



**Bhasker Pandurang Hiwale Education Society's**

**CSRD-Institute of Social Work and Research,**

**Ahmednagar**

**Strategic Planning for Quality Enhancement**



## Part- I Analysis of External Socio-Economic situation

### A) SOCIAL WORK EDUCATION: STAND POINTS' FROM THE PERIPHERY

*“The most important and urgent reform needed in education is to transform it, to endeavor to relate it to the life, needs and aspirations of the people and thereby make it the powerful instrument of social, economic and cultural transformation necessary for the realization of the national goals. For this purpose, education should be developed so as to increase productivity, achieve social and national integration, accelerate the process of modernization and cultivate social, moral and spiritual values.”*

The Radhakrishnan Commission on University Education (1948)

Higher education is essential for any nation for its social and economic development. The quality and quantity of the skilled manpower determine the competency of nation in various sectors. Along with Central and State University, College education is one of important constituency to ensure the higher education. At present 25951 colleges channeling the education, this number was 500 in the year 1947. (S.K. Khanna, 2010) Total percentage of enrollment for undergraduate programme is almost 90%. 10% is for postgraduate education and research. Humanities, Arts and Social Sciences constitute the largest percentage among all i.e. 45 % (ibid)

As GATT has converted in to WTO, Higher education falls in service sector. Knowing the second populous country, Higher education has attracted international and corporate players. It's become the fast growing sector (RUSA, 2013). In the era of corporate and global economy this sector is also under the pressure for greater productivity. Such reflections have already been seen in the Birla-Ambani Report to Sam Pitroda's Report on Higher Education. Competitive and knowledge based global economy has geared up the demands for more competent professionals in various sectors.

The higher education system in India today suffers from many shortcomings. The Gross Enrollment Ratio (GER) is only 18.8%, this means that only a fraction of the population in the age group of 18-23 years is enrolled in higher education institutions. In addition to very low access to higher education in general, there are wide disparities between various social groups. The GERs for SCs, STs and OBCs are far below the average GER. There is also a wide gender disparity; GER for males is 20.9% while that for females is only 16.5%. There are also differences in quality of institutions and enrollments between rural and urban areas and between developed states and not so developed ones. Given these myriad challenges, a drastic change is required in the approach that has traditionally been adopted for the development of higher education in the country.

The National Policy on Higher Education (1986) translated the vision of the Radhakrishnan Commission and the Kothari Commission into an actionable policy by setting five main goals for higher education, as enumerated below:

- **Access:**

Greater Access requires an enhancement of the education institutional capacity of the higher education sector to provide opportunities to all who deserve and desire higher education.

- **Equity:**

Equity involves fair access of the poor and the socially disadvantaged groups to higher education

- **Quality and Excellence:**

involve provision of education in accordance with accepted standards so that students receive available knowledge of the highest standards that helps them to enhance their human resource capabilities.

- **Relevance:**

Involves promotion of education so as to develop human resources keeping pace with the changing economic, social and cultural development of the country; and

• **Value Based Education:**

Involves inculcating basic moral values among the youth.

## **B) FOCUS OF THE 12<sup>TH</sup> FIVE YEAR PLAN**

The plan lays out the following as the objectives that must guide central, state and private institutions in the country-

- Higher education in India to be brought in line with and at the frontiers of global trends in higher education and knowledge development;
- Improvement in overall quality of teaching-learning in an average higher education institution in the country;
- Arresting and reversing the trend of group inequalities in access to quality higher education;
- Creation of an additional capacity for 2 million more students from eligible age cohort to have access to higher education in a demand-driven manner; and
- Undertaking governance and regulatory reforms that focus on institutional autonomy within a framework of accountability and build adaptive capacity of the system.

## **C) RECENT INITIATIVES**

Skill development as a thrust area has been focused by the UGC and correspondingly national skill development mission/cooperation came into existence at the central level. Its approach is to integration of skill development in demand driven manner and the reorientation of the curriculum and pedagogy aspects. The second initiatives, is seen in the 12<sup>th</sup> five year plan approach paper which focuses on the broadening the access (GER & Diversification). It is more inclusive and promotes the excellence, expansion without compromising the quality concern. It also stresses on creating a research culture along with choice based credits education.

Thirdly, the idea of Meta University has become reality where more collaboration and multi disciplinary learning for knowledge creation and sharing is witnessed. (Concept Note Developed by the University of Delhi and Jamia Millia Islamia ) following are the few self explanatory characteristics.

- Creates a new paradigm in knowledge systems
- Reliance on National Knowledge Network
- Pooling of resources by different institutions
- Creation of synergies in innovative programmes
- Use of information technology for virtual learning
- Innovation in knowledge acquisition
- Combining “Collaborative learning” and “Trans-disciplinary learning”
- Mentor to serve as the Catalyst

Fourthly, the emphasis is given for enhancing employability by going beyond the 3R’s and focuses on the 4Cs (critical thinking and communication, collaboration and creativity). Fifthly, it encourages the innovative public private partnership (PPP) in the present era. Sixthly, foster the excellence by attracting and retaining qualitative manpower approach.

Above mentioned initiatives put forwarded by the various agencies for ensuring access, equity, and inclusion along with qualitative and visible growth.

## **D) NEW PARADIGMS**

The new paradigms in higher education system has rose in the recent years which can be discussed as,

- The young learners are the early adopters of various social networking devices, which is fostered a change the relationship and behavior amongst education learning actors.

- The notion of student learning outcomes has becoming an important element in the discourse of quality education.
- Paradigm for research is changing in two ways: there is a great focus on issue related research rather than discipline-based enquiry.
- The foreign campuses have been widely accepted amongst the students and preferences are given to them.
- The prime institutions are the strong advocate of national economics for skilled workers in designing higher education curricula and its effective implementation.
- The proportion of campus based institutions offering programs by distance education and e-learning is rising steadily and more students prefer this kind education pattern.
- International ranking of universities has stimulated proactive culture for world Calss University.
- Central Government has paved new initiatives in Backward, Tribal and North Eastern Region.
- The mobility of students has been witnessing in greater manner.

## **E) QUALITY CONCERN**

Quality concern is a major issue in the discourses of competitive globalised world. The quality of institutions and quality of teachers (faculties) is a pre-requisite.

The research culture, infrastructure and services are other important aspects as far as the quality is concerned. Finally, the up-gradation of higher education system and sustaining the quality is an area of concern.

## F) CHALLENGES

The Indian higher education system is at the crossroad for facing several challenges. Today's competitive world demands all round-skilled-full persons. These challenges can be portrayed as,

- The competition with foreign universities and private university is increasing in order to step into competitive and more skilled demanding world.
- Vocationlization of higher education is an important element of the nation's education initiative. In order for Vocational Education to play its part effectively in the changing national context and for India to enjoy the fruits of the demographic dividend, there is an urgent need to redefine the critical elements of imparting vocational education and training to make them flexible, contemporary, relevant, inclusive and creative.
- Continuous assessment is more likely to be formative, process-oriented, informal, internal, learner-involved, and self-referenced in nature.
- The relevance of higher education in present context is raising concern in India and there is a great need to make necessary changes and update the same.
- The relevance and identity of Social Sciences is in crises in India.

## G) THE GROWTH AND EXPANSION OF SOCIAL WORK EDUCATION IN STATE

| Sr. No.                    | University  | Affiliate Colleges | Departments | Autonomous Colleges | Total |
|----------------------------|---|--------------------|-------------|---------------------|-------|
| <b>Region Mumbai</b>       |   |                    |             |                     |       |
| A-1                        | Tata Institute of Social Sciences, (Deemed University) Mumbai | -                  | 01          | -                   | 01    |
| A-2                        | Mumbai University. Mumbai                                     | 01                 | -           | -                   | 01    |
| A-3                        | S.N.D.T.Women's University, Mumbai                            | -                  | 01          | -                   | 01    |
| <b>Western Maharashtra</b> |   |                    |             |                     |       |
| B-1                        | University of Pune  | 03                 | -           | -                   | 03    |

|                              |  |           |           |           |           |
|------------------------------|--|-----------|-----------|-----------|-----------|
| B-2                          | Bharati Vidyapeeth Deemed University, Pune               | 02        | -         | -         | 02        |
| B-3                          | Tilak Maharashtra Vidyapeeth, Deemed University, Pune    | -         | 01        | -         | 01        |
| B-4                          | Solapur University, Solapur                              | 02        | -         | -         | 02        |
| <b>Southeren Maharashtra</b> |  |           |           |           |           |
| C-1                          | Shivaji Vidyapeeth, Kolhapur                             | 02        | 01        | 01        | 04        |
| <b>North Maharashtra</b>     |  |           |           |           |           |
| D-1                          | North Maharashtra University, Jalgaon                    | 05        | 01        | -         | 06        |
| <b>Marathwada</b>            |  |           |           |           |           |
| E-1                          | Dr. Babasaheb Ambedkar Marathwada University, Aurangabad | 03        | -         | -         | 03        |
| E-2                          | Swami Ramanand Teerth University, Nanded                 | 04        | 01        | -         | 05        |
| <b>Vidarbha</b>              |  |           |           |           |           |
| F-3                          | Sant Gadgebaba Amaravati University, Amaravati           | 10        | -         | -         | 10        |
| F-4                          | Rashtrasant Tukdoji Maharaj University, Nagpur           | 21        | -         | -         | 21        |
|                              |  | <b>53</b> | <b>06</b> | <b>01</b> | <b>60</b> |

1. Menachery and Mohite, 2001, The Indian Journal of Social Work, Volume 62, Issue 1, January 2001, (Updated by Dr. B.T. Lawani and Dr. Jagdish Jadhav, in September, 2010)
2. Lawani and Jadhav (2010)Governance Of Social Work Education In Maharashtra: In Search of Space For Quality, University News (Governance of Higher Education) Vol. 48, No. 45, November 08-14, 2010



## H) QUALITY IN SOCIAL WORK EDUCATION

In social work education quality concern has certain dimensions which plays important role.

- The competencies of teaching faculties for dialogical teaching-learning and assessment in social work.
- The learning teaching services (Are we Teaching orientated or learning oriented? )
- Student-teacher centric administration
- Alumni feedback system on social work job profile.
- The development and dissemination of knowledge for social work education
- Appropriate and relevant social work intervention, research and education
- The demonstration of innovative social work intervention through field action project (FAP) should be taken.
- Governance of democratic organisation structure, planning, implementation and appraisal for management of social education is lacking.
- The infrastructural facility is important. The adequacy, optimal use and maintenance of them should be focused.
- The consultancy is given a prime importance for social welfare and development, continuing education and contribution to social work professional association.
- The ongoing curriculum aspect of planning integration of knowledge, attitudes and skills for relevant social work education must be kept in mind.

## I) EXTERNAL FACTORS

Social Work Education is inter-disciplinary, multi-disciplinary professional course, which themed around the integrative application of knowledge, attitude, skills and values. On the background changing social, economical, cultural realities social work education need to be more adaptive to face changing demands of the society.

- **Identity:** In past few years disciplines like Women Studies, School of Exclusion and Inclusion, MBA in Rural Development, Gerontology, Mass-Communication have established themselves with specific demand driven approach. Social Work education needs to adopt specific concentration, while dissolving it's too generic identity.
- The process of ecological devastation have put forwarded challenges before all the developmental studies, social work education is no exception to this. Social Work Education needs to adopt progressive, adaptive and flexible program planning in designing and implementing its curricula.
- Growing intolerance, individualism, insensitiveness towards deprived and voiceless communities have created problems in social order and harmony. This is the high time in social work education to come forward with spiritually sensitive practices in formal – informal way.
- In the era of global economy, the role and commitment of Welfare State is found at the reverse end. Resultantly aspirant learners from the deprived and marginalized communities may be excluded. Social Work Institution should pave the provision for educational inclusion.
- Social factor; students come from various background, pathetic parents attitude towards education.
- Economic factor: Society is seeing acute disparity, education is constantly facing financial problem due to increased tuition fees and along with poverty acute disparity is visible.
- Era of competition; the institute should serve the specific need of the students in term of curriculum facilities, and the degree offered. The institute must respond to the students interest and concern
- Demographic factor; diverse students body, students are older than college age; women constitute a majority hence the diversity has increased and more variation by age ability and interest.
- Societal influences; the education system should be tune to the demands

## J) CONTEMPORARY INDIAN REALITY AND THE SOCIAL WORK RESPONSE

Indian social workers are faced with an extremely complex reality. The interplay of social, cultural, economic, political and even geographical factors presents an extraordinary untidy reality to social workers. People within the Indian nation state are divided along ethnic, linguistic, cultural, regional, caste and religious lines. India has more than two thousand ethnic groups with many more subgroups. There are 4693 communities, which include several thousands of endogamous group, speak in 325 functioning languages and write in 25 different scripts' (Ramachandran, 2008 ). With a population of 1.22 billion (2012), India is characterised by a multi-ethnic, multi-cultural, multi-lingual and multi-religious environment. To add to this complexity, 72.2 % of the population live in about 638,000 villages and remaining 27.8 % live in over 5480 towns and over 380 urban agglomerations (Census of India, 2011) More than 50% of India's current population is below the age of 25 and over 65% below the age of 35 (ibid)The varying pace of urbanization, industrialization and modernization has further complicated the nature of diversity. This intricate mix of 'the old', 'the new' and 'the emerging new' makes it almost impossible to construct one overarching formula of social work curriculum (Bodhi, 2011).

## K) NATIONAL DEVELOPMENTAL (RURAL) CHALLENGES

| Areas             | Concerns  | Expected Response from SWE  |
|-------------------|---|---|
| Population        | Increasing population, causing severe pressure on natural resources and the environment   | 1. Socially significant Alumni                                    |
| Natural resources | Depleting natural resources, resulting in insecurity of food and Nemployment, compelling over 35-40% of the rural population to live in poverty | 2. Student intake from national pool                              |
| Pollution         | Pollution of the environment and climate change, causing shortage of clean drinking water and adverse impact on agricultural                    | 3. High quality students  |
|                   |   | 4. Provision for financial aid                                    |
|                   |   | 5. Close international with internal-local-regional stake-holders |

|                        |  |  |
|------------------------|--|--|
|                        | production   | 6. Good placement mechanism                                  |
| Employment             | Lack of employment in non-farm sector, forcing the landless and small farmers to migrate to urban areas  | 7. Social Entrepreneurship instead of job orientated mindset |
| Education              | Poor access to education, resulting in low literacy and unemployment of the youth; Low literacy rate, particularly among women having adverse effect on their skills development, employment productivity, family welfare and education of their children                | 8. Better management of Research and Extension               |
| Health                 | Poor health status due to lack of clean drinking water, hygiene, sanitation and drainage facilities; inadequate health care facilities, leading to high child mortality and morbidity; loss of labour productivity, economic loss, indebtedness and poor quality of life | 9. Linkages with Research and Academic Institutions          |
| Infrastructure         | Poor infrastructure for receiving timely information on development opportunities, market demand and prices for agricultural commodities, new technologies, forward and backward linkages, credit facilities and development policies of the government                  | 10. Accountability   |
| People's organizations | Lack of people's organizations for supporting various socio-economic development activities and governing themselves   | 11. Planning, Monitoring and Coordination                    |
|                        |  | 12. Interface with civil societies and industries            |
|                        |  | 13. Administrative Efficiency                                |
|                        |  | 14. Periodic Review  |
|                        |  | 15. Performance Audit  |
|                        |  | 16. Curricular Development                                   |
|                        |  | 17. HRD-PR-Communication                                     |
|                        |  | 18. Publication and Library Development                      |

## L) AREAS OF SOCIAL WORK INTERVENTION

There are three general categories or levels of intervention for Social Work professionals. The first is “Macro” social work which involves society or communities as a whole. This type of social work practice would include policy forming and advocacy on a national or international scale. The second level of intervention is described as “Mezzo” social work practice. This level would involve work with agencies, small organizations, and other small groups. This practice would include policy making within a social work agency or developing programs for a particular neighborhood. The final level is the “Micro” level that involves service to individuals and families.

Social workers help people to overcome some of life’s most difficult challenges: poverty, discrimination, abuse, addiction, physical illness, divorce, loss, unemployment, educational problems, disability, and mental illness. They help prevent crises and counsel individuals, families, and communities to cope more effectively with the stresses of everyday life. Social Work is a profession that serves individuals, families, and communities who seek preventative and rehabilitative interventions for an improved quality of life. Focused on social and emotional development within the social environment, the scope of social work is national and international. The profession is social justice and action oriented.

Adopting a holistic approach and forging therapeutic relationships are not unique to social work. What makes the role of the social worker distinct is that it combines both. The social worker seeks to understand the person’s entire situation (the holistic approach) and to work with this. Developing an effective helping relationship with people who use services is central to the role of the social worker in order to ensure better outcomes. Social workers need sufficient time to combine knowledge of skills and values and demonstrate the effective listening, respect and sensitive engagement which this involves. The ability to form and maintain such relationships can be eroded by a workload which exceeds resources, by over management of risks and by increasing expectations from people who use services of the social worker’s capacity to meet their needs.

It is quite clear that today social work profession is faced with opportunities as well as challenges that need to be overcome. Some new problems have emerged today. It seems that human conditions are technologically advanced but civilization-ally it is getting worse. The major areas of concern today and its demonstrating its competence to serve its users- marginalized,

oppressed, suppressed, depressed, disempowered, destitute, exploited, abused, unsupported, weaker and vulnerable sections of the society. Today, in the era of globalization social work intervention leave visible signs in three main areas:

- Human rights and social development
- Environmental issues and sustainable development
- Social transformation

**a) HUMAN rights and social development**

Regarding human rights, man has the right to live. He has the right to bodily integrate and to the means necessary for proper development of life, particularly food, clothing, shelter, medical care, rest and finally necessary social services. Hence human rights are undeniable and inherent rights of every individual. Human rights and human development share a common vision and purpose to secure the freedom, well-being and dignity of all people everywhere. Hence, human rights are the core of development strategy in any country.

- b) **Perspectives on children at risk:** Human rights offer a normative base for social work and for the formation of inclusive social policies. The right to child protection guarantees to all children irrespective of their caste, class, gender and ethnicity protection from or against any perceived or real danger or risk to their life, their personhood and childhood by the state and civil society. The right to protection restricts the actions of others, primarily adults and older children, to cause any kind of harm, abuse and exploitation. It is about ensuring that no child falls out of the social security and safety net and, those who do, receive necessary care, protection and support of the law and communities. In India right to education is a fundamental right. It implies specific obligations on the state to ensure primary education to all children between the age group 6-14, without any discrimination. In keeping with this spirit, we envision that all children have free access to quality education within an equitable system that respects children's rights, especially those of girls, so that they can live a life with dignity. The enjoyment of the highest attainable standard of health is a fundamental right of all children. According to the UN Charter, government is obliged to "undertake measures to eliminate epidemics ensure child survival and end child malnutrition". Also, the government must make health care

effective, efficient, and affordable. It is obliged to ensure care; support and treatment to those affected by HIV and AIDS and protect them from stigma and discrimination. Household economic security is key to the fulfillment of basic needs of children. Many families lack the minimal income gained through their labor or ownership of productive assets and consequently are unable to provide their children with adequate standards of living. Struggling for economic security, households and individuals may be forced to deploy strategies that have negative implications for children, like involvement in hazardous work which hamper their growth. Poor households which lack sufficient resources to meet basic needs of food, health, water, shelter or education put children at risk. Access to safe drinking water and hygienic sanitation are vital for the survival and development of children and youth, as well as for the economic well-being of their families and communities. Safe, reliable and affordable potable water supplies and improved environmental sanitation services are entitlements within the ambit of the right to life and are vital for healthy development of children. Without them, children are at risk of disease and death. When access to water is difficult or schools are without toilets, many children (especially girls) face increased burdens on their time and risks to their safety and education. Annually, millions of children are affected by human and natural disasters in both domestic and public spheres.. During emergency situations, child vulnerabilities are usually heightened, with the least powerful who suffer the greatest. The state has an obligation to prevent human made disasters as well as prepare children and communities to overcome their impacts and survive with dignity. This involves mitigation of potential crises, management of risks and provisioning of relief and rehabilitation in post-disaster situations. The five categories of children we need to target today are: Children affected by HIV and AIDS ,Street and working children ,Children with disability, Trafficked children affected by emergencies. Social work profession should contribute in the endeavor to protect and fulfill their rights.

- c) **Violence against women:** Today, violence is one of the major challenges. Victims of violence constitute the largest single majority of social work clientele. Violent threats at individual, group, community, national and international level are proliferating. It has resulted in disregard of human value and human life. The source of violence may be identified as personal, ethnic, religious, economic or political. It may occur at any level-

family, local, regional, inter-country, intra-country and global levels. Violence against women is not only a social phenomenon but also the experience of individual women who requires assistance and protection. Violence against women in the family is the manifestation of the issue of gender discrimination. It takes the form of female feticide, female infanticide, abuse of girl child, social harassment, mental torture and physical violence affecting the mind and body of women. Domestic violence represents the most pathetic aspect of disrespect for human rights. This has a direct impact on women's health with immediate repercussions within the family, ultimately affecting socio-economic development. It undermines their confidence and deprives society of women's maximum participation. Hence, being a social issue, the need for intervention is recognized.

- d) **Elderly people:** In view of the increasing problems faced by the elderly people, we should shift our focus from service delivery level to empowerment of elderly people. They are usually said to be unproductive, conservative, unable to learn new, and resistant to change. Many consider themselves as a social burden and a strong sense of "waiting for death". But this group should not be isolated as they have more leisure time, a strong sense of community identity and long years of rich living experience to contribute to the well-being of the society. They should not hand over their rights and destiny to other people and expect the decision makers to do good for them. Rather their voices should be brought to the decision making process and empower them to fight for the right of participation in policy making. Part of the social worker's contribution is to maintain a view of the person in the round, recognizing the physical, intellectual, psychological and spiritual dimensions of their well-being, and the importance of their family, neighborhood and community relationships. Social workers will work with people to identify the barriers and obstacles in the way of achieving their desired outcomes, and to find ways of removing, avoiding or overcoming the obstacles. Social workers seek in their practice to safeguard and maximize people's human and civil rights, promote their social inclusion and enable them to exercise their responsibilities as citizens.
- e) **LGBT RIGHTS (lesbian, gay, bisexual, transgender):** Stigmatization and discrimination of LGBT people occur in all countries. The fight for LGBT equality is on



the move in India. In India homosexual intercourse was a criminal offence until 2009 under IPC. Activists' demands include: provisions in the constitution dealing with discrimination on the grounds of gender and sexuality; the extension of all rights to transgender people, currently not recognized in society or law; the re-education of the medical community to be sensitive to LGBT needs and to cease attempts to "cure" gays; and the active prevention of forced heterosexual marriages of gays.

- f) **Disability:** Disability people face discrimination. Society excludes those and puts obstacles in their way preventing them from performing roles of responsibility. It also prevents them to realize that even they can contribute to the society. The slow progress in expanding opportunities for persons with disability results in substantial loss. Persons with disability have the right to full participation, equal rights and opportunities. Social work profession has a long way to go working with changing attitudes and increasing awareness of disability.

**g) Environmental change and sustainable development**

Sustainable development implies meeting the needs of the present without comprising the ability of future generations to meet their own needs. It implies a policy aimed at making development achievements last well into future. Mainly, it aims at harmony between natural environment and human actions. But today, India faces significant challenges in balancing its increased demand for energy with the need to protect its environment from further damage. Sheer population growth and urbanization make the task all the more difficult for the Indian government, as increased vehicular ownership will contribute to existing air pollution problems and urbanization raises the health risks from that pollution. A rapidly increasing population also will lead to an increase in electricity demand, taxing the already straining power generation, transmission and distribution infrastructure and putting pressure on the power sector to add new capacity to the system. Already, shortages of electricity have hampered India's industrial growth. As such, electricity is one of the keys to both India's economic development and its environmental protection efforts. The Indian government has introduced initiatives aimed to discourage firms from generating electricity using older, inefficient coal-fired plants, and it has reduced subsidies on low-quality coal. India has made significant efforts in the field of

environmental protection, developing environmental standards for both products and processes, requiring environmental impact statements in certain areas, and introducing environmental audits. India's strong support of air quality and alternative fuel initiatives has brought progress as well as growing pains to the country. However, in the absence of coordinated government efforts, including stricter enforcement, air pollution is likely to continue to worsen in the coming years as urbanization picks up pace and vehicle ownership increases. The Indian government's ability to safeguard the country's environment will depend on its success in promoting policies that keep the economy growing while providing adequate energy needs to satisfy the populace's growing energy consumption requirements in a sustainable manner.

Clearing of forests for newer habitations, newer industries, for roads and highways have reduced forest cover less than what is essential to precipitate adequate rainfall. This has also disturbed the ecological balance between wild life and struggling civilization. Indiscriminate exploitation of varied kinds of natural resources has created serious environmental crisis distinctly visible in form of unnatural weather conditions, frequent spells of droughts and floods, occurrence of earthquakes in different parts of the country, increasing level of temperature, kinds of pollution, etc. The situation has worsened to a level which even bare survival of mankind is becoming difficult. According to a United Nations Environment Program Study, global warming will impact India's vast coastline with rising sea levels, resulting in ecological disaster. Nationwide rainfall was 20% below average. India's supply of water is rapidly dwindling due primarily to mismanagement of water resources, although over-pumping and pollution are also significant contributors. Climate change is expected to exacerbate the problem by causing erratic and unpredictable weather, which could drastically diminish the supply of water coming from rainfall and glaciers. As demand for potable water starts to outstrip supply by increasing amounts in coming years, India will face a slew of subsequent problems, such as food shortages, intrastate, and international conflict.

India's water crisis is predominantly a manmade problem. India's climate is not particularly dry, nor is it lacking in rivers and groundwater. Extremely poor management, unclear laws, government corruption, and industrial and human waste have caused this water supply crunch and rendered what water is available practically useless due to the huge quantity of pollution. In managing water resources, the Indian government must balance competing demands between urban and rural, rich and poor, the economy and the environment.

Today, waste is a misplaced resource and unrecognized wealth. It is seen that mismanagement of waste is the important cause of environmental degradation. Even though waste management is about good governance and service delivery on the part of the government and it is a matter of human rights, security of people and impact on environment. Rapid population explosion coupled with improved life styles in the cities made rural areas dumping yards and disposal sites. Increasing quantity of garbage is another problem. In India, majority of waste is organic in nature because most of the people are engaged in farm sector. If more organic waste is converted into organic manure, it will be helpful to the farmers as there are no health hazards. To promote sustainable human settlements, through promotion of waste management as an income generation opportunity is needed. Biggest challenge in front of our profession is to help to create a greener and cleaner environment by motivating and encouraging people to high level of self-involvement. Waste recycling should be promoted. Compost can be potential manure, gray water can be potential bio-gas, and plastic shredded to the required measurements can be used for road construction. As the benefits of managing waste are multiple: better hygiene and good health, a sense of pride and unity to the community, environment protection, conservation of resource for future generations, job opportunities etc. Thus reduce waste and recycle is the basis of sustainable future.

#### **h) Social transformation**

Social transformation is the process by which an individual alters the socially ascribed social status of their parents into a socially achieved status for themselves. However another definition refers to large scale social change as in cultural reforms or transformations. The first occurs with the individual, the second with the social system. Globalization and modernization has brought tremendous change in our society. Globalization is an unavoidable process which is taking place independent of us. It forces us to cope up with it. It is changing the scenario like never before. Social change is an inevitable and ongoing process. Every society has to pass through this cyclical process of social change differently. Some societies are changing at faster speed and some are transforming at lower speed. No doubt, these forces of social change are in one or other way helping in the development and progress of the Indian society and its people. On the other hand, we also cannot ignore the negative consequences of these forces of social change on Indian society and its people. Like for example one of the important negative impacts of such forces of

social change is the declining of sex ratio (number of females per thousand males) in the Indian society that is the result of new social values and emerging culture as a result of these forces of social change in contemporary times.

Our population has trebled after independence. This explosion has affected our development adversely. In recent times, corruption in different walks of life has grown tremendously. This has seriously undermined our progress and social life. Every society continues to change with time. The process of shredding the old and accepting the new dispensation creates problems of adjustment. Our country is also confronted with some major social problems. However, there are many areas in which Indian society is experiencing a variety of problems. Some of these problems have their roots in our colonial past while others are related to demographic changes, socio-political conditions and cultural A large section of the Indian society is suffering from poverty. Poverty is a phenomenon which is objective as well as subjective. Objectively poverty implies a dehumanizing condition in which people are unable to look after the basic needs. Subjectively poverty stands for Perceived deprivation. Poor people lack the necessary resources and capacity to satisfy basic needs like food, shelter, health and education. They live under difficult conditions which are not conducive for development of their human potential. Poverty interferes with development in many ways. For instance lack of or inadequate nutrition arrests mental development during early childhood. A large section of poor children do not go to school. Even if they go they become drop outs and fail to complete education.

Transition in families: The past fifty years have witnessed dramatic changes in the structure and stability of Indian families. Traditional system of joint family which used to provide all kinds of security to its members, right from their taking care of their contingency of the maternity, childhood, and old age is being gradually substituted and has given rise to number of serious problems of neglected children, child labor, juvenile delinquency, street children, children in conflict with law, unmarried mothers, neglected aged, uncured handicaps and disabled, unwanted widows, etc. Increased rates of divorce, cohabitation, and non marital fertility have contributed to a variety of new family forms and greater instability in children's living arrangements. Different types of families like only child families, single parent families, blended families, etc. have emerged. The increasingly diverse and fluid nature of families has raised concerns about children's well-being and made understanding family structure transitions and their effects on

parenting and child development a primary goal for social scientists. These changes have also led to policy initiatives designed to reduce non-marital childbearing, increase marriage among unmarried parents, and reduce marital instability.

Within any family, parenting is a challenging process. For a variety of reasons, however, parents may be more or less reactive to the challenges of raising children. The extent to which parents experience stress in their parenting roles, in particular, has important implications for parent, child, and family functioning. Parenting stress generally refers to a condition or feeling experienced when a parent perceives that the demands associated with parenting exceed the personal and social resources available to meet those demands. Thus, gaining a better understanding of parenting stress and its determinants may help to improve the well-being of individual family members and the functioning of the family as a whole.

i) **Migration issues:** In recent years, a very high rate of internal migration has been witnessed in India. The scale and complexity of migration are beyond our previous experience. Employment, by far, remains the biggest cause of migration. The urban-centric development, growing agrarian crisis, mushrooming of special economic zones, could be seen as the major reasons for the exodus of people from rural India towards towns and cities. However, literate people constitute a vast majority of the migrants. Though considered by many as a natural and, at times, a beneficial process, it has led to several problems in the Indian scenario, several push and pull factors exist in the country which are responsible for the large-scale migration. India has high levels of regional disparity in terms of population distribution and development indicators. Most of the north Indian states are poor in infrastructure facilities and are also highly populated. Hence a large number of people from states like Uttar Pradesh, Orissa and Bihar migrate to other states in search of jobs. Hence, migration is now seen as a priority issue to other global challenges.

j) **Social media:** The second decade of the 21st century has seen the maturity of Social Media as a distinct digital entity. From being an avenue for simply connecting with family & friends, it is increasingly used for customer engagement, and is grabbing news headlines for other reasons. Facebook, which has been the undisputed leader in this

space. With over a billion individuals the world over on social media and rising every minute, various members from the digital fraternity recognize the utility of the medium, and are investing a greater share of their digital advertising budgets towards social media.

It is time to for social workers to direct attention to social media.

To conclude, it is here that social work professions faced both with challenges as well as opportunity to create value that needs to overcome. The ways to address these challenges require additional and probably different set of competencies to address the social issues. The ability to initiate and manage change is a universal competency that social workers need to develop.

**Part- II**  
**Institutes**  
**Content**

1. Journey of CSRD
2. Vision, Mission, Objectives
- 3. System and procedures of the Institute**
4. Academic activities: Teaching
5. Academic activities: Fieldwork
6. Research
7. Extension
8. Publications
9. Consultancy,
10. Training, Workshops, Seminars/Conference
11. Resource Availability
12. Required Resources

## 1. JOURNEY OF CSRD

Centre for Studies in Rural Development Institute of Social Work and Research (CSR-D-ISWR) is the pioneer in Community Extension and Social Work Education in Maharashtra. It was established in 1961 as a department of Ahmednagar College, Ahmednagar. Started as 'Rural Life Development and Research Project', CSR-D was an attempt to revitalize education by relating it to the needs of its rural surroundings. CSR-D-ISWR is managed and run by Bhaskar Pandurang Hiwale Education (BPHE) Society, Ahmednagar. The Institute is affiliated to University of Pune and recognized by UGC under Section 2 (f) and 12 (b) of the UGC Act, 1956. The Institute is aided by the Ministry of Social Justice and Empowerment, Govt. of Maharashtra

Major milestones in the development of the Institute are the following:

- 1961: Course in Community Development (Certificate Course) was started
- 1967: Diploma Course in Social Work (University of Pune) was started
- 1974: Master of Social Work Course (University of Pune).
- 1961: Course in Community Development (Certificate Course) was started.
- 1962: Introduced a Diploma Course in Co-operation & Accountancy.
- 1967: Diploma Course in Social Work (University of Pune) was started.
- 1968: started a Diploma Course in Local Self Governance.
- 1969: Centre for Studies in Rural Development was one of the Institutions selected in Maharashtra to have the National Service Scheme Training and Orientation Centre.
- 1974 : Diploma Course in Social Work was upgraded as the Master of Social Work with specialization in Rural Community Development (University of Pune).
- 1980: Two more fields of specialization (i) Tribal Welfare (1980) and (ii) Labour Welfare (1982) were introduced.
- 1991: Recognition as research and post graduate teaching centre from University of Pune.



- 1991: Masters in Mass Relations under University of Pune was started and offered at CSRD ISWR.
- 2008: Recognition by UGC under section 2 (f) and 12(b) of the UGC Act, 1956.
- 2010: Recognition as Special Study Centre by IGNOU, New Delhi for Master of Social Work with Specialization in Counseling (On Campus Programme affiliated to Indira Gandhi National Open University, New Delhi)
- 2011: Celebration of Golden Jubilee year.

## 2. VISION, MISSION, GUIDING PRINCIPLES AND OBJECTIVES

[Conceptual Map for workshop.docx](#)

### **Vision statements:**

The vision of the BPHE Society since its inception is reflected in its three mottos:

‘Not things, but men’

‘I dare you’

‘Ye shall know the truth’

### **Mission statement:**

The mission of the Centre for Studies in Rural Development-Institute of Social Work and Research is to provide equal opportunities for quality education to create responsible citizenship, effective leadership, efficient and well-informed personnel to undertake responsibilities in the fields of community development and participate in the process of nation building.

### **Objectives:**

In pursuit of its vision and mission the CSRD- Institute of Social Work and Research:

- Organize teaching in the areas of social work, rural development, human resource management and allied fields.
- Undertake research to promote the development of knowledge and to contribute to policies and programmes.
- Disseminate knowledge through print, audio-visual and electronic media and various indigenous forms;
- Conduct training programmes for lifelong and continuing education;
- Undertake innovative field action projects in relevant areas, to develop new approaches and strategies;

- Engage in relief, rehabilitation and development initiatives to address human suffering caused by natural and human-made disasters;
- Network with Government, non-government agencies and other academic institutions and
- Undertake advocacy and consultancy on relevant issues.

### **Guiding principles:**

The CSRD- Institute of Social Work is guided by the following principles and values:

- Appreciation of and respect for freedom of expression and cultural as well as ideological diversity;
- Equal opportunities to all and non-discrimination.
- Accountability and transparency in all work matters;
- Collective, participatory and non-hierarchical decision making;
- Participatory and experiential teaching -learning methodology for fostering dialogue, mutual learning and critical reflection;
- Working in collaboration, co-operation and team work;

Creation of an enabling environment that fosters teamwork, co-operation and mutual support

### **3. Programmes and Activities:**

#### **3.1. Teaching and Training:**

##### **a) Social Work (MSW) and DDM:**

###### **i. Master in Social Work:**

Social work education as a stream of higher education system is more than 100 years old in the world and grew remarkably in past decades (Midgley 2000). In India, it has already completed 75 years and celebrated its platinum jubilee in the year 2012. Social work education as a profession is often considered as an emerging profession in India. The quality of education depends upon many factors such as quality of curriculum, institutional structure, competence of students, competence of the teachers recruited and promoted, their roles and responsibilities and the skill and type of knowledge component developed and applied in the teaching-learning processes. For any professional branch of education dealing with the needs of the society, it is imperative to incorporate the societal needs in its curriculum. This requirement is vital for the social work profession, which directly deals with the human issues (Vijayalaxmi 2004). Besides this, as a dynamic profession, the social work education has to keep pace with the changing social conditions by updating its knowledge base contextually to make it indigenious.

In India training for the voluntary social workers started for the first time in 1930 by the Social Service League (SSL) in Mumbai. The services for industrial laboring classes conducted by the Nagpada Neighborhood House highlighted the need for trained workers around that time and this led to the commencement of full-fledged professional education in social work with the establishment of Sir Dorabji Tata Graduate School of Social Work in 1936. This institution was later renamed as the Tata Institute of Social Sciences (TISS) (D'Souza 1978; Narayan 2001). The founding–director of the institute Clifford Manshardt, was an American missionary and J.M. Kumarappa a well-known Indian educator with MA and PhD degrees from Columbia University was his collaborator. Thus the seed of social work profession in colonial India was sown by the American

professionals (Kendall 2000). Since then the American–tradition of social work tremendously influenced social work education and training in India (Nagpaul 1972; Mandal 1989; Mohan 2008).

The objective of any professional curriculum has to be to prepare the type and quality of manpower capable of performing the task and functions to achieve the goals of the profession in the context of that particular society which it seeks to serve (UGC Report 1980). Thus a profession prepares its members to practice what is clearly defined. Curriculum design is circumscribed by time, place and the prevailing social, political, economic and cultural context of the country. While understanding the realities and reflecting on the challenges facing Indian society, social work professionals from India gradually became aware of the facts and made situational changes in the approaches to social work education and practice to make it more contextual and indigenous.

### **Social work programme:**

BPHE Society's Centre for Studies in Rural Development (CSRSD), Institute of Social Work & Research, Ahmednagar is one of the earliest institutions in community extension and social work education in India. It was established in 1961 as a department of Ahmednagar College, Ahmednagar. Ahmednagar College being the first college in the District (1947) having a vision of 'innovativeness' had a social obligation to the people of this region. Right from the beginning, the need was felt not only to reach out to people but also to conduct research and train people for Development. Hence a Course in Community Development (Certificate Course) was started in 1961 itself, with an object of meeting the pressing demand for properly motivated and adequately equipped personnel for Community Development. Diploma Course in Social Work (University of Pune) was started in 1967 and as the higher education became imperative, this Diploma Course in Social Work was upgraded as the Master of Social Work Course (University of Pune) in 1974.

The main academic programme offered at CSRSD ISWR is University of Pune recognized full time course namely, Master of Social Work (MSW). It is a two years full time post graduate degree programme. The total intake for MSW Pune University course is 120 students (60 in granted division and 60 in non-grant division). It is offered in three specialisations viz. Urban &

Rural Community Development (URCD), Human Resource Management (HRM) and Family & Child Welfare (FCW). The programme is aided by the Directorate of Social Welfare, Ministry of Social Justice and Empowerment. It aims to build commitment and competency in facilitating participatory change and transformation in society at the level of individuals, groups and communities; in government and non-government organisations (NGOs); and in law and policy. The Master degree programme equips trainees to work as agents of change from grassroots to policy levels. The career opportunities are available in various fields and places like hospitals, schools, industries, govt departments, etc.

**ii. Diploma in Disaster Management :**

Disaster Management is emerging globally as a full-fledged academic discipline in response to continuous occurrence of natural and man-made disasters. These disasters have posed a lot of challenges and threats to the human community across the globe. Though the disasters need immediate response and considered as practitioner's domain, but it requires a lot of empirical and substantial knowledge, understanding and perspective. People from diverse background including relief workers, engineers, social scientists, psychologists or medical professionals have worked in disaster management. This has facilitated the growth of disaster management as a substantive field in the country. Apart from rescue and relief work, more importance is given to preparatory stage in disaster management. This preparedness can be done by academic discipline by putting the knowledge required for effective response and mitigation in theoretical framework. Since this field of practice demands specialization to meet with the dynamic challenges posed by disaster, a special branch of Disaster Management study has been started in different universities. The SavetribaiPhule Pune University also offers diploma in disaster management at its affiliated institute CSRD- institute of Social Work and Research, Ahmednagar aiming at enhancing knowledge, capacities, skills, and perspectives on disaster. While enabling an understanding of disaster from the vantage point of science and technology in prediction, mitigation and response, the program will also foster a critical and reflective appreciation of current debates in disaster management within the framework of social and environmental justice, state, and civil society dynamics, development, conflict, displacement and globalization.

**Objectives:**

To provide a basic understanding of the various components of disaster management cycle. The students will be engaged at both the theoretical and empirical level and will understand the importance of incorporation and community based strategies in mitigation, relief, rehabilitation and recovery. The course will also enable the students to develop skills required for rescue, relief and rehabilitation. This course will also help students to develop capacities and perspective required for the effective response at the local community level.

***Scope of Disaster Management:*** the disasters can be categorized under two broad titles Natural disaster and Man-made disaster. A study on natural disaster include natural calamities such as earthquake, flood, famine, drought, landslide, avalanches, cyclone, tsunami, storm etc. which has a massive impact on human life and property. We also can understand probability, frequency and intensity of these disasters. Sometimes it is very difficult to control the natural disaster but proper planning will help mitigate or minimize the impact of disaster. And there comes the importance of early warning system. If we have this system in place it will help us prepare ourselves in a better manner. More the preparedness less the impact. Hence the strengthening and the capacity building of Govt. organization, NGO and local community is important. The other type of disaster is man-made disaster which included bomb blasts, terrorist attacks, communal violence, riots etc. these disasters are posing a serious threat to the country. The challenge before all of us is how to control this. What mechanism should be created? How can we be prepared to face these disasters? What preventive measures can be taken to mitigate these etc.? This study also includes mechanism of firefighting, security of valuable articles and personnel, industrial safety, civil defense etc. So it is very important to study disasters from various dimension.

***Eligibility and Duration:*** Any student who has cleared his 12<sup>th</sup> Std. exam. From any stream is eligible for this course. Since this is a diploma course, the duration of this course is one academic year.

***Admission Process:*** The priority is given to the students on first come first serve basis since there are

Only 30 limited seats for this course. The advertisement is given in institute brochure, website and by putting posters in neighboring colleges and in Institutes campus.

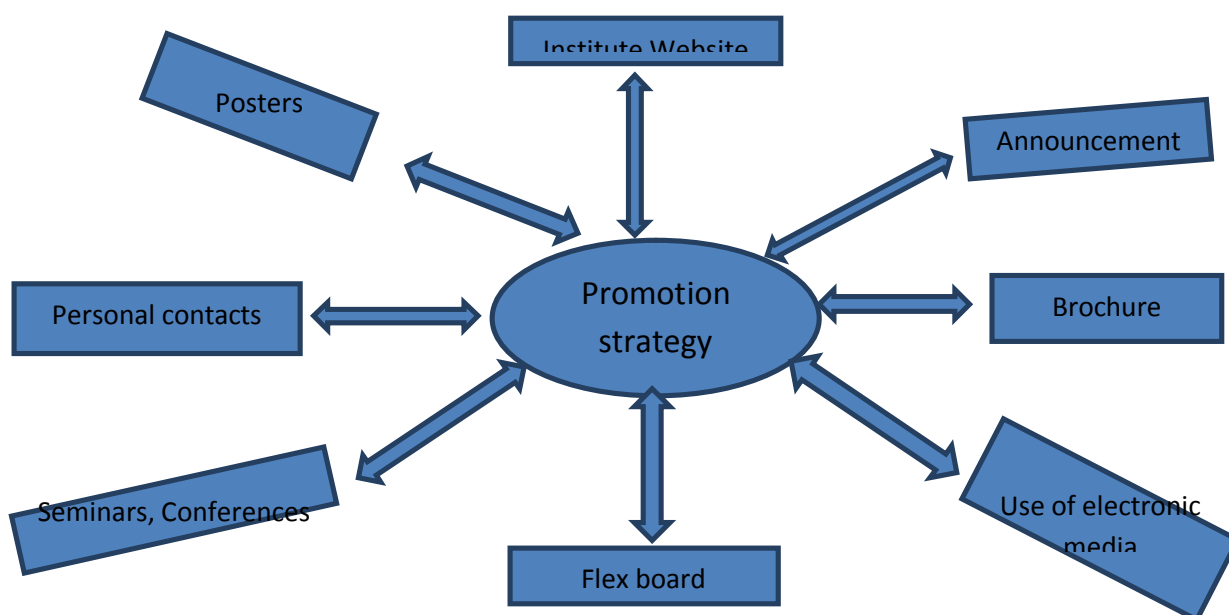
***Details of students enrolled for the Diploma:***

The BPHE Society's CSRD-Institute of Social Work and Research is the only Institute in SavetribaiPhule University which is offering this diploma in disaster management. This diploma started in the year 2005-06.

| Academic year  | 2009-10 | 2010-11 | 2011-12 | 2012-13 | 2013-14 | 2014-15 | 2015-16 |
|----------------|---------|---------|---------|---------|---------|---------|---------|
| No of Students | 29      | 17      | 23      | 16      | 30      | 30      | 08      |

**Perspective Plan:** Since the Institute has the sanction for enrollment of 30 students we need to continue with same strength. Since there are ups and downs in getting students for this course, we need to rigorously promote this course in all the colleges of Ahmednagar district.

**Promotion:** to promote this course in all the colleges of the Ahmednagar district, we need to properly plan in advance that is soon after the annual examination and at the beginning of commencement of the academic year. The proposed strategy for the promotion of this course.



**Participation in Natural Disaster:** Natural or man-made disasters are continuously occurring in our country. These disasters are like drought, famine, flood, landslide, earthquake, fire etc. The disasters management students must get exposure to these disasters to understand strategy required for rescue, relief and rehabilitation. The students can be sent for relief work with the support of NGO or Disaster management authority. This will strengthen their learning

**Strengthening collaboration with Police, home guards and District Disaster Management cell and fire brigade:** All these agencies are working for rescue and relief operation. Tie up with agencies will enhance students learning. Students will get the practical experience in matters related to fire, road safety, community safety, or any type of disasters.



***Preparing Disaster Management plan:*** there is a great need to make community aware of disasters. Disasters do not kill the persons, it is lack of preparation and planning or awareness that brings loss to human life and property. So each village/ community should have its disaster management plan. In this course proper training can be given to the students for preparation of disaster management plan and accordingly consultancy can be provided to the village community.

***Syllabus review:*** In the present context, there is a need to incorporate new topics in the syllabus such as road safety, event management, and role of police system, Cyber security, and recent disasters such as flood in Uttarakhand, Terrorists attacks in Mumbai, Earthquake in Haiti etc. Impact of disasters on physical and mental health etc. This will help students to update their knowledge and get empirical experiences.

**Collaboration:** to implement the teaching programme effectively we had the collaborations with

Following organization

1. District Disaster Management Cell
2. YESHADA, Pune
3. Fire Brigade office, Ahmednagar
4. Evangeline Booth, Hospital, Ahmednagar
5. St. John Ambulance
6. Gandhi mission, Aurangabad
7. Civil Hospital Ahmednagar
8. District police department
9. NGOs
10. Home Guards

#### **b) Centre for Media and Cultural Studies:**

The role of media in development process has become very essential in current era. The new economic policies brought many changes in media sector. The new forms of media is coming up which is becoming part and parcel of human life. Simultaneously Cultural Studies in India today is a diverse cross-disciplinary field that engages in an impassioned way with contemporary social political, historical and economic contexts reflecting on questions of ideology, identity, power, and discourse.

Considering the raising importance of media and cultural studies in India, CSRD-Institute of Social Work and Research have rejuvenated course in Mass relations in 2013. Institute is

proposes introducing a center which will exclusively study about the cultural aspects of development and the role of media in development.

The rationale behind this Centre is to further engagement both in terms of research and pedagogy focusing particularly on the contemporary issues.

**Specific objectives:**

- To foster quality education to students about the media and cultural studies
- To use folk media and traditional media for development
- To engage in research and development projects related cultural and media sectors

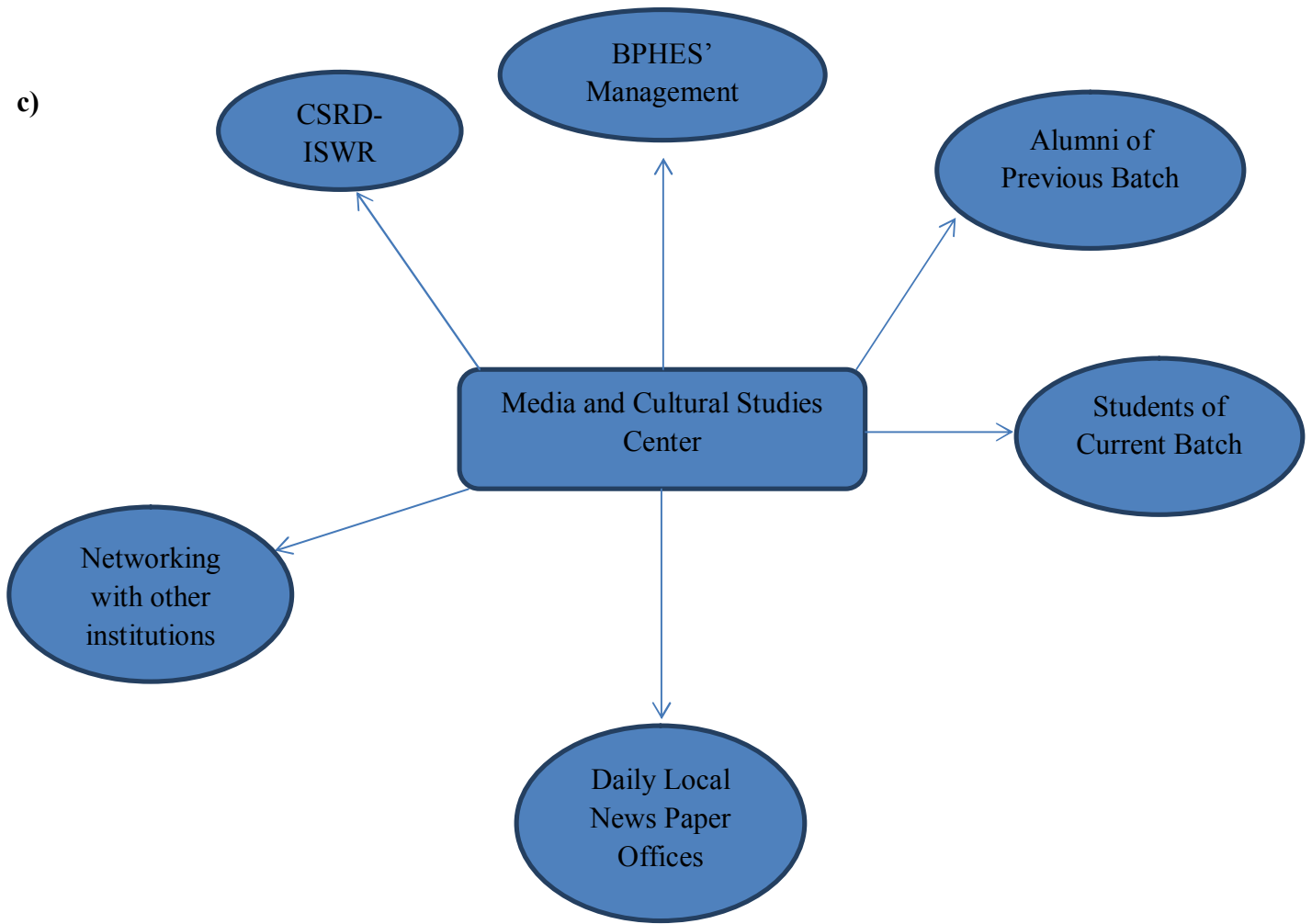
**Current Courses:**

1. Master of Arts in Mass Relations (MAMR)
2. Certificate Course in Short film and Documentary Making (SFDM)
3. Certificate Course in Journalism, Communication and Public Relations

**Proposed Activities:**

- Promotion of the course at wider level
- Networking and collaboration with other institutions fostering same education
- Organising conferences & seminar for the course
- Organising workshops on media & cultural related fields
- Preparing documentaries and short films on social and development issues

c)



**c). Centre Open and Distance Learning:**

**IGNOU Special Study Centre (16123D)**

Overall objective is to conduct training programmes for lifelong and continuing education

***Specific Objectives:***

- To provide life-long learning opportunities for educationally excluded rural population
- To promote open and distance learning among the working professionals
- To cater to the needs of the school dropouts and college dropouts

***Background of IGNOU study centre at BPHEs' CSR-D-ISWR***

The Indira Gandhi National Open University was established by an Act of Parliament in 1985. Today, it serves the educational aspirations of about three million students in India and 35 other countries through the twenty-one Schools of Study and a network of 68 Regional Centres, more than 3000 Learner Support Centres and around 52 overseas centres. The University offers about 400 Certificate, Diploma, Degree and Doctoral programmes, comprising around 3000 courses, with strength of about 400 faculty members and academic staff at the Headquarters and Regional Centres and about 40,000 counsellors from conventional institutions of higher learning, professionals from various organisations, among others. IGNOU has made history by establishing the first school of social work in ODL system.

IGNOU special study centre at CSR-D was established in 2011 with five courses (MSW, PGDSW, MAPY, DAFE and CAFÉ). Till now about 100 students have passed out from this study centre.

**Present status and challenges**

At present, the study centre has 96 students under ODL system for MSW, MSW counselling, BSW and MAPY for the July 2015 session. Admission for January 2016 session is going on. The counselling schedule for the academic year 2015-16 for all the IGNOU courses at the centre has been prepared and circulated among all the students and the counsellors.

The major challenge for the centre is financial. There is an outstanding amount of Rs. 4.45 lacs lying for clearance from the regional centre. The centre is functioning on fees sharing basis. We

are entitled to get at least 50 percent of the students' fees collected at the regional centre who are enrolled in our centre. Since we have not received our due from the regional centre, we have not been able to pay for the IGNOU counsellors and fieldwork supervisors for the past two years. We are pursuing to rectify the matter.

### **Way forward**

There is no regular study centre for IGNOU in Ahmednagar. We have given proposal for activating 18 new IGNOU programmes (total 22 programmes). There is suggestion from the regional centre to start BA / B Com / MA and M Com programmes in our special study centre. We may activate more programmes identifying more academic counsellors. We can appoint part-time counsellors and office staff to run the centre. It is a good opportunity for our expansion in the rural sectors of Ahmednagar.

### **Challenge/ Requirement:**

Student-Teacher Ratio at present is 18:1. There will be increase in Strength of Students from 146 to 209 and the ratio may further go up to 27:1 in the next year. There will also be more specializations in the coming years requiring more field work supervisors and specialist teachers. Part time teaching and supervisory staff may be available through project and by activating Ph D centre of the Institute.

In view of the expanding teaching programmes, strengthening of learning resources centre is to be done by procuring more books on specializations.

Activating and sustaining Self Finance Courses on hold is a challenge. New courses may be designed to replace the old ones.

### **3.2 Research and Publications:**

#### ***Objectives:***

- Undertake research to promote the development of knowledge and to contribute to policies and programmes
- To undertake major and minor research projects from national and international agencies
- To provide guidance to faculty members and students in their research work

#### ***Background Information***

In 1991, BPHEs' CSR-D-ISWR got recognition as research and post graduate teaching centre from University of Pune. Since then, several scholars completed their doctoral studies from the Centre. Besides facilitating doctoral researches, the centre has also been actively engaged in undertaking research projects from government and non governmental agencies. The unit has facilitated submission of faculty level major and minor research projects to UGC and ICSSR. Two years' ago the unit conducted one week research methodology workshop sponsored by ICSSR.

The achievements of CSR-D-ISWR research centre are summarised as below:

#### ***Ph. D Theses of CSR-D-ISWR***

1. B.A. Deshmukh (2001) A study of Kokana tribe with special reference to Education from the District Nasik and Dhulia, supervised by Dr. P.M. Vasave
2. Dhananjay B Lokhande (2006) A study of the impact of National Service Scheme (NSS) on college students and community, supervised by Dr. P.M. Vasave
3. John Lalnunsanga (2007) Assessment of Needs and Problems of Rural People from Mizoram, supervised by Dr. P.M. Vasave
4. Kim Chung Sik (2007) The System of Management of Children's Homes in Andhra Pradesh, supervised by Dr. P.M. Vasave
5. Kirtiraj D.C (2007) A Study of Impact of Globalisation on the Socioeconomic Status of Neo-Buddhist Community in Akola District, supervised by Dr. P.M. Vasave

6. Shetkar I.M (2008) A Social Work Study on Orphan Children from Latur District, Maharashtra, supervised by Dr. P.M. Vasave

***Completed research projects of the Institute during the past 5 years***

1. Impact of SarvaShikshaAbiyan in Ahmednagar District, conducted with the support of Department of Education, ZillaParishad Ahmednagar (2009-10).
2. Feedback from the beneficiaries on the utility of Power Tiller, conducted with the support of Department of Social justice and empowerment, Directorate of Social Welfare, Maharashtra state (2009-10).
3. Impact of KaramveerDadasahebGaikwadSabalikaranYojna, conducted with the assistance from Divisional Social Welfare Office, Nasik Division, Nasik (2009-10).
4. Impact of Community Based Rehabilitation: An Evaluation of NASEOH intervention in Karjat Block (2010-11) sponsored by NASEOH, Mumbai (headquarters).
5. The study of maternal and Child Health status in Ahmednagar district: Multi Indicatory Cluster Survey conducted on behalf of the District Health Office and District Collectorate of Ahmednagar (2010-11).
6. Community Radio Survey Report (2011) submitted to Govt. of India, Ministry of Information and Broadcasting (CRS Cell)
7. An Action Research to Facilitate People's Participation in the Process of Rural Community Development through the Exercise of Social Auditing and Micro-planning in Ahmednagar district, Maharashtra, Major Research Project sponsored by University Grants Commission, New Delhi (2012)
8. Impact of Joint Forest Management: A Socio Economic Assessment (ongoing), Minor Research Project from Office of the Additional Principal Chief Conservator of Forest (Research, Education and Training) Pune (2012)
9. PRA Projects in 5 villages – Devgaon, Agadgaon, Ranjani, Meheari&Shahajapur (ongoing), Minor Research Project from TATA Power Community Development Trust (2012)
10. Research on Occupational Study of Matang Community with special reference to Ahmednagar district, sponsored by YASHADA, Pune (2007)

### ***Ongoing research projects of the Institute during the past 5 years***

11. Major Research project from ICSSR on ‘Resilience to Drought – A Study on Maharashtra’ (2015)

### ***Present status and challenges***

During the current academic year, four faculty members submitted minor research proposals to UGC. Last year one minor and two major research proposals were submitted and one major research project submitted to ICSSR by Prof. Suresh Pathare, got sanctioned.

The centre is yet to revive the recognition as Ph. D centre. Efforts are on. We hope that the recognition will come by the coming academic year.

There are ample opportunities for prepare and submit research projects to various agencies. The centre lacks expertise to prepare and submit sound research proposals to national and international agencies. The faculty members need to submit more research project proposals and take up research projects. Research project would be the chief source for financial support for maintenance of the Institute and the staff support. Research centre need to be strengthened with more resources, computer, printer, software, online resources, printed resources and additional space.

### **ii. Publications:**

#### **New Horizons in University Education – Journal of Development & Social Justice**

Overall objective is to disseminate knowledge through print, audio-visual and electronic media and various indigenous forms.

#### ***Specific Objectives:***

- To publish periodically research based and peer reviewed articles concerning community development and social justice
- To promote indigenous literature in professional social work

#### ***Background of the Journal***

New Horizons in University Education is a biannual Journal of Development and Social Justice, published from Centre for Studies in Rural Development – Institute of Social Work and



Research, Ahmednagar 414001, Maharashtra. It is a multi-disciplinary journal covering areas of social development, human resource management, urban and rural development, social justice, social action, cooperation, micro finance, micro planning, social welfare, social work, welfare administration, family and child welfare, rural health, sanitation, environment, social medicine, community health, etc. Documentation of innovative approaches and indigenous strategies in dealing with social problems in India is the chief objective of the journal. It explores new horizons in University level education incorporating experiences and success stories from various fields of social work. Articles are accepted from the social work practitioners, social work educators, researchers and policy makers regarding various social development, social justice, and social welfare issues.

### **Present Status and Challenges**

So far five issues have been published. The last issue was published in June 2013. Five issues (Dec. 2013, Jun. 2014, Dec. 2014, Jun. 2015 and Dec. 2015) are pending.

Timely publication is an issue. Circulation is the major challenge for the journal. The subscription is very low (less than a dozen). We need to let people know about our journal far and wide.

### **Strategy for self-reliance**

New Horizons, being a peer reviewed journal in social work discipline has a good scope. Some steps may be undertaken to resolve the challenges:

1. Timely publication of the journal by screening articles from the seminar and conferences
2. Subsidised sale for a period of 3 to 5 years
3. Complementary copies to all the social work colleges and libraries in the country
4. Promotion of the journal abroad
5. Realising the shortage of printing and circulation cost from the contributors of the journal for the initial period (3 to 5 years)

### 3.3. Field Extension and Advocacy:

Centre for Studies in Rural Development- Institute of Social Work and Research (CSR-D-ISWR) was started in year 1961. The main purpose behind establishing such institute was to involve college teachers and students in rural development projects. The idea was to expose the students and faculty to social realities of rural life and inspire them to work with disadvantaged, marginalized and dalit of the society. In view of this the institute has been working towards creating a cadre of committed workers to work in the areas of rural development. The focus of its programmes has been community service, teaching, research and extension activities in rural community. It has contributed remarkably in the field of social work education, community work and rural development.

#### Objectives of Extension & Project Management Cell :

- To provide exposure to the social work trainees as a social lab for experiment and seek development society
- To collaborate with government – semi government agencies and NGO's
- To create demonstration field for student and the community
- To strive and contribute for up-lift-ment of the oppress and marginalized individuals, groups and community
- To create a healthy working environment amongst the agencies and beneficiaries

#### Completed the The Extension Activities last five Years

- Total extension activities : 40
- Agencies 'collaboration : 20
  - Government agencies : 10
  - NGO's : 10
- Institute's initiatives : 08
- Student's initiatives : 01

Source of funding partially collaborating agency and institute

#### List of Extension Activities:

- Child Guidance and Counselling Centre/Day Care Centre (since 2011)
- Anandsadan (since 2011)
- CSR-D Study Centre for Competitive Examinations (since 2012)
- Nursery and Vermin Compost Project, a student's initiative under Extension Activity managed by NSS unit (since 2011 )
- Samarth Bharat Abhiyan of Pune University at Imampur village (2008-2010)
- Meljol Aflatoon Project (2011-12): campaign for child rights in the field work villages in collaboration with Meljol Mumbai
- Organisation of short term vocational training for the youth in Beautician, Mobile repairing and Tailoring in collaboration with Yuvaparivartan
- Social Awareness Program of govt. schemes among villagers in collaboration with District Field Publicity office
- Micro-planning workshops for MSW II year students in collaboration with Sparsh, Pune (2010) and with Sath, Latur (2011 and 2012)

- Organisation of Dental Camps for disadvantaged children in collaboration with Ahmednagar , Dental Association
- Organisation of social awareness programmes on child education and child rights in collaboration with Snehalaya (Balbhavan) in field work villages and slums
- Organisation of Blood Donation Camps in collaboration with District Civil Hospital, Ananvrushi Hospital and Jan Kalyan Blood Bank
- Samatha Rath Campaign (Amhi Samathechi Dooth): Social awareness programme on Daily Rights and Welfare Schemes
- Training for ASHA workers in collaboration with Zila Parishad under NRHM
- Organisation of street plays and rallies in the neighbourhood in connection with International AIDS Day, Girl Child Day and Women's Day
- Training on importance of Honey Bee for farmers (16 February 2012)
- Sadbhavana Doud (a Run for Social Harmony) , was organised by the Institute in partnership with Nehru Yuva Kendra (NYK), for creating awareness on National Unity and Integrity (21 May 2010)
- Impact Assessment of Joint Forest Management Programme- Research Project
- Atrocity Act Training & Awareness Project in the year 2014 & 2015
- Vasundhara Watershed Awareness & Training Programme.
- Maharashtra Drought Relief & Rehabilitation Activities.
- Action Research on Micro Planning & Social Audit
- Coping With Drought Study Project.
- Pardhi Vikas Arakhada Research Project.
- MGNREGA Research Project.
- CNDR-NGO Network.
- Land Reform Policy- State Consultation & Akashwani Broadcast.
- Collaborative Research: Community Resilience to Droughts and Agrarian Crises
- Water Literacy Campaign
- Sansad Adarsh Gram Yojana – Village Development Plan
- Community based rehabilitation project – Evaluation study

### **Institutes Initiatives**

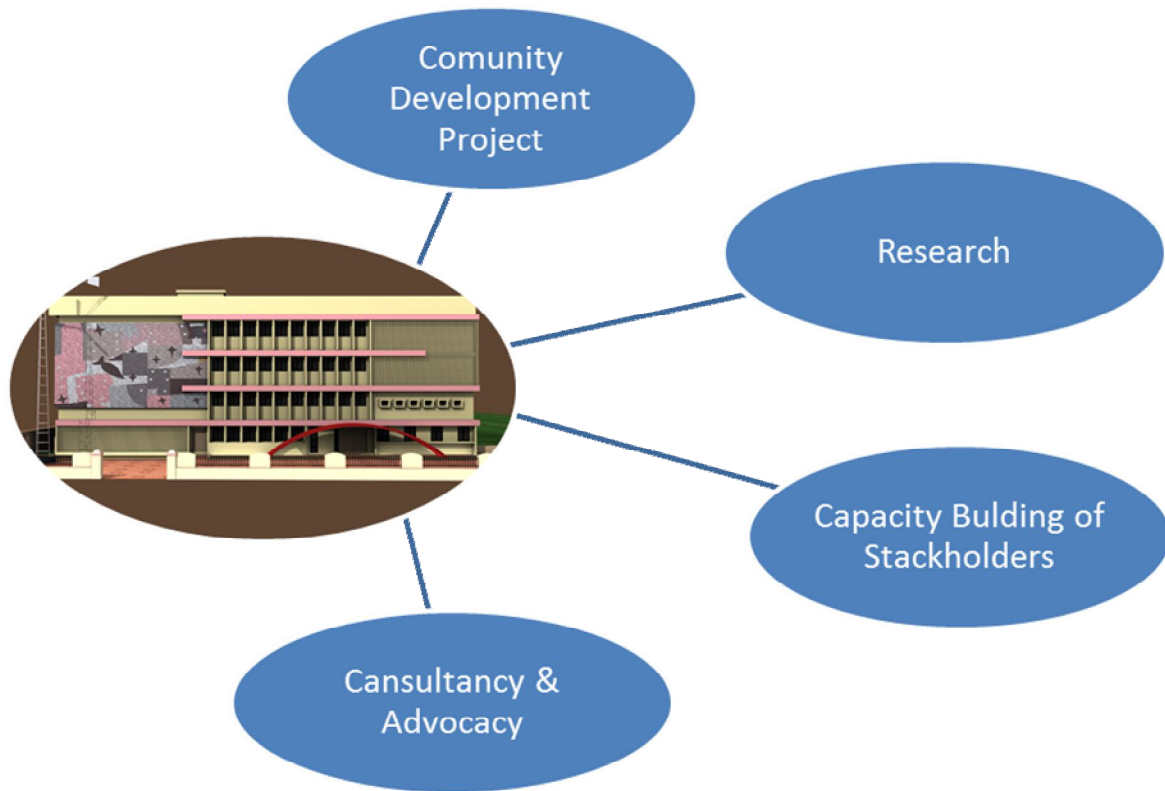
- Career Guidance and Counseling Centre (CGCC)
- Samartha Bhartai Abhiyan
- Anandsadan Project
- Nursery and Vermin Compost Project

### **COLLABORATING AGENCIES**

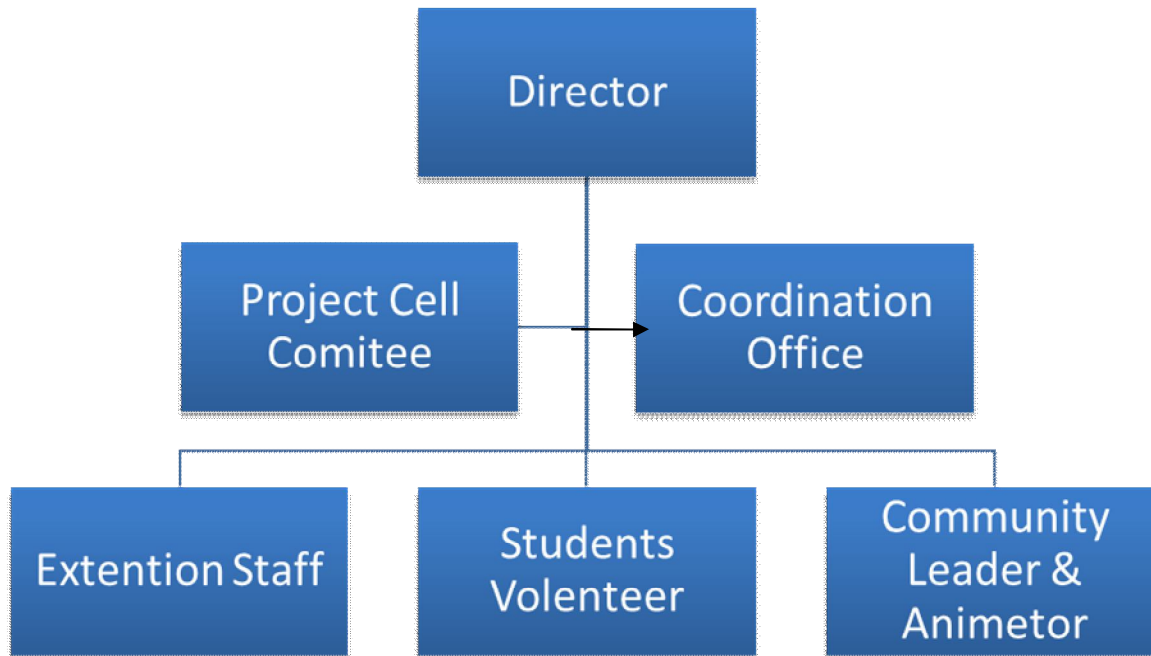
- Meljol , Kalwa, Thane
- Balbhavn, Snehalaya , Ahmednagar
- Yuvaparivartan, Mumbai
- Sparsh, Pune
- SATH, Latur
- Dental Association, Ahmednagar
- District Civil Hospital, Ananddrshi Hospital, Ahmednagar
- District Planning Office

- Social Welfare office of Ahmednagar District
- CASA Mumbai
- FCFC Network
- CORO Mumbai
- Forest Research Department, Maharsashtra State
- ICSSR Mumbai

### The Componats of the Cell



## The Functional Structure of Cell:



### Some of key Areas of the Extention Cell

- Project Identification / Feasibility process
- Contract Administration
- Programme Management
- Creating of Database
- Project Monitoring and Evaluation:
- Capacity building
- Community Liaison / Development
- Financial Management

### Roles & Responcibilites of the Extention Staff

- Coordinate the Field Action Projects & Extension Activities.
- Developing the Project & Field Action Projects & Writing proposals to Govt. NGOs, Corporate.
- Raising Funds for extension activities.
- Focus & Facilitate Development process at least 03 villages per year as Model village.
- Developing Resource Directory for Research & Field Work
- Network & relation building with Govt. NGOs, Corporate in favor of institute.
- Shaping & developing Training Unit for NGOs & Govt.
- Consultancy for Govt. NGOs, Corporate.
- Shaping & developing Resource Centre for NGOs & Corporate.

- Exploring the emerging concern & Thematic Area of Social Work intervention
- Working on Report Writings & maintained & Document of records.
- Develop the resource material for development agencies & academic students

#### **The Strategic Intervention is need on following**

- It need to convert the extension activities into visibal field action project
- It need to increase more collaboration and strive for sustainable development of society
- It need to foster the student's initiatives for social cause
- Contanant organisation of capacity building activities

#### **3.4. Consultancy:**

#### **3.5. Collaboration and Networking:**

##### **i. Networking with National, Regional and Local institutions:**

Non-governmental organizations, in various forms and definitions, have been filling the gaps in service delivery of governments, particularly in developing countries. Targeting basic needs of low-income households, NGOs have implemented programmes on a wide variety of themes, including housing, education, health, and skill development. The NGOs are playing very crucial role in the development process of the country by working at the various levels such as State, National and International level. There are number of organisations which are working at the grass root level. These NGOs which are working at the grass root level working for the development issues are lacking in some of the technical aspects of managing their organisation, which can be lack of skills in financial management, lack of professional staff in the agency, lack of skills in project planning and management. Because of these issues and concern they are unable to develop their organisations professionally. Hence, these kinds of NGOs need inputs from expert persons.

Managing and leading an NGO is becoming increasingly complex and sophisticated. A widening range of knowledge, skills and strategies are necessary to achieve results, enhance impact and remain effective. Successful NGOs provide high quality services to beneficiaries. Competition among NGOs in the delivery of services and in the acquisition of donor funding is rising. To achieve success, NGOs have to continually improve and professionalize their work, which puts more and more demands on the management and leadership of an organization.

In the current scenario so many NGOs working in Ahmednagar district and day by day NGO registration number is increasing. The NGO sector has been growing exponentially over the last few decades. This is evident in the increase in number of NGOs, in organizational size, in level of functioning, in themes, in target types etc. As a result of this expansion, focus has shifted to the shortcomings and problems faced by NGOs themselves, and to find ways and means to overcome them. If we Compared NGOs registration number and current running NGOs number, It is a big difference between this two. The main reason behind this situation is lack of knowledge regarding NGO management & Lack of Networking opportunities. Those people run NGOs they don't know how to run it in better way and due to all this reasons such NGOs goes to

in sleeping mode. This situation affect on the professional social work and on needy people automatically. As more and more groups of people decide to set up NGOs, they have begun to face a twin dilemma - these are (a) building capacity and skills internally, and (b) ensuring and enabling trust and accountability externally.

### **Some of the important concern of the NGOs:**

- There is lack of information about the government schemes, development programmes and funding sources for the projects.
- Lack of Networking opportunities
- Awareness about present Context & Situation
- NGOs are lacking in communication skills
- NGOs are poor in management skills especially financial management of the organisation.
- NGOs are losing the Faith because of Transparency
- Lack of skills in preparing project proposals for seeking projects
- Lacking in preparing brochures and websites of their NGOs
- How to prepare dedicated volunteers for their work and developing sensitivity among these worker

Recognizing these dilemma, and of the importance of NGOs themselves it need to have set up of networking and resource centers in order to assist NGOs overcome their shortcomings and provide better services to the communities they work in.

### **About CSRD & Historical Review about Networking:**

The PandurangHivale Education Society' Centre for studies in Rural Development – Institute of Social Work and Research Bhasakar (CSR-D-ISWR), Ahmednagar is a Christian Minority Institution. It was established in the year **1961** as an extension project of Ahmednagar College. The Centre then known as the “**Rural Life Development & Research project**’ was established

as an attempt to **revitalising education** by relating it to the needs of its rural surroundings. It was also an effort to meet the ever-growing demand for responsible citizenship, effective leadership, efficient and well informed personnel to undertake responsibilities in the fields of community development and participate in the process of nation building. The institute is recognised by University Grant Commission, New Delhi, under Section 2(f) and 12(b) of the UGC Act, 1956. It is also recognised partner institute of Indira Gandhi National Open University (IGNOU), New Delhi. Apart from the education CSRD was always engaged with development of the community & Disaster Relief work.

**CSRD is having very strong tradition in Networking with NGOs & Government Agencies, some of efforts were taken as above:**

- **Maharashtra Social Forum (MSF):**

Maharashtra Social Forum (MSF), an extension of the World Social Forum was started with the idea to take the concept of "Another World is Possible", to the grassroots. To sensitize, the smallest of the units of society, to fight against war, injustice, social inequities, capitalism, and neo-liberalism. CSRD has been actively involved in the WSF process. More than 6000 people participated in this event mostly from the rural Maharashtra. CSRD was able to mobilize participants from all across Maharashtra for the forum.

- **FCFC Network:**

The Forum for Collective Forms of Cooperation, FCFC - a network of Voluntary Development Organizations working for the empowerment of the poor, marginalized and disaster affected communities in Western India. The organizations namely CASA, CSRD, Peaceful Society – Goa, AFPRO, CNISBSS, INSAF & Lokparyays are member of the Network, CSRD is the part of Network in the subject of capacity building & Research work.

- **CNDR Network:**

CSRD had taken an initiative on networking with NGOs those working on Drought issues in Ahmednagar Districts. The network was formed called “Citizen’s Network for Drought Resilience, Ahmednagar” and network with 30 organizations in Ahmednagar District.

- **Pardhi Development Plan Network:**

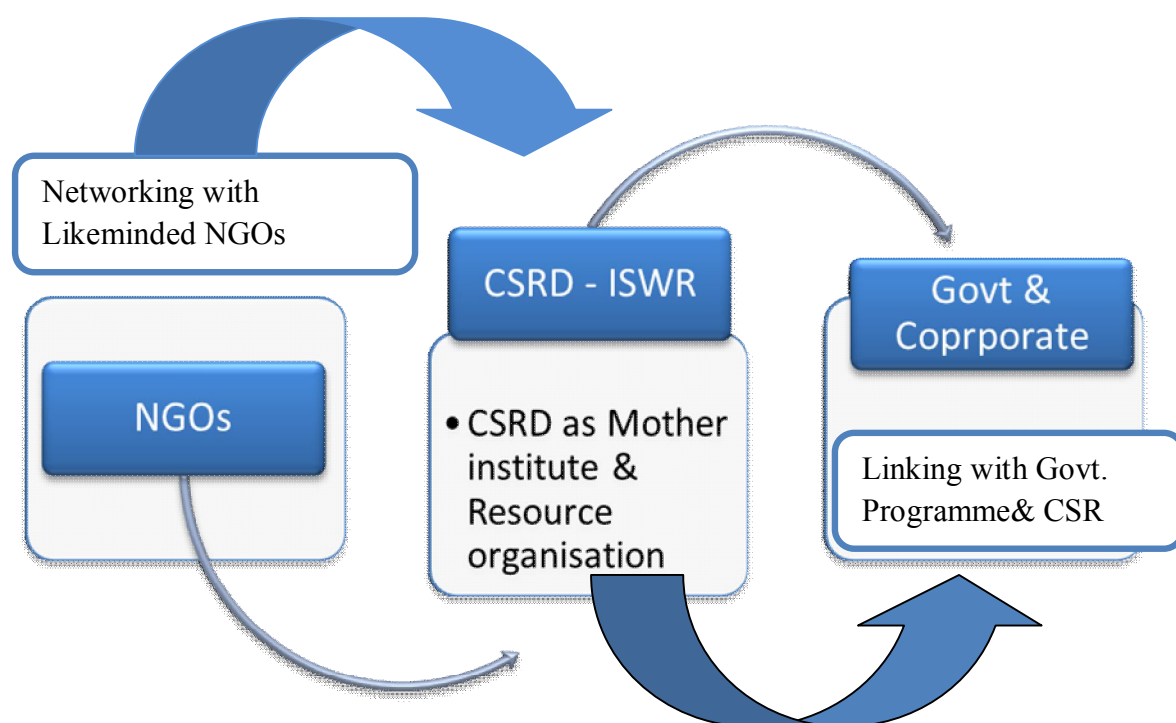
With the collaboration of CORO & Network agencies of ahmednagar those working on Pardhi community CSRD had taken an initiative on Pardhi Development Plan, the plan was submitted to the District Government for the holistic development of the Pardhi community. Total 10 Network Organizations were part of the process.

**Need of Networking in context of Ahmednagar district:**



Ahmednagar is the biggest district in Maharashtra covered many organization therefore it is essentially to provide NGOs with a variety of up-to-date and pertinent information. Networking activities support the NGO's own activities, and facilitates linkages with other organizations in other sectors, including government agencies.

This networking also assists NGOs in administrative, financial and legal problems that they may have. Ultimately, networkings enable NGOs to develop more effective and innovative programmes and projects.



### Objectives of Centre

1. To Create healthy environment between NGOs , Govt. agencies & Corporate by bridging the gaps.
2. To develop Resource Material for the NGOs & Govt. agencies.
3. To provide a platform for the NGOs to collectively interact, share, analyze and reflect upon their experiences in the field.
4. To provide research support for enhancing projects and schemes of NGOs & Govt. agencies
5. To provide consultation and Guidance who wish to develop innovative projects in the development sector.

### NGO Resource Center Functioning

In order to address the needs and shortcomings mentioned above, NGO networking and Resource centers undertake a number of actions to support NGO activities. These include:



### **The Resource Material provides information Platform:**

As the part of NGO Resource Centre different Reference books on skill development, NGO Management, social issues, training modules, various issue base reports, and CD's are kept in NGO Resource Office. The resource center will be have up to date data & information on gender, women, and advocacy, government Schemes details, government facilities for marginalized, training models on NGO management and Governance.

### **The Expected Outcome & Impact of the Resource Centre**

1. NGO will strengthen to work jointly on identified issues.
2. CSRD will provide an opportunity for interaction among women from various groups, motivating them further.
3. The media's coverage of the efforts will brought to the attention of general public the plight of Dalits, women and Adivasi in Maharashtra.
4. Awareness will rise amongst the grassroots people about the negative effect about the Development issue.
5. Issues like water, land, forest, and livelihood affecting the marginalized people of Maharashtra will be highlight.

## **ii. Networking with International Universities:**

### ***International Relations Office***

The institute is since its invention had international collaboration with various organisations from various countries. This collaboration was mainly focusing on the seeking monetary for implementing development projects in nearby villages. It was again rejuvenated in recent 5 years. The main purpose behind this collaboration is to provide an opportunity for the faculty and students to exchange knowledge and expertise through various medium. Considering this objective in mind, the institute is having international collaboration with University of North Carolina (UNC), Chapel Hill, USA and Colorado State University, USA.

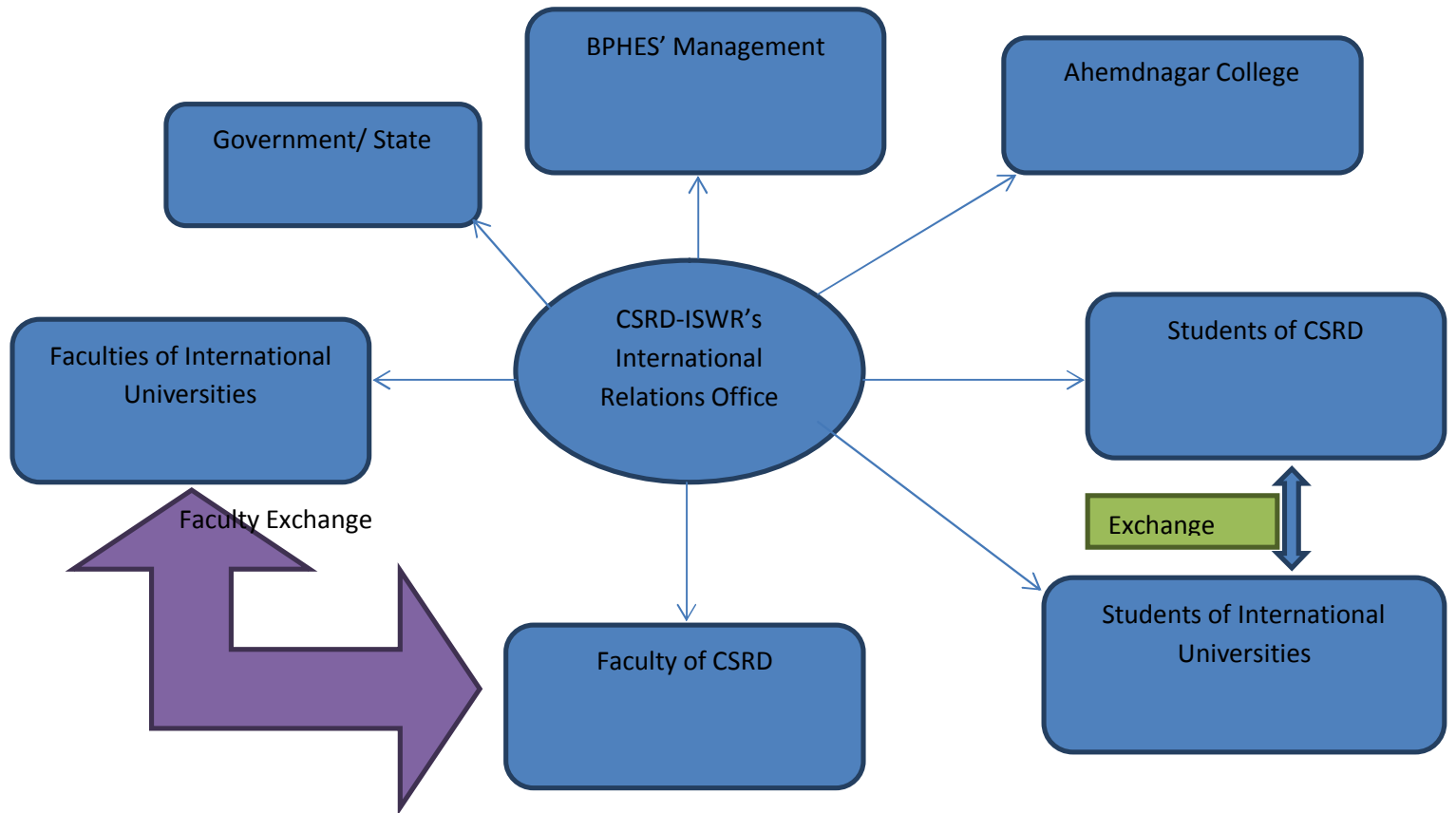
#### **➤ Specific Objectives:**

- To provide an opportunity to faculty of the institute to share their knowledge at international level
- To get engage in collaborative research with the faculties these universities
- To initiate the process of student exchange programme

#### **➤ Activities done so far:**

- Yearly Visit of UNC students and faculty to the institute
- Memorandum of Association (MOA) with UNC, USA
- Visit of Faculty along with student of Colorado State University in 2013
- Visit of two faculties of UNC in 2015
- Visit of Faculty and Students of Colorado State University in 2015

## Constituency Mapping of International Relations Office



### Proposed Plan:

- Students Exchange for longer duration
- Faculty exchange programme
- Collaborative Research Projects with faculty of these universities
- Short term courses for International students
- Financial Assistance to faculty and students for attending International Conferences

### **3.5 Students Support and Welfare Programme: (We have not received this informatio)**

- i. Student Welfare Office
- ii. National Service Scheme:
- iii. Student Christian Movement India
- iv. Students Inter Collage Participation
- v. **Students Exchange Programme:**

#### **Academic/ Students Exchange**

In order to give best exposure of education at state, national and international level to the students institute always encourage and provide them opportunity to participate in various activities, events, programmes and workshops.

In addition to the academic inputs given by CSRD, students have the opportunity to be considered to study away from this institute at one of the University's partner institutions by participating in a student exchange. The Students Exchange Program enables select CSRD students to study at a variety of institutions – all distinguished universities and institutions– while earning SPPUs credit and being immersed in the culture of some of the most leading universities in India and abroad.

#### **Objective:**

- To provide the platform to CSRD students study in different and multi-disciplinary learning environment
- To provide an opportunity to students from other universities and institutions for learning about social work especially in rural/community development

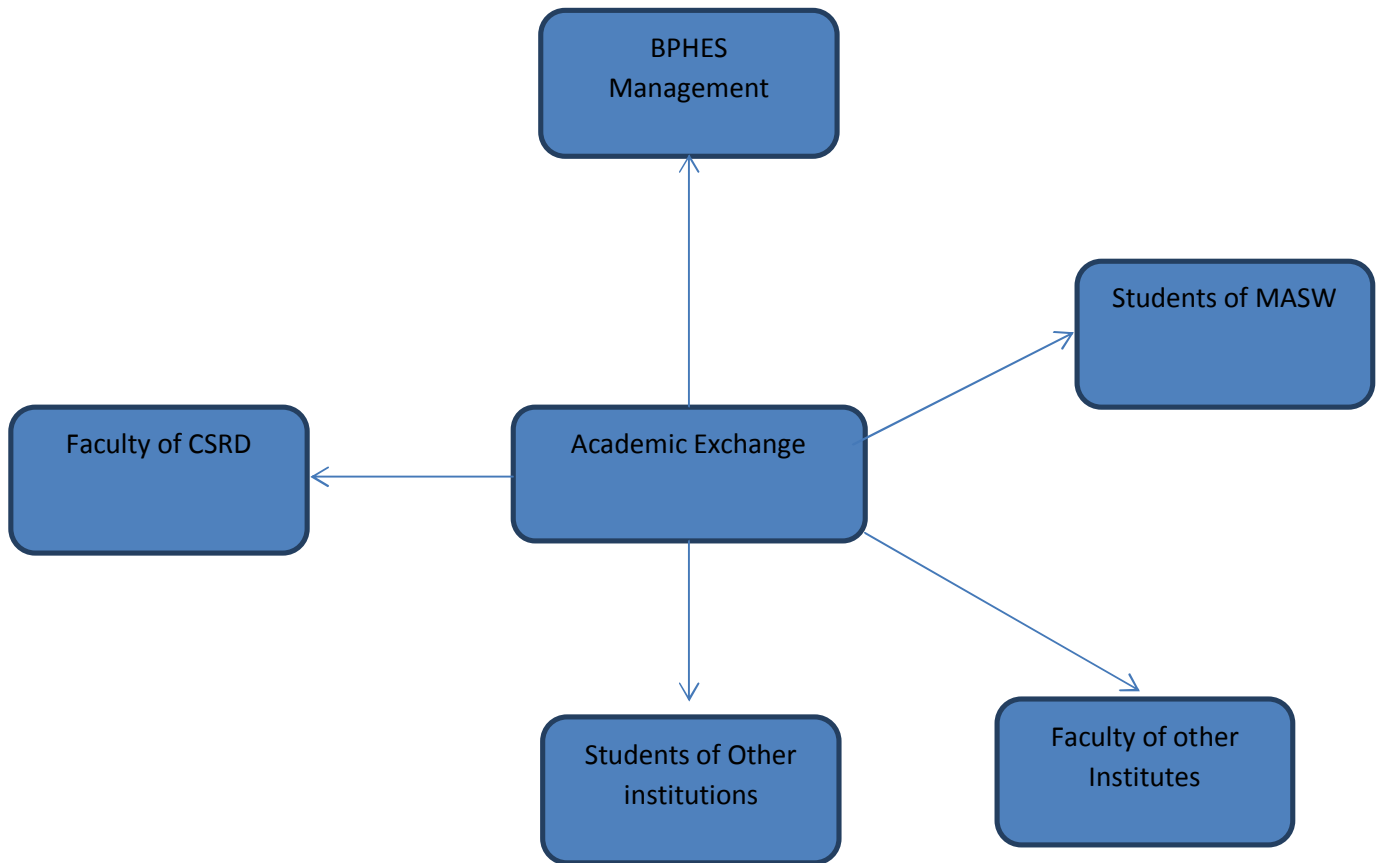
#### **Current Activities:**

- Participation of students in workshops, seminars and conferences
- Participation of students in various competitions organized by other universities/institutions
- Visits of students from other universities for short duration

### Proposed Activities of Students Exchange:

- Student Exchange with various social work and other related institutions
- Promoting Students' participation in various activities
- Short term exchange program
- Long term exchange program

### Constituency Mapping: Academic Exchange-



### 3.6 TRAINING, SEMINARS, WORKSHOPS AND CONFERENCES

The primary objective of BPHE Society is to promote quality education, culture and facilitate intellectual stimulation to generate, maintain, and disseminate knowledge among the society irrespective of caste, class, race, colour etc. Today the entire world is passing through a tense and chaotic phase. There is a tug of war going on between powerful and powerless. Powerful are

trying to exploit all the sources the powerless struggle to survive. Virtues and values are at toss. Fundamentalism, regionalism and traditionalism have deep roots down. People have become self-centric rather than obligation towards social cause. Alongside unprecedented technological advancements there is also total chaos, confusion, and bloodshed in the name of caste, creed, religion and nationality. The family system is on the rocks value system is replaced by materialistic culture. The industrialized society has turned its back on human values in its frenzied pursuit of materialistic gains thereby undermining prospects of sustainable development. This gives rise to number of social problems and issues. How to cope up with problems or how we are going to minimize these problems is the challenge before so called the intellectual community. Hence we need to promote world peace, human rights, social justice, equity and fraternity among all human beings. For these purpose we need to reflect and introspect our-self in this whole process of organizing seminars and conferences. The conferences, seminars or workshop on social work are organized to provide a forum for discussion, and deliberation on various issues pertaining to human society. Organising a seminar or conference can be an important way of raising the profile of your work or engaging with key stakeholders. It can be an opportunity to share and exchange your expertise with other experts in your field. An event is a good opportunity to present the results of your work or to attract media attention to your project.

The conference also explores the connection between social realities and social problems. The main focus of the conference or the seminars is to bring concerned personnel and institutions on a common platform to debate and discuss issues and practices. Eminent scholars, researcher, practitioners, trainers and the representatives of various organizations are the stakeholders of the conference, workshop or seminars.

### ***Objectives of the Conference/seminars***

- To explore new issues and concerns in present context and their connections with Social Work education and practice
- To bring together theoretical discourse and empirical contribution on Social Work education and practice
- To discuss the relevance, relations and challenges before social work profession

- Platform for the academicians, researchers, practitioners and students to knowledge and experience research findings sharing
- To bring together academicians and experts from different parts of the country and abroad to exchange knowledge and idea.
- This will provide an in-depth analysis of the subjects and update the knowledge of the subject

***Conferences/ seminars/ workshops organized by CSRD-ISWR***

| <b>Year</b> | <b>International conference</b> | <b>National conference</b> | <b>Seminars</b> | <b>Workshops</b> |
|-------------|---------------------------------|----------------------------|-----------------|------------------|
| 2011-12     | 01                              | 01                         | 00              | 00               |
| 2012-13     | 01                              | 00                         | 00              | 03               |
| 2013-14     | 01                              | 00                         | 00              | 02               |
| 2014-15     | 01                              | 01                         | 01              | 00               |
| Total       | 04                              | 02                         | 01              | 05               |

***Themes of the International conference:***

1. *Religion, Spirituality and Social Work: Exploring connections*
2. *Spirituality and Social Work: Enhancing Commitment for Just, Inclusive and*

***Sustainable Societies.***

3. *Vision for Just, Equitable and compassionate Society*
4. *Spirituality and Social Work: promoting Social Justice and Empowerment,*

***Addressing local and global Challenges.***

***Themes of the National conference:***

1. Social Work Response to HIV/AIDS
2. Social Justice and Social Work profession in India: Challenging responses and

***Responding challenges.***



***Theme of the State level Seminar:***

1. Human Rights and Social Exclusion

**Themes of the Workshop:**

1. Research Methodology in collaboration ICSSR
2. Two days workshops for counsellors of family CounsellingCentres
3. Enhancing counselling skills among social wok Students
4. Writers Workshop
5. Workshop on Social Group Work Strategy

***Future perspectives:***

***State Level Seminar:***

As we have seen in the above mentioned table, we every year organize international conference but along with the international conference there is also need to organize the state level seminars every year which will focus on the issues related to the state. This will bring practitioners, educators and researchers together to discuss issues, findings of research and challenges before social work professional in the state and what strategies can be adopted for social advocacy and planning. So along with international conference every year at least one state level seminar must be organized.

***Workshops:*** Though we have organized quite a few workshops but there is need to organize continuously these type workshops every year at least two for faculty development and for the students. These workshops must be organized in collaboration with other organizations

***Scope of the conference/seminars and workshop:***

Social work profession is based on humanitarian values, principles, ethics and morality. These values enable social work professionals to work with more commitment to bring about social justice, equity and fraternity. With the invention and advancement of technology, the life pattern, the value system is also changed. We not only in our country but across the globe face diversity of problems. The problems and issues that pose challenges before us are:

1. Child rights and child delinquency
2. Women issues and security

- |   |                                    |
|---|------------------------------------|
| 2. Farmers committing suicide           | 4. Social inclusion and exclusion  |
| 3. Mental health and disability         | 6. Weaker section and their rights |
| 4. Communal harmony                     | 8. Disaster management             |
| 5. Global warming                       | 10. Major illness                  |
| 6. Corruption, poverty and unemployment | 12. Human trafficking              |
| 7. Problems of slum dwellers            |                                    |

This list will on increasing. So through seminars, conferences and workshops, there is need to discuss, debate and reflect on these problems. These reflections may bring about some policies and programmes may not be to eradicate these problems but minimize these problems. The civil society organization can be strengthened and the local community can be capacitated through training and awareness programmes.

**Probable themes for International Conferences:**

We while organizing conferences, focused on spirituality and social work or spiritually sensitive social work till now. Under these broad theme there were sub themes like mental health, spiritual health, problems of physically and mentally challenged persons, disabilities, role of different religion, social work intervention in this field, etc. Though these topics are important but now there is a greater need to focus on some other important issues like

1. Green Social Work
2. Gerontology
3. Climate change
4. Natural resources And human right perspectives
5. Communal peace and harmony
6. Water crisis and management
7. Cyber security
8. Protection and development of weaker section

***Stakeholders/participants:*** These Conferences/seminars/workshops can be organized for the social work educators, practitioners, and research scholars within the country and overseas. Policy makers and implementers may be included in the seminars.

***Strategy:***

***Promotion:*** to organize such type of conferences we need to properly plan in advance. This planning will begin from rational of organizing the conference and identifying the suitable themes which will have global perspectives and will address the local needs. Then there has to be aggressive promotion of the conference by advertising on website, printing and sending the brochure and posters to probable participants, by using face-book, putting up flex board and mouth to mouth publicity. By doing this, we get enough and quality papers, experts and educators to share their knowledge, experience and expertise.

***Resources:*** the major sources required for organizing the conferences are personnel and money. So we need to identify the personnel to organize the events and this can be done by local staff and faculty. They can be assigned responsibility according to their expertise. The key speakers can be identified who are well verse in the theme and can speak convincingly. In terms of finance, the conferences can be hosted in collaboration with local NGOs, funding agencies such as UGC Schemes, ICSSR, University, or with the international collaboration.

***Ownership:*** No doubt all the activities should be institutionalized but somebody has to take the initiative to organize or coordinate such events. So this task of coordination of Seminars, workshops and conferences can be given to different teaching faculty. They can plan and implement with the help of other faculty and staff.

***Expected outcome:***

- Influencing policy
- Programme formulation
- Publication
- Contributing to academic literature
- Profile of the Institute
- Individual profile

**Challenge/Requirement:**

Undertaking more activities of Training, conducting Seminars, Workshops and conference will augment to the financial resources of the institute. The Institute needs to organize more Training activities in collaboration with various GOs & NGOS. Establishing a training centre in the institute will be a challenge. Continuation of organising international conference is another major task. Organising workshops for faculty development and continuing the faculty and student exchange programmes are other areas of concern.

**4. AVAILABLE RESOURCES****5. REQUIRED RESOURCES (GENERAL REQUIREMENT)****Infrastructural Facilities:**

- Classrooms with Sound System and replacement of old furniture
- Well equipped (Wi-Fi) and air conditioned computer lab.
- Digitalization & Air- conditioning of Auditorium
- Computer facility for faculty with printer and internet connectivity
- Updating Learning resource Centre with more books, journals, magazines, e-resources, computerization of library, reading room with cubics
- Hostel Facility for Girls in campus and renovation of boy's Hostel
- Elevator facility in the academic block
- Transportation facility (Buses and small vehicle)

**Human Resources:**

- Recruitment of Regular Staff
- Creating Positions for more project staff by taking up research projects
- Research Fellowship (Ph.D Scholars)
- Faculty Exchange

### **Financial Resources:**

- Creation of revolving fund in the Institute
- Financial Resources for creating infrastructural facilities in the institute.

### **OFFICES AND DEPARTMENTS OF THE INSTITUTE**

1. Directors Office (director)

2. Administrative office

The administrative office under the leadership of the Director takes care of the general administration, students' admission, communication with the university, social justice and empowerment department (Govt. of Maharashtra), relations with the Zila Parishad, service books of the faculty members, dealing with the legal matters, building maintenance and housekeeping.

3. Accounts office

Accounts office looks after the accounts of the Institute, collection of students' fee, examination fee, disbursement of scholarships, payment of wages and salary administration, maintenance of accounts, bills and vouchers, prepare the records for auditing of the annual accounts.

4. Programme Coordinator's office

Programme coordinator's office facilitates the execution of the academic and fieldwork activities of the Institute in coordination with various committees

CSR-D-ISWR Committees

Statutory Committees

Local Management Committee

IQAC

NAAC Steering Committee

NSS Advisory committee

Student's Welfare committee

Anti Raging Committee

Sexual Harassment Cell

Information Office Committee

Special Cell for SC/ST

Examination & Moderation Committee

Functional Committees

Board of Administration, Purchase & Maintenance

Disciplinary Committee

Alumni Association

Library Committee

Internal Quality Assurance Cell

Research and Project Committee

Board of Publication

Admission Committee

Academic Programme Committee

Placement Cell

Website Management & Computer Lab

Scholarship, Awards and Fellowship committee

Fieldwork

Study Tour

Cultural/Sports/Functions

Hostel Management

Campus Maintenance & Renovation

Information Brochure, Felicitation & Welcome of Guest

Workshop, Training and Staff Development Committee

## **FUNCTIONS OF 09 STATUTORY COMMITTEES OF THE INSTITUTE**

### **1. Local Management Committee**

Local management committee reviews and guides in making the key decisions concerning the administration, admissions, maintenance, examination and review of academic activities towards smooth functioning and improvement in overall functioning of the Institute

### **2. NSS Advisory Committee**

As per the NSS manual and the university of Pune directives, the NSS advisory committee is formed which guides and reviews the functioning of the NSS unit such as finalising the annual calendar of NSS activities, NSS special camp and annual budget.

### **3. Student's Welfare Committee**

Students welfare committee plans and executes various student welfare activities such as earn and learn, special guidance lectures, personality development programme for empowering girls (Nirbhay Kanya Abhyan), organizing local events at the Institute level, disaster management and other small projects and formation of students welfare council

### **4. Anti Ragging Committee**

Anti ragging committee has been formed as per the University of Pune directives and its functions are to orient the students about Anti-ragging Act and taking measures to prevent ragging in the campus.

### **5. Sexual Harassment Prevention Cell**

Sexual harassment prevention cell works towards creating awareness about sexual harassment and monitors the students' behaviour in campus, during the study tour and field work.

### **6. Information Office**

Under the Right to Information Act, the information office has been set up with the Information Officer and the Appellant Authority's names displayed at the entrance of the building.

### **7. Special Cell for SC/ST**

Special cell for SC/ST has been set up as per the University of Pune statute with the functions of protecting the rights the SC/ST students, conducting pre-admission orientation, admissions

(reservation quota), organizing special programmes for protecting and promoting the interests of the SC/ST students.

#### **8. Examination and Moderation Committee**

The examination and moderation committee, instituted under the University of Pune guidelines, manages examination related responsibilities, like, assigning responsibilities for paper setting, invigilation, supervision and conduct of examinations, maintaining records and stationeries, paper evaluation and revaluation and preparation of results which are submitted to the University.

#### **9. Grievances Redressal Committee**

Grievance Redress Committee has been formed under the University of Pune directives and it maintains suggestion boxes in the Institute and in the hostels, conducts open house sessions where students directly interact with the director for feedback and grievance redressal.

|  |
|--|
| <b>19 FUNCTIONAL COMMITTEES OF THE INSTITUTE</b> |
|--|

#### **1. Board of Administration Purchase & Maintenance**

Board of administration purchase and maintenance committee considers the material demands of the Institute, collects the quotations, makes the purchase orders, and inspects the materials procured and the sanctions the bills.

#### **2. Disciplinary Committee**

Disciplinary committee looks after the on campus, hostel, study tour and field work discipline among the students including the dealing of cases of absenteeism among students

#### **3. Alumni Association (Management Committee)**

Alumni association management committee organizes the alumni meet, maintains contact and invites the alumni as resource persons at the institute for various events.

#### **4. Library Committee**

Library committee looks after the day today functioning of the library, considers the requirement of periodicals and books for the library, monitors



various library activities such as books display, reading rooms, computer lab, printing and photocopying and facilitating the administration of Smt Ruthbai Hiwale literary award

#### **5. Internal Quality Assurance Cell**

Internal Quality Assurance Cell takes care of the quality enhancement in teaching learning process to meet the standards set by NAAC, prepares annual IQAC reports, collects the annual self appraisal forms of the faculty members, conducts workshops and interactions with the experts for the faculty development

#### **6. Research and Projects Committee**

Research and projects committee motivates, guides and assigns the faculty members for preparing and submitting research project proposals, considers the research proposals of the faculty members, prepares suitable project proposals for the Institute, and monitors the implementation of the projects of various faculty members.

#### **7. Board of Publications**

Board of publications looks after various publications of the institute such as admission brochures, placement brochures, annual reports, students' magazines, souvenir publication, Institute's journal, research report publications and publication of seminar and conference proceedings

#### **8. Admission Committee**

Admission committee monitors all the admission related activities such as advertisement, preparation of admission test, conducting pre-admission orientation, counselling, invites the external experts for ensuring transparency, conducting of written test, group discussion, personal interview, assessment and preparation of the list of the selected candidates.

#### **9. Academic Programme (Calendar/Time Table) Committee**

Academic programme committee prepares the annual calendar, time table, field work schedule, study tour schedule, orientation programme

for the students, and allotment of the students for field work and research, class arrangements, special input sessions, observation of days of importance.

#### **10. Placement Cell**

Placement cell forms the placement committee (students' committee), prepares the placement brochure, organization of special lectures and workshops for enhancing the skills of students such as attending interview and preparing resume, organization of pre-placement talks, inviting organizations for campus recruitment, network with potential employers, maintain contact through block field work agencies.

#### **11. Website Management & Computer Lab**

All the news, events and programmes and other related information about admissions, procedures, are uploaded on the institute website [www.csr.edu.in](http://www.csr.edu.in) which is maintained and updated by the cell regularly.

#### **12. Scholarship/Awards /Fellowship**

The committee examines the candidates for the best students for the awards of Prof. A.R. Munshi and Rev. Gaikwad Memorial Award.

#### **13. Field Work**

Field work committee identifies and enlists the agencies for field work in and around Ahmednagar in both urban and rural settings. The industrial organizations are also identified for field work of the HRM students. Special visits are also conducted to well-known projects, villages and organizations. After the final examinations, the students are placed for block field work in different organizations / agencies / projects. The committee distributes the students for various field work activities with the assigned guides to interact with the agencies and clientele community. The committee networks with the field work agencies for training and feedback of the students placed. The committee is in constant touch with the agency supervisors and conducts review meetings during the fieldwork placement.

#### **14. Study Tour Committee**

The study tour committee facilitates the study tours of the students. It identifies the destination, contacts and finalises the study tour agencies, arrange for the transportation and accommodation of the students, allot the faculties for the supervision of the students during the study tour, takes the review of the study tour and facilitates the study tour group presentations.

#### **15. Hostel management:**

Hostel management committee looks after admission procedure of the students intend to take the admission in the hostel. Overall supervision and maintenance of the hostel is looked after by the committee. The warden is the convener of the committee. Hostel students meeting are organized and day today matters are dealt with in terms of discipline, facilities, and day today needs.

#### **16. Campus Renovation and maintenance committee**

The committee supervises the maintenance of the institute. The maintenance includes infrastructure, furniture and fixture, light, water supply, etc. The committee also makes the proposal for the renovation and maintenance of the campus if any.

#### **17. Cultural and sports committee**

The institute organizes various cultural events which are organized and managed by the cultural committee. Along with daily sports activities special sport events are also organized by the students committee formed by the institute. The institute provides sports material andalso infrastructural facilities for conducting such events.

#### **18. Felicitation and welcome of the guest committee**

The committee is set up to welcome and make the necessary arrangement of the guest with regards lodging, boarding, transportation and felicitation.

#### **19. Workshop/training/ staff development program**

At the institute level different programs, workshop and training are organized for the faculty staff and students development. Some workshops are also organized in collaboration with government and non-government organization. Arrangement, official correspondence, record keeping feedback of these programs is done by the committee.

