

## Community Development through Institutional Engagement: A Review of Studies

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### Abstract

A community outreach program in higher education refers to initiatives and activities undertaken by Higher Educational Institutions (HEIs) to connect with and contribute to their local communities. These programs aim to extend the educational resources, expertise and services of the institution to benefit the community as whole. It benefits both institution and community by fostering collaboration, addressing community needs, promoting social responsibility and providing practical learning opportunities for students. In order to recognize the opportunities and areas for future research, it is important to acquire a fair understanding of the past research that has been done in a particular field. Present study reviews the various researches done in a decade regarding initiatives, adaptation and implementation of community outreach programs, practices in Higher Educational Institutions and their impact on the society. A variety of research articles have been reviewed and studied extensively both at national and international level in order to achieve the aim of this paper. Articles were collected from numerous journals, periodicals, newspapers and the web. It is found that Higher Educational Institutions have started taking various initiatives towards social responsibility. It also showed that how community engagement activities can be useful in pedagogy and how students were able to acquire intercultural skills, negotiate difficult conversations in the face of cultural dynamics, understand and practice democratic principles. Finally, they succeed by contributing to society, which seems to be the objectives of these programs.

**Keywords:** Community Development, Institutional Engagement, Collaboration, Community Engagement.

### Introduction

A community outreach program in higher education refers to the initiatives and activities undertaken by Higher Educational Institutions to connect with their local communities and making a positive impact on them. Ministry of Education has launched a flagship program named Unnat Bharat Abhiyan in 2014 with an intent to link Higher Educational Institutions with adopted villages to contribute towards social and

economic upliftment of the rural people by imparting knowledge and culminations of livelihood skills. Through these programs the educational resources, expertise and services of the institution are intended to extend beyond campus in order to serve a wider community. Higher Educational Institutions should design a program in such a way that they benefit both the institutions and the community in a number of ways, such as they foster collaborations, address community needs, promote social responsibility and provide students with practical learning opportunities. These programs also help institutions to develop their reputation as a leader in their field, as well as providing opportunities to gain resources and funding from external partners. This ultimately helps to advance the institution and achieving its mission. Research in question aims to analyze how such programs and initiatives can be replicated in other parts of the country. It also identifies areas for improvement and challenges faced by Higher Educational Institutions in collaborating with the community. Additionally, it is an excellent way to hone leadership skills among students, as well as to foster a sense of civic responsibility.

### Objectives

- To study and examine the past researches done in the area of community outreach programs and initiatives taken by the Higher Educational Institutions related with community development.
- To explore how HEIs can engage with the community in rural context and how to benefit students, academicians and the community mutually.
- To suggest the scope for future study in the perspective of Higher Educational Institutions outreach program for the community upliftment.

### Review of Literature

**Antonio et al. (2000)** analyzed the faculty of University's involvement in community engagement activities after using the data from a triennial national survey of college faculty. A positive relation between benevolent attributes of the faculty and volunteering have been found in this research and it was found that faculty members with the lower ranks show the greatest levels of dedication to and

involvement in volunteering. An organization culture based on service may be created just by establishing a community service center on campus.

**Magolda (2000)** investigated the messages a university sends to potential students during a specific ritual - the campus visit. In particular, this paper goes over various channels through which university students express their expectations for participating as active students in the academic community. Theoretical framework of analysis is built around three community discourses. The rituals taught pupils that these attitudes and beliefs were correction commonplace. Higher education will benefit from reflecting on Carlson's four democratic ideas, which include inclusion, moral conduct, creating communities of interest with permeable boundaries and bringing to the surface cultural struggles.

**Amey & Brown & Sandmann's (2002)** in their paper highlighted the challenges of developing a multidisciplinary team, including leadership changes, organizational structure connections, faculty culture, and intellectual and organizational neutral space. They found that faculty teams face challenges in working with local communities and government organizations through university partnerships. The main challenge is overcoming participation obstacles and fostering an organizational culture of engagement with societal issues. Multidisciplinary approaches were essential for land-grant universities' mission of community service.

**Maritz & Coughlan (2004)** studied student attitudes towards community development and their willingness to engage in community-based interventions post-graduation. They found that students understand the need but would not practice it. To improve service delivery, they suggested addressing safety and working conditions, and implementing an incentive system. Universities should include community engagement activities in their curriculum courses. This would ensure a positive community experience and attitude change among students.

**Bender (2007)** has presented innovative approaches to curriculum-based community outreach activities with a center on service-learning programmes. He examined the

exterior, internal and individual aspects of educational reform processes, focusing on socio-systemic perspectives. Through this paper found that internal processes and academic beliefs are not strongly influenced by external forces, such as national policies and audit criteria. Strengthening academic staff's dedication to mission and purposes is crucial for curriculum reform. The current shift towards community service learning in South African institutions is underdeveloped.

**Bender & Jordaan (2007)** studied teacher training students' attitudes and perceptions of community service-learning before integrating it into their academic programs. A South African research university found that students were more likely to sign up for courses or modules involving community service-learning if they had experience or participated in one. This information can be used to create curricula that address these attitudes and improve the learning experience. The study suggests that curriculum-based community engagement should involve students in community-based activities to gain a firsthand understanding of community needs and contribute to making a difference in the world.

**Bender (2008)** has developed a framework and model for conceptualizing community engagement at South African university. The study used purposive sampling and interpretative content analysis to analyze textual material. The silo, intersecting and infusion (cross-cutting) models for community engagement are offered, along with a conceptual framework and a list of characteristics of a community engaged university. Universities rarely represent the various models of community engagement with practical examples or case studies.

**Benneworth & Jongbloed (2009)** in their paper examined the universities' societal impact on development in the course of patenting, licensing, spin-off formation, and technology transfer. They found that universities' disadvantage in HASS disciplines is due to less salient stakeholders. They found that universities' capacity to respond to stakeholders is influenced by their networks of connections. They suggested that providing long-term support for initiatives that involve community groups as

important research partners and urging universities to put themselves up to being held accountable for those goals.

**B Panduranga Narasimha Rao (2009)** examined the community outreach activities in university was one of the most effective approaches. This can involve several approaches such as open distance learning, corporate universities, adult education, extension education, community empowerment and industrial collaboration. The university system's inflexibilities and traditional boundaries must give way in order to shift from fragmentation and division to consolidation and collaboration. Instead than imposing rules or directives from the government, the change ought to originate internally.

**Wade & Demb (2009)** in their paper offered a comprehensive framework for comprehending the activities that make up teacher engagement. In their framework highlighted the need for a far more thorough, dynamic and all-encompassing explanation of the elements that influence faculty members' propensities to value or participate in engagement-related activities. They concluded that framework for understanding teacher engagement that included service-learning, community-based research and particular types of professional service.

**Zilahy et al. (2009)** in their article highlighted the role of institutions in community sustainable development through community outreach activities. They found that nature of university outreach is complicated and difficulties in establishing a more meaningful partnership with local and regional communities. Faculty members are compensated for their specialized research in their fields and publications. Most people involved in regional sustainability initiatives receive little or no credit. It was suggested that universities must rein their teachers, students and staff in regional sustainable development programs and procedures in order to assist them in movement towards sustainability at a faster pace.

**Atterton & Thompson (2010)** in their paper looked at the Northern Rural Network as a project putting neo-endogenous rural development into action. The network aimed to provide a forum for learning and understanding. In

this study they highlighted the innovation in rural development with the help of applied research which facilitates the exchange of best practice related with societal activities. The University can only play a crucial role in rural development in the north of England by valuing practitioner participation. It was suggested that provide a venue for networking among those involved in rural development, including organizations from the governmental, business and nonprofit sectors as well as postgraduate students.

**Attree et al. (2010)** In their article reported a quick assessment of information proving the successful execution of projects designed to get people involved in taking action in their communities to address the larger socioeconomic aspects of health while also looking at people's subjective experiences with involvement. They identified 22 studies and found that most participants experienced benefits in physical and mental health, self-confidence, self-esteem, self empowerment and social interactions. Participants experienced unintended negative consequences, such as exhaustion, stress, and counseling fatigue. They suggested that the physical, mental and psychosocial well-being of individuals may be enhanced by active community engagement.

**Vasileu et al. (2010)** explained the shift from Corporate Social Responsibility to University Social Responsibility, presenting the conceptual framework of social responsibility and the university as a unique organization. They construct a university social responsibility model considering Romania's higher education system's challenges. European universities aim to help students become socially conscious, engaged, and devoted individuals, addressing climate change, global injustices, environment protection, and recycling. They found that European universities are supporting students to become more socially conscious, fully engaged and devoted persons—not only individuals, but also social personalities. This responsibility to the entire community entails personal development for the sake of the community and its primary issues, for instance environment revolutionize global injustices, environment safety and recycle.

**Daraei et al. (2011)** in their paper highlighted how the top Universities devoted their responsibilities towards the society development. They examined the content analysis and annual reports of the top 10 universities in the world to look out the commitment of the universities fulfilling their social obligations. It focused on core areas such as organizational authority, privileges, labor practice, atmosphere, fair operating practice, and customer issue. They found that top universities throughout the world are dedicated to upholding their social duty and that they offer sufficient details on the majority of the major facets of corporate social responsibility (CSR). They suggested that universities should measure the perceptions of stakeholders and effectiveness of social practices of universities.

**Nicotera et al. (2011)** in their paper evaluated the faculty and staff participation in community outreach programs and service-learning programs. A qualitative study of 17 faculty members from a mid-sized private research university examined the effects of institutional funding on their professional roles and practices. They found that university funding for community-based research and service-learning programs has little impact on faculty and staff participation. Results showed that community-based projects stimulated participation, made scholarly work relevant, established official and informal connections and improved the university's reputation. The study suggested that modest investments in grants for community-based projects create a cycle of faculty transformation, contributing to the relevance of academic work for communities, establishing formal and informal relationships, and raising institutional status.

**Bernardo & Butcher & Howard (2012)** in their paper examined the nature, function and organization of community participation in two universities with diverse socioeconomic and cultural contexts. The study also looked at how leadership helps these Higher Education Institutions continue their work in community engagement. A case study methodology was used for this investigation. They found that universities in various nations had diverse perspectives on and methods for implementing community engagement. It was also discovered that the leadership of the institution was crucial in ensuring that community

participation was ingrained into the organizational identity and image. They suggested that the highest-ranking notional head of the organization and the head of the university's community engagement unit are two levels of university leadership that are significant at the senior level.

**Dahan and Senol (2012)** in their paper evaluated the corporate social responsibility practices in Istanbul Bilgi University for sustainability development for the society. The sample is collected through primary survey. Two in-depth interviews were conducted to gather the primary data. Interview subjects included PRME Representative Assoc. Prof. Dr. Serap Atakan and Secretary General Cagri Bagcioglu to evaluate the corporate social responsibility practices in Istanbul Bilgi University for sustainability development for the society. They found that management support and internalization of corporate social responsibility initiatives are necessary for an institution's corporate social responsibility strategy to be successful. Higher education institutions must strengthen their operational and academic commitment to CSR, primarily through extracurricular activities.

**Hearn & Thomas & Cobb (2012)** paper explored the advancement of university outreach programs. In this paper a lot of discussion on the advantages of outreach for the academics, community and institution has been done. For this primary data was collected from practitioners and professors who were engaged in community outreach activities and a feedback for future has also been collected. They found that programs related to community outreach have spread from their agricultural origins to almost all fields of Higher Educational Institutions. This success could lead to increased donations, enrollment and improved communication between academics and practitioners. They suggested that university may receive more donations as a result of these favorable opinions. Outreach initiatives can boost enrollment, particularly from individuals looking to continue their studies in specialized fields or for higher degrees. Interaction between academics and practitioners can enhance communication and motivate academics to think about the practical applications of their profession.

**Kimball & Thomas (2012)** in their paper explained the place-building theory and used this theory to evaluate the level of community engagement at a university. It showed that how the place-building method can be used in a university course to find out how students, staff, administrators, faculty and community partners perceive the university's place-building role. It was discovered that researchers and their collaborators consciously discovered and corrected structural injustices, dissonances, hidden curriculum etc. through the act of gathering, validating and interpreting place keeper views and experience. They suggested that it should communicate the place keepers for future betterment.

**Venkata Subrahmanyam & Ravichandran (2013)** aims to look out the position of Higher Educational Institutions in societal growth and also identifying difficulties, challenges faced by universities in rural development. Universities must fully integrate with society in order to include society into their eco system. They should not remain on the periphery of society. Universities should not segregate themselves from mainstream culture; rather, they should actively take part in efforts to strengthen rural communities and nations. Universities must take on the multifaceted duties mentioned above in order to use every available tool to create a healthier and stronger country. In general, colleges should be change agents, change emitters, and change maintainers who make every effort to keep society changing for the better.

**Keerberg & Kiisla & Meltsemees (2013)** in their paper analyzed how an institution of higher education and local colleges can implement the mission of community service through their curriculum development. Sample was collected through questionnaire over 800 and interviewed over 80 members of academic staff in England and Scotland. The findings showed that study are applicable to the curricula and colleges under analysis and they are also somewhat applicable to any other curricula and units that are similar. They suggested that rapid changes require universities to be more connected to their external environment, to react more quickly and to be more flexible in order to meet society's expectations.

**Preece (2013)** in their article highlighted the shift in vocabulary and academic thought towards service learning and community engagement in South Africa. The paper addressed conceptual and theoretical gaps in community ideals and power dynamics. It concluded using "adaptive leadership" in conjunction with community development theory to increase concerns about community ownership and promote interdisciplinary cooperation in service learning. This approach complements a community-university partnership and fosters a more comprehensive understanding of community development.

**Gilbert et al. (2014)** in their article analyzed the research on the difficulties experienced by engineering professors in instructing their students about sustainable, community-engaged technical solutions in developing nations. They examined various strategies for expanding the teaching modules on social and communal aspects of international development education from adding capstone courses and educational track seminars to incorporating material from other fields, particularly the social sciences. They found that engineering departments may want to consult with their campus' social work schools or departments if they want to broaden their curriculum on community participation for international development initiatives. They suggested that engineering departments should consult with social work departments to broaden their curriculum on community participation for international development initiatives.

**Maistry (2014)** through a case study has emphasized how the academics at the Department of Social Work and Social Development, East London campus, should think about incorporating service learning into the social work curricula rather than continuing to follow the fieldwork practice of the past. It was found that benefits of service learning that go beyond the student and involve the community should be a determining factor when considering the move from fieldwork practice to service learning. He suggested that it was beneficial to all disciplines involved in service learning in general but is particularly pertinent to social work, is that relational cultural theory be used as a theoretical framework to guide students' growth of social responsibility and is to

systematize structured reflection and include value education as a crucial component of social work service learning and the growth of social responsibility.

**Pawar et al. (2015)** in their article evaluated the outreach program's performance among 12 year old school-age children in Lucknow city throughout a three year follow-up period. A random sample of 298, 12-year-old students enrolled in school was taken from Lucknow's adopted schools. Data has been collected through interview and it analyzed after using SPSS software. The findings indicated that the program had positive effects on the kids' oral hygiene status and the effects would continue to be positive in the future. Also, parents should receive oral health education and be advised about continuous dental follow-ups and dietary instructions to maintain good oral hygiene. They suggested that the outreach programmes providing quality oral health care at affordable costs to those who cannot access them cannot be overstated.

**Jacob et al. (2015)** in their paper investigated several approaches to community participation used by Higher Educational Institutions (HEIs) all over the world. They found that community engagement in higher education requires change at five levels: faculty members, academic programs, centers, schools, and multi-campus initiatives. To effectively utilize outreach participation, HEIs should be deeply ingrained in their local communities and maintain a seamless network to ensure equitable cooperation. They suggested that an ongoing effect on society, HEIs should be deeply ingrained in their local communities. Local communities should have a seamless network with Higher Educational Institutions to preserve an equitable and fruitful cooperation.

**Jadhav&Suhalka (2016)** in their paper highlighted the practice of Central University of Rajasthan, Department of Social Work related to community field work for the development. They found that university community engagement enhances student learning, dedication to social advancement, civic obligations and service to society. This involvement also provides valuable insights for high-quality education and research, and enhances the teaching-learning process. They concluded that community engagement can create knowledge between institutions and

communities, uniting them and promoting social progress.

**Mbah (2016)** in his article examined how well the university can effectively respond to local needs and promote development. Interviews and focus group discussions took place with university and community participants from different backgrounds in the Cameroonian context on the nature of community engagement of local universities. Findings indicated that the university's ability to promote local development could be gendered through connections within its community as well as with the wider community. It was suggested that overcoming what they believed to be the university's superiority complex would require a transformation of the university with policy changes that would serve to expand community involvement in its day-to-day operations. The university should forge strong relationships with different community segments to develop common ideas and spur collective participation towards a common goal. The mission is to address community and university efforts.

**Wang & Bryan-Kinns & Ji (2016)** in their paper examined innovative community involvement strategies using interactive theatre and analyzed several design paradigms in social design. The results provide a useful framework for co-creation with rural populations. The results showed that the participatory approach and participant feedback are encouraging, showing definite signs of community involvement and information sharing outside of the actual design process. Increasing community involvement with social design practices and research across various countries can be started with the lessons learned and ideas outlined in this paper. They suggested that social design and its management may be controversial about these indirect outputs and open-ended creativity, and their transferability to communities with different cultural backgrounds may not be tested, but these are starting points for developing community engagement methodology in the future.

**Bokhari (2017)** in his paper proposed a conceptual framework for universities' social responsibility in sustainable development and also highlighted its connection to economic, social, and environmental issues. The study found that there are significant efforts being

made towards sustainable development. Universities have a variety of challenges that prevent them from fulfilling their societal roles. Social responsibility culture is fragile, limited to charitable undertakings, does not have an internal social responsibility in Higher Educational Institutions. The report concluded with a series of proposals that ensure an expansion of universities' social responsibility role in efforts in order to achieve and support sustainable development.

**Larran Jorge & Andrades Pena (2017)** in their paper analyzed the literature on university social responsibility from 2000 to 2015 and also highlighted the requirement to include social responsibility ideals into colleges' core operations. The review was aimed to investigate patterns in publication venues, examine and critically assess the existing body of literature in this area, spot gaps in the literature and offer suggestions for additional studies in the area. Data from 15 specialized academic journals with a focus on higher education were gathered to complete this work. They discovered, despite improvements made in the university sector that have highlighted the social dimension of universities. They suggested that incorporating social responsibility principles in the four key areas of education, research, management, and community engagement may be challenging for a number of reasons.

**Bhagwan (2017)** in his paper examined the visits in academic institutions for community service, how students are placed in community contexts and the accompanying projects. Interviews and focus groups with professors, students, and a community leader were conducted using a qualitative design. Additional information was gathered on a field visit to the village. He found that value of community involvement in social work education and the integration of social justice, advocacy and empowerment into students' learning experiences proved beneficial. Community Engagement provided opportunity to the students to develop micro and macro practice interventions that in turn facilitate improvement in their quality of life, wellbeing and address various forms of social injustices. He suggested that engagement leadership have been demonstrated to be crucial tools for promoting institutional movement towards engagement by emphasizing the importance of engagement

internally and externally and by aligning resources and institutions to facilitate engagement.

**Welch & Plaxton- Moore (2017)** in their article identified key elements and trends of current faculty development programming intended to advance service-learning and community engagement in higher education. Sample was collected through conducting a conceptual review of 28 peer-reviewed journal articles and surveying the staff of campus centers for community engagement. They found that most faculty development programs lack theoretical frameworks or models, leading to a lack of scaffolded workshop sessions. Most events are static lectures on specific topics, with a preference for competency-based models. The study concluded that little empirical research has been conducted to examine the effects and results of these initiatives.

**Singh & Tandon (2017)** argued that villages are where the "heart of India lives" as more than 70% of Indians live there. Despite having such a huge rural population, our rural communities still face distressing socio-economic situations even after 70 years of independence. This necessitates rapid action to improve rural circumstances, and for this to happen, higher education, historically seen as "public institutions," must intervene to pursue the goal of sustainable development of rural societies with the wealth of knowledge and resources at its disposal. "Community participation" is one of the most effective strategies for achieving these goals and may be exercised in a variety of ways, including community-based participatory research, service-learning, and other engaged scholarship methods.

**Farner (2019)** in her paper qualitative single-case study integrated individual and organizational perspectives and looked at the process as an adaptive challenge to evaluate the institutionalization of community participation at a chosen land-grant university. Data collected from focus groups, open-ended survey questions and semi-structured interviews were analyzed using thematic comparison and constant comparison. It was found that institutionalizing community participation posed an adaptive challenge that call for a critical mass of boundary-crossers playing a number of roles inside the university. The results have implications for organizational-level change, including

curriculum creation, recruitment and hiring, and other policy changes, including mission language and organizational structure.

**Filho et al. (2019)** this paper examined the attitudes and practices related to integration of social responsibility and sustainability activities at Higher Educational Institutions. Primary data was collected through survey. They found that economic issues often dominate, affecting the integration of these two goals. Surveying respondents' perceptions and understandings of sustainability and social responsibility principles can help HEIs better balance these two modern goals. They suggested that a number of variables, such as a general lack of awareness or even misconceptions about the separate agendas, can make it difficult to integrate the two connected agendas.

**Naidu (2019)** in his article examined how community participation is implemented at Bhagat Phool Singh Mahila Vishwavidyalaya. And also investigated the benefits of community participation for students, academics and community and also looked into the mechanisms that support rural development. In this used a qualitative research methodology in order to get in-depth data about the engagement process and experience. The study found that community involvement in rural development was governed by values such as self-determination, social justice, respect for diversity, non-discrimination, humility, empathy and effective communication. The process involved social responsibility, relationship-building, ongoing engagement and the interdependence of teaching, research and engagement. The study suggests that students can build intercultural competence, navigate challenging conversations, comprehend democratic principles, and fulfill social justice mandates, highlighting the potential of service learning.

**Venegas Muggli (2019)** paper assessed the effect of a pre-college outreach project launched by a Chilean higher education institution on students' academic results. Students in their final year of secondary school benefit from this training so they can more easily transition to post-secondary study. Propensity score matching was utilized in a quasi-experimental approach. He found that the outreach project under consideration significantly and favorably



affects students' academic performance. He suggested that schools who want to encourage minority students' access to and success in higher education should create similar programs to help them in preparing for this new stage of their education.

**Vinay Suresan et. al (2019)** in another study revealed a positive impact on the academic and personal development and Civic responsibilities dental students. Outreach program has enhanced leadership, communication and managerial skills in the students and they learnt to take responsibilities towards rural community. Learners agreed that they learn more when there is hands on/ experiential component in the course. These activities are a way to reconnect which communities, relationship building, critical thinking and dealing and negotiating with real people and real challenges. It's a Win-Win situation for both parties as students get better insights of real life challenges and communities receive what could not reach to them. To operationalize this thought few voluntary organizations run by faculty members and students have started to reach out to the under privileged strata of the society. They were striving for instilling life skills, mathematical abilities, linguistic skills and counseling on the daily life science.

**Williams et al. (2019)** in their paper examined and offered solutions to the major difficulties faced by academics engaged in outreach in UK by drawing on the experience of 25 academics from 18 different topic areas and 18 institutions. They found that academic work upholds civic obligations and can be criticized on the grounds of deception. The research served as a practical action research, focusing on topics like conceptualizing outreach, funding, workload management, partnerships, capacity building, commercial interests, payment, responsibility, pedagogical style, integrating outreach into curricula, and program evaluation.

**Ali et al. (2020)** conducted a systematic literature review on college social responsibility programs and their impact on stakeholders. They found that universities must incorporate social responsibility activities into their administrative policies and management practices to have a significant influence. Stakeholders must be actively involved in the

process for effective social change. Universities worldwide should embrace social responsibility as an essential organizational process and adapt their teaching, learning, and training activities accordingly. The study clarified that university social responsibility differs from corporate social responsibility due to academic institutions' different goals and operations.

**Moscardini et al., (2020)** looked into the history of higher education, its growth, and its contemporary place in society and also how technology, artificial intelligence capabilities are threatening traditional working methods and how universities could alter their position to meet the increasing expectations put on them by a society that has more free time and access to digital technology. They suggested that current system of higher education has to be completely redesigned to accommodate rising unemployment and provide subject matter and course materials in text, written spoken word, and other media.

**Bhagwan & Naidu & Panwar (2021)** paper conducted a study at Bhagat Phool Singh Mahila Vishwavidyalaya to help students get ready for their future as social workers. It focused on how academics and students perceive engagement, as well as the values that emerge from the engagement process and the specific actions that made up that process. Eleven students and six academicians were interviewed in-depth for the data collection. The study discovered after using a thematic analysis method, that service learning in rural communities offered students a wealth of opportunities to get ready for social work practice and more crucially, to help them fulfill the profession's social justice mandate. This study was limited to one university because it was a qualitative. They suggested that deep community engagement calls for a move away from altruistic acts and toward more long-lasting collaborations that are supported by an awareness of the many facets of community concerns and planning to develop communities.

**Balachandran & Chang-Koh & Selvarajan (2022)** in their paper examined the student-led programmes as part of an informal curriculum at a residential college in Singapore. They found that the programs improved students' awareness, empathy, and comprehension, and also

improved their sense of belonging to the College community. The results of the surveys indicated that statistically significant improvement

in the intended learning outcomes for "understanding" in terms of scores. Separately, the study showed that this event has a considerable impact on participants' "sense of belonging" to the College community.

**Boodram& Thomas (2022)** in their article examined a case study from Trinidad and Tobago and described the steps taken to launch the University of the West Indies Farm Road Collaborative Project, university collaboration with a neighborhood close to the campus. The sample is collected by two members of the Social Work Unit of the University of the West Indies, St. Augustine. B.Sc,M.Sw, M.Phil and Ph.D levels students of social work training were included in this sample. This article found that the growing body of literature on the functions of colleges and schools of social work in addressing community development needs and it has particular significance for university community interactions in the Global South. They suggested that Community based participatory action research was very helpful in guiding the design of the strategy with community members.

**Preradovic&Calic& Van Overbeeke (2022)** in their paper service learning for rural development identified the needs and gaps relevant to the implementation of service learning in rural Croatia. Sample was collected through three target groups: university students, rural community organizations and potential service learning beneficiaries. Also they identified three main challenges: Insufficient human capacity, lacking of funds and difficulties of implementation of new service learning projects. Local action groups and rural non government organizations in Croatia were discovered to be in favor of rural service-learning. They suggested that Innovative service-learning programs can improve sustainable development standards and encourage university-community cooperation in rural areas. Partnerships with universities can provide skills and innovation for local action groups to foster innovative developments, strengthen scarce human resources and support rural beneficiaries.

**Simic, Sharma, and Kadlec (2022)** in their article aimed to fill a knowledge gap in cross-cultural aspects of USR by comparing students' attitudes and perceptions of university social responsibility in India and Croatia. A sample of 1340 respondents was used in the study, which was conducted in universities in Croatia and India. The findings indicated that in developing their university social responsibility policies, universities in both countries should concentrate on their third mission, which is to support local community development. They suggested that social media should be used by universities to advertise their social responsibility initiatives as it is the most effective way to inform the next generation. It is necessary to change the curricula at the universities in both nations to include courses or modules on social responsibility.

**Arnold (2023)** in their article a framework for service-learning will be presented eventually to help better implement this teaching practice at university micro, meso and macro levels. Qualitative empirical analyses of students' learning processes are taken into accounts which play the unique role of service-learning, forms the foundation of the study. This study showed the results of a Scholarship of Teaching and Learning project that examines how undergraduate service-learning students at a German University of Applied Sciences learn through problem-based activities. Students acquired skills for running a crowd funding campaign.

**Tansey (2023)** in her paper examined the overlaps and coincidences within voluntary student-led societies between global citizenship education and decolonization. This qualitative study has investigated how student volunteers and other higher education stakeholders interacted with the community while working on four campuses on initiatives for the international student society that won awards. This study provided a more in-depth understanding of student volunteering programs within international community-university collaboration initiatives. She suggested that student and stakeholder experiences connect the fields of global citizenship education and extracurricular/co curricular activities, thus promoting the science of engagement

## Findings and conclusion

In the literature review, we have examined how community engagement program has been implemented in Higher Educational Institutions both internationally and in India throughout the past decade. In addition to presenting community engagement in its holistic, the principles currently guiding community outreach were also discussed, as well as the benefits that community outreach program offers to faculty, students and the community as a whole. Community involvement activities are an effective strategy for rural development in higher education. No researches has been conducted which investigate the community outreach programs of Higher Educational Institutions and how these activities are beneficial for their adopted villages. In India the concept of outreach has been implemented in 2014 only and till date all the universities in India has not undertaken outreach initiatives. Higher Educational Institutions have developed programs involving engagement with the local community with the aim of understanding community needs and mobilizing and empowering local villagers to resolve their problems. Through such a process, the rich space of a village community becomes a place for students to actively learn and teach. Impact of outreach program either covers socio economic objective or merely a well documented task done by universities. This research will be an effort to have a deep insight into the outreach program in its holistic sense and will serve as a tool for rural engagement.

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