

“University – Community Engagement Practices: A Cross Country Analysis”

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Abstract

The University Community Engagement (UCE) has gained wider credence over a period of time among the policymakers, universities academicians and community stake holders. From the impression of Ivory-Tower, Universities and Higher Education Institutions (HEI) have transformed their image as an engaged functioning unit. The current article has attempted to analyze the various distinguished UCE models being implemented in the universities of USA and India. The objective of the study is to know about the UCE model being applied to the selected countries and to develop a suggestive model for the same. The incorporated methodology is qualitative conceptual analysis on cases. Textual data were analyzed by means of interpretative content analysis in inductive manner. The analytical framework comprising external and internal Dimensions with measuring criteria (such as History of UCE in respective country, Government Strategic Vision and Policy Governance, Networking Organizations as External Measuring criteria and University Leadership and Strategic Perspective, Research and Projects, Teaching and Learning as Internal Measuring Criteria) has been developed to summarize the findings. The analysis reveals that universities of India is now getting pace in incorporating engagement as an strategic objectives where as in USA this has reached to the stake of all most 60 % of the nation’s Higher Educational Institutions and Universities. It has also been found that the implementation has not yet been rooted in the Indian universities as compared to the USA. The study strongly recommends the 360 degree models which takes the comprehensive involvement of the stakeholders for making the UCE more effective in India.

Key Words: UCE (University-Community Engagement)/HEI (Higher Education Institutions)

Introduction

Higher Education Institutes and Universities are more influential and play multi facets roles in developing a trends, many new discoveries, educating societal leaders, shaping the schooling system, services to community and surroundings regions at large. It educates and teaches to students a better democratic citizenship to improve schooling and respective quality of life. Universities or Higher Educational Institutions may share their enormous resources to varied span specifically Education, Research, Employment, Job Training, Technological Incubations, Societal Reformations and Cultural Development. Hence proves as an effective citizen itself. Thus have greater responsibility towards nation and associated lives.

The University Community Engagement (UCE) has gained wider credence over a period of time among the policymakers, universities academicians and community stake holders. From the impression of Ivory-Tower Universities and Higher Education Institutions (HEI) is transforming their image as an engaged functioning unit. It has started putting the perspective of community engagement practices as a focused and core activity in institutionalized manner not as add on features or side line responsibilities. Universities are practicing their respective engagement practices in distinguished models which somehow get influenced with various in-built and out-reach factors such as government regulations, universities leadership and strategic actions, community peoples'' reactions their respective cultural background etc.. The conceptual understanding for the same has been conceptualized hereby (Figure- 1).

The External Factors that affects the university –community engagement program are often comes as Government intervention, regulations and policies'' implementations. The Institutions often being observed into the compilation of the governing bodies principles. Like for example in America government initiative to involve parents into the child learning has been strongly adhered by the associated institutions and made the engagement of the parent inherently in the learning process of the schools. Networking organization has also influenced as they plays crucial role in mediating the development initiative with the mode of mutual contributory mechanism, Community Leaders, Pioneers and philosophers'' Perspective on the different social issues and the stakeholders adherence involvement into the reformation initiatives. Corporate giants, financial Intermediaries and donors may enhance the pace of the civic engagement initiatives.

The Internal Factors that affects the UCE are the incorporating teaching and learning practice within the university or the institute. If the community engagement is the part of the learning then this may enhance the frequency of the CE initiatives and this would also involve the future

as the youth of the nation will be given serving and engagement habit as seed for the future aspirations of innovation and development. University Research Objective and pertaining premises like scholarships to the research scholars, funding to be given to the research projects are other concerns which affect the UCE endeavors. The Prospective curriculum exclusively build up for the university- community engagement may enhances the initiative being taken by the university and may assure the student involvement to the same. Though all the initiative taken under the each factors can be evaluated through the ADB's efficiency evaluation model. Which reflect the incorporation of the general criteria to measure effectiveness of the various initiatives. This has Relevance: consistency of project impact and outcome with the government's development strategy; Efficacy: (Effectiveness), achievement of outcome with the government development initiative; Efficiency: Output analysis with respect to input given, Sustainability: human and financial favorableness to achieve the desired result in long run: and Institutional Development; the extent to which the project has improved the enabling environment and country.

Even though the western country has taken various innovative solutions and proactively handled the community issues, the eastern universities are more or less foster by the societal disparities to bring the university community engagement activities into the regular functioning (Gregor Mac, 2014). The current article would attempt to analyze the various distinguished models being implemented by the universities all over the world. .

Among the several practicing models being observed in Western and Eastern universities there is strong need to analyze and evaluate the best suitable model where the benefit can be reached by society at large. This has also explored the status of university- community engagement being observed in USA and India with the possible variations. The research questions which has emerged are : What is the status of University Community Engagement initiatives in these countries? Is the government and policies are supporting to the UCE initiatives in particular country? What is the role of supporting Organizations, Networking Institutions and Foundations on the UCE in the country? Is there any evidence of contribution where university's research and various projects being undertaken in solving the community issues and respective problems? In what measures countries UCE models differ to each other and what are possible consequences causing these differences. Finally the article would furnish some innovative measures on the university-community engagement practices.

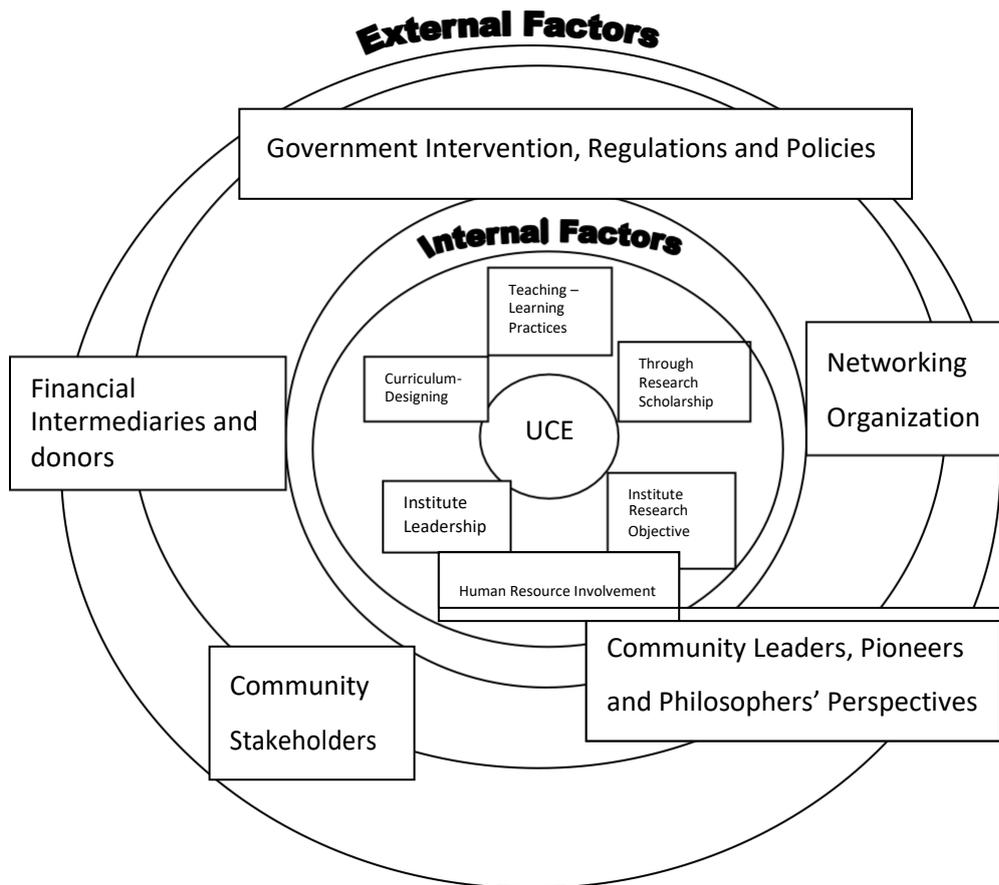


Figure 1: Factors affecting University- Community Engagements

Source: Author's self –conceptual understanding

Materials and Methods

The current article has attempted to analyze the various distinguished UCE models being implemented by the universities of two countries USA and India. The incorporated methodology is qualitative conceptual analysis on cases. Textual data were analyzed by means of interpretative content analysis in inductive manner. The analytical framework comprising six measures such as Historical Perspective of UCE initiatives, Government Interventions and Policies, Networking Organizations, University Leadership and Strategic Perspective, Research and Projects, Teaching and Learning has been developed to summaries the finding (Annexure 1). The analysis was based on a review of university or governing bodies published articles and manual, published news lets and interview of key stake holders, including policies makers, academicians and community stakeholders and authorities. Hence, the content analysis has also incorporated here to support the findings. This has also observed the various published cases as elucidations and as a reference. The selected universities' descriptions have been furnished in the Table 2 of the annexure 2 for the reference. Though the author has made following criteria to select the Country and respective university.

1. US and India are ranked into top three position in availability of Higher Education Institutions and Populations.
2. Both the universities are being count as pioneer into their country as they both have incepted at least 6 decades before and doing very good.

Results and Discussion

Case1: United States of America

Dimension 1: External Factors:

Measure 1: Ideologies and Historical Overview: The higher Education in US has always been focused on the Community Development through Educational Institutions Involvement. At start of 21st century the country possess 3800 public and private degree granting institutions Though this has enhanced with 4,495 Higher Education Institutions and Universities. Over the decades the higher education of USA have faces several transitions but the fundamental ideologies of UCE has always been depicted into the journey up-till now. The brief of historical milestone with respect to the UCE movement has been depicted into the Annexure 4.

Measure 2: Government Strategic Vision and Policies Governance:

There is strong evidences of universities- community engagement ideologies of political pioneers and educational practitioners in their statements and actions. Annexure 5 gives the list of statements given by pioneers over a period of time. The every stake holders has depicted strong zest of UCE intentions is there speeches. The community stake holders along with the government professionals are indicating strong sense of commitment towards the community initiatives.

Measure 3: Networking Organizations, Universities - College Associations and Foundations

:In USA there are many organizations and associations specifically founded and established to intensify the University and College contributions to the civic society. Intense Collaborative efforts by Community Colleges and Universities as 60% of the community college offer service learning in their curriculum Program and 30% would like to start service learning. (Source :Annual Report-2014 of American Association of Community College)

Dimensions 2: Internal Factors: The Analysis on Duke University

This part of the examination has taken Duke University as case to discuss.

Measure 1: University Leadership, Strategic Perspective and Action Congruence.: The Duke University is one of the oldest university in the country. It has proven over time as the strategic component of the university has changed and pioneers has worked on the statement for quite number of time. Since its inception in 1836 and the strategic transformation in 1924 the

university has witnessed several changes and has shown strong strategic planning till date making community service as an strategic input to facilitate excellence in every span. The Following observance has been reached out by authors analysis on the current measure.

1. The leadership, strategic framework, plan and policies are found in congruence. The mission statement has prominent space for Community based learning. The strategic plan like “Make a Difference”, “ Knowledge in the service of Society” and in the Speech of president the use of such word like “ learning to make a difference “ are enough evidences that proves the strategic congruencies.
2. The separate effort on community engagement with name as “Duke Office of Civic Engagement” and “Office of Durham and Regional Affairs” are being functioning with a commitment to contribute in community and civic services initiative in the local and international regime.
3. There have been multi level contributions from the universities human resources over a period of time, as there are evidences that students, faculties and staff effectively contribute to the Civic engagements. There is more than 25 Student engagement organizations focusing on various face of community services and need of the societies. The faculty are found engaged with their research and giving active participation in the offices of civic engagements.
4. The office of Durham and Regional Affairs has initiated several programs which depicts the strong contribution of Community people into the collaborative efforts.

Measure 2: Research and Project Undertaken. Research is a Life blood of any academic entity hence in Duke also this has very intense influence on functioning. Students and faculties from every academic department at Duke work to apply their scholarship to address various societal challenges. There are researches collaborating Health, Science, Social Innovations and Impacts and Social Entrepreneurships. This has been indicated in the several published report and its distinguishing functioning unit based on specific health and community issues for example Center for Child and Family Policy, Center for the study of Adolescents Risk and Resilience , Social Science Research Institutes etc. have collectively performing the quality research with innovative solutions to the live problem of the community in local and national level.

Measure 3: Teaching and Learning Practices

The analysis of this dimension reveals that the university has three distinguished pillars of learning through which the concerned departments and diversified centers focuses on teaching and learning practices as Decision Making, Innovation and Making a Difference. This has involved faculty and students in taking analytical, qualitative and quantitative perspective to the taken endeavors and Innovation with creative intelligence making difference as target.

Some of the innovative Highlights are as follows:

Duke Immerse and Duke Engage: Initiative which promote the Duke undergraduates to pursue at least eight weeks in meeting community need locally, domestically or internationally. The university facilitates the funding to these project with an intention to connect learning with community service.

Dublin Kenan Summer Fellows and Internship: Students are deliberately sent to analyze the communities, their issues which is usually followed by their action research.

Learning Together Program: Through this the student gets involve in health related projects in the community.

Student Engagement Journals : A student endeavor to produce the article, research papers and there conceived materials drawn after their experience in experiential learning and engagement initiatives.

ELI and ELI Incubators: (Enterprising Leadership Initiative and Incubators is the exclusive framework of the university where mission revolves around to engage, educate and empower Duke students in community service and community based research. Though the incubator is the cell where faculty and staff work intensely with student in compelling projects of local community , mentoring , guiding and involving local advisors and give financial aids.

Duke Service Learning : is the mechanism through which the curriculum got engaged with civic engagement. From 2009 to 2013 the student service hours and service learning courses both have got increased by 45% and University is growing to this regard.

Conclusion on USA Model of University Community Engagement	
1.	Emphasis on Community based Experiential Learning
2.	Community based Research and Research Grants
3.	Community based courses and curriculum
4.	UCE in Strategic Framework of Government and University
5.	Civic Engagement as Focused, Consistent and Separate Activity
6.	Global Forum Initiation and Active Participation

Source: Authors'' Analysis based on secondary sources

Case 2 India

Dimension 1: External Factors:

Measure1: Ideologies and Historical Overview: India being the second highest populated country possess the ample number of Higher Educational Institutions and Public and Private Universities. These Institutions supply a tremendous amount of the knowledge potentials every year. It is fastest growing country which is currently enjoying the demographic dividend. The Indian Higher Education today boosted of being the second largest higher education system in the world with over 687 universities, 46,430 higher education institutions and 25.9 million students. Despite of lot many pluses the country still observes poverty, starvation and

deprivation of education and many social issues. The government seems to be focused towards the education of the people of the India rather very less evidences have reported in past specifically in 80's or 90's where the University-Community Engagement can be traced out in strategic framework of the country ,,s vision and government Plan . Though the commencement has began with 1969 with the establishment of NSS (National Service Scheme). The annexure 4 gives the milestones of the UCE initiative in the country.

Measure 2: Government Strategic Vision and Policies Governance: This has been observed over a period of time among the various educational initiative of the government, The strategic initiatives on the specifically UCE have not been initiated until 12th Five years of Plan i.e. 2012. Though the evidences in pre independence – Zakhir Hussain Commission and Post Independence Radhakrishnan Commission 1947 and Kothari Commission have propagates the student involvement in social reformations. The students“ development initiative such as NCC and NSS has been initiated and even the participation into these forums have given huge sign of growth but there services are still restricted to the welfare task to the community people. Hence the pace of growth in UCE is not that great in India.

Measures 3: Networking Organizations, Universities - College Associations and Foundations

This has been found in the observation that universities associations are very less in numbers. The associations are mostly build up with an intention to strengthen the mutual alliances for the resource sharing and collaborating the effort to maximize the revenue and development opportunities. These has hardly been observed that the alliances are supporting UCE initiatives. The various foundations and international networking organizations are certainly influencing the practices of the universities in the engagement initiatives. For example Tallories Network, Campus Connect Global Initiative, Asia-Pacific University Engagement Network, GUNI etc are found more involved with state and central university in the community service discussion and practices. This has also found that few universities and Higher Education Institutions are effectively contributing to their local communities with their engagement initiatives.

Dimension 2 Internal Factors: The Analysis on Delhi University

Measure 1: University Leadership, Strategic perspective and Action Congruence:

University of Delhi Possess huge human recourses as this consists of 84 Higher Education Institutions and 58 Distinguished Department focusing and dealing in all most every streams of science, arts and humanities. With the analysis on the universities content and published materials this has been found that university of Delhi is not having any “Vision Statement” Though the various functioning Departments and Centre have shown their vision statements in

their published reports. This has been also found that university has been established to bring excellence in the education there by facilitating youth competence to the nation's economy. Hence having to look the cause of the establishment and the achievement so far in the form of various academic laurels, University is found more education and development centric with serving nation with technological and learning advancement. But this has not found as such in structural form that university is having any focused entity on the issue of civic engagement.

Measure 2: Research and Project Undertaken:

The university possess a very good standing in the research. Over the period various science based research has been given by university's research scholars, academicians and students. This is depicted into the undertaken projects and researches that majority of the projects are having innovative solutions to the problems faced by society. But since the engagement of the community is not in structural mode, the ideas and research findings are not being utilized to the extend which they should. It has been found in the database that there is some initiatives for academician and students to carry innovative research projects. But how far these projects are giving impact to the society has not been depicted in any case or success example. This has also been reported that university provides huge grants to faculty and student to perform pioneers and fundamental research and almost participation has also grown in research and publication in previous years.

Measure 3: Teaching and Learning Practices

There is evidences that the learning has mixed cluster of research project, traditional pedagogies and interactive sessions. University also has "Gyanodaya Express" as a scheme to provide educational trip to students, faculty and staff to various areas to explore the community and cultures in local, state, national and international level. "Cluster Innovation Centre" is a unique initiative within the university regime, this has taken the perspective of experiential learning. This unique feature in working with Meta University and Meta Colleges mode i.e it takes higher level of cooperation and collaboration between institutions through tech enabled learning process but the focus is lying more on resource sharing.

Conclusion on India's Model of University Community Engagement	
1.	Emphasis on educational Learning
2.	Research and Research Grants focusing on Innovations and development
3.	Small evidences of strategies in Government and Universities but not in structured manner
4.	Civic Engagement is Inconsistent and Side Line activity
5.	Following the Global Forum and comparatively less participations.

Source: Authors' Analysis based on secondary sources

Conclusion:

“University teaches far more than what they do then what they say”. To strengthen the UCE initiative the ideology of “vocation and location” plays a significant role. The Current studied universities belonging to the two nations, the Indian university has shown the need based model with reactive strategic approach where as University of USA has shown mission based model with proactive approach. The civic engagement practices in United States of America has benefited the country in various span. Students of Colleges and Universities are more willingly participates in the civic engagement activities. Teaching kinder garden and serving to the societal needs with development centric ideologies are found common in USA model. Though education and development centric model has reported in the Indian case where research and project undertaken are found more with science discipline. But civic engagement is not aligned as strategic action.

Hence need of an hour is to build a collective model where all the society’s stake holder can willingly come forwards and participate into the UCE Initiatives. The need of the institution-community matrix that motivates engagement is earnest though this is complex but dynamic. The best practice is a best if it gives impact.

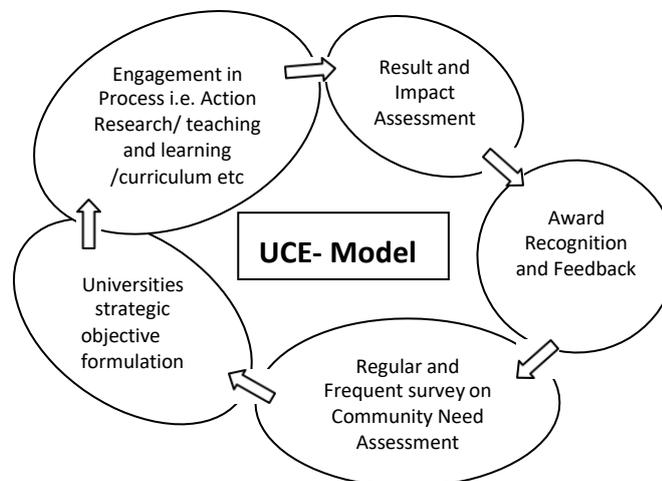
Suggestive Framework of UCE:

When potential is realized and human mind starts conceiving, then the performance and achieving spirit gets commenced. If the civic responsibility toward the society will become accountability of each stakeholders, change would certainly achieved and benefit at large may be focused. Based on observation the following suggestive measures are being facilitated:

Suggestion to the Community Stake Holders, Government and Higher Education Institutions and Universities:

1. Frequent community need survey should be organized in the local areas by the university officials. Based on which the concerned higher education institutions may plan their monthly or yearly objective to serve the local or national level.
2. There should be focused deliberations on the each issue of the society within the community stakeholders and desired performance should be operationalized with measuring parameters. The responsibility to the same should be then distributed to the each HEIs and Universities in optional or compulsory mode based on the resources availability.

3. Employer should also give strong consideration while selecting the profile of the candidate into the job or job interview that how much community service hours or issues he/she has handled in his schooling and college periods.
4. The civic engagement is the universal responsibility where all the people are suppose to contribute hence to promote this in huge span there should be structural educational curriculum in the secondary schools and higher education institutions.
5. The action research model should be more emphasized than to the traditional and regular research model. This would not only solve the community issue but would take the competence of consultant to the students.
6. Community Colleges and University should be established with consistent and focus efforts where practitioners of government, industry may act as a teacher and involve students into existing social issues.
7. Credit ranking system with recognition should be introduced to promote more activities in Colleges and University and should be taken into the evaluation criteria.
8. Based on the observation author thus suggest the 360 degree framework on UCE. This is cyclical in form, starts with survey and ends in awards recognitions.



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Annexure 1: Analytical Framework

<u>Dimensions</u>	<u>Measures</u>	<u>Questions</u>
<u>External</u>	M1: Ideologies and Historical Overview	Q1: What is the history of OCE in the country? Q2 How Old and Mature is the OCE in the particular country and what are the milestone?
	M2: Government Strategic Vision and policies	Q3: Is there any Evidences in Leaders' statement or speech that the government is UCE Focused? Q3A: What are the numbers of funding organization specifically focused on UCE?
	M3: Networking Organization University Community Association and Foundation	Q4: What is the magnitude of Networking Organizations existence? Q5: Is there any participation from the universities of particular nation in UCE network?
<u>Internal</u>	M4: University Leadership, Strategic Perspective and actions congruence	Q6: Is there any UCE image reflecting in the Vision statement of the University? Q7: Is the impression of UCE commitment being reflected into the leadership? Q8: Are statements and actions comes into congruence? Q9: What level of participation has been given so far from the concerned university in UCE initiatives? Q10: Does the concern university practice its UCE as separate full-fledged department i.e. ongoing regular feature or it is inconsistent i.e. as and when required?
	<u>M5: Research and Project Undertaken</u>	Q9: Is the running or performed researched are action research which has handled successfully to resolve societal problem? Q10: Is the university giving scholarship or funding to researcher, faculties on community engagement based research. Q11: Is there any live case available to the same regard?
	<u>M6: Teaching and Learning Practises</u>	Q 12: What pedagogy and methodology has recommended so far within the institution/universities? Q13: Is there any evidences of student involvement in UCE initiative? Q14: Is there any evidences where academicians or stake holders have given extra ordinary contributions to UCE?

Source: Author's Concept

Annexure 2

Table -1 Case Description

Measures	USA	India
Populations	323440768	1272586478
Global Rank In Populations	3 rd	2 nd
Numbers of HEI	4495	47117
Economy Status	Developed	Developing

Source: www.worldmeters-info/world-population, nces.ed.gov/fastfact/display.asp, careers.gov/media/table/stab/2012/tables. <http://mhrd.gov.in/university-and-higher-education>

Table 2: University Descriptions

<u>University Name</u>	<u>Country</u>	<u>Year of Inception</u>	<u>Number of Department</u>	<u>Is there any Specific Department for UCE</u>
<u>Duke University</u>	<u>USA</u>	<u>1924</u>	<u>Approx 12 Schools and 7 Institutes</u>	<u>Yes</u>
<u>Delhi University</u>	<u>India</u>	<u>1922</u>	<u>Approx 58 Departments and 84 Higher Educational Institutions</u>	<u>NO</u>

Source: www.du.ac.in/ and <http://duke.edu/>

Annexure -3 History of UCE in United States of America

The history of American movement of community engagement has deeply rooted in the functioning of the governing bodies and pioneers of all time. The description from the century back is described bellow:

1862 - Passage of the Land Grant Act inculcated the civic engagement perspective in the higher education.

1900 Association of American Universities was founded with a vision to enhance collaborative efforts

1939-1945 The Research universities have worked closely with the Federal Government to give solutions to the war derived problems and community issues.

1961- Launch of peace corp and volunteers in Service to America .

1965- College students involves in community service to America.

1969-1970 Pioneers defined and call of a pedagogy. They called it “Service Learning” and this has helped to combine community service with academic study.

1985- Institutionalization of collaborative movement of colleges and university began. The Campus - Compact was established by college and university president who pledged to encourage and support education in service of civic responsibility. It has more than 1100 higher education institution as of now.

1990 – President George H.W. Bush, authorized new independent federal agency, the commission on national and community service which provided support for service –learning programs for school aged youth and college students.

1993- National and community Service Act Corporation for National and community service which administered several ongoing programs.

2000- Collaborative efforts of universities ,academic associations and community college has taken the intense pace and performance on university-community engagement .

2003- American Democratic Project was launched for the purpose of preparing “the next generation of active, engaged citizen for the democracy”.

2005 onwards “civic renewal movement has revitalized in the US Economy with the connotation of “Democracy Movement” or “Community Movement”.

Annexure 4: Mile stone of UCE in India

Though the country has enriched profile of masters, philosophers, pioneers, who have active discussion on the moral duties and civic responsibilities every now and then but the structured campaigning of the movement has started by 1969.

1969: NSS National Service Scheme was established with a vision to inculcate the community service intension and behavior in students. Now this scheme has successfully enrolled all most two million students.

2005: University of Pune launched the “**Samarth Bharat Abhiyan Program**”, under this initiative in total 573 villages were adopted for integrated development.

2008: “**Good Governance Now**” initiated by rural research and development to strengthen the government policies in rural India. Six villages from the Haryana has been picked out and local Individual were trained to disseminate the government information about the plans and policies of the government to the local people.

2011: The National Legal Service Authority established under the act governed the legal Aid clinic regulations, 2011 which mandate every law school / faculty to establish a legal aid clinic in collaboration with the district legal service authority.

2012: The University- Community Engagement or Higher Educational Institution alliances with civic responsibility has been introduced as strategic initiative in 12th Five Years Plan of Indian Government.

Annexure 5: Statements given by Pioneers, Policy Makers, Government and Community Stakeholders, Academicians

USA and India:

1. Lawry et.all (Policy Makers and Pioneers of HE) “ As long as there have been college and universities in this country, there has been a commitment at the heart of the curriculum to preparation for what we might call civic engagement”.
2. Franklin Delando Roosevelt (American Leader and Philosopher) ” The true bulwark of a society is a government strong enough to protect the will of its people and a people strong enough and well enough informed to maintain sovereign control and its government”.
3. Arne Duncan (Secretary- Department of Education) “The need to revitalize and re-imagine civic education is urgent but that urgent need brings a great opportunity- the change to improve civic equation in ways that will resonate for years.”
4. General Colin Powell (Army man and American states man) ” when we volunteer, we build on good qualities. We are not just building a fence, we are building one children, building one schools, building one community. When we come together we are showing that volunteers can do things the government can’t do. And volunteers do these things with more lasting effect.”
5. Richard H. Brodhead (President of Duke University) “ Civic engagement is a cornerstone of the Duke experience. In the context of the University, the many different programs provide a special opportunity to go forth into the world and return to Duke with new insights. This dynamic of action followed by reflection will inspire you to share your learning experience with the rest of our intellectual community, enriching our classrooms, our laboratories and our lives going forward.”
6. Mahatma Gandhi” Be the change which you want to see in world”

