



TILAK MAHARASHTRA VIDYAPEETH, PUNE

BOARD OF SOCIAL WORK STUDIES

DEPARTMENT OF SOCIAL WORK

A REPORT ON

TEN DAY'S RESIDENTIAL RURAL CAMP

For the Academic Year, 2015-16

ORGANIZED AT

PARAWADI VILLAGE,

TAL- BHOR, DIST- PUNE

06th January to 15th January 2016

Submitted by

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A Report on Rural Camp organized by the Department of Social Work at Prawadi village, Tal- Bhor, Dist- Pune

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Introduction:

Contemporary social work practice is increasingly becoming complex and challenging. Social workers are engaged in working with society's most vulnerable, disadvantaged and deprived sections of the population who require help with multiple needs. The situations and needs requiring social work intervention could be intra-personal, inter-personal, inter-group or inter-organizational (Dr.I.S.Subhedar, 2011).

Participatory rural appraisal (PRA) is an approach to the analysis of local problems and the formulation of tentative solutions with local stakeholders. It makes use of a wide range of visualization methods for group-based analysis to deal with spatial and temporal aspects of social and environmental problems. PRA is an intensive systematic but semi structured learning experience carried out by multidisciplinary team in a community with community members.

PRA provides a structure and many practical ideas to help stimulate local participation in the creation and sharing of new insights. The emphasis on ensuring community feedback broadens the group of people involved. It is increasingly linked to participatory planning processes (e.g. using adapted forms of logical framework analysis). PRA requires favoring attitude towards community dwellers as well as top to bottom approach, respect for community members, area of interest of community people, what they know, what they say & show and what they can do. The social workers have the patience, not rushing and not interrupting attitude. The present paper is based on our field experiment of participatory rural appraisal during Social Service Camp (Rural Camp).

Social Work Education and an argument:

Fieldwork is the most essential part of the social work education and training. Taking an overview of the present situation of the fieldwork training, its nature, scope, professionalization, problems and difficulties and the needs, it may be observed that the universities and the colleges of social work lack something in imparting comprehensive field work training to the students.

In the field work training itself, there are certain deficiencies and shortcomings. The most important aspect are the policies of the universities and the colleges of social work whereby the theoretical and practical curriculum are formulated and arrangements are made for imparting education and training according to the prescribed curricula. But till today ways of field work have been used by the most of social work schools. In which the agency based field work is carried out. But there is need of some community based trends in field work training in social work education.

Fieldwork practicum is a closely supervised educational internship in a social work setting that provides planned opportunities to apply theory taught in class-work to actual situations, which, in turn, enhances classroom learning. Learning and practice of social work methods and skills of work with individuals and the socio-economic-political systems of family, community, state, corporate sector, mass media and non-profit organizations, democratize them, drawing linkages across them, to prevent and ameliorate social problems; and documentation, monitoring and evaluation of one's social work intervention.

Social Service Camp (Rural Camp) At Parawadi Village:

Social service camps are seen as valid component of the student's field learning. Institutional visits in the same location, especially as a part of the student's orientation to the field of social work at the point of entry, are also recommended (UGC, 1980).

Organizing social work camps in the tribal- rural- urban areas according to the fields of specializations can assists the students to be super-specialized and perfect in their chosen fields. For many years now, rural and urban development is being treated as a distinct specialization in social work education and a system of field work training in this specialization has already been introduced. For enhancing the understanding of students, for imparting them a scientific attitude and for developing their broad and positive vision towards this field, certain innovative methods not included in the field work training. Without broad theoretical study and extensive field practices, professional knowledge cannot be developed. Hence, without comprehensive field studies and practical demonstrations, perfect social workers cannot be brought forth. Therefore social work students, faculty trainers should take active interest in developing participatory, interventional training system and broaden the scope of the training.

Experimental approach in Fieldwork practicum: The fieldwork practicum needs to use the pedagogical or the experimental approach. According to Johnson (1986), experimental learning is based on three assumptions,

- i. People learn best when they are personally involved in the learning experience;
- ii. Knowledge has to be discovered if it is to mean anything or make a difference in behavior; and
- iii. Commitment to learning is highest when people are free to set their own learning goals and actively pursue them within a given framework.

The department of Social Work, Tilak Maharashtra Vidyapeeth, has follows the model programs and practices accordingly, the students of MSW- Ist year definitely benefited in terms of conceptual clarity, practical knowledge of the PRA technique, rural life from social work perspective, use of social work techniques, methods, skills, attitudes, managing and administrating the camp.

Rural camp is part and parcel of the social work education. The objectives of rural camp are:-

- To provide an opportunity to the students to learn practical aspects of different subjects in the field of social work.
- To make the students utilize the method-oriented practical training.
- To carry out the practices to help them to gain the practical knowledge.

Considering all these objectives the department of social work has selected the Parawadi village for rural camp for the academic year 2015-16.

On this basis the department of Social Work, Tilak Maharashtra Vidyapeeth has adopted this village for integrated and sustainable development, with the form of rural camp which part & parcel of social work education. For three academic years the department of social work will be organize the 10 days rural camp at Parawadi village for sustainable community development.

Community development is nothing but the process of transformation of socio-economic life of community people. Its main aim is to overall development of the community people.

Generally in community development the outsiders i.e.; the govt. functionaries, representatives of the different non govt. organizations are come in to the village, identify the

problems of the community. According to the problem they formulate policies, schemes or projects and implement it and when it accomplish they withdraw from the community.

It means that there was lack participation of community people in formulation and implementation of the policies, schemes or projects. If it occurs rapidly then there should not possibility of the participatory and sustainable community development.

Sustainable Development:

Rural development as a part of social change is defined as a process of expanding the decision-making horizon and extending the time frame for appraising investment and consumption choices by rural disadvantaged people collectively and not necessarily at the village levels of aggregation.

Sustainable development is nothing but the community people have participate in observation, survey, planning, policy or scheme formulation & implementation, monitoring and evaluation, and fallow up, etc. process.

It means that while working with community, the representatives of the govt. and non govt. organizations can take the participation of community people from observation to evaluation and follow up process.

Background of Parawadi Village:

A village Parawadi is located in western region of Bhore block of dist- Pune and near to the border of Velha block of Pune district which intensive part of Pune district. The total population of parawadi is 1200 in which most of the youth population occurs migrant due to search of service for their livelihood. The main occupation of the villagers is seasonal rice farming. Most of the aged people, dominating population of women & farmers are residing in the village.

Methodology Adopted:

Participatory Methodology:

In the participatory methodology, it is assumed that knowledge and education are never neutral and the trainer's role is help to the participants understand where their own views have come from, to challenge pre-conceptions and to encourage them to consider other possibilities. It assumes that society can be transformed by the engagement of critically conscious persons,

through a process of deconstruction, reconstruction and transformation. Participants' life experiences are the major source of knowledge in this method. The trainers are not teachers, but facilitators, and partners with the participants in this process of social change.

Need Assessment:

While studying the plan of action of practice, it is essential to ascertain that it is based on the actual and felt needs of the potential beneficiaries, depending up on their situation. Such baseline data is obtained through need assessment. Some objective criteria, to establish the need conditions for the specific intervention, will first have to be theoretically worked out, based on the expected outcome. All the individuals in an age group may need developmental intervention, where as specific outcome have to be laid down for need for remedial intervention. According to Carter (1960), the need conditions may be those expressed by clients and those unexpressed by clients. For the needs expressed by the clients, they may not be utilizing the services.

A need assessment used in three major ways:

- i. The scope of the program planned according to the magnitude of people concluded as the needing the intervention.
- ii. The characteristics of the people needing the intervention can be useful while planning the content of the intervention.
- iii. The difficulties people report in utilizing services of similar program are useful for planning the service delivery aspects of practice.

Activities conducted during Rural Camp:

1. *Mashal Rally:*

Mashal Pheri is a tool of PRA/PLA. After reaching at the Parawadi village, the faculty members and students have planned *mashal feri (rally)*. The purpose of this rally was to have dialogue with villagers about the rural camp. The rally was started with March along with slogans and songs on rural development. During the rally the faculty members had dialogue with villagers regarding the camp and activities will conduct for the same.



2. *Prabhat Feri:*

Prabhat Feri is a tool of PRA/PLA. The day was started with prabahat feri. The purpose of the same was to mobilize the people for the application of **Participatory Rural Appraisal** and **Participatory Learning and Action**. The said rally was conducted with the help of school going children's of village and MSW students. The rally was started with March along with slogans and songs on rural development Due to this rally we received good people participation.



3. **Participatory Rural Appraisal (PRA) and Participatory Learning and Action (PLA):**

Participatory learning is a method of mapping and doing micro planning of any community. As far as rural development is concern, probably the **PRA / PLA** is being used for Social, Resource mapping and transact walk. Some the tools of **PRA/ PLA** have been used, i.e.

A. Social Mapping: -

Social Mapping is very important tool of PRA/PLA. The faculty member has introduced about the PLA and given importance of social mapping. With the help of villagers, students and faculty member had decided the place for drawing the social map of village. The villagers and students have drawn the social map of village with the help of colorful chalks and *rangoli*.

In social mapping the villagers has decided four directions of village i.e. East, West, South and North, then drawn the roads, Grampanchyat office, Anganwadi, Temples, houses, internal roads, drinking water resources, and so on. While drawing the social map the majority greater women participation was found.



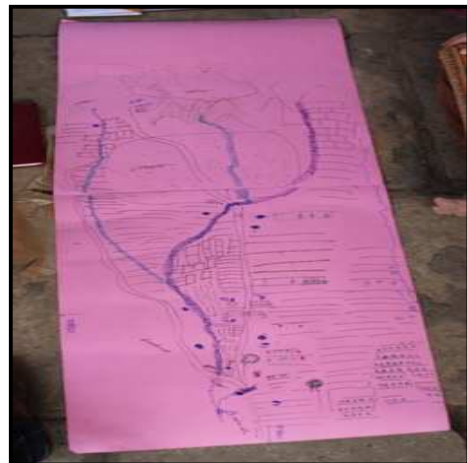
B. Resource Mapping: -

At the stage of planning of practice, a resource mapping has carried out in the Parawadi village in order to complete information needed for providing information and services to the villagers. Such a mapping explores number and types of services available, and provided by the social work trainee students as well as individuals to meet a particular need.

As we know that, the rural camp is part and parcel of Social Work Education. For sustainable development of Parawadii village student social work educators and social workers has conducted the participatory rural appraisal in this village. In which students has done the map of the social map (*Gaonthan of the village*), and the resource map of (*shivar / Farm*) with the participation of villagers. And collected the information regarding the problems which have been faced by the

villagers; on the basis of components such as; Health, Water and irrigation, Women and children, Integrated Child Development Scheme (ICDS), Self Help Groups , Watershed, Education, Livelihood, etc.

Resource Mapping is very important tool of PRA/PLA for any community development the natural and physical resource management plays very important role. Mapping process was supported by the detail discussion with the villager's i.e. economic and social activities like total land, irrigation pattern, situation of watershed, cropping pattern, land ownership, cultivation area, annual rainfall, Water resource for drinking and agriculture, nature of agricultural production, availability of market for agriculture produce, yearly income of the families etc. While drawing the resource map the majority greater women participation was found.



C. Transact Walk:-

It is also a vital tool of PRA/PLA. After the Mapping we had a transect Walk, during this we with the students and villagers took a round of village. In this walk the farmers, agriculture field visit, and observation of village water resource, bandhara which were built earlier. During the said walk with the help of villagers some of the locations were find out for constructing the Check Dams (*Vanrai Bandhara*).



D. Data Collection:-

It is important tool of PLA. After having the social and resource mapping also transact walk whatever data and information was sought by the villagers was gathered and registered. The information received by the villagers was not enough hence the faculty members has done Seven sub groups of MSW students for the data collection, the data was suppose to collect by the students from villagers on following issues;

- a) Health
- b) Education
- c) Sanitation
- d) Agriculture
- e) ICDS
- f) Women and Self Help Groups
- g) Water and Watershed

The students have collected the data and it was presented before the villagers;



E. Meeting with the Villagers:-

In this meeting the team had dialogue with villagers. During the discussions various points raised based on the observations done by the students and faculty of TMV and villagers also contributed in this discussion with their experiences. With this discussion various problems and intervention areas were came up like internal village road facility is poor, irrigation facilities, water shade work needed, school needed for 8th to 10th in the village. Problem of drinking water supply and quantity supplied is insufficient etc.

4. Ground Water Management:

Competition over limited supplies of water alternative uses in agriculture, urban and industrial supply, recreation, wildlife, human consumption and maintenance of environmental quality is becoming more intense. Local farm economies face massive shortfalls of irrigation water endangering even the meager subsistence that they obtain from cultivation. Migration to urban or peri-urban areas is symptomatic of the deepening crisis in the farm and rural sector.

The water is a common pool resource. It cannot be owned by only human beings, as water has many other natural and ecological functions. Therefore, all living beings on earth have rights over water resources. If human beings have to exercise rights over water, then it can be done through community institutions and structures at the micro level.

So from such PRA technique the villages are come forward to take the action for ground water management. With initiatives of villagers and teachers and the trainee social workers, two *Vanrai bandhara* has been constructed due to which the level of the ground water has increased and at present all the villagers and farmers utilizing the water for agriculture as well as for drinking purpose for animal husbandry.

After the construction work had a informal meeting with villagers. The points raised are the watershed work to be implemented in the village. Wells are to be dug deep and cleaning must be done. Agriculture related schemes and work to be implemented.



5. Meeting with Villagers (Gaon Sabha) and Block Panchayat Representatives:-

After collecting the data the meeting of villagers was called for sharing all the observed facts about various issues covered in the data collection. For the data collection following core areas were finalized by the trainee and teachers:-

- a) Health
- b) Education
- c) Sanitation
- d) Agriculture
- e) ICDS
- f) Women and Self Help Groups
- g) Drinking Water and Watershed

Data was presented by the trainee before the villagers and Block co-ordinators. But some villagers have argued some questions and faculty and government representatives has discussed and answered their queries. During this meeting

predominantly women population was observed as well as women have taken the initiatives during discussions and meeting.

Priorities of the developmental issues suggested by the villagers:

After having the presentations and discussions with villagers, the trainee and faculty has asked the priorities of the developmental issues for the sustainable development of Parawadi village. Therefore the villagers has fixed the priorities of the developmental issues from their point of view, these are follows;

- a) Drinking Water
- b) Watershed
- c) Sanitation
- d) Employment (Demand for jobs through MGNERGA)
- e) Education- Reconstruction of Anganwadi and Facility of Higher education
- f) Internal Roads
- g) Women health
- h) Nutrition (Child Health)
- i) Youth Development
- j) Animal husbandry
- k) Dairy Development
- l) Reconstruction of Gram Panchayat Office.
- m) Roads

It was found that the majority of the villagers were not aware about welfare schemes and programs. Considering the need of villagers the trainee and faculty has planned a session on Awareness about Welfares schemes and Programs.



6. Awareness Session on Government welfare schemes and programs :-

It was found that the majority of the villagers were not aware about welfare schemes and programs. Hence trainee and faculty have given the information about welfare schemes and programs related to following components of community development;

- a) Health
- b) Education
- c) Sanitation
- d) Agriculture
- e) ICDS
- f) Women and Self Help Groups
- g) Drinking Water and Watershed



7. Session on Sanitation:-

During the data collection it was observed that the drainage facility was there in village but it was not working properly. Hence faculty and trainee has planned the session on Sanitation. The said session was facilitated by Prof. K. K. Kanojia who is retired faculty member from Centre for Studies in Rural Development, college of Social Work, Ahmednagar.

During the session Kanojia sir addressed the *Panch Sutras* of sanitation with suitable examples while considering the local language of villagers for healthy life and wellbeing of the human.



8. Health Check up Multi-diagnostic Camp for the Villagers:-

During the data collection it was observed that there are 13 students from anganwadi are malnourished and their mothers also anemic. Also it was found that the ageing population having different diseases, as well as school going children's having some health issues.

Considering above need of the villagers the faculty and trainee has organized health check up camp for villagers. The said camp was organized in collaboration of Department of Social Work and Dr. D.Y. Patil Medical College and Research Centre, Pimpri Pune. Totally 17 medical staff including Para-medical personnel's were invited for the same.

During this camp following checkups were made

- a) General Health
- b) Orthopedics
- c) Pediatrics
- d) Gynaec
- e) ENT
- f) Ophthalmologic
- g) Dental
- h) Skin diseases

Totally 230 patients were made their health check up. The pharmacist has given a free of cost medicines to the patients. During the camp 11 patients has been referred for further operatives and treatment at the Dr. D.Y. Patil Medical College and Research Centre, Pimpri Pune. These patients will call on 08th February 2016, for further treatment who will receive the free of cost treatment.

During the camp it was also observed that the medical team has advised to the patients that there is need to have a physical exercise and yoga.



9. Session on Yoga for all:-

During the data collection it was observed that some of the villagers having some body pains also it was also found that some women are anemic, hence the faculty and trainee has planned the session on yoga for all. The said session was facilitated by Prof. K. K. Kanojia who is Yoga teacher from Haridwar and retired faculty member from Centre for Studies in Rural Development, college of Social Work, Ahmednagar.

This session was started with prayer and warm up. During this session the trainer has given training on different yoga and *pranayam* which are immensely benefited for healthy life. This session was found interesting and got good participation of villagers and trainee.

After the session of yoga and *pranayam* the trainer has appealed to villagers about body pains. Some villagers were approached to trainer and trainer has given acupressure treatment and ideas for the same for future.



10. Construction of Soak Pits:-

During the data collection it was observed that the drainage facility was there in village but it was not working properly. Hence faculty and trainee have planned to construct the soak pits in the village with the help of villagers.

With the help of villagers the location was decided for construction of sock pits, the villagers suggested to trainee for built the soak pit near to Gram Panchyat office, because that palace was the mirror of Parawadi Village.

Faculty has given design of soak pit to the trainee accordingly trainee and faculty has built the soak pit using stones, sand and soil. The TMV has developed ideal model of soak pit that was appealed and appreciated by the officer from department of MGNERGA, Bhore Block Panchayat.

During rural camp totally 08 soak pits has been constructed by the trainee and faculty with the participation and help of villagers. During this activity trainee received good participation of the villagers.

While constructing the soak pits in the community it was observed that the drainage was not in working conditions also there was no secure place for the animals and fodder were kept in the houses and found some animals were sick due some infections.



11. Livestock Health Check up Camp:-

The Parawdi village is located in Western part of Bhore block followed by Sahyadri region and Western Ghats. Though it is under the shed of Sahyadri region the average rainfall

is very low. The farming is seasonal which mainly depends on rainfall. Hence there allied business of villagers is dairy development; hence we found greater number of livestock in Parawadi village. For best milk production and good work efficiency of animal's villagers advised to us kindly arrange livestock health check up camp.

While considering the need of villagers the free livestock health check up camp was organized with the help of Block Livestock Development department and Jambhali sub-centre of the same department.

During this camp the livestock's consisting of Buffaloes, Cows, Bulls, Goats, and Sheep's totally 130 animals were completed their check up. The team of doctors has given vaccines, injections and medicines to the animals for their wellbeing and good milk production.



12. Celebration of Birth anniversaries of Swami Vivekananda and Rajmata Jijau:-

During the rural camp on 12 the January there was a birth anniversary of Swami Vivekananda and Rjmata Jijau. The said activity was cordially planned with Zilla Parishad Primary School and Department of Social Work. The welcome and introduction was given by Shri Pawar sir, also the speech was given by 05 school going children's on behalf of primary school and one trainee on behalf of trainee. Also the Head master Shri Kumbharkar sir shred his views on that occasion. On behalf of Department of Social Work, the faculty member Mrs. Gouri Kshirsagar and Head, Mr. Prakash Yadav has also addressed about the thoughts of Swami Vivekananda and Rjmata Jijau, on that occasion.

During the celebration of this activity, it is found that the children's are the youths of tomorrow. Hence there is need to give right direction and exposure for their future endeavor.



13. Bal Melava (Anand Mela):-

During survey and data collection it was observed that the good proportion of school going children's is in the village. There were 122 children's were in primary school and 42 were enrolled in Anganwadi. Therefore the trainee and faculty have organized Bal Melava for the children's.

For this *Bal Melava* all the children participated. Our Students conducted different games like passing the ball, drawing incomplete picture, throwing the ball in buckets, singing the songs and so on.

The prizes were given to winners and also the prize for participation in BAL Melava was given to the children's. The total Bal Melava was facilitated, co-ordinated and conducted by the trainee social workers.



14. A Session on Youth and Entrepreneurship Development:-

The 12th January is observed as birth anniversary of Swami Vivekananda and commonly known as Youth Day.

During the rural camp, it is found that the greater populations of i.e. 250 youths are in Parawadi village. But also observed that majority of the youths are unemployed and some of them are migrated for their employment purpose to nearby industries and towards Pune.

Hence on the occasion of Youth Day the session on “Youth and Entrepreneurship Development” was organized for the youths.

For this session Mr. Suresh Umap, Regional Officer from Maharashtra State Skill Development Corporation was the resource person. Umap sir has facilitated and addressed about the scope for Entrepreneurship Development and for rural Entrepreneurship.

For this session good participation and also some youths has demanded for the future planning and training scope for the same.



15. A Session on Nutrition, Pre and Post- natal care:-

Traditionally women were neglected and more vulnerable. During the data collection it was found that 13 children's are malnourished and some of the mothers found anemic. The reasons of malnutrition are lack of pre and post-natal care, or some of may be hereditary issues, lack of nutritious food, lack of vaccination and so on.

Considering this seriousness of the issue the faculty and trainee has organized the session on “Nutrition, Pre and Post-natal Care”.

The session was addressed and Facilitated by the, Principal, Dr. Madhuri Shelke, Principal of TMV's Institute of Nursing and Research, Tilak Maharashtra Vidyapeeth, Pune. Dr. Shelke madam has addressed to Women and adolescent girls about, nutritious food, personal hygiene, as well as pre and post natal care with the help of posters' and flow charts.

For this session more than 100 women and adolescent girls has been actively part. After the session FAQS were held, majority of the women and adolescent girls has approached to the resource person and shred their problems of health.

For further follow up of this activity, the department of Social Work and Nursing wish to organize women health check up camp.

After the session women shared the some information and reasons of weakness and sickness with faculty and trainee, i.e. due to heavy work in the agriculture women are facing health issues.



16. A Session on Mahatma Gandhi National Rural Employment Guarantee Act (MGNREGA):-

In the month of December 2016, the training on MGNREGA was held for the villagers by the Block Panchayat, Bhor. So villagers already received the job cards. While considering the need and scope and nature of work done under MGNREGA, the faculty has organized the session for the villagers and trainee.

Mr. Shrirang Chorage, Regional Officer, department of MGNREGA, Bhor Panchayat samiti, has conducted and facilitated the session with the help of internet facility and some demonstration about the social audit of this scheme.

After this session the Chorage sir has observed the soak pits constructed by the faculty and trainee, and appreciated the same and announced that this model of TMV is best than model of government. Also done announcement Rs. 2000 per soak pit will be given to each family who has a job card for constructing the soak pit at their family of at the public place of the village.

It was also found that dominantly the women were demanding the jobs and wish to have a employment under the MGNREGA.



17. Gram Swachta:-

During the rural camp it was observed that the drainage facilities of the village were not in working condition. The waste water was spreading on road, the garbage management was not proper; also some of the villagers were not using their toilets and so on.

Considering the seriousness of above issues related to sanitation the faculty and trainee has planned the activity of gram Swachta.

In the cultural evening the Trainee has performed the street play on sanitation and tried to focus on importance of sanitation. Then the villagers were come forward to doing gram Swachta.

During the gram Swachta the faculty, trainee and villagers has done the cleaning of roads, drainage and common places of the village. For doing gram Swachta we received good participation of the villagers.

After doing gram Swachta the villagers given feedback about the same and appreciated the work done by the trainee and faculty. Then the faculty and trainee has discussed about Swach Bharat Mission, then villagers realized that until and unless doing gram Swachta of our own village the dream of Swach Bharat is not possible.



18. Mahila Melava (Women Mela):-

Traditionally women were neglected and vulnerable. They never represent themselves beyond the four pillars of house. It was due to only influence of the patriarchal family system. Women were coming out or getting the freedom on the occasion of some festivals.

During the rural camp on 14th & 15th January the Makar Sankranti festival was there. On the occasion of same the faculty and trainee has organised the mahila melava. During the camp it was found that the women were dominatingly participating in each and every activity. Also trainee has established purposeful and healthy relationship with the villagers especially with the women. Because women are key drivers of any community development. The women have made arrangement for bathing for lady trainee and faculty.

While considering above rapport with women there is indeed need of long term association with villagers, the trainee and faculty has organized the Mahila Melava for women.

Haldi-Kum-Kum Program:

The Haldi Kum-Kum program is a tool of greater people participation and again it is our Indian culture. We must respect for the same. For this Melava, the return gift (*Vaan*) was given to the each and every women. Majority of the women has taken actively part.

After this melava trainee realized that the power of Unity among the women. Women are the key drives of development which leads to national development.

19. Participation in Meeting of Self Help Groups:-

After the independence period, we women were partially got the freedom to represent her in the development spheres such as; economic, education, culture, social, etc

Since 1975 the SHG groups initiated in India. Now under the National Rural Livelihood Mission, there is state mission i.e. Maharashtra Rural Livelihood Mission, there is provision of SHG for sustainable livelihood.

In Parawadi village there are 12 SHG groups. The weekly meeting is the agenda of such groups. So considering the above subject to give exposure to trainee, faculty has planned this meeting with Jeevandhara Self Help Group.

The meeting was started with prayer. All the members and trainee had introduced themselves. Then review of last meeting was taken by the secretary, and discussed regarding the issues related to savings and repayment. Then the records have been fulfilled by the members. These groups wish to establish the self employment in forthcoming period. According to *Dashsutri*, during the meeting the discussions on Women health issues were discussed with each other's and faculty and trainee.

Through this meeting the trainee got the knowledge about *Dashsutri* of the SHG, how to keep the records of the meeting, procedures of the meeting, nature of savings, process of loan procedure, procedure of bank linkages, and so on.

20. Meeting with Dalit Community (Shinde vasti):

Though we had completed the 69 years of independence we never received actual freedom. Because some of the democratic values like, Equity, Equality, Social Justice, Freedom, Secularism and so on, are mentioned in our preamble of our Indian Constitution.

According to Karl Marx, “the root of caste system is rooted in the class system” but Dr. Babashaheb Ambedkar has focused that the roots of untouchability are in rural areas and until and unless the class system destroyed the casteism will not be finished.

During the rural camp trainee and faculty had two times visited with this community. During the meeting following issues and problems were observed;

- a) Lack of participation in Gram Sabha
- b) Lack of Housing and other infrastructural facilities
- c) Lack of information about welfare schemes
- d) Prohibition to utilize the 15 % local funds for their development
- e) Prohibition to access to common property resources
- f) Lack of employment
- g) Lack of sanitation
- h) Lack of unity
- i) Social exclusion from the upper caste villagers



24. Tree plantation in Primary School, Parawadi:

Social work profession do believes on constant change and looking for sustainable development of communities especially rural and tribal communities. For any community development the natural resource management plays very vital and important role. Hence five ‘J’ management is that management of Water, Land, Forest, Human Beings and

livestock / Animals. Therefore the faculty and trainee have planned the activity of plantation in primary school.

On behalf of primary school the Headmaster Shri. Kumbharkar sir and other teachers as well as on behalf of Department of Social Work, Shri Yadav sir and Kshirsagar madam as well as representative trainee has planted 05 different types of trees in the premises of primary school. The responsibility and accountability for the growth and development of such plants has been allocated to representatives of the school children.



Valedictory Function of Rural Camp:

Considering above all the activities and initiatives of faculty and trainee, on 14th of January the valedictory function was arranged by the faculty and trainee. The details of the same are as follows;

Nature of the Program:

- Garlanding the Lokmanya Tilak Statue by Hon. Dignitaries'

- Welcome and Introduction of the Hon. Dignitaries: by Darshna Phadtare, Trainee.
- Introductory address: by Mrs. Gouri Kshirsagar, Assistant Professor, Department of Social Work.
- Welcome address: by Mr. Prakash Yadav, Assistant Professor, and Head, Department of Social Work.
- Opinion about rural camp by the representative trainee: Krishna Jagtap, Jyoti Jadhav, and Priyanka Adhav.
- Opinion about the Rural Camp: Shri. Pawar Sir, Primary School Teacher Representative
- Speech by: Mrs. Mukta Katake, Block Co-ordinator, MSRLM Project, Bhore, Panchayat Samiti
- Address by: Mr. Prabhakar Gawade, Block Co-ordinator, MSRLM Project, Bhore, Panchayat Samiti
- Guidance by: Shri. Bhausaheb Kirulkar, Gram Sevak, Parawadi Village, Bhore Panchayat Samiti.
- Opinion about Rural Camp by: Shri. Shivaji Liman, Gram Panchayat Member of Parawadi
- Guidance by: Shri. Subhash Liman, Deputy Sarpanch, Parawadi.
- Presentations by trainee about work done and activities carried out during the rural camp: by Prathamesh Bhise and Pournima Padher, Trainee's.
- Vote of thanks: Mr. Mayur Pawar, Trainee.

Apart from this the following personnel were special invitees for valedictory function of the rural camp:

- Mrs. Kartiki Subakade, Assistant Professor, Dept. of Social Work,
- Mrs. Geeta Joshi, Assistant Professor, Dept. of Social Work,
- Mr. Nachiket Kharat, Assistant Professor, Dept. of Social Work,



During the function following points were addressed by the dignitaries;

- On behalf of the Tilak Maharashtra Vidyapeeth, Faculty from the department of social work declared that the departments wish to extend their field work activities for sustainable developmental programs with Parawadi village for next two academic years during the welcome address by Mr. Prakash Yadav. Department wish to look up on

Parawadi village ideal village, not only in Pune district but also at national level but it will not be possible without people participation, hence villagers has significantly promised for further participation in field work activities which leads to sustainable development of the village.

- On behalf of department of Social Work, Mrs. Gouri kshirsagar has expressed our gratitude towards villagers for sharing their indigenous knowledge, ideas, thoughts, believing us, accommodating us, giving good people participation during the camp with us and our students.
- On behalf of all trainees, Opinion about rural camp was addressed by: Krishna Jagtap, Jyoti Jadhav, and Priyanka Adhav. Trainee has expressed their views regarding learning's during the camp, application of theory in to practice, as well as trainee has extended their gratitude towards all the villagers for active participation and meticulous help and significant contribution for successful rural camp.
- Mrs. Mukta katake has shared her views and appreciated work done by the faculty and trainee during the rural camp. She also expressed her views on the roles and responsibilities of the administrative personnel while working with rural communities. She has also focused on importance of people participation and taking the follow up of each and every welfare program.
- Mr. Prabhakar Gwade has also appreciated the work done by the faculty and trainee during the rural camp. He has focused on difference between needs and wants of the people or villagers. So villagers must give priorities to their development works. He has also highlighted the gaps between villagers and administration. So people must raise their developmental issues in Gram Sabha.
- Mr. Bhausahab Kirulkar, Gramsevak has expressed his views and appreciated the work done by the faculty and trainee during the rural camp. He has focused on the limitations of administrative side. He also pointed out that there is lack of interest and people participation.
- On behalf of Parawadi Gram Panchayat Mr. Subhash Liman, Deputy Sarpanch, has expressed his thought provoking views and appreciated the work done by the faculty and trainee during the rural camp. On behalf of Parawadi villagers he has recognized the work done during the rural camp and felicitated to Faculty and representative trainee with Trophy, Shriphal, and pens along with sweets and fruits. Also he has requested to faculty

for organizing such significant social work / rural camp in Parawadi village for next academic year.

- On behalf of women associations and SHG groups the work has been appreciated and recognized. So they had felicitated with Frame of Chh. Shivaji Raje Bhosale.
- On behalf of the Department of Social Work, the villagers and SHG representatives has been felicitated with tree plants for their meticulous and significant participation and contribution during the rural camp. And also given responsibility to them about growth and development of those plants.
- On behalf of department of social work, the Presentations were made by trainee about work done and activities carried out during the rural camp: by Prathamesh Bhise and Pournima Padher, Trainee's during the presentations trainee has focused on the situation of Parawadi village before and after (Pre and Post condition) the rural camp. The emphasis was made on the major activities carried out such PRA Application, Health Check Up Camps for villagers and Livestock, Cultural Evening, Awareness sessions on government welfare schemes, Sessions on Women Health, Session on Youths and entrepreneurship development, Construction of soak pits and Vanrai bandharas, Tree Plantation, Mahila Meklava, Bal Belave and so on...
- On behalf of the Department of Social Work, the trainee has been felicitated for their meticulous and significant efforts, participation and contribution during the rural camp.
- On behalf of trainee the faculty has been felicitated for their, minute to minute planning and execution of the activities, arrangement of need based sessions by various resource persons, timely guidance, supervision, monitoring, evaluation, hand holding support, meticulous and significant contribution and participation in each and every minute and activities carried out during the rural camp and so on.

Involvement of Institution, Faculty and students:

Department of social work is active in various rural villages for its field work purpose and have established healthy relations with these communities through youth mandals, adolescence groups, self help groups which was the platform for the rural camp.

For the present camp the PRA activity was conducted and facilitated with the help of YASHADA, Pune. It was so conceptually conceived that learning's of teacher and students started with it. Also the govt. functionaries like, ASHA (Health Workers), Anganwadi worker,

Talathi, Gramsevak, etc. were actively participated while conducting the PRA activity in Parawadi village.

During the rural camp the officers from Bhore Block Panchayat, Department of Maharashtra State Rural Livelihood Mission, Department of Mahatma Gandhi National Rural Employment Guarantee Act, Department of Livestock development and Animal Husbandry etc; were participated and addressed to the villagers and trainee. Also regional officer from MSSDC were participated and addressed to the villagers and trainee.

♦ Some other tools of PRA has been used by trainee social workers during the session:

- Semi structured interviewing
- Focus group discussions
- Preference ranking
- Mapping and modeling
- Meeting with Villagers and government representatives.

Outcome observed:

Participatory rural appraisal is very particular and specific about their outcomes, because the people are come forward to take the action. We at the department find following outcomes of the “Participatory Rural Appraisal (PRA) is an effective technique of Participatory and sustainable development: A case study of Parawadi village, Tal- Bhore, Dist- Pune.” Such as;

- We do strong believe that ‘student independently conduct the PRA activity if necessary guidance, training and freedom is given.
- PRA helps students to develop functional abilities and overcome individual lacunas.
- Students have learned to get people participation also encouraged to write their field experiences in the local news papers.
- Teachers have developed a perspective that ‘theory of social work can be seen in practical work’.
- PRA helped teacher and students to acquire the fair, unbiased stand point of thinking, while working with men and women.
- Students and teacher have learned to cook the food.

- Students and teacher have developed the confidence to handle a considerable amount.
- Students, teachers and participant govt. functionaries have good contact with each other, which we call as trained human resource network.
- Teachers are made serious to think over the innovative methodologies to assess the impact of PRA, to assess the change in human and its reliability.
- The teachers and students get exposure about indigenous knowledge and rural techniques and ideas.
- Students and teachers learn how to build *bandhara* (Ground Water Management) with the help of natural and materialistic resources along with people participation.
- Students and teachers learn how to soak pits (Waste Water Management) with the help of natural and materialistic resources along with people participation.
- Students and teachers came to know that animal husbandry plays very important role in rural development, therefore their health care is very important.
- The students developed their competencies through various tools, techniques and skills of social work acquired by them.
- The work of the students reflects their spirit of professional devotion and commitment to social work practice, and humanistic concern and sensitivity to the community people.
- Students get the clarification of the awareness, attitude, and skills and objectives.
- Teachers and students has made institutional arrangement such as, SHG group leader, Leader of Youth Mandal, Primary school Teachers, Anganwadi Workers, ASHA (Health) worker and other senior citizens for looking after the work done during the rural camp and future planning of the work for sustainable development of Parawadi village.
- Get motivated others as learners.
- Given positive feedback to others.
- Asked questions to elicit information.
- Reviewed scope of participation.
- Reviewed the methods and activities used.
- Organized social work knowledge for practice.

Future Plan of Action:

After 10 days rural camp, considering the needs of villagers and priorities given by the villagers during PRA and meetings and discussions held during the camp, the faculty and trainee

from the department of Social work wish accomplish following activities for the sustainable development of Parawadi Village with the participation of villagers during next two financial years:-

- Free of cost further treatment to the 12 patients found in health check up camp conducted in collaboration of Dr. D. Y. Patil Medical College, Pune.
- Participation in Gram Sabha
- Linkage of youth mandal to Nehru Yuva Kendra
- Conduct of Women Health check up camp
- Training session on Nutrition to the women and adolescents girls
- Watershed development work
- Awareness on welfare schemes
- Follow up with patients
- Training on entrepreneurship development
- Awareness on Sanitation
- Awareness on Superstition
- Conduct of *Gram Saptaha* etc.

Conclusion:

Above outcomes shows that Social service (Rural Camp) and participatory Rural Appraisal are an effective tool of participatory and sustainable development. In which community people prioritize their problems and come forward to take action which will be useful for utilizing as common property resource.

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- Faculty and trainee are generally acknowledge the support extended by **YASHADA, Pune**, government functionaries, BDO, Asst. BDO, all the Extension officers from **Bhor Panchyat Samiti, sarpanch** and **grampanchayat members** and **citizens from Parawadi Village**.
- Also we would like to present our heartfelt thanks to **all our departmental teaching and non-teaching family members** for extending the help during the camp.
- Department is also thankful to **Administration department** for timely arrangement of vehicles required before, during and after the rural camp.
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- We express our heartfelt thanks to **Mass Communication department** as well for providing the Camera during the rural camp which has helped us for preparing the reports and keeping our immemorial memories during the rural camp.
- We also express our gratitude towards **all the invited Resource persons** for sharing the knowledge, thoughts and beliefs with the villagers, trainee and faculty members which was immensely benefited to all.

Sincerely,

Asst. Prof. Prakash S. Yadav

Head,

Dept. of Social Work.

Asst. Prof. Gouri D. Kshirsgar

Faculty

Dept. of Social Work.