

# Collaborative Social Engagement (CSE) Model – A Best Practice of Srinivas University, India

Pradeep M. D. <sup>1</sup> & P. S. Aithal <sup>2</sup>

<sup>1</sup> Institute of Social Sciences and Humanities, Srinivas University, Mangalore, India,  
Orcid ID: 0000-0003-2561-4749; Email ID: [mdpradeepnair767@gmail.com](mailto:mdpradeepnair767@gmail.com)

<sup>2</sup> Institute of Management and Commerce, Srinivas University, Mangalore, India,  
Orcid ID: 0000-0002-4691-8736; E-mail: [psaithal@gmail.com](mailto:psaithal@gmail.com)

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## Collaborative Social Engagement (CSE) Model – A Best Practice of Srinivas University, India

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Orcid ID: 0000-0003-2561-4749; Email ID: [mdpradeepnair767@gmail.com](mailto:mdpradeepnair767@gmail.com)

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Orcid ID: 0000-0002-4691-8736; E-mail: [psaithal@gmail.com](mailto:psaithal@gmail.com)

### ABSTRACT

**Purpose:** *To introduce the Collaborative Social Engagement (CSE) model as one of the best practices useful to higher education institutions for creating their social footprints of Service. The paper showcases the practice framework of the model by showcasing its impact on skill development, social service, social welfare and sustainability. The study carry out an outcome analysis of the best practice with the help of ABCD analysis framework.*

**Methodology:** *It is a Case study prepared on the reports published in the Srinivas University website. The requisite data is collected from the respective Coordinators appointed by the University to carry out the projects of Unnat Bharat Abhiyan Forum, Bosch Industry Academia Collaboration Centre, Srinivas Institute of Rural Reconstruction Agency, School Adoption Programme and Centre for Popularisation of Science and Technology. The content is analysed by review of literature and ABCD analysis framework.*

**Results & Outcome:** *The study recommends an innovative best practice model for the higher education institutions to carry out ‘Social Engagement’ as a service model to reach out to Society.*

**Originality:** *The paper introduces the ‘Collaborative Social Engagement’ model suitable for Institutions of Higher Education to carry out social responsibility by blending the outcomes of NGO interventions, Industry-Academia Collaboration, Village and School Adoption, public sensitization, and social service initiatives, etc.*

**Type of Paper:** *Case study on Best Practice.*

**Keywords:** Collaborative Social Engagement Model, Social Service by Educational Institutions, Best practice of Service by University, Social responsibility of University, Srinivas University, Social welfare through a service model.

### 1. INTRODUCTION :

Universities along the core function imparting knowledge, skills along with research is also vested with exclusive social responsibilities known as “Social Engagements”. This initiative bring positive change in Society. In the era of sustainability, higher education institutions are required to design an ‘Holistic Social Responsibility Strategies [1]. Reputed Universities have suggested key strategies in this regard including conducting quality research, disseminating social habits [2], community intervention, industry-academia collaboration and Sustainable practices. Modern Universities cannot exist in isolation without keeping link with Society [3]. There is a need for collaborative efforts which are led by the University to drive the long-term road map on ‘Social Welfare’ through stakeholder [4] participation at all levels. The social output of this unique initiation depends on the institutional policies, support, resource mobilisation, volunteerism, technical support, collaboration and publicity. Conceptual basis for the social responsibility of the University is derived to include issues on health, wellbeing, environment, welfare, human and economic [5]. University Social engagement [6] is aimed at providing quality education, personal accountability, sustainable habits, health, wellbeing, social awareness, employability, quality life, social concerns and economic support, etc [7].

## 2. RELATED WORK :

### 2.1. Related work on the global scenario of Social Engagement by Universities:

A literature search is done through Google Scholar database to review articles published between 2012-2022 with the keyword “Social Responsibility of University” and the key results found are listed in table 1.

**Table 1:** Related work on Social Engagement by Universities

S. No.	Field of Study	Focus of Research	Findings/Observations	References
1	Defining University Social Responsibility	Presenting a new dimension of social responsibilities carried by Universities.	Quantifying the value of Social Responsibilities	Kouatli, I. (2018). [8]
2	Reforms to meet Social Needs	Social Roles of University	Integrate Social Responsibility within the University functions.	Larran Jorge, M., & Andrades Pena, F. J. (2017). [9]
3	Enhancing the Social Impact	Involvement of all the Stakeholders in Social Engagements.	It enriches student satisfaction.	Sanchez-Hernandez, M. I., & Mainardes, E. W. (2016). [10]
4	Research Productivity	Quality Work contribution from journals, authors, Institutions and Countries	Social Responsibility will impact on the environment and economic systems.	Meseguer-Sánchez, V. & et al. (2020). [11]
5	Scale to measure Social Responsibility	Seven dimensions of Social Responsibility	Provided scale based on survival, ethical and voluntary responsibilities.	Latif, K. F. (2018). [12]
6	Integrating USR with Sustainability	Linking Stakeholders with Communication and Reporting	Connecting management, policies, action, evaluation and collaboration with stakeholders for sustainable actions.	Mohamed, A. T. E. (2015). [13]
7	Student participation in University Social Responsibility	Social Representation	It depends on prosocial sense, social knowledge, mutual respect, by responsibility, projection, identity, value education and entrepreneurship.	Ayala-Rodríguez, N., & et al. (2019). [14]
8	Ontology of Social Responsibility	Conceptualising Social Responsibilities performed by University	Areas include research, service, ethics, transparency and stakeholder engagements.	Esfijani, A., et al. (2013). [15]

9	Online disclosure of Social Responsibilities	CSR as differentiating factor upon the status of the University	Uniformity of Social Responsibilities between the public and private Universities	Garde Sánchez, R., et al. (2013). [16]
10	Impact of USR in building the brand image of University	Socially Responsive students.	USR helps the parents to be aware about the University.	Plungpongpan, J., et al. (2016). [17]
11	Networking of Social Responsibility	Collective efforts of Institutions.	There is a need to create Social Responsibility University Network	Shek, D.T.L., et al. (2017). [18]
12	Integration of Social Responsibility into Management	Universities are change agents.	Commitment of Institutions and Providing visibility to Social responsibility being the difference.	Wigmore-Álvarez, A., et al. (2020). [19]
13	Student satisfaction USR model.	Testing the impact of the USR Model on Satisfaction	Need to evolve marketing strategy based on USR Model	Vazquez, J. L., Aza, C. L., & Lanero, A. (2016). [20]
14	USR Audit	Scope of Participating in USR activities for students.	Educate students to become Social Agents.	Coelho, M., & Menezes, I. (2021). [21]
15.	Public role of the University	Employing People on public concerns	Creating public concerns	Simons, M., & Masschelein, J. (2009). [22]
16	Sustainable Development of Community	Contribution from University	Universities has key role to play in community development	Shiel, C., et al. (2016). [23]
17	Third Mission for Universities	Contribution from the Intellectual Capital of Universities	Social engagement is the third mission to be executed by the Universities	Secundo, G., et al. (2017). [24]

## 2.2. Related work on the Indian scenario on Social Engagement by Universities:

Literature survey through Google Scholar data base is done to review articles published between 2012-2022 with the key word “Social Responsibility of University” and key results found is listed in table 2.

**Table 2:** Related work on Social Responsibility Universities in India

S. No.	Field of Research	Focus	Outcome/Observation	References
1	Social Responsibilities of Management Institutes owned by Corporates	Employee Engagement	Investment area to enrich commitment and engagement of employees	Gupta, M., & Sayeed, O. (2016). [25]
2	Evaluating the Sustainable practices	Relation between Universities and Sustainability	Several opportunities are available for the	De Castro, R., & Jabbour, C. J. C. (2013). [26]

	of Indian Universities		Universities to be sustainable.	
3	Research Collaboration	Academic Entrepreneurship	There exist various malpractices such as exploitation in collaboration	Bozeman, B., Fay, D., & Slade, C. P. (2013). [27]
4	Youth in Service	Engaging Students in Community Service.	Volunteerism has both personal and institutional benefits	Lal, B. S. (2015). [28]
5	National Service Scheme (NSS)	Developing service mentality	Community Service enrich personality with nation building traits	Saha, M. (2019). [29]
6	Student Volunteering	Types of Volunteering	Compulsory Volunteering in educational institutions decrease engagement gradually	Ghose, T., & Kassam, M. (2014). [30]
7	Youth Development Programme	Impact of NSS	NSS is the catalyst to change negativity into positivity	Roy, S. S. (2021). [31]
8	Open Innovation	Linking Global Research and Development to India	Industry-Academia Collaboration need to be improved	Garousi, V., et al. (2016). [32]
9	Cross sector collaboration	Targeted funding programmes	Individual collaborations are deriving social and sustainability impacts.	Trencher, G., et al. (2014). [33]
10	Exchange knowledge through collaboration	Exchange of Knowledge and Technology	Innovation is possible through sharing knowledge	Ankrah, S., & Omar, A. T. (2015). [34]

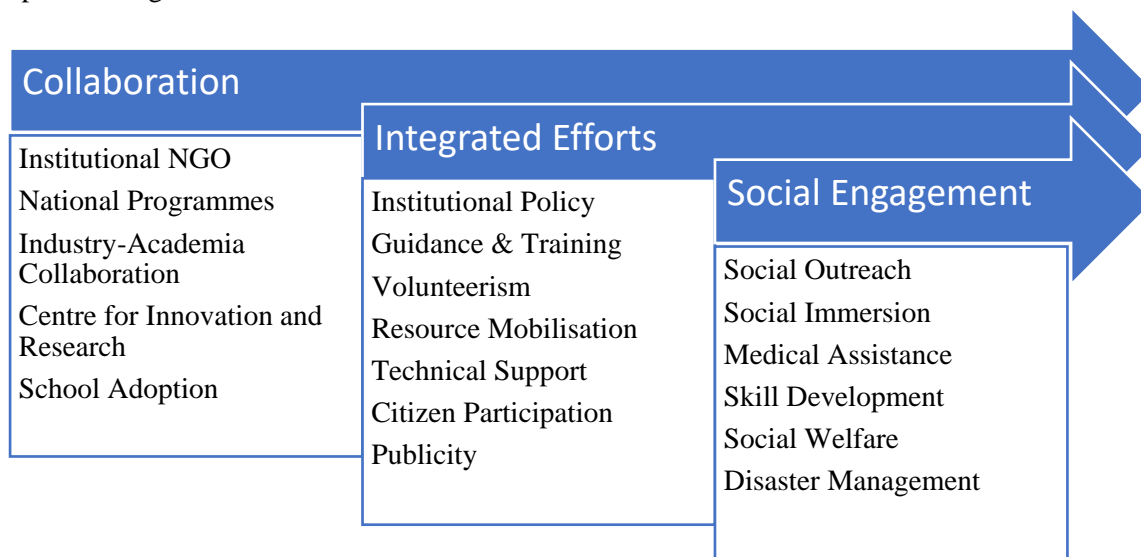
### **3. OBJECTIVES OF THE PRACTICE :**

- (1) To articulate economic, cultural, political, educational, social and psychological needs of the poor, deprived, marginalised, under privileged including women, children elderly, unorganised labourers, handicapped, deprived, widow and destitute belonging to adopted villages and empowering them to face challenges of life.
- (2) To assist the adopted schools in the areas of health, hygiene, nutrition, computer, sports, physical fitness, yoga, fine arts, entertainment, celebrations, counselling, mentoring, self-defence, public speaking, science sensitization, etc. to leverage the quality of education.
- (3) To achieve holistic development through Social Outreach activities on skill development, health care, hygiene, employment, education, ecological sustainability, social, cultural, and spiritual needs of the rural residents.
- (4) To use the services of research professor, faculties, staff, doctors, para medical staff, social work trainees, NSS volunteers, forum members, interns, student volunteers, and University partners for executing social engagement interventions.
- (5) To articulate better ways of life by suggesting measures for local problems based on field studies, survey and research outcomes.
- (6) To enter into dialogue and networking with government, non-government, funding agencies, and voluntary associations for social engagements.
- (7) To achieve inclusive growth at local level with local resources.

- (8) To integrate the efforts of Institutional NGO, Government programmes in which University have chosen to participate, State level programmes, industry-academia collaboration activities, the activities carried by the centres for innovation and research, providing medical aid, encouraging volunteerism, and people’s participation in all the social engagement initiations.

**4. COLLABORATIVE SOCIAL ENGAGEMENT MODEL THE CONTEXT :**

On the basis of established conceptual framework through published literature on University Social Responsibility (USR) [35], Scholarship of Engagement (SOE) [36], University Community Engagement (UCE) [37]. Collaborative Social Engagement (CSE) Model of Srinivas University is depicted in figure 1.



**Fig. 1:** Collaborative Social Engagement (CSE) Model of Srinivas University

The social engagement is carried through Community Immersion Programmes (CIP’s) and Social Extension Activities (SEA’s) by integrating the efforts from the students, faculties, staff, social service professionals, experts, volunteers, partnering NGO’s, Government agencies and public by providing services in the areas of health, environment, skill development, education, women empowerment, science sensitization, research, disaster management and combating pandemic etc. University aims for the best utilisation of the services from NSS Volunteers, Social Work students, Counsellors, Volunteers of Unnat Bharat Abhiyan project, members of various clubs for the noble cause of ‘Social Welfare’.

**5. SOCIAL ENGAGEMENT PRACTICE FRAMEWORK :**

The social engagement model of Srinivas University operates in the areas of health, ecology, rural education, skill development, social welfare and research. Social Engagement Practice framework of Srinivas University is depicted in figure 2. The University has channelised its efforts on social engagement by integrating the outcome of activities performed under the Unnat Bharat Abhiyan Programme, Government School adoption programme of Government of Karnataka, Srinivas Institute of Rural Reconstruction Agency, Centre for Science and Technology, Atomic Research Centres, Industry-Academia Collaboration project of BOSCH. Brief description on each project is highlighted below.

**(1) Unnat Bharat Abhiyan:** Srinivas University by virtue of its social commitment is participating in the Unnat Bharat Abhiyan a flagship programme launched by the Ministry of Human Resource Development, Government of India since 2019. Accordingly, it has adopted 5 villages to leverage its efforts to develop the rural architecture. In this regard University has adopted five villages namely Adyapadi, Chelairu, Maladi, Mudushedde and Pavor from Dakshina Kannada District in Karnataka to carryout social outreach services in collaboration with village panchayat, city municipality, NGO’s,



schools, clubs, association, etc. for holistic development. Institutional efforts are channelised to bring positive change in the rural fabric with social service, education, empowerment, health care and skill development. This project allows higher education institution to deliver need based interventions for the target audience. The project provides scope to organise awareness programme, trainings, workshops, orientation, technical assistance, environmental drives, health care, plantation, physical labour, yoga, meditation, home visit, survey, rally, counselling, referral services, rural immersion activities, entrepreneurship, etc.

**(2) Government School Adoption Programme:** To partner the cause of leveraging quality in school education, Srinivas University has adopted five Dakshina Kannada Zilla Panchayat Higher Primary Schools situated at Bolara, Chelairu, Parapade, Sasihithlu and Valachil villages under the government school adoption programme of Government of Karnataka. The University has constituted monitoring committee comprising of Honourable Vice Chancellor, Deputy Director of Public Instruction, Block Education Officers, Head Mistress/Masters, professors and Coordinator. This project enables sensitizing disadvantaged students from government schools. The interventions facilitate the holistic development of children by inspiring, igniting, motivating, educating and empowering them. In the first phase, it is planned to provide training, exhibition, library access, sports, physical fitness, yoga, meditation, mentoring, celebration of holidays, value education, personal hygiene, health, etiquettes, security, life skills, patriotism and environment awareness. In second phase, activities such as conducting workshop on NEP 2020, teacher's training, computer literacy, communication classes, art competition, craft work, social service will be carried out.

**(3) Industry-Academia Collaboration:** In the Vice Chancellors Conclave held at Bosch Vocational Center, Bengaluru on 8<sup>th</sup> November, 2019, Srinivas University has agreed to participate in the Industry-Academia Collaboration of BOSCH by contributing to the area of skill development. An MoU was signed on 10<sup>th</sup> March, 2020 to constitute an Industry-Academia Collaboration Center at the city campus of the University situated at Pandeshwara, Mangaluru. University has deputed Dr. Pradeep M.D. as the Industry-academia Collaboration Lead (IACL) for the project. The collaboration is to work in the areas of developing industry ready social service professionals, capacity building of the trainers, capacity building of NGO's, MSME's Capacity building, skill development of youth and paramedics training by appointing Dr. Vidya N, Dr. Laveena D' Mello, Prof. Sunitha, Prof. Varun Shenoy, Prof. Sanjay, Prof. Rohan Fernandez as the Subject Matter Expert (SME) for their respective fields.

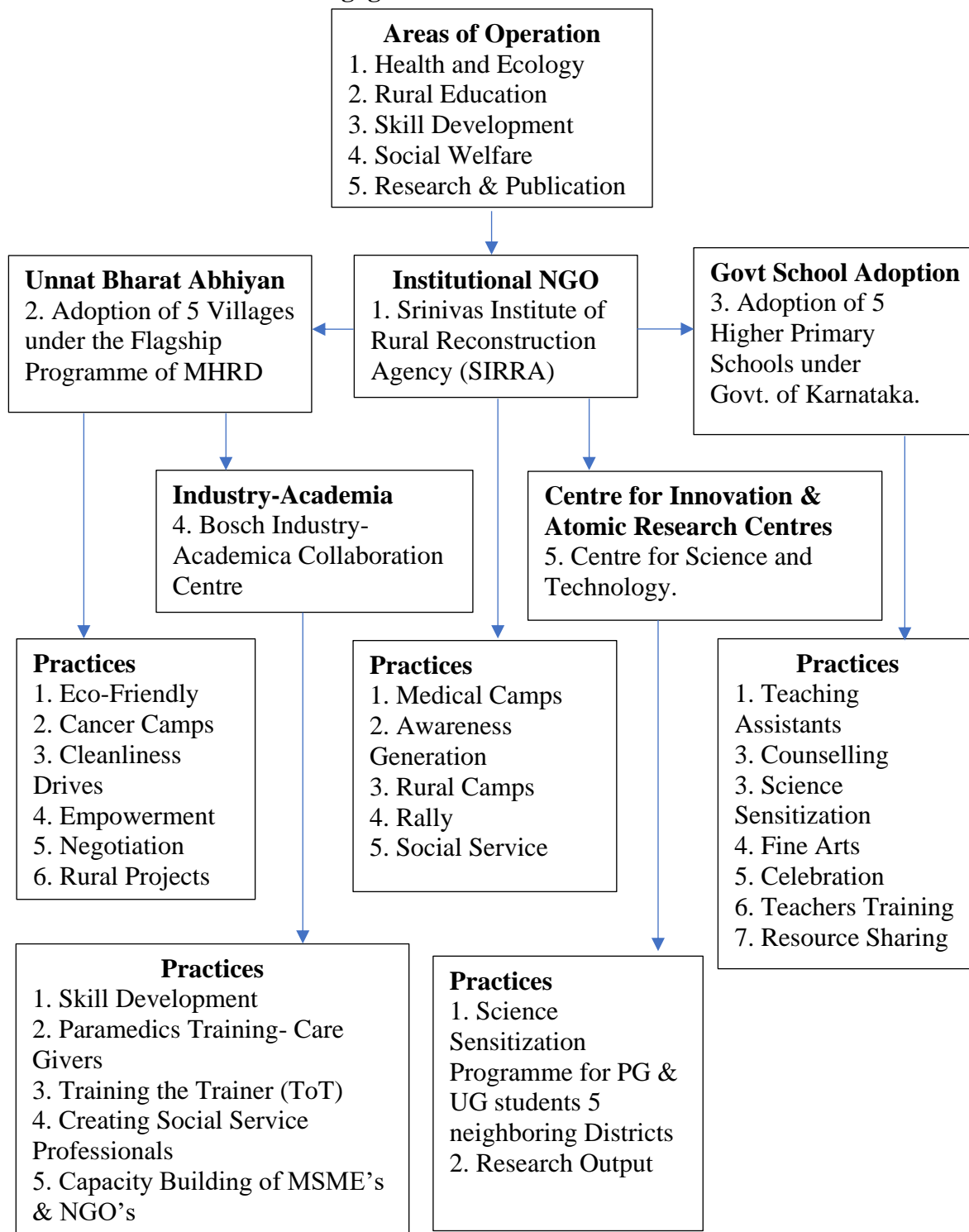
**(4) Centre for Popularisation of Science and Technology:** The University has constituted Centre for Popularisation of Science and Technology as a centre for innovation by deputing 40 faculties to visit more than 200 Pre-University colleges of Karnataka and Kerala to sensitize students on emerging technologies. The students were oriented into the aspects of artificial intelligence, machine learning, 3D printing, block chain technology, etc. Spot quiz were conducted to all students and winners were awarded with merit certificates, and cash prizes.

**(5) Institutional NGO:** University has constituted an NGO by name Srinivas Institute of Rural Reconstruction Agency (SIRRA) to work in the areas of health, education, ecological sustainability, entrepreneurship, empowerment, and skill development. It carries out several social outreach programmes including camps, street plays, medical camps, awareness drives, and guest lectures across Dakshina Kannada District. The services of volunteers working under the National Service Scheme (NSS) from all departments are utilised in executing the action plans of SIRRA.

**(6) Fighting the COVID 19 Pandemic as Frontline Warriors:** Srinivas University is the first institution in South Karnataka to announced online classes to all students during COVID-19 lockdown to compensate the loss of classes due to National Lockdown restrictions. University has deputed doctors, nurses, paramedical staffs and lab technicians as COVID Warriors to assist the district administration in the management of crisis. Blood donation programme was carried out to support the blood crisis. Health camps were carried out in the communities to assist people to fight the pandemic. The University

has organised six free COVID-19 vaccination drives to its students and faculties to safeguard them from infection.

**Social Engagement Practice Framework**



**Fig. 2:** Social Engagement Practice framework of Srinivas University

(7) **Atomic Research Centres:** Building institutional intellectual capital is within the mission of Universities [38]. University in order to encourage collaborative research and publication from the students, scholars and faculties have constituted about 65 Atomic Research Centres (ARC) as a platform for organising conferences and publication of quality research works in reputed journals. ARC's boost



research outcome of individual faculties, provides scope for improving the research infrastructure and contribute to the overall intellectual capital of the University [39][40]. Academia should find its own solution to publications by encouraging journal publication output [41]. The online publication facility will accelerate research output [42]. Institutional Policy on research shall be framed to boost research productivity of educational institutions [43]. The atomic research centres should encourage action research [44].

**6. EVIDENCE OF SUCCESS :**

The progress of the Collaborative Social Engagement Model of Srinivas University from 2017-2022 is described below. The Social Outreach Activities conducted under UBA Forum, SIRRA, Government School Adoption Programme and Centre for Popularisation of Science and Technology is listed in the table 3.

**Table 3:** Social Outreach Activities of Srinivas University during 2017-2022

<b>Name of the Project</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>	<b>2020-21</b>	<b>2021-22</b>	<b>Total</b>
Unnat Bharat Abiyan Forum Activities	Nil	Nil	3	1	10	<b>14</b>
Srinivas Institute of Rural Reconstruction Agency (SIRRA)	4	13	14	2	9	<b>42</b>
Government School Adoption Programme	Nil	Nil	Nil	5	4	<b>9</b>
Centre for Popularisation of Science and Technology	Nil	52	132	Nil	Nil	<b>184</b>

**6.1. Outcome of Industry-Academia Collaboration carried between 2020 to 2022:**

- ‘Training of Master Trainer (ToMT) Programme was held at Bosch Vocational Center Bengaluru for orienting Industry Academia Collaboration Lead’s (IACL’s) of Partnering Universities between 20<sup>th</sup> to 23<sup>rd</sup> January, 2020.
- Srinivas University has signed an MoU with Bosch on 10.03.2020 to constitute Industry-Academia Collaboration Center at its Campus to work in the areas of Skill Development of Youth, Trainers Capacity Building, Developing Industry ready Social Service Professionals, Capacity Building of Non-Profit Sector and MSME Capacity Building.
- University has nominated Prof. Varun Shenoy for Skill Development of Youth, Dr. Vidya N for developing Industry ready Social Service Professionals, Prof. Rohan David Fernandez for Capacity Building of Trainers, Dr. Laveena D’Mello for Capacity Building of NGOs, Prof. Sanjay S for MSME Capacity Building and Prof. Sunitha P for Paramedics Training as the Subject Matter Experts (SMEs) for the respective areas.
- Dr. Pradeep M.D. IACL has completed IACL Training programme held from 9<sup>th</sup> to 11<sup>th</sup> February, 2021.
- Prof. Varun Shenoy has attended training on Skill Development of Youth between 1<sup>st</sup> to 4<sup>th</sup> March, 2021, Dr. Vidya N attended training on Developing Industry ready Social Service Professionals held from 15<sup>th</sup> to 18<sup>th</sup> March, 2021, Dr. Laveena D’Mello has attended training programme on Capacity Building of NGO’s held from 21<sup>st</sup> to 25<sup>th</sup> March, 2021 and Prof. Sanjay has attended training programme on MSMEs Capacity Building held from 21<sup>st</sup> to 25<sup>th</sup> March, 2021 respectively.
- About 21 days ‘Yoga and Meditation Training (One Hour duration per day) was organized for all the IACLs through online from 1<sup>st</sup> May to 23<sup>rd</sup> May, 2021.

- Dr. Pradeep M.D., IACL has attended MSEP Train the Trainers programme from 25<sup>th</sup> to 28<sup>th</sup> May, 2021 and got Certified as the Trainer (MEP/Q2601)- V1.0 confirming to National Skill Qualification Framework Level 5.
- Video Making and Editing Workshop was held from 15<sup>th</sup> to 19<sup>th</sup> June, 2021.
- Dr. Pradeep M.D. IACL and Prof. Varun Shenoy, SME has attended four days training programme on Skill Development of Youth held from 12<sup>th</sup> to 15<sup>th</sup> July, 2021.
- Prof. Sunitha P, SME has attended Paramedics Training- Orientation of Domain Trainers held on 26<sup>th</sup> July, 2021.
- Industry-Academia Collaboration Center has launch 'Skill Entrepreneurship Programme' in August, 2021 and facilitated in establishing 3 Bosch BRIDGE Centres.
- Provided employment to 23 unemployed youths between the age group of 18-26 years after training providing them Bosch Paramedics training on Care Giving. held from 16<sup>th</sup> August to 29<sup>th</sup> October, 2021

#### **6.2. Outcome of Government School Adoption Programme carried between 2021-2022:**

- Meeting of Head Masters/Mistress of adopted schools, BOE and participating institute was held on 6<sup>th</sup> February, 2021
- Provided 8 Teaching Assistants to supplement the shortage of teachers for all the adopted Higher Primary Schools for the period of 80 days.
- Holi celebration was organised at D.K.Z.P.H.P. School Chelairu on 27<sup>th</sup> January, 2021.
- Conducted Curiosity Experiments on Acids and Bases at 4 Schools to build scientific temper among the school children as a part of science sensitization initiative.
- Yoga Training was organised for the students of D.K.Z.P.M.H.P. School Chelairu on 21<sup>st</sup> June, 2022 in celebration of International Yoga Day.
- Vanamahotsava was organised at D.K.Z.P.H.P. School Valachil on 3<sup>rd</sup> August, 2022.

#### **6.3. Outcome of Centre for Popularisation of Science and Technology during 2018-2019:**

- Conducted science sensitization programmes at 184 Pre-University Colleges covering five districts of Karnataka such as Dakshina Kannada, Uttara Kannada, Udupi, Chikka Mangaluru, Kodagu and Shivamogga and in Kasaragod and Kannur districts in Kerala.

#### **6.4. Fighting the COVID 19 Pandemic as Frontline Warriors (2020-2022):**

- Srinivas University has conducted 6 free Covid-19 vaccine drives for the students, faculties and public in its campus.
- Booster dose of Covid-19 vaccination is also planned during August, 2022.
- The nursing and paramedics staffs and students are working as the frontline warriors during the covid pandemic period.

#### **6.5. Outcome of Atomic Research Centres (ARC's) during 2017-2022:**

- University has constituted more than 66 Atomic research centres across its institutes. Each faculty will be coordinating at least 2 ARC's in their area of expertise.
- About 127 papers were presented at International Conferences.
- About 369 national level Conferences were organised.
- About 980 papers were published in the Conference Proceedings.
- About 1,638 papers were published in reputed Journals.

### **7. PROBLEMS ENCOUNTERED AND RESOURCES REQUIRED :**

#### **7.1. Problems encountered during the implementation of the best practice are listed below:**

- (1) Seeking Institutional mandate due to the associated costs seems difficult.
- (2) Financial constraints will drastically impact the output of the projects.

- (3) Lack of public participation.
- (4) The resource mobilisation from the community during the post covid period.
- (5) Institutions without separate CSR department will face several technical issues during the execution of the model.
- (6) Investments on adopted schools is difficult for self-financed institutions.
- (7) Mobilising participants for industry academia programmes is difficult.
- (8) Providing cash prizes to the winners of science quiz incurred huge cost.
- (9) Encouraging skilling centres on self-sustainable model is difficult.
- (10) Placement of trainees in local under industry-academia collaboration is difficult.
- (11) Creating Social foot prints by the institutional NGO is not easy.
- (12) Security of the front-line warriors is not assured by the sponsoring organisations.
- (13) Consumes teaching time of teaching fraternity.
- (14) Lack of publicity keeps the good work unnoticed.
- (15) Atomic research centres are not uniform in its operations and performance.
- (16) ARC's impose additional targets of publication to the faculties.
- (17) Maintenance of Record is difficult.
- (18) Heading different projects under single supervision is difficult.
- (19) Integration of projects of Social Engagements into a Centralised System is difficult.
- (20) Bringing consistency among all the project is very difficult.

#### **7.2. Various resources required for the effective implementation of the best practice is listed below:**

- (1) Funding for the Social Engagement projects.
- (2) Recruitment of NGO staffs and their Training and development.
- (3) Separate department for social engagement initiatives.
- (4) Exclusive budget for Social Engagement.
- (5) Linking funding agency with social engagement projects.
- (6) Publicity of the social engagement initiatives.
- (7) Official mandate and support from higher officials.
- (8) Infrastructural and technical support for the effective execution of the project.
- (9) Appointment of project specific heads with clear job description.
- (10) Recognition for good work.

#### **8. ABCD LISTING OF THE BEST PRACTICE :**

Analysis of the model is the core aspect of scholarly work. ABCD analysis framework is used to assess the implications of the Collaborative Social Engagement Model [45-48] based on the framework criteria in accordance with the researchers point of views.

##### **8.1 Advantages:**

- (1) Provide community exposure to the students and faculties.
- (2) Resource sharing between the University and adopted Schools is possible.
- (3) Can address the problem of shortage of teachers in the government schools by providing teaching assistants.
- (4) Contributes to solve the problem of unemployment in the rural areas by facilitating youths who are not into education, training, and employment.
- (5) Facilitates the Universities to join with schools to celebrate festivals with children.
- (6) Creates common platform for mutual growth for both industry and academia.
- (7) Universities can partner in Corporate Social Responsibilities (CSR) to help the industry with its Community Approach.
- (8) Builds institutional ties with local self-government, small scale industries, NGO's, MSME's, training centres and institutions of service.
- (9) Effective engagement of student volunteers of National Service Schemes.

- (10) Disseminates resource mobilisation skills to the programme convenors.
- (11) Integrates the effort of various disciplines to derive social impact.

### **8.2 Benefits:**

- (1) Contributes to the common good and environmental conservation practices.
- (2) Integration of educational institutions with societal needs.
- (3) Encouraging community participation.
- (4) Leveraging the quality of school education.
- (5) Developing the Industry-Academia collaboration and interface.
- (6) Sensitising the college students about emerging technologies.
- (7) Connecting the University with the pre university system.
- (8) Planning and executing customised social service activities.
- (9) Availing the Tax deduction by showcasing the works of charity.
- (10) Making the best use of available resources for the social good.
- (11) Building the brand image of the University through social engagements.
- (12) Creating platform for the students, faculties and scholars to conduct research and public papers in both conference proceedings and refereed journals.
- (13) Partnering with industries corporate social responsibilities.

### **8.3 Constraints:**

- (1) Difficulties in choosing villages for adoption.
- (2) Cost involved in the Commutation of students to adopted village and schools.
- (3) Difficulty in building rapport with panchayats, primary health centre, anganwadis, clubs, and local leaders for Social Engagement.
- (4) Lack of exclusive budget is difficult for self-financed Institutions.
- (5) Time consumed in the integration of efforts from different departments
- (6) Lack of support from management
- (7) Lack of official mandate leading to less coordination.
- (8) Problems associated with mobilisation of resources and community participation
- (9) Restrictions imposed by the district administration and other Government Protocol
- (10) Wear and Tear caused over the University infrastructure by resource sharing.
- (11) Huge investment cost involved in the construction of compound wall, painting, repair works, furniture, library facilities, computer labs, etc. is not possible for the self-financed institution.

### **8.4 Disadvantages:**

- (1) Brings unconditional pressure on the University infrastructure and resources.
- (2) Pooling of resources for social good is carried by compromising the University capacity building.
- (3) It loads additional burden upon the faculties over and above their routine jobs.
- (4) Diverting time for industry-academia collaboration by the faculties may affect their quality of service to students.
- (5) It creates undue reliance over the University for each and every need by the adopted schools.
- (6) It is risk for the self financed institution to participate in the government school adoption project.
- (7) It is difficult to get unpaid publicity for the social engagement initiatives.
- (8) There is a gap between the working of University and Industry hence creates associated problems in the execution of the projects.
- (9) Social engagement initiatives cause cost to the University.
- (10) The expenditure and brand building ratio may not match in all cases.

## **9. CONCLUSION :**

Ultimate aim of social responsibility is social welfare. It is proved from the literature survey that famous Universities have given ample attention for social engagements [49]. Generally, Universities carry out social engagement to fulfil the mandates for getting assessed and accredited by certain regulating

bodies. In the present century, the social engagement is recognised as the core value of the University [50]. Social engagement is considered to be one among the best practice of Srinivas University [51]. There is a need to develop the culture of social engagement by the Universities with ethics and integrity for the common good. The social responsibilities enhance the organizational happiness [52]. The study proposes to develop University Social Responsibility Network (USRN) connecting different Universities, industries, service institutes and funding agencies. This study suggests to develop customised institutional social engagement models as its best practice to serve society by channelising its efforts on the aspects of institutional policies, training, volunteerism, technical support, resource mobilisation, citizen participation and publicity. The output of the social engagement shall be assessed through the institutional feedback system [53].

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