



Two best practices successfully implemented by the Institution

Best Practice 1:

Title of the Practice:

"Use of Street Play and Role Play as part of community outreach programs in Social Work".

Objectives:

- To give proper guidance based on Social work practice to develop rapport with the local community and work with them
- To enhance student networking and collaboration with other NGOs or Welfare agencies
- To encourage a 'sense of Social Responsibility' among the students
- To sensitize students about burning social issues like women's ,children's and old age issues, orphans and old age homes and the alarming number of inmates in them and about disadvantaged communities
- To develop understanding of social issues and skills for inculcation in students

The Context:

The objective of initiating the practice was to give proper guidance to our social work students to organise or conduct community outreach programs in order to advance social justice through mutually transformative community-university partnerships. The Community Outreach programs give young people the chance to meet other youth workers. It is often the first step to accessing help. We can support young people if they are in trouble and put them in touch with the services they need. This practice has successfully served the local community directly, community organization activities, and consultation and resource mobilization at local levels.


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The street play group through gripping narratives on stage had strong and live audiences. The role playing exposed students to different viewpoints or ways of thinking about a situation, and expanded their ability to resolve situations, and provided experience within a given context. Both these community outreach programmes have contributed to community awareness and understanding of health issues and enabled community members to participate in the programme.

The Practice:

Through the community outreach programs which include street plays, psychodrama and role-play, Social Work students make contact and connections with community people living in the villages. The outreach we make with community people through Street Walk is vital. It is a key part of what we do at local level. In and around the areas of the University, there has been a long history of poor condition of life styles and social issues like poverty, illiteracy and ill health. Community activity is part of 'civic responsibility'. It is about doing things in our community because we want to give back to our communities, or help others, rather than because we have to by law.

In order to understand how community programs for locals may incorporate features of settings, it is first useful to understand the diverse nature of these programs. The characterization of community programs for people is complicated. The scope of these programs is vast. In addition, the variety of terms used to describe the programs varies. At the most basic level, "these programs are semi-structured processes, most often led by adults and designed to address specific goals and youth outcomes. This category incorporates a range of programs from those that are highly structured, often in the form of curriculum with step-by-step guidelines, to those that may have a looser structure" They may be called after-school programs, youth programs, youth activities, community programs, extracurricular activities, or programs during out-of-school time or non-school hours.



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The field practicum gives students the opportunity to take on professional roles in order to learn skills, render services and participate in the provision and development of social work service. The hands-on experience reinforces the student's identification with the purposes, values and ethics of the profession; fosters the integration of empirical and practice-based knowledge; and promotes the development of professional competence.

Evidence of Success:

Community activities give students the chance to apply the skills they already have. Volunteer work and community activities are also great opportunities to show initiative and develop skills to get a suitable job. Being able to manage free time while balancing leisure, work and study is an important life skill. Being part of community activities could motivate students to be more organised and start to manage their personal time well.

Community outreach programs that focus on supportive relationships provide settings in which the community people feel a strong sense of warmth, closeness, caring, support, and guidance from the adult leaders in the program. Community programs for youth provide opportunities to expose young people to caring adults who challenge them, encourage them to participate in positive experiences, and respect their opinions. Youth respondents to the community impact survey indicated that they desire and require guidance from adults. This way the practice has a positive impact on the academic abilities and attitudinal changes among the Social Work students.

Problems Encountered and Resources Required:

While designing this practice,


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- in the beginning, some reserved and diffident students were hesitant to cross their academic borders affecting the successful conduct of awareness programmes
- Organizing various programmes during working hours, sometimes, has led to dilution/less attention to class work
- Implementation of the annual plan and its monitoring has become a tough task in view of tight academic schedules
- Lack of co-operation from locals is also an issue in some localities besides local political undercurrents



Best Practice 2:

Title of the Practice: MANGALA GRAMEEN YOJANE

Objectives of the Practice:

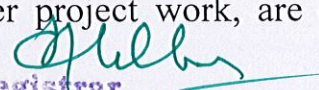
The Mangala Grameen Yojane - an innovative set of extension activities has been started with the objectives of carrying out sector specific studies in the chosen villages and providing guidance for development wherever necessary. The programme has been designed to empower the villagers through training regarding socio-political issues. The training also included land and ornamental fish farming in collaboration with Zilla Panchayat and Department of fisheries. Programs of this kind when associated with commercial inclination would make the villagers to supplement their income. The village extension programs were designed to highlight the commitment and engagement of the University in regional development in general and its stakeholders in particular.

The Context:

The University since its inception has been engaged with the idea and practice of rural development through one of its Chairs sponsored by various nationalized Banks. With the support of the Department of Rural Development and Panchayati Raj of Government of Karnataka, the University planned to address issues of water scarcity in rural areas during summer and sustainable agriculture practices, with the participation of villagers. The village extension program also educates the villagers about central and state government schemes for the welfare of the villagers to plan their agriculture and other economically viable activities.

The Practice:

The overall planning of the program has been done in such a way that the University students, during their final semester project work, are directed to visit


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villages and submit study-based project work after identifying a variety of issues. They are encouraged to carry out interdisciplinary studies on social condition, genetic aspects, DNA sequencing, genetic problems faced by the people of the village, common diseases affecting them, political awareness, awareness on human rights, facilities provided by the Central and State governments, etc. All these problems chosen for the project work would successfully unravel the hidden faces of the genuine problems of the villagers and help them to avoid indirect sufferings. This throws light on the possible inclusive approach of higher education institutions in the day to day life of the villagers.

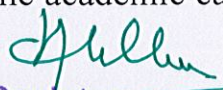
Evidence of Success:

The students could successfully complete different projects which have direct socio-political impact on the overall development of the villages under study. Village oriented programs under the programme facilitated students to engage with the life of rural people and get first-hand information to compare the life pattern across different social groups. The political, social, cultural, economic and organizational dimensions of the life of rural people have been documented to understand and get educated on the schemes and programs launched by the respective governments on one hand and the way they are implemented to assess the result over the years on the other.

Problems encountered and resources required:

Co-operation from the villagers was the major concern as their priority was their work and earning. Most of the people in the villages under study could not be reached to draw conclusions. Those who responded and helped us to collect data fail to represent the entire village under study.

Time factor was another issue. Students are sent to the villages not according to the convenience of the villagers but according to the academic calendar of the university.


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Many of the departments do not have the extension activities components in their syllabi.

The initial obstructions for the implementation of the programme were mainly due to the illiteracy of the villagers and the non-availability of information from the respective government agencies. The interactions of the students with the villagers through established channels have helped the students to carry out some meaningful work that has direct linkage with the villagers.

