondents said there should be a policy intervention. Faculty preferred intervention by the UGC, whereas students' choice was mostly divided between intervention by UGC and State Govt.

#### • Hypothesis Testing

H<sub>1</sub> - Attributes of Community Engagement Strategies suggested and Demographic Profile of Faculty is dependent

Table No 2 indicates that Gender and strategy of knowledge sharing ( $p = 0.032$ ) is dependent on each other. Designation and strategy suggested of Research ( $p = 0.032$ ), Collaborations/Partnerships ( $p = 0.015$ ) and that of Institutional Support ( $p = 0.001$ ) is dependent on each other. Discipline and strategy suggested of that of Research ( $p = 0.046$ ) and Curriculum/Policy ( $p = 0.044$ ) are dependent on each other. Experience and Strategy of Collaborations/Partnerships ( $p = 0.008$ ) are dependent on each other. Level of Involvement in Community Engagement activities and Strategy of Research ( $p = 0.027$ ) and Institutional Support ( $0.035$ ) are dependent on each other. Hence alternate hypothesis is accepted and null hypothesis is rejected.

3.5.2: **Part B: Findings Pertaining to Students:**

- Similar to faculty, students also have suggested the strategy of institutional system and support as the topmost strategy for integrating and enhancing social responsibility and community engagement in HEIs. Very interestingly, students have placed great amount of importance on knowledge sharing like creating more of awareness camps, training, seminars, conferences and more interaction with community as an important strategy. Students also have suggested mandatory changes in the curriculum or policy in order to enhance community engagement and social responsibility in higher educational institutions. Students also understand the importance of liaisons with civic society organisations and business houses, governmental bodies, research organisations etc and have suggested entering more into collaborative mode as an important strategy. 8% of the students have suggested pedagogical approaches in teaching the existing subjects as one of the important strategy. This means that students are more open to pedagogical approaches like service learning in the existing subjects. Students also have suggested strategies of internships and research as few other important strategies to enhance social responsibility and community engagement in HEIs.
- The word cloud of strategies suggested by faculty and students suggests the same above strategies and indicates strategies to be '**student centric**'.
- Table No 8 indicates that, students have placed high importance to Knowledge Sharing and Knowledge Mobilisation, and Social Innovations by Students with a highest mean score of 3.90. This is followed by Designing New Curriculum and Courses and Linking Learning with Community Service in terms of placing importance by students. These are the top three forms of community engagement among others as suggested by Report of the Subcommittee on Community Engagement, Planning Commission, Government of India, 2011.
- 89% of the both faculty and student respondents said there should be a policy intervention. Faculty preferred intervention by the UGC, whereas students' choice was mostly divided between intervention by UGC and State Govt.
- **Hypothesis Testing**  
H<sub>2</sub> - Attributes of Community Engagement Strategies suggested and Demographic Profile of Students is dependent

Table No 7 indicates that strategies of pedagogy ( $p = 0.005$ ) and knowledge sharing ( $p = 0.040$ ) suggested by students and gender are dependent on each other. Very interestingly various strategies suggested by students, except that of strategy of knowledge sharing and strategy of involving practitioners and providing internship opportunities are dependent on education. Pedagogy ( $p = 0.003$ ), research ( $p = 0.001$ ), curriculum/policy ( $p = 0.000$ ), collaborations/partnerships ( $p = 0.000$ ), institutional system and support ( $p = 0.016$ ). Strategies of pedagogy ( $p = 0.000$ ), and practitioners/internships ( $p = 0.000$ ), are dependent on discipline. Hence alternate hypothesis is accepted except in case of involvement where it is rejected.

### NEP 2020 and Community Engagement

The data was collected prior to implementation of NEP 2020. Faculty and Student responses having to make community engagement a compulsory course is realised with a recommendation to make community engagement a 2 credit course for 30 hours with atleast 50% of the work in field compulsory for all students. This revolves around understanding and appreciating rural society, rural livelihood, rural economy and rural institutions.

NEP 2020 aims to attain the following wrt community engagement:

- Emphasis on holistic and multidisciplinary education
- Designing of flexible and innovative curriculum in all HEIs. Such curriculum to include credit-based courses and projects in the areas of community engagement and service, environmental education, and value-based education.
- Importance placed on relevant matters like climate change, pollution, waste management, sanitation, conservation of biological diversity, management of biological resources and biodiversity, forest and wildlife conservation, and sustainable development and living in Environment education.
- All the community engagement activities and field work to be based in local regions to yield the benefits of localization.
- Local knowledge to be harnessed, documented, practical internships and field study can be created for documentation which can serve to be very useful as a repository and immense contribution for students, faculty, HEIs,

communities and will contribute towards national development.

## CONCLUSION

We can see how much the views of faculty and students are in sync in terms of what the NEP 2020 wants to accomplish. With the implementation of NEP 2020 community engagement and local economy development will only become a reality. This will undoubtedly result in harnessing the talent and resources of HEIs. Focussed development embedded in local regions is possible. Community engagement creates opportunities for innovations, start-ups, publications, patents and overall holistic development of all involved. This leaves behind a long lasting experiential learning experience for students guided by faculty members and supported by institutional system and support.

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